

4.1.1 Articles: Indefinite, Definite

The words **a**, **an** and **the** are called Articles. They come before nouns.

These are of two types

- **A or an** is called **Indefinite Article**, because it usually leaves the person or thing spoken of as indefinite. **Example:** a doctor, that is, any doctor
- **The** is called the **Definite Article**, because it normally points out some particular person or thing;
Example: He saw the doctor, meaning some particular doctor.
- The indefinite article is used before singular countable nouns.
Example: A book, an orange, a girl
- The definite article is used before singular countable nouns, plural countable nouns and uncountable nouns. e.g., the book, the books, the milk

USING A, AN, THE

A	An	The
<ul style="list-style-type: none"> • A is used in front of singular countable nouns (a person, animal or thing) which are not specific. • We don't use a before uncountable or plural nouns. • If a noun starts with a consonant sound (b, c, d, f, g, h, j, k, etc.), "a" comes before the noun. <p>EXAMPLES:</p> <ul style="list-style-type: none"> • A cat • A house • A bird • A bike • A child • A boy • A doctor • A table 	<ul style="list-style-type: none"> • An is used in front of singular countable nouns which are not specific. • We don't use an before uncountable or plural nouns. • If the noun starts with a vowel sound (a, e, i, o, u), "an" comes before the noun. <p>EXAMPLES:</p> <ul style="list-style-type: none"> • An apple • An hour • An egg • An aunt • An ant • An old man • An orange • An uncle 	<ul style="list-style-type: none"> • We use 'the' in front of all nouns (it does not matter whether the nouns are singular, plural countable or uncountable) to describe someone or something specific or unique. <p>EXAMPLES:</p> <ul style="list-style-type: none"> • The earth • The moon • The world • The President • The air • The CEO • The weather • The sun

indefinite

definite

4.1.2 A or An

- The choice between **a** and **an** is determined by sound. **An** is used before a word beginning with a vowel sound.

Example: An ass, an enemy, an ink-pad, an orange, an umbrella, an hour, an honest man

- It will be noticed that the words hour, honest, heir begin with a vowel sound even though they start with 'h' which is a consonant but it is not pronounced, it is silent
- **A** is used before a word beginning with a consonant sound

Example: A boy, a reindeer, a woman, a yard, a horse, a hole

- **A** is also used before words which give a sound of vowels
- **A** university, a union, a European, a unicorn, a useful article

Example: a university, a union, a European, a unicorn, a useful article

- This is because these words (university, union, etc.) begin with a vowel sound, that of 'yu'
- Similarly we say A one-rupee note, such a one, a one-eyed man
- This is because 'one' begins with a consonant sound of 'w' even though it starts with the vowel 'o'
- Some native speakers use **an** before words beginning with 'h' if the first syllable is not stressed
- An hotel (More common: a hotel)
- An historical novel (More common: a historical novel)

4.2 USE OF DEFINITE ARTICLES

Definite Article 'The' is used:

1. When we talk about a particular person or thing, or if one has already referred to it (that is, when it is clear from the context which one we mean);

Example: The book you want is out of print. (Which book? The one you want.)

Let's go to the park. (That is, the park in this town)

The girl cried. (That is, the girl already talked about)

2. When a singular noun is meant to represent a whole class;

- The cow is a useful animal.

(Or we may say, "Cows are useful animals.")

- The horse is a noble animal.

- The cat loves comfort.

- The rose is the sweetest of all flowers.

- The banyan is a kind of fig tree.

(Do not say, "a kind of a fig tree." This is a common error.)

- The two nouns man and woman can be used in a general sense without either article.

- Man is the only animal that uses fire.

- Woman is man's mate.

- But in present-day English a man and a woman (or men and women) are commonly used.

- A woman is more sensitive than a man.

3. Before some proper names, viz, these kinds of place-names:

(a) Oceans and seas, e.g. The Pacific, the Black Sea

(b) Rivers, e.g. The Ganga, the Nile

(c) Canals, e.g. The Suez Canal

(d) Deserts, e.g. The Sahara

(e) Groups of islands, e.g. The West Indies

(f) Mountain-ranges, e.g. The Himalayas, the Alps

(g) A very few names of countries which include words like republic and kingdom (e.g. The Irish Republic, the United Kingdom); Also the Ukraine, the Netherlands (and its seat of government the Hague).

4. Before the names of certain books:

- The Vedas, the Puranas, the Ramayana, the Iliad
- But we say - Homer's Iliad, Valmiki's Ramayana.

5. Before names of things unique of their kind:

- The sun, the sky, the ocean, the sea, the earth.

Note: Sometimes 'the' is placed before a common noun to give it the meaning of an abstract noun:

At last the warrior (the warlike or martial spirit) in him was thoroughly aroused.

6. Before a Proper noun when it is qualified by an adjective or a defining adjectival clause:

- The great Caesar; The immortal Shakespeare.
- The Mr Roy whom you met last night is my uncle.

7. With superlatives:

- The darkest cloud has a silver lining.
- This is the best book of elementary chemistry.

8. With ordinals:

- He was the first man to arrive.
- The ninth chapter of the book is very interesting.

9. Before musical instruments:

- He can play the flute.

10. Before a noun (with emphasis) to give the force of a Superlative:

- The Verb is the word (The chief word) in a sentence.

12. As an adverb with comparatives:

- The more the merrier.
(That is, by how much more, by so much the merrier)
- The more they get, the more they want.

4.2.1 Use of Indefinite Article

The Indefinite Article is used:

• Twelve inches make a foot.

• Not a word was said.

• A word to the wise is sufficient.

• A bird in hand is worth two in the bush.

1. In the vague sense of a certain:

- A Kishore Kumar (That is, a certain person named Kishore Kumar)
- Is suspected by the police
- One evening a beggar came to my door.

2. In the sense of any, to single out an individual as the representative of a class:

- ✓ A pupil should obey his teacher.
- A cow is a useful animal.

3. To make a common noun out of a proper noun:

- A Daniel comes to judgement! (A Daniel = a very wise man)

4.2.2 Omission of Articles

- **Name of languages:** Chinese, English, Spanish
- **Name of sports:** Volleyball, Basketball, Soccer
- **Names of academic subjects:** Mathematics, Biology, Political Science
- Before the names of countries except where they indicate multiple areas or contain the words (state(s), kingdom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.
- Before uncountable nouns when talking about them generally.
- We usually use no article to talk about things in general.

4.2.3 Repetition of Articles

- When two or more adjectives qualify the same noun, the article is used before the first adjective noun but when they qualify different nouns the article is used before each adjective.

Example:

- (i) I have a black and white pen. (a pen which is black and white)
- (ii) I have a black and a white pen. (I have two pens - one black and one white)
- When two or more nouns refer to the same person or thing, the article is used before the first one only but when two or more connected nouns refer to different persons or things, the article is used before each.

Example:

The Manager and Principal attended the meeting.

(The two nouns are used for the same person)

The Manager and the Principal attended the meeting.

(The two posts are held by two different persons)

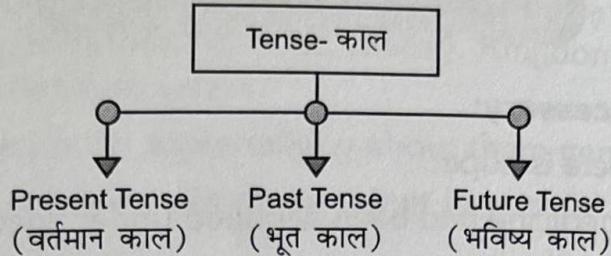
PRACTICE EXERCISE 1

Complete the following sentences by filling in suitable articles (A, An, or The)

1. Copper is useful metal.
2. He is not honorable man.
3. Honest men always speak truth.
4. Haridwar is holy city.
5. sun shines brightly.
6. English is difficult language.

11. Where did you buy **the** umbrella?
12. Have you ever seen **an** elephant?
13. Draw **the** map of India.
14. Have you told him about **the** accident?
15. Tagore was **a** great poet.

4.3 TENSES



Tenses: Tense is defined as the form of verb that gives the relation between Time and Action. Time is the duration of work and action is the work done. Tense defines the time when the action is done.

There are three phases of time:

- (i) Time present (now)
- (ii) Time past (passed)
- (iii) Time future (yet to come).

Let's consider the sentences given below:

- (a) Raj eats a mango. (Present)
- (b) Raj ate a mango (Past)
- (c) Raj will eat a mango. (Future)

We can observe that each sentence given above has a different meaning. The reason is that each sentence has a different form of verb. These different forms of verbs are called tenses. The tense of a verb shows the time of an action or the state of being.

Classification of Tenses

There are three tenses:

- (i) Present Tense
- (ii) Past Tense
- (iii) Future Tense

Each tense has four forms.

Forms of Tenses

- **Present:** Indefinite, Continuous, Perfect, Perfect Continuous
- **Past:** Indefinite, Continuous, Perfect, Perfect Continuous
- **Future:** Indefinite, Continuous, Perfect, Perfect Continuous

- Verbs of possession etc.
Have, own, possess, be (except when used in the passive).

3. **Present Perfect Tense:** This tense is used in the following ways:

- (i) To express an action that has recently been completed.

