

ARTICLES

The words **a**, **an**, and **the** are special adjectives called articles. They are used before a noun.

Indefinite Articles—*a*, *an*

an—used before singular count nouns beginning with a vowel (a, e, i, o, u) or vowel sound:

an apple, an elephant, an issue, an orange

a—used before singular count nouns beginning with consonants (other than a, e, i, o, u):

a stamp, a desk, a TV, a cup, a book

Used before singular nouns that are unspecified:

a pencil

an orange

Used before number collectives and some numbers:

a dozen

a gallon

Used before a singular noun followed by a restrictive modifier:

a girl who was wearing a yellow hat

Used with nouns to form adverbial phrases of quantity, amount, or degree:

I felt a bit depressed.

Definite Article- *The*

Can be used before singular and plural, count and non-count nouns

- Used to indicate a noun that is definite or has been previously specified in the context:

Please close the door.

I like the clothes you gave me.

- Used to indicate a noun that is unique:

Praise the Lord!

The Columbia River is near here.

- Used to designate a natural phenomenon:

The nights get shorter in the summer.

The wind is blowing so hard.

- Used to refer to a time period:

I was very naïve in the past.

This song was very popular in the 1980s.

- Used to indicate all the members of a family:

I invited the Bakers for dinner

This medicine was invented by the Smiths.

Omission of the articles

1. Before uncountable nouns

We do not use articles before uncountable and abstract nouns used in a general sense.

- **Honey** is sweet. (NOT The honey is sweet.)
- **Sugar** is bad for your teeth.
- **Wisdom** is better than riches.
- **Virtue** is its own reward.

Note that uncountable nouns take the article **the** when used in a particular sense.

- Would you pass **the sugar**? (= the sugar on the table)

2. Before plural countable nouns

We do not use articles before plural countable nouns used in a general sense.

- **Children** usually rush about.
- **Computers** are useful machines.

Note that plural nouns take the article **the** when they are used in a particular sense.

- Where are the children? (Which children? Our children)

3. Before proper nouns

We do not use articles before the names of countries, people, continents, cities, rivers and lakes.

- India is a democratic country. (NOT The India ...)
- Paris is the capital of France. (NOT The Paris ...)

4. Before the names of meals

We do not use articles before the names of meals.

- Mother is cooking **lunch**.
- **Dinner** is ready.

We use **a** when there is an adjective before breakfast, lunch, dinner etc. We use **the** when we are talking about a particular meal.

- I had **a late dinner** yesterday.
- **The lunch** we had at the restaurant was very good.

5. Before languages

We do not use articles before the names of languages.

- Can you speak **English**? (NOT Can you speak the English?)
- They speak **French** at home.

Before school, college, university, church, bed, hospital, prison etc. when they are visited for their primary purpose

- His dad is still in **hospital**.
- We learned English at **school**.
- He is at **university**.

The is used before these words when the reference is to the building or object rather than to the normal activity that goes on there.

- I met her at **the church**. (Here the reference is to the building and not to the activity that is going on there.)
- I went to **the hospital** to see my friend.

Choose the correct article in each sentence.

- 1) Did you bring _____ umbrella?
- 2) Are you looking for _____ shampoo?
- 3) I checked _____ mailbox again.
- 4) Can I have _____ spoon please?
- 5) I was born into _____ poor family.
- 6) She will come back in _____ hour.
- 7) Have you been to _____ Space Needle Tower in Seattle?
- 8) I would love to talk to one of _____ managers.
- 9) What _____ amazing view!
- 10) The helicopter landed on _____ roof of a building.

SUBJECT VERB AGREEMENT

The subject and the verb must agree in number: both must be singular or both must be plural. Students have problems with subject verb agreement when the verb is a form of be or have, or when the verb is in present tense.

Rules for subject verb agreement

1. When words like the following are used as subjects, they take singular verb.

Everybody	Anybody	Somebody	Nobody	Each
Everyone	Anyone	Someone	No one	Either
Everything	Anything	Something	Nothing	Neither

Everybody knows the answer.

Nobody speaks German here.

