

UNIT 1

INTRODUCTION TO ENGLISH GRAMMAR

The background of the slide is a light gray gradient. It is decorated with several realistic water droplets of various sizes. In the top-left corner, there are three droplets of different sizes. In the top-right corner, there are two droplets. In the bottom-right corner, there is a cluster of several droplets, including a large one and several smaller ones. The droplets have highlights and shadows, giving them a three-dimensional appearance.

SENTENCE STRUCTURE

SUBJECT+VERB+OBJECT

- A SENTENCE FOLLOWS SUBJECT + VERB + OBJECT WORD ORDER.
 - **HE** (SUBJECT) **OBTAINED** (VERB) **HIS DEGREE** (OBJECT).
- **SUBJECT**: A PERSON, ANIMAL, PLACE, THING, OR CONCEPT THAT DOES AN ACTION. DETERMINE **THE SUBJECT IN A SENTENCE BY ASKING THE QUESTION “WHO OR WHAT?”**

EG: I LIKE SPAGHETTI, **HE** READS MANY BOOKS.

- **VERB**: EXPRESSES WHAT THE PERSON, ANIMAL, PLACE, THING, OR CONCEPT DOES. DETERMINE THE VERB IN A SENTENCE BY ASKING THE QUESTION “WHAT WAS THE ACTION OR WHAT HAPPENED?”

EG: I LIKE SPAGHETTI, HE READS MANY BOOKS.

SUBJECT+VERB+OBJECT

- **OBJECT:** A PERSON, ANIMAL, PLACE, THING, OR CONCEPT THAT RECEIVES THE ACTION. DETERMINE THE OBJECT IN A SENTENCE BY ASKING THE QUESTION “THE SUBJECT DID WHAT?” OR “TO WHOM?/FOR WHOM?”

EG: I LIKE *SPAGHETTI*, HE READS *MANY BOOKS*.

- **PREPOSITIONAL PHRASE:** A PHRASE THAT BEGINS WITH A PREPOSITION (I.E., IN, AT FOR, BEHIND, UNTIL, AFTER, OF, DURING) AND MODIFIES A WORD IN THE SENTENCE. A PREPOSITIONAL PHRASE ANSWERS ONE OF MANY QUESTIONS. HERE ARE A FEW EXAMPLES: “WHERE? WHEN? IN WHAT WAY?”

EG: I LIKE SPAGHETTI FOR DINNER, HE READS MANY BOOKS IN THE LIBRARY.

SIMPLE SENTENCES

- A SIMPLE SENTENCE CONTAINS A SUBJECT AND A VERB, AND IT MAY ALSO HAVE AN OBJECT AND MODIFIERS. HOWEVER, IT CONTAINS ONLY ONE INDEPENDENT CLAUSE. (A SENTENCE MUST HAVE A COMPLETE IDEA THAT STANDS ALONE. THIS IS ALSO CALLED AN INDEPENDENT CLAUSE.)
- EG: **SHE** WROTE.
- **SHE** COMPLETED *HER LITERATURE REVIEW*.
- **HE** ORGANIZED *HIS SOURCES* BY THEME.
- **THEY** STUDIED *APA RULES* FOR MANY HOURS.

COMPOUND SENTENCE

- A COMPOUND SENTENCE CONTAINS AT LEAST TWO INDEPENDENT CLAUSES. THESE TWO INDEPENDENT CLAUSES CAN BE COMBINED WITH A COMMA AND A COORDINATING CONJUNCTION OR WITH A SEMICOLON.
- EG: SHE COMPLETED HER LITERATURE REVIEW, AND SHE CREATED HER REFERENCE LIST.
- HE ORGANIZED HIS SOURCES BY THEME; THEN, HE UPDATED HIS REFERENCE LIST.
- THEY STUDIED APA RULES FOR MANY HOURS, BUT THEY REALIZED THERE WAS STILL MUCH TO LEARN.