Example:

- (a) She has just taken tea.
- (b) I have purchased a book.
- (c) They have won the match.
- (d) He has come now.

- (ii) To describe an action whose time is not given.

Example:

- (a) Have you done an M.A in English?
- (b) Have you read Shakespeare?

- (iii) To describe past events whose effects still exist.

Example:

- (a) I have finished my work and now I am free.

- (iv) To describe actions that had started in the past and which are still continuing and will possibly continue into the future.

Example: I have already used this brand of soap.

- (v) To show how a past situation relates to the present.

Example: I have done my homework, so I can help you with yours now.

Rules for Affirmative Sentences

- Singular subject + has + third form of the verb +
- Plural subject + have + third form of the verb +

Example:

- (a) I have met her.
- (b) It has become dark now.

Rules for Negative Sentences

- Singular subject + has + not + third form of the verb +
- Plural subject + have + not + third form of the verb +

Example:

- (a) I have not called him.
 (b) The train has not come

Rules for Interrogative Sentences

- Has/have subject + third form of the verb +?
- Question word + has/have + subject + third form of the verb +?

Example:

- (a) Has she gone to Delhi?
 (b) Have they not seen the Taj Mahal yet?
 (c) Why has the peon not come yet?
 (d) What have they eaten today?

4. Present Perfect Continuous Tense: This tense is used in the following ways:

- (i) To describe an action that began in the past and is still continuing.

Example:

- (a) They have been staying in the village for a long time.
 (b) It has been raining since last night.
 (ii) To describe an action already completed, but whose effect is still continuing.

Example: I have been running around for the job all day and am now tired.

Rules for Affirmative Sentences

- Singular subject + has + been + first form of the verb + ing + + for/since + ...
- Plural subject + have + been + first form of the verb + ing + + for/since + ...

Example:

- (a) Navdeep has been sleeping since 3 o'clock.
 (b) They have been running for three hours.

Rules for Negative Sentences

- Singular subject + has + not + been + first form of the verb + ing + ... + for/since.....
- Plural subject + have + not + been + first form of the verb + ing + + for/since +

Example: You have not been suffering from fever for one week.

- (b) When were the milkmen milking the cow?
- (c) Why was the blind boy crying?

3. Past Perfect Tense: This tense is used in the following ways:

- (i) To indicate an action that was completed before a definite time or before another action that took place in the past.

Example: Manish reached here after you had gone.

- (ii) It indicates desires in the past that have not been fulfilled.

Example: I wish I had not wasted my time.

- (iii) It expresses those conditions of the past that were impossible to fulfil.

Example: If you had questioned him earlier, things would have improved.

Rule for Affirmative Sentences

- Subject + had + third form of the verb +

Example: He had cooked the food.

Rule for Negative Sentences

- Subject + had + not + third form of the verb +

Example: They had not attended the function.

Rule for Interrogative Sentences

- Had + subject + third form of the verb +?

Example: Had she watched a movie?

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3. Future Perfect Tense: This tense is used to describe an action which will be completed at some point of time in the future.

Example:

(a) I shall have finished this work by tomorrow.

(b) They will have reached home by this time tomorrow.

Rules for Affirmative Sentences

- You/He/She/It/They (Second and third person pronouns) + will + have + third form of the verb +
- I/We (First person pronouns) + shall + have + third form of verb +

Example:

(a) We shall have cooked the food by evening.

(b) Your examination will have been over by Tuesday.

Rules for Negative Sentences

- You/He/She/It/They (Second and third person pronouns) + will + not + have + third form of the verb +
- I/We (First person pronouns) + shall + not + have + third form of verb +

Example:

(a) I shall not have written the letter by noon.

(b) The passengers will not have reached the station before the train starts.

Rules for Interrogative Sentences

- Will/shall + subject + have + third form of the verb +?
- Question word + will/shall + subject + have + third form of the verb....?

Example:

(a) Will he not have gone before I reach?

(b) What will he have eaten before he sleeps?

4. Future Perfect Continuous Tense: This tense is used in the following ways:

- It describes an action that will be in progress over a period of time that will end in future.

Example:

(a) At noon Rakhi will have been singing songs for an hour.

(b) I will have been working round the clock for twenty-two years next April.

Rules for Affirmative Sentences

- You/He/She/It/They (Second and third person pronouns) + will + have + been + first form of the verb + ing +

- (e) If I see him, I shall inform him.
 (f) I love you.
 (g) He behaved as if he were mad.
 (h) He did not wait till we had finished our work.

4.4 CONDITIONAL SENTENCES

Conditionals

CONDITION

RESULT

ZERO conditional

If you stand in the rain, you get wet.
 If you heat ice, it melts.

PRESENT SIMPLE

PRESENT SIMPLE

USES: Facts which are generally true or scientific facts
 The condition always has the same result

FIRST conditional

If it rains, we will cancel the trip.
 If you study, you will pass the exam.

PRESENT SIMPLE

WILL/WONT+VERB

USES: A possible situation in the future
 Predicting a likely result in the future (if the condition happens)

SECOND conditional

If I won the lottery, I would travel a lot.
 If they sold their house, they would be rich.

PAST SIMPLE

WOULD + VERB

USES: Hypothetical or unlikely situations
 Unreal or improbable situation now or in the future

THIRD conditional

If you had studied. You would have passed the exam.
 If I hadn't been sick. I would have gone to your party.

PAST PERFECT

WOULD HAVE + PAST PARTICIPLE

USES: The person is imagining a different past
 Imaginary situation that did not happen

Conditional sentences are statements discussing known factors or hypothetical situations and their consequences. Complete conditional sentences contain a conditional clause (often referred to as the if-clause) and the consequence.

Types of Conditional Sentences

There are four different types of conditional sentences in English. Each expresses a different degree of probability that a situation will occur or would have occurred under certain circumstances.

1. Zero Conditional Sentences
2. First Conditional Sentences
3. Second Conditional Sentences
4. Third Conditional Sentences

It's important to use the correct structure for each of these different conditional sentences because they express varying meanings.

- Pay attention to verb tense when using different conditional modes.
- Use a comma after the if-clause when the if-clause precedes the main clause.

Examples:

- If a certain condition is true, then a particular result happens.
- I would travel around the world, if I won the lottery.
- When water reaches 100 degrees, it boils.

Fails **Zero conditional sentences express general truths:** Situations in which one thing always causes another action are known as Zero conditional sentences. When we use zero conditional, we are talking about a general truth rather than a specific instance of something. Consider the following examples:

- If you don't brush your teeth, you get cavities.
- When people smoke cigarettes, their health suffers.

There are a couple of things to take note of in the above sentences in which zero conditional is used. First, when using zero conditional, the correct tense to use in both clauses is the simple present tense. A common mistake is to use the simple future tense.

- When people smoke cigarettes, their health will suffer.

Secondly, notice that the words if and when can be used interchangeably in these zero conditional sentences. This is because the outcome will always be the same, so it doesn't matter "if" or "when" it happens.

di'Kely **First conditional** sentences are used to express situations in which the outcome is likely (but not guaranteed) to happen in the future. Look at the examples below:

Example:

- If you rest, you will feel better.
- If you set your mind to a goal, you'll eventually achieve it.

Note: We use the simple present tense in the if-clause and simple future tense in the main clause—that is, the clause that expresses the likely outcome. This is how we indicate that under a certain condition (as expressed in the if-clause), a specific result will likely happen in the future. Examine some of the common mistakes people make while using the first conditional structure:

- If you will rest, you will feel better.
- If you rest, you will feel better.

Inrealistic **Second conditional** sentences are useful for expressing outcomes that are completely unrealistic or will not likely happen in the future. Consider the examples below:

- If I inherited a billion dollars, I would travel to the moon.
- If I owned a zoo, I might let people interact more with the animals.

Notice the correct way to structure second conditional sentences is to use the simple past tense in the if-clause and an auxiliary modal verb (e.g., could, should, would, might) in the main clause (the one that expresses the unrealistic or unlikely outcome).

Third conditional sentences are used to explain that present circumstances would be different if something different had happened in the past. *Different present depending on past*

Look at the following examples:

- If you had told me you needed a ride, I would have left earlier.
- If I had cleaned the house, I could have gone to the movies.

These sentences express a condition that was likely enough, but did not actually happen in the past. The speaker in the first sentence was capable of leaving early, but did not. Along these same lines, the speaker in the second sentence was capable of cleaning the house, but did not. These are all conditions that were likely, but regrettably did not happen.

Note: When using the third conditional, we use the past perfect (i.e., had + past participle) in the if-clause. The modal auxiliary (would, could, should, etc.) + have + past participle in the main clause expresses the theoretical situation that could have happened.

Let's try to understand in detail:

1. **The Zero Conditional:** We can make a zero conditional sentence with two present simple verbs (one in the 'if clause' and one in the 'main clause'): If + present simple, ... present simple.

This conditional is used when the result will always happen. So, if water reaches 100 degrees, it always boils. It's a fact. I'm talking in general, not about one particular situation. The result of the 'if clause' is always the main clause.

The 'if' in this conditional can usually be replaced by 'when' without changing the meaning.