Somebody was in the room.

2. When every and each come before a singular subject joined by and, the verb is singular.

Every man and woman has the right to vote.

Each student and teacher was aware of the difficulty.

3. Prepositional phrases that come between the subject and the verb do not change the number of the subject.

The teacher as well as the students was working on the problem.

The mother together with her children is waiting.

Some examples of prepositional phrases that function like that are:

As well as

In addition to

Together with

Along with

Except

4. When the verb comes before the subject as in there or here sentences, it agrees with the subject that immediately follows the verb.

There is a tree in the garden.

There are many trees in the garden.

There is a pine tree and some oaks in the garden.

There goes the cat.

There seems to be a relationship.

There arise problems.

There arises a problem.

5. "Introductory it" is always singular.

It is my sister who works in the hospital.

It is my cats which cause the trouble.

6. Subjects joined by and take a plural verb (except for number 2).

My sister and brother live in Berlin.

Both the teacher and the student were surprised.

7. Several, many, both, few are plural words and take a plural verb.

Both are happy with the grades they got.

Many were lost on the way.

Few have done their homework.

8. Some nouns are always plural and always take a plural verb.

- Trousers, pants, slacks, shorts, briefs, jeans
- Glasses, sunglasses
- Scissors, pliers, tweezers

My jeans are old.

This year shorts are in fashion.

Where are my scissors?

9. Some words such as none, any, all, more, most, some, majority, half may take either singular or plural verbs depending on the meaning.

All the money has been spent.

All of the students know the answer.

10. When subjects are joined by words such as neither, either, not only the verb must agree with the closer subject.

Either the man or his wife knows the answer.

Either the man or his friends know the answer.

Either the children or the man knows the answer.

11. Collective nouns are usually singular when regarded as a unit.

My family lives in Ankara.

Our team has won every game this year.

Sometimes when the members are seen as functioning independently, these collective nouns may be plural.

My family have a lot of money. (members of my family)

Our team are working hard to win every game they play. (team members)

- Some collective nouns in this group are:

Family, team, crew, class, government, committee

12. Some nouns have the same singular and plural form. They take singular or plural verb depending on the meaning.

This species of monkeys lives only in India.

There are many species of monkeys.

- Some nouns in this group are:

Species, series, deer, fish, sheep

13. Expressions stating amount of time, money, weight, volume are plural in form but take a singular verb as in:

Three weeks is a long time.

Two hundred dollars is a lot of money.

14. Some nouns look plural with –s but they take a singular verb.

Sciences	Abstract nouns	Diseases
Physics	News	Measles
Mathematics	Politics	Mumps
Statistics	Ethics	
Economics		

Maths is found difficult by many students.

Statistics requires complicated methods.

Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.

2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?
18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.

PREPOSITIONS

Preposition is a word which shows relationships among other words in the sentence. The relationships include *direction, place, time, cause, manner* and *amount*. In the sentence She went to the store, to is a *preposition* which shows *direction*. In the sentence He came by bus, by is a *preposition* which shows *manner*. In the sentence They will be here at three o'clock, at is a *preposition* which shows *time* and in

the sentence It is under the table, under is a *preposition* which shows *place*. The following table contains rules for some of the most frequently used prepositions in English:

Fill the gaps with the correct prepositions.

1. 1. Peter is playing tennis Sunday.
2. 2. My brother's birthday is the 5th of November.
3. 3. My birthday is May.
4. 4. We are going to see my parents the weekend.
5. 5. 1666, a great fire broke out in London.
6. 6. I don't like walking alone in the streets night.
7. 7. What are you doing the afternoon?
8. 8. My friend has been living in Canada two years.
9. 9. I have been waiting for you seven o'clock.
10. I will have finished this essay Friday.
11. The police caught the thief the corner of Cascade and Plum Streets.
12. My fingers were injured so my sister had to write the note me.
13. I am not interested buying a new car now.
14. What are the main ingredients this casserole?
15. My best friend, John, is named his great-grandfather.
16. Grandpa stayed up two in the morning.
17. My parents have been married forty-nine years.
18. He usually travels to Philadelphia train.