COMPLEX SENTENCE

- A COMPLEX SENTENCE CONTAINS AT LEAST ONE INDEPENDENT CLAUSE AND AT LEAST ONE DEPENDENT CLAUSE. DEPENDENT CLAUSES CAN REFER TO THE SUBJECT (WHO, WHICH) THE SEQUENCE/TIME (SINCE, WHILE), OR THE CAUSAL ELEMENTS (BECAUSE, IF) OF THE INDEPENDENT CLAUSE.
- IF A SENTENCE BEGINS WITH A DEPENDENT CLAUSE, NOTE THE COMMA AFTER THIS CLAUSE. IF, ON THE OTHER HAND, THE SENTENCE BEGINS WITH AN INDEPENDENT CLAUSE, THERE IS NOT A COMMA SEPARATING THE TWO CLAUSES.
- EG: *ALTHOUGH SHE COMPLETED HER LITERATURE REVIEW, SHE STILL NEEDED TO WORK ON HER METHODS SECTION.*
- *THEY STUDIED APA RULES FOR MANY HOURS AS THEY WERE SO INTERESTING.*

TENSES



TENSES

- THERE ARE 12 BASIC/ PRIMARY TENSES:
 - PAST
 - PRESENT
 - FUTURE
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PAST TENSE

- **PAST SIMPLE**

I DID, I DID DO

- **PAST CONTINUOUS**

I WAS DOING

- **PAST PERFECT**

I HAD DONE

- **PAST PERFECT CONTINUOUS**

I HAD BEEN DOING





PRESENT TENSE

- **PRESENT SIMPLE**

I DO, I DO DO

- **PRESENT CONTINUOUS**

I AM DOING

- **PRESENT PERFECT**

I HAVE DONE

- **PRESENT PERFECT CONTINUOUS**

I HAVE BEEN DOING





FUTURE TENSE

- **FUTURE SIMPLE**

I WILL DO

- **FUTURE CONTINUOUS**

I WILL BE DOING

- **FUTURE PERFECT**

I WILL HAVE DONE

- **FUTURE PERFECT CONTINUOUS**

I WILL HAVE BEEN DOING



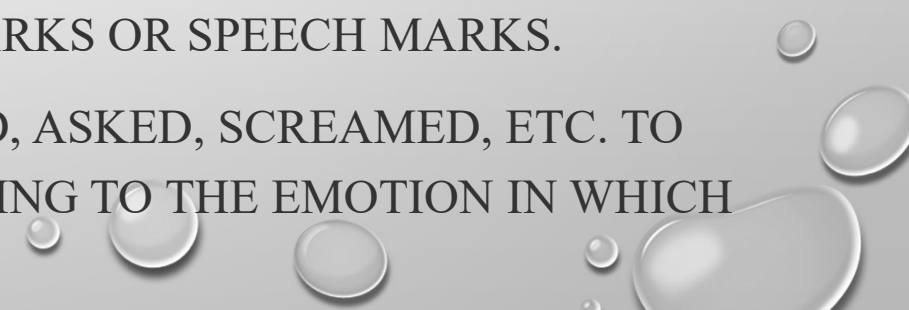





DIRECT AND INDIRECT PARTS OF SPEECH






DIRECT SPEECH

- DIRECT SPEECH IS DEFINED AS “A SPEAKER’S ACTUAL WORDS.” “WHEN YOU USE DIRECT SPEECH, YOU REPEAT WHAT SOMEONE HAS SAID USING EXACTLY THE WORDS THEY USED.”
 - THE FIRST POINT THAT YOU HAVE TO REMEMBER IS THAT DIRECT SPEECH IS THE REPETITION OF THE EXACT WORDS OF THE SPEAKER AND SO YOU DO NOT HAVE A CHOICE TO ADD OR REMOVE WORDS TO AND FROM WHAT IS SAID.
 - FOR THE SAME REASON, THESE WORDS SPOKEN BY THE SPEAKER HAVE TO BE ENCLOSED WITHIN QUOTATION MARKS OR SPEECH MARKS.
 - YOU CAN ALSO USE WORDS LIKE REPLIED, ASKED, SCREAMED, ETC. TO STATE WHAT THE SPEAKER SAID ACCORDING TO THE EMOTION IN WHICH IT IS BEING SPOKEN.
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- IMMEDIATELY AFTER ONE OF THE ABOVE-MENTIONED VERBS, ADD A COMMA FOLLOWED BY OPEN QUOTATION MARKS, THE WORDS OF THE SPEAKER (CAPITALIZE THE FIRST LETTER OF THE FIRST WORD) FOLLOWED BY A PERIOD, QUESTION MARK OR EXCLAMATION MARK AND THE CLOSE QUOTATION MARKS.