For example: If water reaches 100 degrees, it boils. (It is always true, there can't be a different result sometimes). If I eat peanuts, I am sick. (This is true only for me maybe not for everyone, but it's still true that I'm sick every time I eat peanuts)

Here are some more examples:

- If people eat too much, they get fat.
- If you touch a fire, you get burned.
- People die, if they don't eat.
- You get water, if you mix hydrogen and oxygen.
- Snakes bite, if they are scared
- If babies are hungry, they cry

2. **The First Conditional:** The first conditional has the present simple after 'if', then the future simple in the other clause:

if + present simple, ... will + infinitive

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true:

- If it rains, I won't go to the park.
- If I study today, I'll go to the party tonight.
- If I have enough money, I'll buy some new shoes.
- She'll be late, if the train is delayed.
- She'll miss the bus, if she doesn't leave soon.
- If I see her, I'll tell her.

First vs. Zero Conditional: The first conditional describes a particular situation, whereas the zero conditional describes what happens in general.

For example (Zero conditional): If you sit in the sun, you get burned (here I'm talking about every time a person sits in the sun-the burning is a natural consequence of the sitting)

But (first conditional): If you sit in the sun, you'll get burned (here I'm talking about what will happen today, another day might be different)

First vs. Second Conditional: The first conditional describes things that I think are likely to happen in the future whereas, the second conditional talks about things that I don't think will really happen. It's subjective; it depends on my point of view.

For example (First conditional): If she studies harder, she'll pass the exam (I think it's possible she will study harder and so she'll pass)

3. The Second Conditional: The second conditional uses the past simple after if, then 'would' and the infinitive:

- if + past simple, ...would + infinitive (We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

It has two uses.

First, we can use it to talk about things in the future that are probably not going to be true. Maybe I'm imagining some dream. For example:

- If I won the lottery, I would buy a big house. (I probably won't win the lottery)
- If I met the Queen of England, I would say hello.
- She would travel all over the world, if she were rich.
- She would pass the exam, if she ever studied. (She never studies, so this won't happen)

Second, we can use it to talk about something in the present which is impossible, because it's not true. Is that clear?

Have a look at the examples:

- If I had his number, I would call him. (I don't have his number now, so it's impossible for me to call him).
- If I were you, I wouldn't go out with that man.

4. The Third Conditional: We make the third conditional by using the past perfect after 'if' and then 'would have' and the past participle in the second part of the sentence:

- if + past perfect, ...would + have + past participle

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It talks about the past. It's used to describe a situation that didn't happen, and to imagine the result of this situation.

- If she had studied, she would have passed the exam (but, really, we know she didn't study and so she didn't pass)
- If I hadn't eaten so much, I wouldn't have felt sick (but I did eat a lot, and so I did feel sick).
- If we had taken a taxi, we wouldn't have missed the plane
- She wouldn't have been tired, if she had gone to bed earlier
- She would have become a teacher, if she had gone to university
- He would have been on time for the interview, if he had left the house at nine

Key takeaways

- There are four different types of conditional sentences.
- Aside from the typical type I, II, III structure, conditionals can be divided into two categories: real and unreal conditionals.
- **Real Conditional:** If I have bicycle, I ride it. (Present Real Conditional - type I)
If I had bicycle, I rode it. (Past Real Conditional - type I)
If I have bicycle, I will/am going to spend it. (Future Real Conditional - type I)
- **Unreal Condition:** If I had money, I would have spent it. (Past unreal Conditional - type III)
If I had money, I would spend it.
I think about spending the money today. (Present unreal Condition - type II)

If can be replaced by words or expressions with a similar meaning. The most common are:

as long as, assuming (that), on condition (that), on the assumption (that), provided (that), supposing (that), unless, with the condition (that).

- **Omitting if** – Had I known.... (instead of If I had known....)
Were you my son....(instead of: if you should need my advice,...)
- **If and when are interchangeable** when the statement of the conditional clause is a fact or a general issue (also known as zero conditional). If you heat ice, it melts.
When you heat ice, it melts
- There are three types of if-clauses:

Type	Condition
I	Condition possible to fulfil
II	Condition in theory, possible to fulfil
III	Condition not possible to fulfil (too late)

4.5 ACTIVE AND PASSIVE VOICE

Examples of Active & Passive Voice

Tense	Active	Passive
1. Present Simple	Emma writes a letter.	A letter is written by Emma.
2. Present continuous	Emma is writing a letter.	A letter is being written by Emma.
3. Past Simple	Emma wrote a letter.	A letter was written by Emma.
4. Past continuous	Emma was writing a letter.	A letter was being written by Emma.
5. Present Perfect	Emma has written a letter.	A letter has been written by Emma.
6. Past Perfect	Emma had written a letter.	A letter had been written by Emma.
7. Future Simple	Emma will write a letter.	A letter will be written by Emma.
8. Future be going to	Emma is going to write a letter.	A letter is going to be written by Emma.
9. Modal	Emma must write a letter.	A letter must be written by Emma.
10. Modal Perfect	Emma should have written a letter.	A letter should have been written by Emma.

Active and Passive Sentences

A sentence is written in Active Voice when the subject of the sentence performs the action in the sentence. e.g., The girl was washing the dog. A sentence is written in Passive Voice when the subject of the sentence has an action done to it by someone or something else.

Take a look at these sentences. How are these sentences different?

- (a) He wrote a letter.
- (b) A letter was written by him.

In most sentences, the subject of the sentence is the doer of an action and the object of the sentence is the receiver of the action.

- (a) Cats eat fish. (cat-subject; fish-object)
- (b) Rohan posted the letter. (Rohan-subject; letter-object)

Note: However, the sentence only with a transitive verb (verb with object) can be changed into Passive Voice.

For Example:

Active: The man is running.

Passive: Not possible as the object after verb (Running) is missing.

To recognize the Active and Passive sentences easily ask these questions:

1. What is the action/verb in this sentence?
2. What/who is the subject of this sentence?
3. Is the subject of the sentence PERFORMING the action/verb?

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If the answer to the last question is YES, then the sentence is in Active Voice, but if the answer to the last question is 'No', then the sentence is in Passive Voice.

Active: The subject of a sentence performs the action.

Passive: The subject receives the action.
Passive Voice draws attention to an act rather than to the person or thing performing the act.

Voice

Why use the Passive Voice?

- When the agent of the action is unknown
- When the agent is unimportant
- When the agent of the action is obvious from the context
- To emphasize (put importance on) the recipient (receiver) of the action
- To make generic statements, announcements and explanations.

General Form

Active: Subject + Verb + Object

Passive: Object (Of active voice) + helping verb (form of verb "Be") + Past Participle of Transitive verb + by + subject (if required).

Note: Sometimes while converting sentences from Passive Voice to Active Voice, the subject is missing.

Passive: The room was cleaned.

Active: Someone cleaned the room.

- (a) The critic wrote a scathing review.
A scathing review was written by the critic.
- (b) The entire house was painted by Ravi.
Ravi painted the entire house.

Conversion of Active to Passive Sentence in different Tenses

1. Present Simple Tense

Passive Voice: Object + is/am/are + verb (3rd form) + by + Subject

- Active Voice
 - Passive Voice
- (a) He sings a song.
A song is sung by him.
 - (b) He does not sing a song.
A song is not sung by him.
 - (c) Does he sing a song?
Is a song sung by him?

2. Past Simple Tense

Passive Voice: Object + was/were + verb (3rd form) + by + Subject

- Active Voice
- Passive Voice
- ❖ I killed a snake.
A Snake was killed by me.
- ❖ I did not kill a snake.
A snake was not killed by me.
- ❖ Did I kill a snake?
Was a snake killed by me?

3. Future Simple Tense

Passive Voice: Object + will/shall + be + Verb (3rd form) + by + Subject

- Active Voice
- Passive Voice
- ❖ She will buy a car.
A car will be bought by her.
- ❖ She will not buy a car.
A car will not be bought by her.
- ❖ Will she buy a car?
Will a car be bought by her?

4. Present Continuous Tense

Passive Voice: Object + is/am/are + being + Verb (3rd form) + by + Subject

- **Active Voice**
- **Passive Voice**
- ❖ I am writing a letter.
A letter is being written by me.
- ❖ I am not writing a letter.
A letter is not being written by me.
- ❖ Am I writing a letter?
Is a letter being written by me?

Important Rules on Active Passive Voice

Active: They will do the work.

Passive: The work will be done by them.

- When the person doing the action is the subject, we use an Active verb.
- But when the subject is what the action is pointed at, then we use a Passive verb.
- As in the above example, Active sentence is the one where the person (They) is also the subject of the sentence.

- While Passive sentence is the one, where the subject is the action showing word (work).

Interchanging Active and Passive Voice

Active	Passive
Brutus stabbed Caesar.	Caesar was stabbed by Brutus.
The people will make him President.	He will be made President by the people.
Who taught you grammar?	By whom were you taught grammar?
The treaty is being signed by the two kings.	The two kings are signing the treaty.

