

BAPATLA ENGINEERING COLLEGE:: BAPATLA

Department of English

Communicative English(18EL001)

Reported Speech

Reported Statements:

When do we use reported speech? Sometimes someone says a sentence, for example "I'm going to the cinema tonight". Later, maybe we want to tell someone else what the first person said.

We use a 'reporting verb' like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

- Direct speech: I like ice cream.
- Reported speech: She **says** (that) she **likes** ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

(As I'm sure you know, often, we can choose if we want to use 'that' or not in English. I've put it in brackets () to show that it's optional. It's exactly the same if you use 'that' or if you don't use 'that'.)

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: I like ice cream.
- Reported speech: She **said** (that) she **liked** ice cream.

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream.
present continuous	I am living in London	She said (that) she was living in London.
past simple	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.
past continuous	I was walking along the street	She said (that) she had been walking along the street.
present perfect	I haven't seen Julie	She said (that) she hadn't seen Julie.
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before.
Will	I'll see you later	She said (that) she would see me later.

would*	I would help, but.."	She said (that) she would help but...
Can	I can speak perfect English	She said (that) she could speak perfect English.
could*	I could swim when I was four	She said (that) she could swim when she was four.
Shall	I shall come later	She said (that) she would come later.
should*	I should call my mother	She said (that) she should call her mother
might*	I might be late	She said (that) she might be late
Must	I must study at the weekend	She said (that) she must study at the weekend OR She said she had to study at the weekend

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

- Direct speech: The sky is blue.
- Reported speech: She said (that) the sky **is/was** blue.

Reported Questions:

So now you have no problem with making reported speech from positive and negative sentences. But how about questions?

- Direct speech: Where do you live?

How can we make the reported speech here?

In fact, it's not so different from reported statements. The tense changes are the same, and we keep the question word. The very important thing though is that, once we tell the question to someone else, it isn't a question any more. So we need to change the grammar to a normal positive sentence.

- Direct speech: Where do you live?
- Reported speech: She asked me where I lived.

The direct question is in the present simple tense. We make a present simple question with 'do' or 'does' so I need to take that away. Then I need to change the verb to the past simple.

Another example:

- Direct speech: Where is Julie?
- Reported speech: She asked me where Julie was.

The direct question is the present simple of 'be'. We make the question form of the present simple of be by inverting (changing the position of) the subject and verb. So, we need to change them back before putting the verb into the past simple.

Here are some more examples:

Direct Question	Reported Question
Where is the Post Office, please?	She asked me where the Post Office was.
What are you doing?	She asked me what I was doing.
Who was that fantastic man?	She asked me who that fantastic man had been.

If you need to report a 'yes / no' question, we use '**if**'

- Direct speech: Do you like chocolate?
- Reported speech: She asked me **if** I liked chocolate.

No problem? Here are a few more examples:

Direct Question	Reported Question
Do you love me?	He asked me if I loved him.
Have you ever been to Mexico?	She asked me if I had ever been to Mexico.
Are you living here?	She asked me if I was living here.

Reported Requests:

There's more! What if someone asks you to do something (in a polite way)?

For example:

- Direct speech: Close the window, please
- Or: Could you close the window please?
- Or: Would you mind closing the window please?

All of these requests mean the same thing, so we don't need to report every word when we tell another person about it. We simply use '**ask me + to + infinitive**':

- Reported speech: She asked me to close the window.

Here are a few more examples:

Direct Request	Reported Request
Please help me.	She asked me to help her.
Please don't smoke.	She asked me not to smoke.
Could you bring my book tonight?	She asked me to bring her book that night.
Could you pass the milk, please?	She asked me to pass the milk.
Would you mind coming early tomorrow?	She asked me to come early the next day.

To report a negative request, use 'not':

- Direct speech: Please don't be late.
- Reported speech: She asked us **not** to be late.

Reported Orders:

- Direct speech: Sit down!

