

REMEDIAL GRAMMAR AND VOCABULARY• Tenses and Aspects:

Tenses are statements that give an idea of something that happened in the past, happening in the present or will happen in the future.

There are three basic tenses which can be divided into different sub types, they are:

1. Past
  2. Present
  3. Future
- 
- ```

graph LR
    Simple[Simple] --> Past[Past]
    Simple --> Present[Present]
    Present --> Continuous[Continuous (Progressive)]
    Present --> Perfect[Perfect]
    Perfect --> ContinuousPerfect[Continuous (Perfect Progressive)]
  
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1. Simple Present:

→ It has two main uses: when an action is happening right now, or when it happens regularly.

A simple present tense is formed by using the root form or by adding '-s' or '-es' to the end.

Eg: Pauline practices the piano every day.

→ To make a negative simple present tense, use,  
do/does + not + [root form of verb].

Eg: Her friends do not agree.

→ To ask a question, use  
do/does + [subject] + [root form of verb]

Eg: Do you know how to bake a pie?

2. Present Perfect:

→ It is used to refer to an action which either occurred at an indefinite time in the past or began in the past and continued to the present time.

→ It is formed using have/has + the past participle.

→ The past participle of the verb ends with '-ed' or '-d'.

→ The important thing to remember is that it can't be used when you are being specific about something.

→ It can be used to talk about the duration of something that started in the past and is still happening.

3. Present Continuous:

→ It is used to indicate an action or condition that is happening now, frequently, and may continue into the future.

→ Formula: to be [am, is, are] + verb [present participle]

→ The dynamic verb used here ends with -ing.

Eg: The man is talking on the phone.

4. Present Perfect Continuous:

→ It is used to indicate something that started in the past and is continuing at the present time.

→ Formula: has/have been + the present participle (root + -ing)

Eg: I have been reading War and Peace for a month now.

5. Simple Past:

→ It is used to indicate or talk about things that happened or existed before now.

Eg: He won the gold medal.

→ Formula, add -ed to the root form of the verb

→ To make a simple past negative tense, use:

did not + [root form of verb]  
(was not)

Eg: I was not talking with the results.

→ To ask a question, use

did + [subject] + [root form of verb]  
(was/were)

Eg: What people taking lots of pictures?

## 6. Past Perfect:

- It is used to talk about actions that were completed before some point in the past.
- It is used to talk about something that happened before something else.
- Formula: had + [past participle]

→ Past Perfect negative: had + not + [past participle]

→ Past perfect question: had + [Subject] + [Past participle]

## 7. Past Continuous Tense:

- It refers to a continuing action or state that was happening at some point in the past.

Formula: Past tense (was/were) + Verb's present participle (-ing word)

Ex: The sun was shining everyday that ~~in~~ summer.

## 8. Past Perfect Continuous

- It shows that an action that started in the past continued up until another time in the past.

Formula: had been + the verb's past participle (root - ing)

→ The <sup>present</sup> past perfect continuous, indicates an action that began in the past and continued up to the present.

→ The past perfect continuous, indicates an action that began in the past, continued in the past, and also ended at a defined point in the past.

Ex: He had been drinking milk out the Carlton when Mom walked into the kitchen.

## 9 Simple Future:

- It is used to talk about things that hasn't happened yet.

→ Formula: will + [root form of Verb]

↳ Formal

[am/is/are] + going to + [root form of verb]

↳ Informal

→ Simple future negative: will + not + [root form]

Ex: I will not go to Gujarat.

→ Simple Future Question: will + [Subject] + [root form].

Ex: Will Sahil write me a letter?

## 10. Future Perfect:

- It is used for actions that will be completed before some other point in the ~~future~~ future.

→ An action that will be completed between now and some point in the future.

→ Formula: will have + [Past participle]

→ Future perfect negative: will + not + have + [Past participle]

→ Future perfect question: will + [Subject] + have + [Past participle]

## 11. Future Continuous

- It indicates that something will occur in the future and continue for an expected length of time.

→ Formula: will + be + the present participle (to root verb + -ing)

Ex: Michael will be running a marathon this Saturday.  
After I study, I will know all the answers for the test.

## 12. Future Perfect Continuous:

- It is used to describe actions that will continue up until a point in the future.

→ Formula: will + have + the verb's present participle (verb root + -ing)

→ We are projecting ourselves forward in time and looking back at the duration of the activity.