PRACTICE EXERCISE 1

Change the given Active Voice sentences into Passive Voice:

1. He teaches English.
2. The child is eating bananas.
3. She is writing a letter.
4. The master punished the servant.
5. He was writing a book.
6. Who wrote this letter?
7. Somebody cooks a meal every day.
8. He wore a blue shirt.
9. May God bless you with happiness!
10. They are building a house.
11. I have finished the job.
12. I sent the report yesterday.
13. She bought a diamond necklace.
14. Somebody had stolen my purse.

Active and Passive Voice Rules for All Tenses

Here is a list of the Active and Passive Voice Rules for all tenses. You will come to know how an auxiliary verb is used to change a sentence from Active to Passive voice.

Active and Passive Voice Rules for Present Simple Tense

Here in this table, the Rules of Active and Passive Voice are being elaborated with examples.

Active Voice	Passive Voice
Subject + V1 + s/es + object	Object + is/am/are + V3 + by + subject
Subject + Do/does + not + V1 + Object	Object + is/am/are + not + V3 + by Subject
Does + Subject + V1 + Object + ?	Is/am/are + Object + V3 + by subject + ?

Active and Passive Voice Examples of Present Simple Tense**Active:** He reads a novel.**Passive:** A novel is read by him.**Active:** He does not cook food.**Passive:** Food is not cooked by him.**Active:** Does he purchase books?**Passive:** Books are purchased by him.**Active:** They grow plants.**Passive:** Plants are grown by them.**Active:** She teaches me.**Passive:** I am taught by her.**Active and Passive Voice Rules for Present Continuous Tense**

Below are the Rules of Active and Passive Voice with examples.

Active Voice	Passive Voice (Auxiliary Verb- is/am/are + being)
Subject + is/am/are + v1 + ing + object	Object + is/am/are + being + V3 + by + subject
Subject + is/am/are + not + v1 + ing + object	Object + is/am/are + not + being + V3 + by Subject
Is/am/are + subject + v1 + ing + object + ?	Is/am/are + Object + V3 + by subject + ?

Active and Passive Voice Exercises of Present Continuous Tense**Active:** Esha is singing a song.**Passive:** A song is being sung by Esha.**Active:** Kritika is not chopping vegetables.**Passive:** Vegetables are not being chopped by Kritika.**Active:** Is Ritika buying a table?**Passive:** Is a table being bought by Ritika?**Active:** They are serving poor people.**Passive:** Poor people are being served by them.**Active:** She is disturbing Dinesh.**Passive:** Dinesh is being disturbed by her.**Active and Passive Voice Rules for Present Perfect Tense**

One can understand the Passive Voice from the list given below:

Active Voice	Passive Voice (Auxiliary Verb- has/have + been)
Subject + has/have + v3 + object	Object + has/have + been + V3 + by + subject
Subject + has/have + not + v3 + object	Object + has/have + not + been + V3 + by Subject
Has/have + subject + v3 + object + ?	Has/Have + Object + been + V3 + by subject + ?

Active and Passive Voice Examples of Present Perfect Tense

Active: Nitesh has challenged her.

Passive: She has been challenged by Nitesh.

Active: Radhika has not written an article.

Passive: An article has not been written by Radhika.

Active: Have they left the apartment?

Passive: Has the apartment been left by them?

Active: She has created this masterpiece.

Passive: This masterpiece has been created by her.

Active: I have read the newspaper.

Passive: The newspaper has been read by me.

Active and Passive Voice Rules for Past Simple Tense

Active Voice	Passive Voice (Auxiliary Verb- was/were)
Subject + V2 + object	Object + was/were V3 + by + subject
Subject + did + not + v1 + object	Object + was/were + not + V3 + by Subject
Did + subject + V1 + object + ?	Was/were + Object + V3 + by subject + ?

Active and Passive Voice Exercises for Past Simple Tense:

Active: Reema cleaned the floor.

Passive: The floor was cleaned by Reema.

Active: Aisha bought a bicycle.

Passive: A bicycle was bought by Aisha.

Active: Naman called my friends.

Passive: My friends were called by Naman.

Active: I saved him.

Passive: He was saved by me.

Active: Miraya paid the bills.

Passive: The bills were paid by Miraya.

Active and Passive Voice Rules for Past Continuous Tense

Sentences can be easily converted from Active to Passive Voice according to the given rules.

Active Voice	Passive Voice (Auxiliary Verb- was/were + being)
Subject + was/were + v1 + ing + object.	Object + was/were + being + V3 + by + subject
Subject + was/were + not + v1 + ing + object	Object + was/were + not + being + V3 + by Subject
Was/were + Subject + V1 + ing + object + ?	Was/were + Object + being + v3 + by + subject + ?

Active and Passive Voice Examples for Past Continuous Tense

Active: Nitika was painting the wall.

Passive: The wall was being painted by Nitika.

Active: Manish was repairing the car.

Passive: The car was being repaired by Manish.

Active: Were you reciting the poem?

Passive: Was the poem being recited by you?

Active: She was baking the cake.

Passive: The cake was being baed by her.

Active: She was watching me.

Passive: I was being watched by her.

Active and Passive Voice Rules for Past Perfect Tense

There are certain Active and Passive Voice Rules for Past Perfect Tense with which only you can convert any sentence into Passive Voice.

Active Voice	Passive Voice (Auxiliary Verb- had + been)
Subject + had + v3 + object.	Object + had + been + V3 + by + subject
Subject + had + not + v3 + object	Object + had + not + been + V3 + by Subject
Had + Subject + V3 + object + ?	Had + Object + been + v3 + by + subject + ?

Grammar**Active and Passive Voice Exercises of Past Perfect Tense**

Active: Misha had cleaned the floor.

Passive: The floor had been cleaned by Misha.

Active: Vidhi had not received the parcel.

Passive: The parcel had not been received by Vidhi.

Active: Vishal had solved the doubt.

Passive: The doubt had been solved.

Active: Had they caught the thief?

Passive: Had the thief been caught by them?

Active: I had paid fifty thousand.

Passive: Fifty thousand had been paid by me.

Active and Passive Voice Rules for Future Simple Tense**Active Voice and Passive Voice Rules chart for Future Simple Tense:**

Active Voice	Passive Voice (Auxiliary Verb- will + be)
Subject + will + v1 + object.	Object + will + be + V3 + by + subject
Subject + will + not + V1 + object	Object + will + not + be + V3 + by Subject
Will + Subject + V1 + object + ?	Will + Object + be + v3 + by + subject + ?

Active and Passive Voice Examples of Future Simple Tense

Active: Kriya will sew the bag.

Passive: The bag will be sewed by Kriya.

Active: Disha will not arrange the things.

Passive: The things will not be arranged by Disha.

Active: Will you mop the floor?

Passive: Will the floor be mopped by you?

Active: They will post the letter.

Passive: The letter will be posted by them.

Active: Reena will save money.

Passive: Money will be saved by Reena.

Active and Passive Voice Rules for Future Perfect Tense

Here, is the Active Voice and Passive Voice Rules chart for Future Perfect Tense.

Active Voice
Subject + will + have + v3 + object.
Subject + will + have + not + v3 + object.
Will + Subject + have + v3 + object + ?

Passive Voice
Object + will + have + been + V3 + by + subject
Object + will + have + not + been + v3 + subject
Will + object + have + been + v3 + by + subject + ?

Active and Passive Voice Exercises of Future Perfect Tense

Active: They will have brought the toy.

Passive: The toy will have been brought by them.

Active: Nimesh will not have changed the table cover.

Passive: The table cover will not have been changed by Nimesh.

Active: Will she have written the notes?

Passive: Will the notes have been written by her?

Active: They will have won the match.

Passive: The match will have been won by them.

Active: Vijay will have washed a shirt.

Passive: A shirt will have been washed by Vijay.

There is no Passive Voice formation for these tenses:

1. Present Perfect Continuous Tense
2. Past Perfect Continuous Tense
3. Future Perfect Continuous Tense
4. Future Continuous Tense

So, dear students, now you must have got all the information for making changes in a sentence with Active and Passive Voice Rules of all tenses.

PRACTICE EXERCISE 1

Change the Voice:

1. She sings a song.
2. Do you love your country?
3. Who teaches you English?
4. He runs a race.
5. The policeman caught the thief.
6. He did not help me.

2. No! Don't look at the board!
3. Alas! She died of hunger.
4. Wait! Don't go before I come!
5. Ah! I've heard that trick before.
6. Hurrah! We have got the success.
7. Well! What did they say?
8. Hi! What is going on?

Key Takeaways

- Traditional grammar classifies words based on eight parts of speech: Verb, Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction and Interjection.
 - Each part of speech explains not what the word is, but how the word is used. In fact, the same word can be a noun in one sentence and a verb or adjective in the next.
 - The next few examples show how a word's part of speech can change from one sentence to the next, and following them is a series of sections on the individual parts of speech, followed by an exercise.
1. Books are made of ink, paper and glue.
In this sentence, "books" is a noun, the subject of the sentence.
 2. Deborah waits patiently while Bridget books the tickets.
Here "books" is a verb, and its subject is "Bridget."
 3. We walk down the street.
In this sentence, "walk" is a verb, and its subject is the pronoun "we."