In fact, we make this into reported speech in the same way as a request. We just use 'tell' instead of 'ask':

- Reported speech: She told me to sit down.

Direct Order Reported Order

Go to bed! He told the child to go to bed.

Don't worry! He told her not to worry.

Be on time! He told me to be on time.

Don't smoke! He told us not to smoke.

Time Expressions with Reported Speech:

Sometimes when we change direct speech into reported speech we have to change time expressions too. We don't always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech.

For example:

It's Monday. Julie says "I'm leaving **today**".

If I tell someone on Monday, I say "Julie said she was leaving **today**".

If I tell someone on Tuesday, I say "Julie said she was leaving **yesterday**".

If I tell someone on Wednesday, I say "Julie said she was leaving **on Monday**".

If I tell someone a month later, I say "Julie said she was leaving **that day**".

So, there's no easy conversion. You really have to think about when the direct speech was said.

Here's a table of some possible conversions:

now	then / at that time
today	yesterday / that day / Tuesday / the 27th of June
yesterday	the day before yesterday / the day before / Wednesday / the 5th of December
last night	the night before, Thursday night
last week	the week before / the previous week
tomorrow	today / the next day / the following day / Friday

Tenses

What are tenses?

Tenses are a form of the verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking. We cannot talk of tenses without considering two components: time and aspect.

Type of Tenses:

- Present Tense
- Past Tense
- Future Tense

Present Tense

a tense expressing an action that is currently going on or habitually performed, or a state that currently or generally exists.

Present Tense can be further classified as :

- Simple Present Tense
- Present Continuous Tense
- Present Perfect Tense
- Present perfect Continuous Tense

1. Simple Present Tense:

Structure :

Sub + V(1) + obj

Note:

The verb in the simple present tense is the same as the base form of the verb. If the subject of a sentence is a singular noun (a man, an apple) or singular pronoun (he, she, it), and the main verb that follows it is in the simple present tense, it (main verb) has an –s added to it: the man/he/she/it eats.

We use the simple present tense:

- to show a fact or something that is always true.

Examples:

1. The heart pumps blood through the body.
2. A dentist treats people's teeth.
3. Some birds sleep by day and hunt by night.

- for daily routines or something done regularly or habitually.

Examples:

1. Some people go to church every Sunday.
2. He smokes two packets of cigarettes a day.
3. Every night, she goes to bed and reads for a while.

- for an action that is planned to happen in the future.

Examples:

1. The train for Birmingham departs at seven o'clock.
2. The meeting begins in an hour's time.

- to express beliefs, feelings, opinions and states.

Examples:

1. He believes everything he reads.
2. They feel a lot of loyalty to the company..
3. Jill doubts the truth of his statement.
4. She deeply regrets saying those nasty things about him.

- with adverbs such as always, never, often, rarely, seldom, sometimes, and usually to indicate the way that something often happens.

Examples:

1. We never eat at that expensive restaurant.
2. The beach is a bit far, but sometimes we walk all the way there.
3. She rarely talks about her husband.
4. They usually hold the meeting in the conference room.

- for timetable, schedule, plan, and programmes.

Examples:

1. The zoo opens daily from 9 a.m. to 5 p.m.
2. The first flight for London leaves at 6:30 a.m.
3. There's a weekly television programme at six o'clock about cooking.
4. According to the timetable, the bus arrives at 7:00.

- in newspaper headlines.

Examples:

1. PRESIDENT TRUMP RESIGNS.
2. POLICE DISCOVER MORE DEAD BODIES.

- for instructions, directions.

Examples:

1. Mix the flour and water together, then add sugar.
2. Go straight on and when you come to the first traffic lights, turn left.

- with the following time expressions:
all the time, at night/the weekend, every day/week/month/year, in the morning/afternoon/evening, on Mondays/Tuesday, etc., once/twice a day/week, etc.