The activity will have begun sometime in the past, present or in the future, and is expected to continue in the future.

Ex: In November, I will have been working at my company for three years.

## • Active and Passive Voice:

Voice is a term used to decide whether a Verb is active or passive.

Active Voice means that a Sentence has a Subject that acts upon its verb.

Passive Voice means that a Subject is a recipient of a Verb's action.

### Active Voice:

When the Subject of a Sentence performs the Verb's action, we say that the sentence is in the active voice.

Sentences in the active voice have a strong, direct, and clear tone. Here are some examples:

Monkeys eat bananas.

The Cashier counted the money.

The dog chased the squirrel.

### Passive Voice:

A Sentence is in the passive voice, on the other hand, when the Subject is acted on by the Verb.

The passive voice is always constructed with a conjugated form of to be plus the Verb past participle.

Ex:

Bananas are eaten by monkeys.

The money was counted by the Cashier.

The squirrel was chased by the dog.

Notice that the Subject, Object and Verb order in active voice is changed in the passive voice as Object, Verb and Subject.

✓ To Change a Sentence from passive voice to active voice, identify the Subject.

✓ Perfect Continuous for all three and Future Continuous have no passive voice form.

## • Common Grammar Practices / Mistakes:

### Types of Errors:

1. Wrong-word Errors.
2. Punctuation Errors.
3. Usage Errors.

### 1. Wrong-Word Errors:

- Spelling and Orthographic mistakes.
- Wrong meaning.
- Commonly Confused words.

Some examples of Commonly Confused words:

#### 1. They're, Their, There.

- They're - Contraction of "they are".
- Their - possessive
- There - indicates location / direction

#### 2. You're, Your.

- You're - Contraction of "you are".
- Your - possessive

#### 3. Who's / Whose.

- Who's - Contraction of "who is".
- Whose - possessive

#### 4. It's, Its, It's!

- It's - Contraction of "it is".
- Its - possessive
- It's! - not a word.

#### 5. Affect, Effect

- Affect - verb - to act on, influence
- Effect - noun - result.

## 6. To, Too, Two

- To - preposition
- Too - also / to an excessive amount.
- Two - number.

## 7. A lot, Alot, Alot

- A lot - to a great degree, extent
- Alot - to assign / distribute.
- Alot - not a word.

## 2. Punctuation Errors:

### • Commas (,):

- a) Use a Comma and a Coordinating Conjunction (and, but, or, so, nor, yet) to join two independent clauses.
- b) Use Commas after introductory clauses, phrases, or words that come before the main clause.
- c) Use Commas to separate three or more words, phrases, or clauses written in a series.
- d) Use Commas to set apart a parenthetical phrase in a sentence.

### • Semicolons (;):

- a) Use a Semicolon between two related independent clauses that are not joined by a Conjunction.
- b) Use a Semicolon to separate elements in a series that already contains Commas.
- c) Use a Semicolon to join two independent clauses when the second clause begins with a Conjunctive adverb (however, therefore, moreover, furthermore, thus, Meanwhile, nonetheless, otherwise) or a transition (in fact, for example, that is, for instance, in addition, in other words, on the other hand).

### • Colons (:):

- a) Use a Colon to introduce a list preceded by an independent clause.
- b) Use a Colon to separate an independent clause and a final phrase or clause that illustrates, extends, or amplifies the preceding thought.

### • Apostrophes (' ):

- a) Use an apostrophe to create a contraction (but don't use contractions in any academic writing).

- b) Use an apostrophe to form a possessive noun.

- c) Do not use an apostrophe to form a plural.

### • Quotation Marks (" "):

- a) If the sentence ends with the quotation (and if there is no parenthetical citation), put your final mark of punctuation inside the quotation marks.

- b) If the sentence continues after the quotation, you'll usually need a comma after the quotation but before your final quotation mark.

- c) If the quotation ends in an exclamation point or question mark, omit the comma.

- d) If your sentence ends with a footnote, put the superscript number after your final mark of punctuation.

- e) If the sentence ends with a parenthetical citation, omit the punctuation at the end of the quotation.

### 3. Usage Errors:

#### Fragments

- A Complete Sentence must have three Components:
  - A Subject
  - A predicate
  - A complete thought
- A fragment is an incomplete sentence if,
  - it cannot stand alone and does not express a complete thought
  - Some fragments lack either a subject or verb or both
  - Dependent clauses are also fragments if they stand alone

Eg: One of my friends who won a Contest by playing a variety of instruments.