4.6 NARRATION: DIRECT INDIRECT SPEECH

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

Narration:
Direct and Indirect Speech: When we express someone's words in our own words, it is called - "Indirect Speech" and when we express someone's words as it is, it is called - "Direct Speech".

Example:

They said, "We will be partying tonight." (Direct Speech)

They said that they would be partying that night. (Indirect Speech)

Some of the rules for changing "Direct Speech" into "Indirect Speech" are:

1. Reporting verb is changed according to the form and sense of the sentence.
2. Inverted commas are removed in the indirect speech.
3. Connective word is used in the beginning of the reported speech.
4. Verbs of the reported speech are changed according to the form and sense of the sentence.
5. Persons and Helping Verbs of the reported speech are changed.

Rules of Change of Pronouns

Nominative	Possessive	Objective	Reflexive
I	My	Me	Myself
We	Our	Us	Ourselves
You	Yours	You	Yourself
He	His	Him	Himself
She	Her	Her	Herself
They	Their	Them	Themselves

Pronouns are changed as per the SON rule where SON refers to:

- S stands for **Subject**
 - O stands for **Object**
 - N stands for **No change**
1. First person changes to subject of Reporting Verb
 2. Second person changes to Object of Reporting Verb
 3. There is no change if it is a Third person.

Rule No 1.

First Person of pronoun of Reported speech is changed according to the Subject of Reporting verb of the sentence.

Direct: He says, "I am in ninth class."

Indirect: He says that he is in ninth class.

Rule No 2.

Second Person of pronoun of Reported speech is changed according to Object of Reporting verb in the sentence.

Direct: He says to me, "You have done your work"

Indirect: He tells me that I have done my work.

Rule No 3.

Third Person of pronoun of Reported speech is not changed.

Direct: She says, "He does not work hard"

Indirect: She says that he does not work hard.

Rules of change of Verb or Tense**Rule No. 1**

When the reporting verb is given in Present or Future tense then there will be no change in the verb or tense of Reported speech in the sentence.

Direct: The teacher says, "Ram performs on the stage"

Indirect: The teacher says that Ram performs on the stage.

Direct: The teacher is saying, "Ram performs on the stage"

Indirect: The teacher is saying that Ram performs on the stage.

Rule No. 2

When the reporting verb is given in Past tense then the tense of the verb of Reported Speech will change into corresponding Past tense.

Direct: The teacher said, "I am suffering from cancer."

Indirect: The teacher said that she was suffering from cancer.

Changes from past form in Indirect Speech from the verb in Reported speech:

Simple Present changes to Simple Past

Present Continuous changes to Past Continuous

Present Perfect changes to Past Perfect

Present Perfect Continuous changes to Past Perfect Continuous

Simple Past changes to Past Perfect

Past Continuous changes to Past Perfect Continuous

In Future Tense will/shall changes to would

Can changes to Could

May changes to Might

Exceptional cases of Rule 2

Exception 1: When the Reporting speech has Universal Truth or Habitual Fact then there is no change in the Tense.

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Direct: Our teacher said, "The Mars is round"

Indirect: Our teacher said that the Mars is round. (Universal Truth)

Exception 2: When the reporting speech has Past Historical Fact then there is no change in the Tense.

Exception 3: When the Reporting speech has two actions happening at a time then there is no change in the Tense.

Direct: He said "My sister was making lunch when I was studying"

Indirect: He said that his sister was making lunch when she was studying.

Exception 4: When Reporting speech has some Imagined Condition then there is no change in the Tense.

Direct: He said, "If I were rich, I would help him."

Indirect: He said that if he were rich he would help him.

Other changes when we change Direct Speech to Indirect Speech.

Here	Changes to	There
Now	Changes to	Then
This	Changes to	That
These	Changes to	Those
Today	Changes to	That day
To-night	Changes to	That night
Yesterday	Changes to	The previous day
Last night	Changes to	The previous night
Last week	Changes to	The previous week
Tomorrow	Changes to	The next day
Next week	Changes to	The following week
Ago	Changes to	Before

Note: In Indirect Speech we talk about incidents that have happened after the time of reporting and had happened away from the place of reporting therefore, the words that show nearness have to be replaced by the words that show distance.

Exception in these changes:

1. Come is changed to go if there is some word given after come that shows nearness.
2. When, this, here and now points to such a thing, place or time that is in front of the speaker then no change takes place in Indirect Narration.

Rules for Change in Narration of different type of sentences

Assertive Sentences

Rule 1: When there is no object in the subject after the Reporting verb then it should not be changed.

When there is some object in a sentence after the Reporting verb then it is changed
Example: Say is changed to tell, says to tells and said to told.

As per the context, said to can be replaced by replied, informed, stated, added, remarked, asserted, assured, pleaded, reminded, reported or complained etc.

Rule 2: We put that in place of “”.

We generally change the pronouns of the Reported speech as enlisted earlier.

Examples

Direct: He said to me, “I shall sleep now”.

Indirect: He told me that he would sleep then.

Interrogative Sentence

Rule 1: When an interrogative sentence is meant to ask questions, then the reporting verb said/said to is changed to asked.

We change Said to into enquired or demanded

Rule 2: When a question is formed with the help of any of the helping verbs like is/are/am, was/were, has/have, do/does, will/would etc then “__” are to be replaced by if or whether

When the question is formed with the help of words starting with “Wh” like who, whose, what, whom, when etc (also known as W family) or How then to replace “__” no conjunction is used.

Rule 3: In such sentences the question form of the sentence is removed and full-stop is put at the end of the sentence.

The Helping verb is /are/am, was/were etc should be put after the subject.

When the interrogative sentence is expressing positive feeling then the do/does of the Direct speech is removed while converting it into Indirect speech.

When the interrogative sentence is expressing negative feelings then do/does of the Direct speech is changed into did while converting it into Indirect speech.

PRACTICE EXERCISE 1

Turn the following into Indirect Speech

1. He said to me, ‘I have often told you not to play with fire.’
2. ‘You have all done very badly!’ remarked the teacher.
3. They wrote, ‘It is time we thought about settling this matter’.
4. The teacher promised, ‘If you will come before school tomorrow, I will explain it.’
5. She wrote, ‘I am waiting and watching and longing for my son’s return.’

- Grammar**
- There are eight parts of speech: 1) Noun 2) Adjective 3) Pronoun 4) Verb 5) Adverb 6) Preposition 7) Conjunction 8) Interjection
 - Active:** The subject of a sentence performs the action
 - Passive:** The subject receives the action, draws attention to an act rather than to the person or thing performing the act
 - Narration:**
 - Direct and Indirect Speech:** We may report the words of a speaker in two ways:
 - (i) We may quote his actual words. This is called Direct Speech.
 - (ii) We may report what he said without quoting his exact words. This is called Indirect (or Reported Speech).
 - Conditional Sentences:** There are four different types of conditional sentences. Each expresses a different degree of probability that a situation will occur or would have occurred under certain circumstances.
 - Zero Conditional Sentences
 - First Conditional Sentences
 - Second Conditional Sentences
 - Third Conditional Sentences
 - Modal Verbs** are also auxiliary verbs. These are can, could, may, might, must, shall, should, will, and would. They differ from the others in that they can never function as a main verb.
 - We use 'for' with a period of time in the past, present or future.
 - We use 'since' with a point in time in the past.

Degrees of Comparison

Degrees of Adjectives

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
big	bigger	the biggest
black	blacker	the blackest
bright	brighter	the brightest
clean	Cleaner	the cleanest
clever	Cleverer	the cleverest
confused	more confused	the most confused
difficult	more difficult	the most difficult
dirty	dirtier	the dirtiest
fascinating	more fascinating	the most fascinating

famous	more famous	the most famous
far	farther/further	the farthest/furthest
fast	faster	the fastest
fat	fatter	the fattest
fierce	fiercer	the fiercest
late	later	the latest
old	oldeer	the oldest
poor	poorer	the poorest
proud	prouder	the proudest
quiet	qieter	the quietest
sharp	sharper	the sharpest
short	shorter	the shortest
slow	slower	the slowest
small	smaller	the smallest
strange	stranger	the strangest
strong	stronger	the strongest
tall	taller	the tallest
thin	thinner	the thinnest
ugly	uglier	the ugliest
weak	weaker	the weakest
wise	wiser	the wisest
young	younger	the youngest

In grammar, the degrees of comparison relate to adjectives and adverbs. Most adjectives and adverbs have three different forms to show degrees of comparison – The positive, the comparative and the superlative.

1. **The Positive Degree:** This offers no comparison. It just tells us about the existence of a quality.

Example:

Adjectives: Slow, beautiful, happy

Adverbs: Slowly, beautifully, happily

2. **The Comparative Degree:** This compares two things to show which has the lesser or greater degree of the quality.

Example:

Adjectives: Slower, more beautiful and happier

Adverbs: More slowly, more beautifully, more happily

3. **The Superlative Degree:** This compares more than two things to show which has the least or greatest degree of the quality.