19. You frequently see this kind of violence ____ television.

20. I told Mom we'd be home _____ an hour or so.

Active Voice and Passive Voice

Verbs are either active or passive in voice. In the active voice, the subject and verb relationship is straightforward: the subject is a do-er. In the passive voice, the subject of the sentence is not a do-er. It is shown with by + do-er or is not shown in the sentence. When the subject is the agent or doer of the action, the verb is in the active voice. When the subject is the patient, target or undergoer of the action, the verb is said to be in the passive voice.

Passive voice is used when the action is the focus, not the subject. It is not important (or not known) who does the action. For example, in the sentence:

The cat ate the mouse.

The verb "ate" is in the active voice, but in the sentence:

The mouse was eaten by the cat.

The verbal phrase "was eaten" is passive.

When To Use the Active and Passive Voice

How do you decide when to use the active voice and when to use passive voice? Well, both are grammatically correct. However, the emphasis of the subject and object changes. Below is a list of advantages for both which will help to guide your decision.

Advantages of the active voice:

- Active sentences are shorter.
- Active sentences are more direct. (This ensures the subject takes responsibility for the action.)
- Active sentences are more engaging for the reader.
- Active sentences are often less confusing and less ambiguous.
- Active sentences allow you to express an authoritative tone.

Advantages of the passive voice:

- Passive sentences allow the subject to avoid responsibility for the action.
- Passive sentences can show a neutral or objective tone.
- Passive sentences are used when the subject is obvious, unimportant, or unknown.
- Passive sentences allow you to shift the focus of the subject.
(This allows you to highlight what is truly important for your sentence.)

How to convert active voice sentences into passive voice :

First move the object in the active voice to the subject position. Use the appropriate 'be' verb (**is/am/are/was/were/has been/have been/shall be/will be**)
To learn more about 'Be' Verbs [Click here](#).

Active Voice	Passive Voice
Columbus discovered America.	America was discovered by Columbus
Who did this work?	By whom was this work done?
Open the window	Let the window be opened
He is writing a letter	A letter is being written by him
The work will be finished by me	I will finish the work
Somebody cleaned the room yesterday	The room was cleaned yesterday.

How to form passive forms of verbs?

Tense	Active	Passive
Present Tense	go, goes	is gone (Singular) are gone (Plural)
Past Tense	Went	was went (Singular) were went (Plural)
Future Tense	will / can / may / must => go	will / can etc. => be gone
Present Continuous Tense	am going is going	is being going (Singular) are being going (Plural)
Past Continuous Tense	are going was going were eating	was being gone (Singular) were being gone (Plural)

Future Continuous Tense	will be going shall be going	No Passive Voice
Present Perfect Tense	have gone has gone	have been gone (Plural) has been gone (Singular)
Past Perfect Tense	had gone	had been gone
Future Perfect Tense	shall have gone will have gone	will have been gone
Present Perfect Continuous Tense	has been going have been going	No Passive Voice
Past Perfect Continuous Tense	had been going	No Passive Voice
Future Perfect Continuous Tense	shall have been going will have been going	No Passive Voice

Changes of Pronouns:

Active Voice	Passive Voice
I	me
we	us
you	you
he	him
she	her
it	it
they	them

Rules for changing Active Voice into Passive Voice:

Identify the subject, the verb and the object: SVO

Change the object into subject

Put the suitable helping verb or auxiliary verb. In case helping verb is given, use the same. But note that the helping verb given agrees with the object.

Change the verb into past participle of the verb.

Add the preposition "by"

Change the subject into object.