Examples:

1. He picks his nose all the time.
2. Tom often goes to the library in the evening.
3. My father works part-time at night at weekends..
4. The flight to Timbuktu takes off twice a week.

- To ask a question in the simple present tense using the auxiliary verb do (plural) or does (singular).

Examples:

1. Do they know they are behaving like idiots?

2. Does it bark only in the daytime?
3. Does she always talk for hours on the phone?

2. Present Continuous Tense

Structure :

Sub + is/am/are + V(1) + obj

We use the present continuous tense:

- for an action that is still happening at the time of speaking.

Examples:

1. Grandfather is removing dirt under his nail.
2. We are waiting to greet our new neighbor at the door.
3. His parents are taking drugs to treat depression, insomnia and sleep disorders..

- for an action in the future without specifying when.

Examples:

1. The mother is cooking traditional Indian dishes for dinner.
(It's still early in the day, and the mother is not cooking now. She will cook for dinner later in the evening.)
2. We are going to complain to the council about this!
3. I am replying to the letter as soon as I have the time.

- to talk about a planned or an arranged action that is to take place at a particular time in the future.

Examples:

1. She is running in the big race on Saturday.
2. We are flying kites after lunch..
3. The students are performing magic tricks on stage next week.

- with an adverb like always, constantly, forever, etc to describe an action that happens many times or frequently.

Examples:

1. My old car is always breaking down.
2. She is constantly reminding me to pay back the money I owe her.
3. He is forever making unfavourable comments about his mother-in-law.

- In questions, the auxiliary to be (am/is/are/was/were) comes before the subject, and the subject is followed by the present participle of the main verb (am/is/are/were + subject + verb-ing).

Examples:

1. Is the boss taking us out for dinner?
2. Is your dog barking at nothing again?
3. Are those dogs barking at my kitten yours?

- In answer to question, the auxiliary verb is commonly used without the main verb.

Examples:

1. Am I eating more than you? Answer: Yes, you are.
2. Are you keeping that slice of pizza for me? Answer: No, I am not.
3. Are they saying behind my back that I am good for nothing? Answer: Yes, they are.

3. Present Perfect Tense

structure:

Sub + has /have + V(3) + obj

The Present Perfect tense is used:

- for an action or situation that began in the past and continues to the present.

Examples:

1. Sue has lived in the house for seven years.
(Sue lives in the house for seven years and is still living in it.)
2. He has been in prison since his marriage.
3. We have known each other for a very long time.

- to show a completed action.

Examples:

1. Minister has gone.
(The present perfect tense tells us that minister is no longer with us.)
2. He has finished arguing with his boss.
3. The police have completed the investigation.

- to express repetition of an action at unspecified time in the past.

Examples:

1. She has had a few quarrels with her neighbour.
2. I have been to see the elephants in the circus a few times.

- The adverbs ever and never are used to show or ask if an action has happened at any time or not at all up to now. They are used mainly in negative statements, and their positions are just before the past participle verb. Ever is often used in questions.

Examples:

1. That's the biggest lie I have ever heard in my whole life.
2. This is the first time we have ever listened to such a dirty joke.
3. Have you ever seen a female ghost?
4. Have you ever lost your temper in a public place?
5. I have never been in a lift alone.
6. We have never seen bats roosting in a cave.

- The present perfect tense is often used with other adverbs and time expressions such as the following:

Examples:

1. always: He has always believed every ghost story he reads.
2. a week: I have waited a week for her reply.
3. how long: How long have you waited for the rain to stop?
4. lately: She has developed a strange habit lately of talking to herself.
5. recently: I have only recently started learning English.
6. rarely: Rarely have I seen such a big lizard.
7. so far: We haven't had any trouble with the new tenant so far.
8. up to now: Up to now we have not come up with a solution to the problem.

- with phrases beginning with "This is the first/second/thirdtime"

Examples:

1. This is the first time I have taken a taxi.
2. This is the fifth time I have lost my job.

➤ to answer questions that are asked in the present perfect tense.