 - ALSO, MAKE SURE YOU CLOSE THE QUOTATION MARKS AFTER THE PUNCTUATION MARK (FULL STOP/QUESTION MARK/EXCLAMATION MARK).
 - FINALLY, KEEP IN MIND THAT YOU CANNOT CHANGE THE WORDS, OR PARAPHRASE WHAT HAS BEEN SAID BY THE SPEAKER WHEN YOU ARE USING DIRECT SPEECH.
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EXAMPLES

- CAROL SAID, “I HAVE PLANNED TO WEAR A GREY DRESS FOR THE PROM.”
 - THE TEACHER SAYS, “YOU HAVE TO MAKE YOUR SUBMISSIONS BEFORE 8 A.M. ON MONDAY.”
 - THE LITTLE BOY SAID EXCITEDLY, “THAT WAS WONDERFUL!”
 - MAMTA SAID, SITTING ON THE SOFA, “I AM REALLY HAPPY I FINALLY TOOK TIME TO COME SEE YOU.”
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INDIRECT SPEECH

- WHEN WE WANT TO REPORT WHAT SOMEONE SAID WITHOUT SPEECH MARKS AND WITHOUT NECESSARILY USING EXACTLY THE SAME WORDS, WE CAN USE INDIRECT SPEECH (ALSO CALLED REPORTED SPEECH). FOR EXAMPLE:
- DIRECT SPEECH: *"WE'RE QUITE COLD IN HERE."*
- INDIRECT SPEECH: *THEY SAY (THAT) THEY'RE COLD.*
- WHEN WE REPORT WHAT SOMEONE SAYS IN THE PRESENT SIMPLE, AS IN THE ABOVE SENTENCE, WE NORMALLY DON'T CHANGE THE TENSE, WE SIMPLY CHANGE THE SUBJECT. HOWEVER, WHEN WE REPORT THINGS IN THE PAST, WE USUALLY CHANGE THE TENSE BY MOVING IT ONE STEP BACK.

DIRECT SPEECH	INDIRECT SPEECH
<i>He said, "I live in the city center."</i> (present simple)	<i>He said he lived in the city center.</i>
<i>He said, "I'm going out."</i> (present continuous)	<i>He said he was going out.</i>
<i>He said, "I've finished."</i> (present perfect)	<i>He said he had finished.</i>
<i>He said, "I've been studying a lot."</i> (present perfect continuous)	<i>He said he had been studying a lot.</i>
<i>He said, "I arrived before you."</i> (past simple)	<i>He said he had arrived before you.</i>
<i>He said, "I had already left."</i> (past perfect)	<i>He said he had already left. (remains the same)</i>
<i>He said, "I'll be there at 2pm."</i> (future simple)	<i>He said he would be there at 2pm.</i>
<i>He said, "I'm going to call Alan."</i> (be going to)	<i>He said he was going to call Alan.</i>