Example:

Adjectives: Slowest, most beautiful and happiest

Adverbs: Most slowly, most beautifully, most happily

Examples of Degrees of Comparison

1. **The adjective "hungry" in all three degrees of comparison:**

- Ritu is hungry. (**Positive degree**)
- Ritu is hungrier than Nutan. (**Comparative degree**)
- Ritu is the hungriest of all. (**Superlative degree**)

2. **The adverb "dangerously" in all three degrees of comparison:**

- Ritu played dangerously today. (**Positive degree**)
- Ritu played more dangerously than Nutan. (**Comparative degree**)
- Ritu played most dangerously. (**Superlative degree**)

Rules for Degrees of Comparison:

Rule 1: If a single quality is compared between two persons then more or most are to be used.

- She is more wiser than her brother. ✗
- She is wiser than her brother. ✓

Rule 2: When two qualities of a single person or a single thing are compared MORE is used with the first adjective even if it is a single syllable word.

- He is wiser than shrewd. ✗
- He is more wise than shrewd. ✓

Rule 3: Remember that now double comparatives or superlatives are no longer used.

- These shoes are more preferable than those. ✗
- These shoes are preferable to those. ✓

Rule 4: The adjectives which give absolute sense do not take MORE or MOST with them. Similarly, we cannot say "more parallel" or "more square" or "more unique" etc.

- This idea is more universal than that. ✗
- This idea is universal and the other is not. ✓

Rule 5: The following adjectives are followed by to and not by then.

Junior, senior, inferior, prefer, preferable, superior, elder.

- This piece of cloth is superior than that. ✗
- This piece of cloth is superior to that. ✓
- My sister is elder than me. ✗
- My sister is elder to me. ✓

Rule 6: Similar things should be compared when you compare two things.

- The speed of this car is greater than the old one. ✗
- The speed of this car is greater than that of the old one. ✓

Note: (We cannot compare speed of the car with car)

Rule 7: When comparative degree is used in the superlative sense we should:

- Use 'any other' if we are comparing the things or persons of the same group.
- Use any if the comparison is with the things or persons outside the group.
- He is better than any student of his class. ✗
- He is better than any other student of his class. ✓
- Delhi is cleaner than any other city in Bangladesh. ✗
- Delhi is cleaner than any city in Bangladesh. ✓

Rule 8: When two adjectives in different degrees of comparison are used in the same sentence both should be complete in itself.

- He is as bad if not better than his brother. ✗
- He is as bad as if not better than his brother. ✓

Rule 9: Comparative degree should be used while comparing two and superlative degree when we compare more than two.

- Among the three who is more hard working? ✗
- Among the three who is the hardest working? ✓

Rule 10: When THAN or AS are followed by the first and the second person pronouns verb can be omitted but not in the case of the pronouns of third person.

- He is not as clever as his brother. ✗
- He is not as clever as his brother is. ✓

Degrees of Comparison		
A B	adjectives	adverbs
positive degree	<ul style="list-style-type: none"> angry calm wonderful 	<ul style="list-style-type: none"> angrily calmly wonderfully
comparative degree	<ul style="list-style-type: none"> angrier calmer more wonderful 	<ul style="list-style-type: none"> more angrily more calmly more wonderfully
superlative degree	<ul style="list-style-type: none"> angriest clamdest more wonderful 	<ul style="list-style-type: none"> most angrily most calmly most wonderfully

1. **Positive degree** is used when simply describing persons or things.

Example: Nutan is beautiful.

Ravi is an intelligent boy.

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2. **Comparative degree** is used when comparing two persons or things.

Example: Nutan is more beautiful than Ritu.

Ravi is more intelligent than Rajesh.

3. **Superlative degree is used when comparing more than two persons or things.**

Example: Nutan is the most beautiful girl in the class.

Ravi is the most intelligent boy of the three.

List of degrees of comparison of some adjectives:

Positive	Comparative	Superlative
Dark	Darker	Darkest
Brave	Braver	Bravest
Sweet	Sweeter	Sweetest
Slow	Slower	Slowest
Tall	Taller	Tallest
Long	Longer	Longest
Pretty	Prettier	Prettiest

Formation of Comparative and Superlatives

They can be formed by the following rules:

1. If the positive ends in two consonants or in a single consonant is preceded by two vowels, -er and -est are added.

Example:

Positive	Comparative	Superlative
bold	bolder	boldest
great	greater	greatest

2. When the positive ends in e, only -r and -st are added.

Example:

Positive	Comparative	Superlative
able	abler	ablest
fine	finer	finest

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

Example:

Positive	Comparative	Superlative
dry	drier	driest
happy	happier	happiest

4. But if they is preceded by a vowel, they is not changed into i, -er and -est are added.

Example:

Positive	Comparative	Superlative
gay	gayer	gayest
grey	greyer	greyest

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

Example:

Positive	Comparative	Superlative
big	bigger	biggest
fat	fatter	fattest

6. In all the adjectives of more than two syllables and in most adjectives of two syllables the comparative is formed by adding more and the superlative is formed by adding most.

Example:

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
intelligent	more intelligent	most intelligent

Irregular Comparisons

The following adjectives are compared irregularly, that is, their comparative and superlative are not formed from the positive:\p

Example:

Positive	Comparative	Superlative
bad	worse	worst
little	lesser	least

CHAPTER



25

COMMON ERRORS

The concept of errors in English has undergone changes in the last few years. The English language may be used by any country to communicate with another country though neither uses English for communication among natives. As it is, there are two standard and internationally accepted versions of English: British English and American English. Canada and Australia use a version that combines both, but these are English speaking countries. In India with a large population that can speak as well as read and write English with high proficiency, there is acceptance of both British and American versions. Although Indians are not native English speakers, the language of business and the language of communication between the different language groups is English. It is not unusual to hear English spoken among people in public places such as cinema houses and malls. The academic and the court language in India is English.

Some of the linguistic features and structures of the local language get into oral usage, and eventually into newspapers and often into business writing. However, the language of international communication as well as serious writing such as science reports, books, and technical writing conforms to rules of Standard English as judged by teachers, professional writers, editors, and educated professionals and executives.

The aim of this chapter is to make students aware of the colloquial local English that is commonly used but is judged as incorrect by people who award grades and give employment. The errors people make in English differ according to the features of their first language. Speakers of every language tend to make some

specific mistakes in English that are not made by native speakers. Some of the more common English errors of Indians are discussed here.

Confusion of similar phrases/ words

- **Lose/ loose; your/you're**

Take care not to loose you're keys

Correction: Take care not to lose your keys

Lose is the verb needed here; it is the present tense of *lost*. *Loose* is an adjective meaning the opposite of *tight*.

Your is the possessive pronoun like *our*. *You're* is n abbreviation of *you are*.

Note the sentence:

You're walking slowly. Are your shoes loose?

- **It's/ its; their/there**

'The dog has lost it's collar.' 'Their is another one in the drawer.'

Correction: 'The dog has lost its collar.' 'There is another one in the drawer.'

It's is an abbreviation of *it is*. *Its* is the possessive form of *it*.

Their is the possessive form of *they*, like *your* and *our*; *there* is used as reference to place like *here*.

- **Say; tell**

Ramesh said me that he was not well.

Correction: Ramesh told me that he was not well.

The verb *say* is followed by the words spoken or reported.

Ramesh said that he was not well. (reported)

Ramesh said, "I'm not feeling well." (spoken)

He might say that he is not coming in to work today.

The verb *tell* is followed by reference to the person (name or pronoun) to whom the words were spoken. In reported speech, the verb *tell* is used only when the person spoken to is mentioned.

- **Very/ much and little /few**

There are very less people on the beach today.

Correction: There are very few people on the beach today.

The phrase *very less* has two errors. (i) *very* can be used only with an adjective or adverb in the positive degree; *less* is the comparative degree of *little*; hence *very* is

not used before it. (ii) *less* is used for a quantity, not for countable nouns; the word *few* is used for countable nouns.

Note the sentences:

There are fewer people on the beach today than yesterday.

We spent less time on the beach today than yesterday.

Hanging participle

This is also called dangling participle; it is one of the most common writing mistakes. This error damages the flow of writing and can make it impossible to understand the meaning of the sentence. Here are some examples:

Having had our lunch, the boat set sail.

After rotting in the shop for weeks, the shop keeper threw away some apples.

Referring to your letter of the 10th, the goods were not damaged when dispatched.

The error in these sentences is that they begin with a participial phrase which is not meant to modify what follows next in the sentence. The participial phrase does not have a subject (and is therefore left hanging) since the noun that follows obviously cannot be its subject. The boat could not have had the lunch, the shop keeper could not have been rotting in the shop, and the goods could not have referred to the letter. But readers expect it to work that way; so it is better to avoid writing a sentence opening with a present participle.

Corrections:

Having had our lunch, we set sail in the boat.

After rotting in the shop for weeks, some apples were thrown away by the shopkeeper.

Referring to your letter of the 10th, we re-checked that the goods were not damaged when dispatched.

Comparatives

The phrase **no sooner than**

No sooner she arrived home, when the maid rang the doorbell.

My father no sooner left when a client called

Corrections:

No sooner had she arrived home than the maid rang the doorbell.

My father had no sooner left than a client called.