#### Run-on Sentences:

- A run-on sentence is comprised of two or more independent clauses not properly separated.
  - Lack of punctuation and/or conjunctions
  - Incorrect punctuation
- A comma splice - two independent clauses joined by a comma is a run-on sentence.
- A run-on sentence is not simply a long sentence

Eg: It is nearly half past five, we cannot reach town before dark.

#### Dangling Participles:

- It is a word or a phrase that modifies a word not clearly stated or an unintended noun in the sentence.
- Correcting dangling participles:
  - Reword the sentence
  - Provide the missing information

Eg: Having finished the assignment, the TV was turned on.

#### Verb Tense:

- They should be consistent throughout your writing.
  - Reviews of literature should be in the present tense
  - Historical events should be in the past tense
- Correcting tense shifts:
  - Be consistent
  - Be familiar with forms and tenses

Ex: About noon the sky darkened, a breeze lifting up, and a low rumble announces the approaching storm

#### Pronoun / Antecedent Agreement:

- Pronouns are words that take place of nouns
- Antecedents are the words that the pronouns refer to
- Pronouns must agree with their antecedents in number, gender and person

Eg: Everyone should make their own decisions.

#### Subject / Verb Agreement:

- Singular subjects have singular verbs
- Plural subjects have plural verbs
- Rule of Thumb:
  - Subjects ending in "S" are plural
  - Verbs ending in "S" are singular

#### Correcting agreement errors:

- Be familiar with irregular verb forms
- Focus on the subject, not any additional modifiers

Eg: The box of ornaments belong in the attic.

## • Connectors:

→ What is a Sentence?

It is a group of words which has at least a Subject and a Verb, and which can stand on its own - it can be independent.

→ What is a Subordinate Clause?

It is a group of words which has at least a Subject and a Verb, but which cannot stand on its own - it is dependent.

It needs a main clause to complete its meaning. It is only a fragment of a complex sentence.

Complex Sentence → Main clause      She was happy  
                                 ↓  
                                 Subordinate clause      because he called

→ What is a noun phrase?

↳ group of words

A phrase whose head is a noun, pronoun, or a gerund acting as a noun. It can be accompanied by determiners, adjectives or other modify and it always functions as the subject or the object of a sentence.

Eg: these wonderful actors,  
     ↑              ↑  
     determiner      adjective      (noun(head))

## • Types of Connectors:

Connectors of Addition, Contrast, Cause and Reason, Result, Purpose, Time and Sequence, Similarity, Opinion.

Connectors expressing general statements, a reason, an Conclusion

Connectors to give examples and to list points.

### a) Connectors of Addition:

→ To add information or points on a topic

Eg: In addition to, as well as, apart from, except for, besides, Moreover, furthermore, what's more,亦well, and also, too.

### b) Connectors of Contrast:

→ To show opposing information

Eg: In spite of, despite, although, even though, even if, while, whereas, however, nevertheless, on the contrary, on the one hand, on the other hand, but, yet, still

### c) Connectors of Cause and Reason:

Eg: because of, due to, owing to, thanks to, as a result of, since, as, seeing that,

### d) Connectors of Result:

Eg: As a result, Consequently, therefore, this further means, that is why

### e) Connectors of Purpose:

→ to show finality, intent

Eg: in order to, so as to, to, in order that, for that

### f) Connectors of Time and Sequence:

Eg: in the beginning, at first, first of all, then, next, later, after that, afterwards, meanwhile, soon, finally, in the end, subsequently, at last

(Comma is important):

when, while, as, before, after, until, as soon as, by the time, before, until, during

### g) Connectors of Similarity:

Eg: Similarly, Likewise, In the same way

### h) Connectors of Opinion:

Eg: Personally, in my opinion, as I see it, In my view, I (strongly) believe (that), I feel, I think, It seems to me, It is clear that.

### i) Connectors Introducing General Statements:

Eg: In general, On the whole, Generally, As a rule.

### j) Connectors expressing a reality:

Eg: In fact, As a matter of fact, Actually, The truth is.

### k) Connectors for Examples:

Eg: Such as, like, particularly, in particular, especially, specifically, for example, for instance.

### l) Connectors to List Points:

Eg: To begin with, in the first place, first of all, Firstly, Secondly, thirdly, finally, lastly.

### m) Connectors expressing a Conclusion:

Eg: In Conclusion, In Short, To sum up, To conclude.