ADJECTIVES

- **DEFINITION: AN ADJECTIVE IS A WORD THAT QUALIFIES OR DESCRIBES A NOUN.**(AN ADJECTIVE GIVES EXTRA MEANING TO THE NOUN BY ADDING SOMETHING TO IT).
- ADJECTIVES ARE USED ATTRIBUTIVELY AND PREDICATIVELY.
- WHEN AN ADJECTIVE IS USED WITH THE NOUN AS AN EPITHET OR ATTRIBUTE, IT IS SAID TO BE USED ATTRIBUTIVELY. EG: THE *BEAUTIFUL* GIRL WAS DECLARED MISS INDIA. (ATTRIBUTIVE)
- WHEN AN ADJECTIVE IS USED ALONG WITH THE VERB AND FORMS PART OF THE PREDICATE, IT IS SAID TO HAVE BEEN USED PREDICATIVELY. EG: THE GIRL IS *BEAUTIFUL*. (PREDICATIVE)

ADJECTIVE OF QUALITY (DESCRIPTIVE ADJECTIVE)

- AN ADJECTIVE OF QUALITY SHOWS THE QUALITY OF A PERSON OR THING.
- THIS TYPE OF ADJECTIVE WILL ANSWER THE QUESTION ‘OF WHAT KIND’. EVEN PROPER ADJECTIVES ARE CLASSIFIED AS *ADJECTIVES OF QUALITY*.
- EXAMPLES:
- PILANI IS A *SMALL* TOWN.
- HE IS AN *HONEST* PERSON.
- THE *STUPID OLD* FOOL TRIED TO RUN IN THE MARATHON.

ADJECTIVE OF QUANTITY

- AN ADJECTIVE OF QUANTITY TELLS US HOW MUCH OF A THING IS INTENDED. WHEN AN ADJECTIVE ANSWERS THE QUESTION 'HOW MUCH', IT IS AN ADJECTIVE OF QUANTITY. HOWEVER, THESE ADJECTIVES **DO NOT INDICATE THE QUANTITY IN DEFINITE TERMS.**
- EXAMPLES:
- I RECITED *SOME* POEMS.
- SHE HAS DONE *ENOUGH* STUDIES.
- CHILDREN HAVE *NO IDEA* ABOUT THE RISKS INVOLVED IN ADVENTURE SPORTS.
- SHE TOOK *GREAT* CARE OF HER GRANDCHILDREN.
- THE *ENTIRE* SUM OF MONEY WAS SPENT ON BUYING THE NEW COTTAGE.

ADJECTIVE OF NUMBER (NUMERICAL ADJECTIVE)

- AN ADJECTIVE OF NUMBER QUANTIFIES PERSONS OR THINGS. IT ALSO INDICATES THE ORDER OF APPEARANCE AND ANSWERS THE QUESTION ‘HOW MANY’. THERE ARE **THREE TYPES** OF NUMERICAL ADJECTIVES—INDEFINITE, DEFINITE, AND DISTRIBUTIVE.
- **INDEFINITE NUMERICAL ADJECTIVE** AN INDEFINITE NUMERICAL ADJECTIVE GIVES A VAGUE IDEA OF THE NUMBERS AND NOT DEFINITE. SUCH ADJECTIVES ARE *MANY, SEVERAL, SUNDRY, FEW, SOME, CERTAIN*, AND SO ON. EG: A *FEW* BOYS WERE ABSENT IN THE CLASS.
- **DEFINITE NUMERICAL ADJECTIVE** A DEFINITE NUMERICAL ADJECTIVE INCLUDES THE CARDINAL NUMBERS SUCH AS *ONE, TWO, THREE*, AND *FIVE*. IT ALSO INCLUDES ORDINALS SUCH AS *FIRST, SECOND*, AND *THIRD*. EG: I DID NOT TAKE THE *FIRST* BUS.
- **DISTRIBUTIVE NUMERICAL ADJECTIVES** THESE ADJECTIVES REFER TO EACH ONE OF A NUMBER. EG: *EACH* GIRL HAS DONE WELL IN THE EXAM.



ADJECTIVE OF DEMONSTRATION

- AN ADJECTIVE OF DEMONSTRATION GIVES THE ANSWER TO THE QUESTION ‘WHICH’. *THIS* AND *THAT* ARE USED WITH SINGULAR NOUNS AND *THESE* AND *THOSE* WITH PLURAL NOUNS.