Active Voice	Passive Voice
I write a letter	A letter is written by me
We must keep the rule	The rule must be kept by us
You bought a book	A book have been bought by you
He closed the window	The window was closed by him
She was writing letters	Letters were being written by her
I had posted a letter	A letter had been posted by me
I do not drink tea	Tea is not drunk by me
She does not eat a mango	A mango is not eaten by her
He will have finished his work	The work will have been finished by him
They are digging a well	A well is being dug by them

Imperative Sentence :

If the given sentence in the active voice is in the imperative, to get the passive voice use 'Let'. Hence

Passive Voice = Let + Object + be + Past Participle

Active Voice	Passive Voice
Help me	Let me be helped
Sing a song	Let a song be sing

Open the door	Let the door be opened
Don't eat this fruit	Let not this fruit be eaten

Question in the Passive :
 If the question in the Active Voice begins with a Helping verb the Passive voice must also begin with a suitable helping verb. Supposing the question begins with 'Wh or How' form (what, when, how ...) the Passive Voice must begin with the same.

Active Voice	Passive Voice
Are you writing a letter?	Is a letter being written by you?
Is she beating the child?	Is the child beaten by her?
Will you accept the position?	Will the position be accepted by you?
Who broke the window?	By whom was the window broken?
Why did you write such a letter?	Why was such a letter written by you?
Where can you hide this box?	Where can this box be hidden by you?

Sentences with two objects:

If a sentence contains two objects namely Indirect Object and Direct Object in the Active Voice, two forms of Passive Voice can be formed.

She brought me a cup of coffee. (AV)

I was brought a cup of coffee by her. (PV) (or)

A cup of coffee was brought [to] me by her. (PV)

The teacher teaches us grammar. (AV)

We are taught grammar by the teacher. (PV) (or)

Grammar is taught [to] us by the teacher. (PV)

They made him king. (AV)

He was made king by them. (PV)

Change the voice:

1. Many people begin new projects in January
2. You must wash that shirt for tonight's party.
3. Mum is going to prepare the food.
4. They make shoes in that factory
5. We will have to examine you again.
6. They had finished preparations by the time the guests arrived.
7. The delegation will meet the visitors at the airport.
8. We have produced skis here since 1964.
9. All workers will read the memo.
10. Nobody can beat Tiger Woods at golf

DIRECT AND INDIRECT SPEECH

Quoting the exact words of the speaker is called "The Direct Speech".

David said, "I am writing a letter now".

Reporting of what a speaker said without quoting his exact words is called 'Indirect Speech'.

David said that he was writing a letter then.

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- **RULES FOR CHANGING DIRECT TO INDIRECT**
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Tense change

As a rule when you report something someone has said you go back a tense: (the tense on the left changes

to the

tense on the right):

Direct speech

Present simple

She said, "It's cold."

Indirect speech

Past simple

She said it was cold.

Present continuous

She said, "I'm teaching English online."

Present perfect simple

She said, "I've been on the web since 1999."

Present perfect continuous

She said, "I've been teaching English for seven years."

Past simple

She said, "I taught online yesterday."

Past continuous

She said, "I was teaching earlier."

Past perfect

She said, "The lesson had already started when he arrived."

Past perfect continuous

She said, "I'd already been teaching for five minutes."

Past continuous

› She said she was teaching English online.

Past perfect simple

› She said she had been on the web since 1999.

Past perfect continuous

› She said she had been teaching English for seven years.

Past perfect

› She said she had taught online yesterday.

Past perfect continuous

› She said she had been teaching earlier.

Past perfect

› NO CHANGE - She said the lesson had already started when he arrived.

Past perfect continuous

› NO CHANGE - She said she'd already been teaching for five minutes.

Modal verb forms also sometimes change:**Direct speech****will**

She said, "I'll teach English online tomorrow."

can

She said, "I can teach English online."

must

She said, "I must have a computer to teach English online."

Indirect speech**would**

› She said she would teach English online tomorrow.

could

› She said she could teach English online.

had to

› She said she had to have a computer to teach English online.

shall

She said, "What shall we learn today?"

should

She asked what we should learn today.

may

She said, "May I open a new browser?"

might

She asked if she might open a new browser.

!Note - There is no change to; could, would, should, might and ought to.

Direct speech**Indirect speech**

"I might go to the cinema", he said. He said he might go to the cinema.

You can use the present tense in reported speech if you want to say that something is still true i.e. my name

has always been and will always be Lynne so:-

Direct speech**Indirect speech**

She said her name was Lynne.