The sentences have three errors:

- (i) The word *sooner* in the expression *no sooner* is a comparative adverb like *better* in *no better*. The expression should be followed by *than*, and not by *when*:
- (ii) When there are two verbs representing two actions in sequence of time in the past, the earlier action is in past perfect. *She arrived home*, and *my father left* are actions which had happened before the other one in the sentences, hence they must be in the past perfect, that is, *she had arrived home*, and *my father had left*.
- (iii) In this construction with *no sooner than*, the subject and verb are inverted as in a question; hence we have: *had she arrived* instead of *she had arrived*.

Another word that needs such inversion is *hardly*. This is not in comparative degree and does not require 'than'; *hardly* is followed by *when*.

Hardly had she got her B. Pharma result when she was offered a job by a top pharmaceutical company.

Using *today/ yesterday* for *this/ last*

I completed my project report today morning.

He arrived yesterday night.

Corrections:

I completed my project report this morning.

He arrived last night.

When referring to parts or sections of the current day, we use **this**, not *today*.

When referring to parts of the previous day, we use **last**, not *yesterday*.

Hence we say,

He is leaving this evening.

She arrived last night.

Using non-progressive verbs in continuous tense

I was not knowing that you were in Hyderabad.

He is not having a single relative in this city.

Corrections:

I did not know (I was not aware) that you were in Hyderabad

He does not have a single relative in this city.

Verbs which represent action that cannot be in progress are not used in the progressive tenses. Other such verbs are given in Chapter 21 on tenses.

Confusion of *since, for, from, ago*

We are waiting for him from two hours.

They have been here since one hour.

He left since two hours.

Corrections:

We have been waiting for him for two hours

They have been here for one hour (since 10 o'clock).

He left two hours ago.

The adverb *since* (i) must be followed by a time phrase that refers to a **point of time** in the past; (ii) the verb in the sentence must be in a perfect tense (have/has/had been).

Note that a point of time can be indicated in several ways:

last Monday	last month	last week,	last year
a week ago	a month ago	a year ago	three days ago
an hour ago	8 o'clock	noon	midnight
Monday	November	1998	yesterday
Sheila was born	he left	grandfather expired	she arrived

Make sentences using these words/ phrases given above.

The adverb *for* is followed by a time phrase that refers to a **period** at any time. It can be used with any tense.

A period of time can be indicated by these words/ phrases:

the last week/ month/ year a day/ week/ month/ year two days/months/years

Note the sentences; they emphasise the duration:

She was here for a day/ month/year/week.

She has been here for a month now.

The preposition *from* must go with *to*. Together, they refer to a fixed period of time.

He has vacation from 18 May to 17 June.

My office hours are from 9.30 a.m. to 5.00 p.m.

The adverb *ago* indicates a **point of time** when used after a phrase denoting a period of time; it is used with past tenses:

a week/month/year ago four days ago

I was in Chennai two months ago.

Confusion of *until* and *as long as*

I'll stay here until you don't leave.

Corrections:

I'll sit here until you leave.

I'll sit here as long as you stay.

Until is followed by a time phrase that refers to a **point of time**; *as long as* requires a time phrase that refers to a **period of time**.

Confusion of *unless* and *if*

Unless you don't speak, I will keep quiet.

Corrections:

Unless you speak, I will keep quiet.

If you don't speak, I will keep quiet.

Unless has the meaning of “*if...not....*” It may be followed by a present tense, a past tense or a past perfect, but never by ‘*would*’. *Unless* can be used instead of *if + not* in conditional sentences of all types:

Type 1: (*Unless* + present)

- You'll be late unless you leave now. (= You will be late if you don't leave now.)
- We will not pay unless you send replacements immediately. (= If you don't send replacements immediately, we won't pay)
- You'll never be able to write good letters unless you practice. (= You'll never be ableif you don't practice.)

Type 2: (*Unless* + past)

- I wouldn't drink that water unless I was really very thirsty.
- Ramesh would be here by now unless he was caught in the traffic.

Type 3: (*Unless* + past perfect)

- I wouldn't have called him unless you had suggested it.
- The robbers would have shot the cashier unless he had given them the money.

Prepositions

- **Search and search for**

I am searching my notes which I have misplaced

Correction: I am **searching for** my notes which I have misplaced.

Search for means *look for*. *Searching something or someone* means looking for suspicious material in the mentioned place on the mentioned person, for example,

Search the house search the passengers

It is correct to say,

I am searching my notes for an explanation of this theory.

There are many words which have a different meaning when followed by a preposition, for example, *agree with* and *agree to*. You can look in the dictionary for meanings of expressions with *look + preposition*. Also, look up words like *come, go, take, set, put, keep and so on*.

The phrase **one of** —

One of my notebook is missing.

My one notebook is missing.

One of my notebooks are missing.

Correction (of all three sentences): One of my notebooks is missing.

The expression **one of** — requires a plural noun, but a singular verb. It refers to only one among many of the same kind.

India is **one of** the fastest developing **countries**.

Pharmaceuticals is **one of** the rapidly developing **industries**.

Use of the word **avail**

You can avail all the facilities if you become a member of the club

Correction:

You can **avail yourself of** all the facilities if you become a member of the club.

You can use all the facilities if you become a member of the club.

The word *avail* is always followed by *oneself of*. The correct phrase is *avail oneself of*.

Order of words

I and my husband went out to buy new furnitures.

Correction: My husband and I went out to buy new furniture.

The sentence has two mistakes:

- (i) In English, the pronoun *I* comes last after all others are mentioned (*my friends and I, my family and I, Ramesh, Seeta, Pallavi and I*).
- (ii) Collective nouns like *furniture* are not put into plural (other such nouns are *scenery, machinery, people, cattle, crockery*).

Only some of the common errors have been explained here. The ability to write English correctly is developed with care and experience. Reading good books with attention to the usage of words and phrases, and noting any differences from what you usually write is one way to improve your own writing.

In other chapters on grammar in this unit, many common errors have been pointed indicated.

Exercises

1. This offer is open until stocks last.
2. He is searching a house. Until he does not find a suitable house he is putting up with his cousin brother.
3. There are many small small creatures in the grass.
4. What is your good name?
5. Let's complete this work today itself.
6. Most religions are not believing in rebirth.
7. One of my friend is in hospital.
8. So many bad incidences have happened in my life.
9. I will not know unless you don't tell me.
10. I can't find my one book.
11. Both his son-in-laws are doctors.
12. Scarcely I had got out from my bed when the doorbell rang.
13. No sooner he had finished dinner, when she walked in.
14. We have been studying since eight hours.
15. I could not avail the discount as I was a day late.
16. Many a times, we lost our way in this forest.
17. I'm not understanding the lectures in Mathematics.
18. Mandira left Delhi since two years.
19. Say me the truth.
20. Take out my ticket
21. He is one of those who performs well.
22. Peoples and childrens do not listen.
23. The real fact is that you are not married.
24. I came an hour back.
25. I got angry on him
26. When my boss asked me why I came late, I said him that I had to attend a function.
27. I am hungry. Please order for some food.
28. Please convey her my condolences.
29. I and my friends went hiking last Sunday.
30. We saw some breathtaking sceneries from the top of the mountain.
31. She came with two women and one man.

4.8 CONCEPTS OF LEARNING AND LISTENING

Introduction

The concept of listening is acknowledged as an essential component of effective communication by many disciplines. The concepts of learning and listening will clarify the difference between listening to learn and learning to listen. Listening to learn focuses on the development of the listeners' ability to complete meaning-focused tasks as well as their use of language knowledge and listening texts for learning. On the other hand, learning to listen addresses the process of listening, that is, how students arrived at comprehension.

Listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. In spite of the importance of listening in the development of communicative and cognitive skills, it did not start to take its place in language teaching curriculum for a long time. However, in recent years, with the emphasis given to communication in language teaching, listening started to take its long-deserved place in language programs. Although there are different perspectives to teaching listening, the success of each perspective somewhat depends on addressing and minimizing the listening comprehension problems experienced by language learners.

There are four Rs of listening:

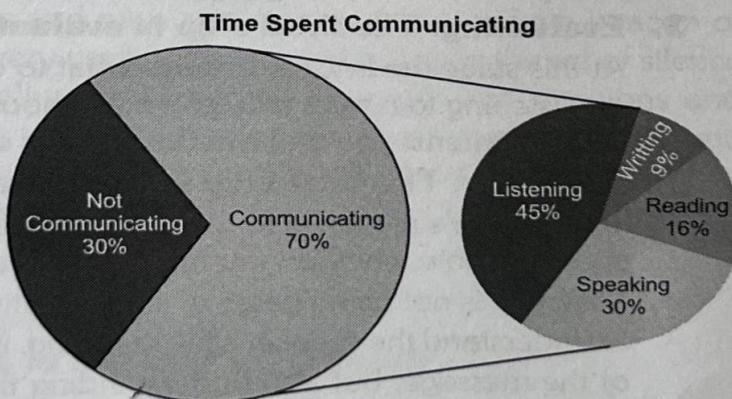
Receiving, Responding, Recalling, Rating

An Indian saying draws attention to the natural fact that we have two ears but one tongue. Hence, we should listen twice as much as we speak. Listening, like speaking, reading and writing, is a skill that can be dramatically improved through training. Therefore, in this chapter, we will discuss some basic things about listening such as the complete process from hearing to conceptualizing, causes for poor listening and some techniques of improving listening as a voluntary behavior.