### • Error Analysis:

It is "The first approach to the study of SLA (Second Language Acquisition) which includes an internal focus on learners' creative ability to construct the language".

In Science the word "error" does not mean "mistake" but rather the inevitable uncertainty of all measurements. Because they cannot be avoided, errors in this context are not, strictly speaking, "mistakes".

### Sources of Error:

- Interlingual Transfer.
- Intra-lingual Transfer.
- Context of learning (False Concept).
- Communication Strategy.

### a) Interlingual Transfer:

The sources of error can be caused by interference of the learners' mother tongue to the second language that is learned.

### b) Intra-lingual Transfer:

It is caused by negative intra-lingual transfer (overgeneralization) in target language. Error made in the same language.

### c) Context of learning (False Concept):

Context refers to the classroom with its teacher and its materials in the case of school learning, or the social situation in the case of untaught second language learning.

There is a possibility that errors are caused because they are learnt in the wrong context or given a wrong explanation by the teachers and books.

### d) Communication Strategy:

Conscious employment of verbal or non-verbal mechanism for communicating an idea when precise linguistic forms are not readily available. They involve avoidance, prefabricated patterns, cognitive and

personality style, appeal to authority (native speaker) and language switch

### Error Classification:

#### a) The Linguistics Category.

#### b) The Surface Strategy

i) Omission

ii) Addition

iii) Misformation Error

iv) Misdeleting

#### c) Comparative Taxonomy

#### d) Communicative Effect.

#### a) The Linguistics Category:

Its taxonomies classify errors according to either the language Component or the particular linguistic Constituent the error affects.

Linguistic Components include phonology, Syntax and morphology, Semantic and lexicon, and discourse while linguistic Constituents include the elements that comprise each language. While linguistic Constituents include the elements that comprise each language Component.

#### b) Surface Strategy:

A classification system based on the ways in which the learners' erroneous version is different from the presumed target Version!

The error classification can give a clear description about cognitive processes that underlie the learners' reconstruction of the language being learned.

They are classified into four types, namely,

#### i) Omission Errors:

They are characterized by the absence of an item that must appear in a well-formed utterance. It may be the omission of nouns, verbs, adjectives, or adverbs in a sentence.

#### ii) Addition Errors:

It is characterized by the presence of an item which must not appear in a well-formed utterance.

Addition Errors are of three types

##### • Double Marking:

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in others.

Eg: The girl does not dresses up appropriately.  
(dresses)

##### • Regularization:

It refers to an error having exceptional items of the given class that do not take a marker.

Eg: (Incorrect - Correct)

man: men

boy: bought

child: children

##### • Simple Addition:

Errors of simple addition refer to the addition of one element to the correct utterance.

Eg: I am a student

#### iii) Misformation Error:

It is characterized by the use of the wrong form of the morpheme or structure. The learner supplies something although it is incorrect.

It is of 3 types

#### • Regularization Errors

They are errors in which regular markers are used instead of irregular ones.

Eg: fun is not turned, but won is past tense

### • Archi-forms:

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

The form selected by the learner is called archi-form.

Eg: 'That' should be followed by singular form, while 'these' should be followed by plural.

### • Alternating Form:

As learners vocabulary and grammar grow, the use of archi-form often gives way to the apparently free alternative of various members of class with each other.

Eg: I see her yesterday.  
(saw).

### iv) Misordering Errors:

It is an incorrect placement of a morpheme or group of morphemes in an utterance.

Eg: He is all the time late.  
(He is late all the time).

### • Extended Definition:

A good definition should be precise and it should identify the item you are defining beyond any doubt.

Extended definition usually gives the following information,

- A class or group to which it belongs.
- Uses
- Characteristics
- Main parts
- One or more examples.

Eg: A (term) is (as) (class) which or that (specific term).

Eg: Computer : A computer is an electronic machine that can store, organize and find information, do calculations and control other machines. With the <sup>internet</sup> connection, computers help create an international network. It is a versatile machine to have.

### • Idioms:

They are phrases which people use in everyday long ago which do not make sense literally but we understand what they mean.

→ Why do we have them?

No one really knows why they exist or where they all began, but every culture seems to have their own idioms or expressions.

→ The origin of Idioms

Most idioms come from ancient literature or even classic films. Many idioms originated as quotations from well known writers such as Shakespeare. Learning the backgrounds of idioms can help you remember them.