"My name is Lynne", she said.

or

She said her name is Lynne.

You can also use the present tense if you are talking about a future event.

Direct speech

(exact quote)

Indirect speech (not

exact)

"Next week's lesson is on reported speech", she said. *She said next week's lesson will be on reported speech.*

Time change

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example we need to change words like *here* and *yesterday* if they have different meanings at the time

and place of reporting.

Now **+ 24 hours - Indirect speech**

She said yesterday's
lesson was on
presentations.

"Today's lesson is on
presentations." or

She said yesterday's
lesson would be on
presentations.

**Expressions of time if reported on a
different day**

this › that (evening)
(evening)

today › yesterday ...

these (days) › those (days)

now › Then

(a week) › (a week) before
ago

last › the weekend before last
weekend / the previous weekend

here › There

next (week) › the following (week)

tomorrow › the next/following day

**Statement (or) Assertive Sentence
Rules :**

- Remove the quotation marks in the statement
- Use the conjunction 'that'

- Change the reporting verb 'say to' into 'tell'
 - Change the reporting verb 'said to' into 'told'
1. "I will work hard to get first class" said Lazar (D.S.)
Lazar said he would work hard to get first class. (I.S.)
 2. "You can do this work" said Nelson to Johnsi (D.S.)
Nelson told Johnsi that he could do that work. (I.S.)
 3. He says, "I am glad to be here this evening"(D.S.)
He says that he is glad to be there that evening. (I.S.)
 4. "I'm going to the library now" said David (D.S.)
David said that he was going to the library then. (I.S.)

Imperative Sentence (Order or Request)

Rules :

- Remove the quotation mark in an Imperative sentence.
 - Use 'to' if it is an affirmative sentence. (without don't)
 - Use 'not to' if the sentence begins without Don't.
 - Don't use 'that'
 - Omit the word 'please'. Use the word 'request' instead of 'say'.
 - If the direct speech contains a request or a command, the reporting verb (say, said) change to tell, request, order, command etc. In its correct tense.
1. "Don't talk in the class" said the teacher to the boys. (D.S.)
The teacher advised the boys not to talk in the class. (I.S.)
 2. "Please give me something to eat. I am hungry" the old man said to them. (D.S.)
The old man requested them to give him something to eat and said that he was hungry (I.S.)
 3. "Be careful" said he to her. (D.S.)
He ordered her to be careful. (I.S.)
 4. "Bring me a cup of tea" said Nelson to Andriya. (D.S.)
Nelson asked Andriya to bring him a cup of tea. (I.S.)

Interrogative Sentence (Questions)

Rules :

- Remove the quotation marks and question mark in the interrogative sentence.
- Use 'if' or 'whether' if the sentence inside the quotation marks begins with a helping verb (Auxiliary verb).
- Use the given interrogative word (what, when, where, why, who, whom, whose, which, now etc.) if it does not begin with the helping verb.
- Don't use 'that'

- Changing the reporting verb (say, said) into 'ask' or 'enquire' in its correct tense.
- Omit helping verb like 'do, does, did'. But don't omit them when they are with 'not'.

1. "Won't you help me to carry this box?" said I to my friend. (D.S.)
I asked my friend if he would not help me to carry that box. (I.S.)

2. Mohan said to Stalin, "Why did not you attend the meeting yesterday?" (D.S.)
Mohan asked Stalin why he had not attended the meeting the day before. (I.S.)

3. "How often do you go to the theatre?" said David to John. (D.S.)
David asked John how often he went to the theatre. (I.S.)

4. Mohamed said to Sultan, "Do you like mangoes?" (D.S.)
Mohamed asked Sultan if he liked mangoes. (I.S.)

Exclamatory Sentence

Rules :

- Change the exclamatory sentence into statement or Assertive
- Remove the quotation marks and exclamatory mark.
- Use the conjunction 'that'
- Omit the interjections such as Oh, O, Alas, how, what, hurrah.
- Add the word 'very' to the adjective or adverb if necessary.
- If the verb is not given, use 'Be' form verb (is, was, are, were, am) in its correct tense according to the subject.