EXAMPLES:


- *THIS* IS THE BOOK I WAS LOOKING FOR.
 - *THOSE* BOYS HELPED IN ORGANIZING THE CONVENTION.
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INTERROGATIVE ADJECTIVE


- 'WH' WORDS SUCH AS *WHAT*, *WHICH*, *WHOSE*, AND *WHEN* FALL UNDER THE CATEGORY OF INTERROGATIVE ADJECTIVES. *WHAT* IS USED IN A GENERAL SENSE WHILE *WHICH* IS USED IN A SELECTIVE SENSE.

EXAMPLES:

- *WHAT* CAR HAS SHE OPTED FOR?
 - *WHICH* WAY IS THE BIRLA MUSEUM?
 - *WHOSE* BOOK IS THIS?
- 



DEGREE OF COMPARISON

- THERE ARE **THREE DEGREES OF COMPARISONS**.
 - • **POSITIVE DEGREE**: THE FIRST KIND OF ADJECTIVE IS IN SIMPLE FORM AND SHOWS POSITIVE DEGREE. IT DENOTES THE MERE EXISTENCE OF SOME QUALITY. IT IS USED IN ISOLATION WHEN NO COMPARISON IS NEEDED. EG: SHE IS *SMART*.
 - • **COMPARATIVE DEGREE**: WHEN THERE IS COMPARISON BETWEEN TWO THINGS, THE COMPARATIVE DEGREE OF AN ADJECTIVE DENOTES A HIGHER DEGREE OF QUALITY THAN THE POSITIVE. EG: BUT HER SISTER IS *SMARTER*.
 - • **SUPERLATIVE DEGREE**: THE SUPERLATIVE DEGREE OF AN ADJECTIVE IS USED TO REFLECT THE BEST IN THE GROUP. EG: THEIR BROTHER, HOWEVER, IS THE *SMARTEST*.
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Positive Degree	Comparative Degree	Superlative Degree
able	abler	ablest
angry	angrier	angriest
bad	worse	worst
beautiful	more beautiful	most beautiful
big	bigger	biggest
bitter	bitterer	bitterest
black	blacker	blackest
bland	blander	blandest
bloody	bloodier	bloodiest
blue	bluer	bluest
bold	bolder	boldest
bossy	bossier	bossiest
brave	braver	bravest
brief	briefe	briefest
bright	brighter	brightest

ACTIVE PASSIVE (CHANGE THE VOICE)

- IN THE **ACTIVE VOICE**, THE SUBJECT IS PERFORMING AN ACTION.
- NO MATTER WHAT VERB YOU USE, STRUCTURING YOUR SENTENCE SO THE SUBJECT PERFORMS THE VERB IS WRITING IN THE ACTIVE VOICE. THE ACTIVE VOICE HAS A DIRECT, CLEAR TONE.
- EXAMPLE: *THE DOG CHASES THE BALL.*
- IN THE **PASSIVE VOICE**, THE SENTENCE GETS FLIPPED AND THE SUBJECT IS *PASSIVE*. IN THE PASSIVE VOICE, THE ACTION'S TARGET IS THE FOCUS, AND THE VERB ACTS UPON THE SUBJECT.
- EXAMPLE: *THE BALL IS BEING CHASED BY THE DOG.*

EXAMPLES

- **ACTIVE:** *IS AJANI VISITING US TODAY?*

PASSIVE: *WILL WE BE VISITED BY AJANI TODAY?*

- **ACTIVE:** *PLEASE REMOVE YOUR SHOES BEFORE ENTERING MY HOUSE.*

PASSIVE: *SHOES SHOULD BE REMOVED BEFORE ENTERING MY HOUSE.*

- **ACTIVE:** *LOCK THE DOOR!*

PASSIVE: *LET THE DOOR BE LOCKED!*

- **PASSIVE:** *SALSA DANCING HAS ALWAYS BEEN LOVED BY OUR COMMUNITY.*

ACTIVE: *OUR COMMUNITY HAS ALWAYS LOVED SALSA DANCING.*