Idioms should be used in proper situations. They should enrich our

Speech and increase our vocabulary. The grammar and the vocabulary of the idioms are fixed, and if we change them, we lose the meaning of the idiom.

Eg:

From time to time - Something that happens occasionally.

When pigs fly - Something impossible.

Jump at your own shadow - To be overtly frightened

### Simple, Compound, Complex and Compound-Complex Sentences

#### Simple Sentence

- It contains a subject and a verb.
- It expresses a single complete thought.
- It is a single independent clause.

Eg: The cat crept through the dark house!

#### Compound Sentences

- It contains two independent clauses. (FANBOYS)
  - Conjunctions (for, and, nor, but, or, and, yet, so etc) join these independent clauses.
  - The conjunction used can impact the meaning of the sentence.
- Eg: The dog had watched all of this, but he had refused to become involved.

#### Complex Sentences

- It is an independent clause joined by one or more dependent clauses.
- A Subordinating Conjunction begins the dependent clauses.
- A dependent clause that begins a sentence must be followed by comma.
- A dependent clause has a subject and a verb, but does not make sense on its own.

#### Subordinating Conjunctions

After, how, when, as long as, at least, whatever, as though, since, while, even if, that, even though, etc.

Eg: After he gave it some thought, the mouse decided to wait until later for his tick.

#### Compound-Complex Sentences

- It is a sentence that has at least two independent clauses and at least one dependent clause.
- The same Subordinating Conjunctions are used to introduce the dependent clauses.
- The same coordinating conjunctions (FANBOYS) are used for joining the independent clauses.

Eg: This game was begun thousands of years ago, and it will continue far into the future as other cats and mice reveal in hide-and-seek.

#### Parallelism:

It is nothing but balancing the items in a sentence, to make the sentence clearer and easier to read.

#### Uses of Parallelism:

- To coordinate elements in a series.
- To pair ideas.
- To enhance coherence.
- To organize lists.

#### Using:

- All items listing two or more words, phrases, or clauses, need to be written in the same grammatical structure.
- When two ideas are included, they must be parallel.
- Put words linked by Coordinating Conjunctions in parallel form.

#### Checking for Parallelism:

- Check items listed in a series.
- Check places where Coordinating Conjunctions are used.

#### Eg:

1. In the 18th Century, Franz Mesmer treated patients by using iron magnets and hypnotism. (correct, parallel - by using).
2. People accused him of being a magician and that he was a fraud. (Wrong, parallel, being & that he, remove, that he was).

### Abbreviations: Initialism & Acronym:

Abbreviations are one of the other popular ways of forming words. It is a shortened or contracted form of a word or phrase that represents the whole word.

Abbreviations are grouped based on two, orthographic and phonological properties, initialism and acronyms.

#### Initialism:

Initialism is made from the first letter or letters of a string of words, but can't be pronounced as words themselves!

Eg: BBC (British Broadcasting Corporation)

#### Acronym:

It is an initialism pronounced according to ordinary orthographic conventions. It is also a combination of initial letters of word sequence that is pronounced as a word, rather than as a combination of letters.

Eg: NATO (North Atlantic Treaty Organization)

#### Tag Question or Question Tags:

→ They are mini-questions that we often put at the end of a sentence in spoken English

→ We use auxiliary verbs here, was, will, do, does, did.

Eg: You didn't lock the door, did you?

#### Structure:

Normally we use a negative question with / after a positive sentence.  
Eg: Mary will be here soon, won't she?

And a positive question after a negative sentence,

Eg: Mary won't be late, will she?

Meaning of the question tag depends on the voice of how it is said

If the voice goes down, it is not really asking a question, it is simply inviting the listener to agree with you.

If the voice goes up, it is a real question.

→ Question tag = Shall.

Eg: Let's go out shall we?

→ Question tag = Will you?

It becomes imperative.

Eg: Open the door, will you?

→ Question tag = Aren't I?

It is the first person in the simple present of to be.

Eg: I'm good in Coding, aren't I?

#### Topic Sentences:

→ What is a paragraph?

A paragraph is a group of sentences about one main idea. It can be short or long, depending on the topic or idea you have been covering has been fully explored in that paragraph.

#### Paragraph Structure:

It has three parts,

- The topic sentence, it is the main idea of the paragraph.
- The supporting sentence, adds the details of the main idea.
- The concluding sentence, it summarizes the main points or reinforces the topic sentence.