- Change the reporting verb (say, said) to 'exclaim joyfully'
- Use 'exclaim' sorrowfully for sorrowful incidents.
- 1. "O, what a beautiful flower that is!" said she. (D.S.)
She exclaimed joyfully that that was a very beautiful flower. (I.S.)

2. "What a horrible sight!" we all exclaimed. (D.S.)
We all exclaimed that it was a very horrible sight. (I.S.)

3. "Alas! I have broken my brother's watch" said he.
He exclaimed sorrowfully that he had broken his brothers watch. (I.S.)

4. "How beautiful she is!" said Boon. (D.S.)
Boon exclaimed joyfully that she was very beautiful. (I.S.)

- **Change The following into the indirect speech:**

1. He said, "I have got a toothache".

2. Manu said, "I am very busy now".

3. "Hurry up," she said to us.
4. "Give me a cup of water," he told her.
5. She said, "I am going to college."
6. She said to me, "Thank you"
7. Raju said, "Gautam must go tomorrow".
8. Geetha says, "My father is an Engineer."
9. He said, "I have passed the physical test."
10. She said to me, "You are my only friend."
11. 'I love you,' he told me.
12. 'Where are you going?' James asked Mary.

English sentence structure

In grammar, a sentence is the basic grammatical unit. It contains a group of words and expresses a complete thought.

All sentences are about something or someone. The something or someone that the sentence is about is called the *subject* of the sentence. The *predicate* contains information about the someone or something that is the subject.

To write strong, clear sentences you must know who or what you are writing about (subject) and what you want to say about them or it (predicate). Your writing will be more interesting if the subject is not the first thing in every sentence you write.

Sentence types: Sentence may be categorized on the basis of structure as well as meaning.

One way to categorize sentences is by the clauses they contain. (A clause is a part of a sentence containing a subject and a predicate.) Here are the 4 sentence structure:

- **Simple:** Contains a single, independent clause.
 - I don't like dogs.

- Our school basketball team lost their last game of the season 75-68.
- The old hotel opposite the bus station in the center of the town is probably going to be knocked down at the end of next year.
- **Compound:** Contains two independent clauses that are joined by a coordinating conjunction. (The most common coordinating conjunctions are: *but, or, and, so*. Remember: **boas**.)
 - I don't like dogs, and my sister doesn't like cats.
 - You can write on paper, or you can use a computer.
 - A tree fell onto the school roof in a storm, but none of the students was injured.
- **Complex:** Contains an independent clause plus one or more subordinate clauses. (A dependent clause starts with a subordinating conjunction. Examples: *that, because, while, although, where, if*.)
 - I don't like dogs that bark at me when I go past.
 - She did my homework, while her father cooked dinner.
 - You can write on paper, although a computer is better if you want to correct mistakes easily.

Note: A dependent clause standing alone without an independent clause is called a fragment sentence - see below.

- **Compound-complex:** Contains 3 or more clauses (of which at least two are independent and one is dependent).
 - I don't like dogs, and my sister doesn't like cats because they make her sneeze.
 - You can write on paper, but using a computer is better as you can easily correct your mistakes.
 - A tree fell onto the school roof in a storm, but none of the students was injured, although many of them were in classrooms at the top of the building.

There are four types of sentences based on meaning - declarative, exclamatory, imperative and interrogative. Each type is used in a specific situation.

Declarative

Declarative sentences make a statement and they are punctuated by a period. Some examples include:

I went to the store yesterday.
The brown dog jumped over the fence.
Ms. Jones wore a red shirt.

Exclamatory

Exclamatory sentences contain a strong emotion and end with an exclamation mark. Some examples include:

I love you so much!
I am excited to watch this movie!
It's a great day!

Imperative

Imperative sentences make a command or request. They typically end with a period, but sometimes end with an exclamation mark. Some examples include:

Take out the trash.
Please be quiet.
Give me your wallet!

Interrogative

Interrogative sentences ask a question and they end with a question mark. Some examples include:

Where did you go yesterday?
What is the capital of Maine?
Did you finish your homework?

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