Listening is the ability to accurately receive messages in the communication process.

Listening is not the same as hearing.

Good listening skills can lead to: Better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work. A good listener will listen not only to what is being said but also to what is left unsaid or only partially said. Listening is not the same as hearing and in order to listen effectively you need to use more than just your ears.



An executive's communication time is spent roughly in the following proportion:

Writing: 9%

Speaking: 30%

Reading: 16%

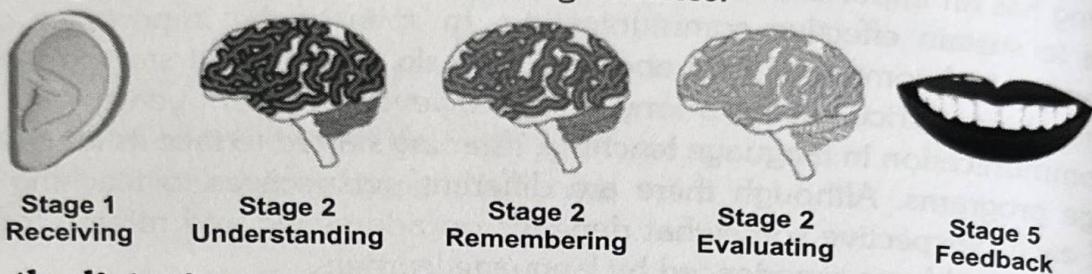
Listening: 45%

But, although listening is so critical in our daily lives, it is taught and studied much less than the other three communication skills: Reading, writing and speaking.

All communication skills must be mastered by any person who wants to have a successful career wherein among these skills listening is the most important. The higher your position in an organization, the greater is your listening responsibility. A manager has to spend more time listening to others than speaking; the ear and not the mouth must be the main organ of communication.

Most people are not good listeners. Fortunately, the listening capacity can be improved by understanding the steps involved in the process of listening and by following some basic guidelines.

*Are you
Listening?*



Steps in the listening process: Listening is the process of receiving, interpreting and reacting to a message from a speaker. Remember that we have two ears and one mouth - focus on listening twice as much as speaking. "Seek first to understand then to be understood".

The Four Steps of Listening

1. Receiving: Hearing is the first step of listening.

At this stage, the listener simply attends to the speaker to hear the message. If you can repeat the speaker's words, you have heard the message.

2. Understanding - Remembering: The second step is interpretation.

If the listener fails to interpret the words correctly, the message is misunderstood. People misinterpret words because of varying knowledge, vocabulary, experience, attitudes, culture and background. A listener may also fail to note or may misinterpret the speaker's body language.

3. Evaluating: The third step is evaluation.

At this stage the listener decides what to do with the received information. When you are listening to a sales talk, you may choose to believe or not to believe what you hear. The judgments you make at the stage of evaluation are crucial to the listening process.

4. Feedback: The final step is response.

The listener's response to the message may be verbal or visual. Your response lets the speaker know whether you have got the message and what your reaction is. Listening is not being passive; it is a positive activity. Listening means making an effort to understand the speaker's full meaning. It involves not only understanding the content of the message, but also understanding the feeling of the speaker. Understanding the feeling is called empathic or active listening.

Active Listening: Active listening is when you listen with your mind, heart and imagination. Hearing and listening are not the same. Hearing is a physical act, listening is a cognitive act (for knowledge). It prepares a base for feedback.

Barriers and how to overcome them

Barriers	Suggestion to enhance “listening”
Forged attention	Stop Talking
Premature evaluation of the subject matter	Prepare yourself to listen
Hard listening	Put the speaker at ease
Poor interpersonal relations	Remove distractions
Over-excitement	Empathize
Different language variety and accent	Be patient
Distraction	Avoid Personal Prejudice Listen to the tone Listen for ideas – Not just words Wait and watch for Non-Verbal communication

Poor Listening v/s Effective Listening

Either tries to blame the speakers or considers the subject to be dry	Thinks and summarizes, weighs the evidence and listens between the lines Concentrates on the message
Get distracted soon	Concentrates on the message
Complex matters and light and recreational matters: Problems in understanding	Keep listening to a variety of matters
Tends to enter unnecessary arguments into the discussion	Takes notes and organizes important information
Misoneist (Resists new ideas)	Listens for ideas
Pays too much attention to message and delivery	Pays attention to appearance, body language, tone and style of speaker

Barriers to Listening**Noise:** Internal and external distraction**Examples:** Outside sounds, distracting thoughts**Barriers:** Blocks listening/understanding

Unfamiliar language, anger, attitudes, biases, needs, beliefs, fears, hearing problems, tuning out, stress, ignorance, prejudices, tiredness

In the communication process, listening is the ability to accurately receive messages. The major barriers to listening are forged attention, premature evaluation of the subject matter, hard listening, poor interpersonal relations, over-excitement, different language variety and accent, distractions, etc. These barriers can be overcome by preparing oneself to listen, putting

the speaker at ease, removing distractions, empathizing, avoiding personal prejudices, listening for ideas – not just words and paying more attention to non-verbal communication.

Suggestions for excellent listening skills: Unless you maintain silence, you cannot hear what another person is saying. It is difficult to be silent if you are excited. Human beings have a need for self-expression which causes us to be eager to speak and narrate our experiences, ideas and views; it requires training and discipline and self-control to listen silently when another person is speaking. The silence we maintain while listening is not an empty silence. It must be filled with non-verbal indications of listening and attention. First there must be eye contact. Then the face can give out a range of emotions which indicate your response to what is being said. For full concentration on the speaker's words, your mind must be silent too; if you are mentally engaged in argument or in making judgements, you cannot catch all that the speaker is saying.

Silence requires not only self-control to hold one's tongue but also the self-confidence and maturity to silence one's mind.

Learning

- **For Growth and Inner Satisfaction:** Learning is the way that allows one to learn about different ways of success. It keeps one motivated in his/her professional life and this way, one can grow his income and status level. It helps one to improve his personal skills and feel satisfied in his job role. Without satisfaction, no one can get the best out of their job. Satisfaction is the very first thing required, and learning is the result of this satisfaction. Learning helps one to explore more in the professional world. It makes one more confident and positive in attitude. If one can manage to have more income, it will boost his/her energy, as is the nature of the human psyche.
- **New Opportunities because of learning:** At a professional level, learning plays an important role. It helps one to expand his world of knowledge. The more knowledge one gets about a thing, the easier it becomes to find new opportunities.
- **Self-Confidence booster:** The best thing about learning is that it builds our self-confidence. It helps us to know ourselves first, including emotional and mental desires. For any person, the first most important thing to learn is their strengths and weaknesses.
- **In-Person Learning:** Learning in a network is more beneficial. In-person learning increases our social interaction. Because of this, you might lack a structured environment.
- **Better Understanding:** Active listening helps you understand any concept or thing in a better way. You can also discuss the issue on the spot. You can easily note down the points that you did not get while listening, and then discuss those points after the listening session. Thus, listening keeps you concentrated and focused.
- **Clarification:** Active listening helps you clarify the issues. The impact of the words hits you differently. Sometimes you remember things that you have heard somewhere, and you do not forget because of their impact and clarification. You do not leave with any confusion.
- **Reduced Fear:** Listening opens the door to active communication. It makes you confident about everything and helps you reduce the fear within you. It keeps you engaged in conversation and breaks the fence of boredom.

- **Interruption:** The major flaw in listening is any interruption in speech. Interruption breaks the flow of concepts. Then it becomes difficult to address the problem properly, so you end up with low-quality information and remain away from achieving your goal. When you cannot listen well, it gets in the way of your finding a solution to your problem.

Between learning and listening, learning is more effective. No doubt there are a lot of advantages to listening, but the important point to note is that listening is a tool that assists effective learning. A little interruption in listening disturbs the whole flow, while in learning if one gets disturbed, one can regain the flow. That keeps you focused on the results. In learning, one can get self-confidence and an open door for opportunities.

Key Takeaways

Learning and listening are two basic things involved in education and eLearning. According to experts, one must have both these skills if one wants to achieve success in his/her career. Having only one of the two can't help one succeed in his/her life.

Learning is a key to enhance critical thinking. With its help, one can relate to others in a good way. It can be in the form of cultural relations. It is very obvious that it is necessary to adapt to change, otherwise, one cannot move forward. Learning assists one to go with the flow and move with ease.

A good learning network helps you to learn something new every day. A curious mind and personal interest matters a lot in learning. This way, one can get more and more out of anything. Learning helps you in intellectual growth and evaluation of different matters.



REVIEW QUESTIONS

1. Why is listening the most important communication skill?
2. What prevents good listening?
3. In your experience, what problems prevent you from listening effectively in the classroom? What do you do to overcome them?
4. Are these statements true?
 - (a) Listening is a natural skill and cannot be trained.
 - (b) You can make a speaker feel good by listening attentively.
 - (c) A senior official spends most of his time in speaking.
 - (d) Listening attentively is an aspect of good manners.
5. "Learning means growth not only at personal level but professional too". Discuss in detail.
6. What do you understand by concepts of learning and listening?