#### a) Topic Sentence:

The topic of a paragraph is generally introduced by a key sentence. This is called a topic sentence because it contains the central idea of the paragraph. It often, but not always, comes at the beginning of the paragraph.

It has two parts: Topic + Controlling idea.

The topic is the subject of the paragraph and the controlling idea tells what the paragraph will tell about the topic.

Eg: Pollution in ABC Town is the worst in the world.

Topic                      Controlling Idea

### b) The Supporting Sentences:

- They come after the topic sentence, making up the body of a paragraph.
- They give details to develop and support the main idea of the paragraph.
- You should give supporting facts, details and examples.

### c) The Concluding Sentence:

It closes or finishes the paragraph and should be related to the topic sentence.

- It should repeat the topic sentence in a different way.
- Summarize the information.

### • Direct Indirect Speech:

A speaker's words can be reported in two ways:

#### → Direct Speech: Exact words of speaker.

Eg: The teacher said to Rajesh, "You have a bright future."

#### → Indirect Speech: What the speaker has said without using the exact words.

Eg: The teacher told Rajesh that he had a bright future.

### → Change of Tense:

- If the reporting verb in the direct speech statement is in present tense or future tense, then it remains same in indirect speech as well.

Eg: My friend says, "He is very handsome."

My friend says that he is very handsome.

- If the reporting verb is in the past tense in the direct speech statement, then the verbs within the inverted commas will undergo corresponding changes in the indirect speech statements.

Eg: The girl said, "The flower is pretty."

The girl said that the flower was pretty.

### • Present Continuous becomes Past Continuous:

Eg: The old man said, "The rain is falling very heavily."

The old man said that the rain was falling very heavily.

### → Personal pronouns change according to S.O.N

Subject = 1st Person

Object = 2nd Person

No change = 3rd Person

- If Subject of the quoted words is in 1st person then it will change according to the subject of the reported verb.

Eg: He said to me, "I like coffee."

He told that he likes coffee.

- If Subject of the quoted words is in 2nd person then it will change according to the object of reporting verb.

Eg: He said to me, "You look happy."

He told that I looked happy.

- If the Subject of the quoted words is in 3rd person then there will be no change.

Eg: He said to me, "She has already left."

He told to me that she has already left.

### → Change of Adverbs:

This - That

Today - That day

These - Those

Now - Then

Here - There

Tomorrow - The following / next day

Yesterday - The previous day / the day before

Tonight - That night

Ex: He said, "I shall discuss this matter next week."

He said that he would discuss that matter the following week.

#### • Interrogative Sentences:

In a direct, yes/no question, reporting verb is changed into ask/inquire and, if/whether is used.

Ex: She said, "Are you writing a poem?"

She asked me whether I was writing a poem.

In case of question words like who, how, where, etc - same word is used.

Eg: "Where do you live?" she asked me.

She asked me where I live.

#### • Imperative Sentences:

Reporting verb is changed into ask/advice/request

Tense remains the same

Ex: I said, "Take your seat."

I asked him to take his seat.

#### • Exclamatory Sentences:

Reporting verb is changed into exclaimed with joy/excitement/anger/surprise etc.

Ex: He said, "How beautiful a place!"

He exclaimed with joy that it was a very beautiful place.

#### • Degrees of Comparison:

|                    | Adjectives                                                                                      | Adverbs                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Positive Degree    | <ul style="list-style-type: none"><li>angry</li><li>Calm</li><li>wonderful</li></ul>            | <ul style="list-style-type: none"><li>angrily</li><li>calmly</li><li>wonderfully</li></ul>                |
| Comparative degree | <ul style="list-style-type: none"><li>angrier</li><li>calmer</li><li>more wonderful</li></ul>   | <ul style="list-style-type: none"><li>more angrily</li><li>more calmly</li><li>more wonderfully</li></ul> |
| Superlative degree | <ul style="list-style-type: none"><li>Angriest</li><li>Calmest</li><li>most wonderful</li></ul> | <ul style="list-style-type: none"><li>most angrily</li><li>most calmly</li><li>most wonderfully</li></ul> |

Every adjective and adverb can be written in one of three degrees.

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

Ex: Slow, happy.

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

Ex: Slower, happier.

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

Ex: slowest, happiest.

#### • Examples:

- Lee is hungry. (PD)
- Lee is hungrier than Mark. (CD)
- Lee is the hungriest of all. (SD)