Examples:

1. "Where have you been?" "I have been to London to see the Queen."
2. "What have they bought?" "They have bought a couple of rifles."

3. Present Perfect Continuous Tense

structure:

Sub + has been /have been + V(1) + ing + obj

The Present Perfect Continuous is:

➤ used for an action that began in the past and is still continuing.

Examples:

1. Cecilia and I have been talking about getting married.
2. They have been trying to contact her.
3. Your dogs have been barking since early this morning.

➤ used for an action that began and just finished in the past.

Examples:

1. Thank Heaven, you have arrived. We have been waiting for you.
2. Why are my hands so dirty? I have been repairing the car.
3. I have been calling you and I got no reply.

➤ used without mention of time

Examples:

1. They have been having a lot of difficulties with their new computer system. (describes a difficult situation that is not over.)
2. This is the game they have been playing for years.
3. A party of volunteers has been looking for her missing grandmother.

➤ used with all (all day, all evening, all week) to indicate duration of an activity, and adverbs such as lately, etc.

Examples:

1. The family has been spending all day looking for the cat.
2. The party has been going on all night.
3. I have been feeling ill all week.
4. She has been grumbling lately.

➤ Present perfect continuous tense in questions.

Examples:

1. How long have you been growing your really long beard?

2. How much money have you been borrowing from your grandmother?
3. Have you been riding my new bicycle while I was away?

➤ Present perfect continuous and present perfect tenses.

The present perfect continuous and the present perfect tenses do not differ much in meaning.

Examples:

1. He has been selling pencils for two years.
2. He has sold pencils for two years.
3. We have been telling the children about their table manners.
4. We have told the children about their table manners.

Past Tense

a tense expressing an action that has happened or a state that previously existed.

Past Tense can be further classified as :

- Simple Past Tense
- Past Continuous Tense
- Past Perfect Tense
- Past Perfect Continuous Tense

1.Simple Past Tense

Structure :

Sub + V(2) + obj

We use the simple past tense:

- to describe an action that occurred in the past or at a specified time or the time is easily understood or already implied.

Examples:

1. My grandfather played for the Golden Hornless Bull football team.
2. We finished our final exam an hour ago.
3. Not: We have/had finished our final exam an hour ago.
4. A snake swallowed a bullfrog.

- for an action done repeatedly, habitually or at regular times in the past.

Examples:

1. He visited his mother every Sunday until her death.
2. We saw the movie 'Titanic' several times at the cinema.
3. Bhasha was always a heavy drinker in the old days.

- for a state in the past.

Examples:

1. I felt very tired after a game of snooker.
2. Her mother suffered from backache in her old age.
3. He got a rare heart disease when he was only thirty.

- To ask a question about the past, the past tense of the auxiliary verb do, which is did, is often used, whether the subject in the question is a singular or plural noun, or a singular or plural pronoun.

Examples:

1. Did you have a good flight to London?

2. Did the mosquitoes keep you awake the whole night?
3. Did he promise you that he would not tell anyone about it?
4. Did they agree among themselves?

2.Past Continuous Tense

Structure :

Sub + was/were + V(1) + ing +obj

The past continuous tense is used:

- for an action that was taking place in the past when an interrupting action (expressed in the simple past tense) happened.

Examples:

1. We were camping when I got stung by a bee.
2. When I visited him in the hospital, he was snoring loudly.
3. While he was reading the newspaper, he fell asleep as usual.
4. Black clouds were gathering when we arrived on the beach.

- for an action that was happening and not yet finished at a particular time or throughout a period of time in the past. When the action started or ended is not important.

Examples:

1. Grandma was knitting a sock at 11 o'clock last night.
2. The two brothers were hunting wild boars all evening.
3. They were still chatting away to each other in the dead of night.

- The past continuous and simple past tenses can be used in a sentence often with the subordinate conjunction when.

Examples:

to show that an action or event described in the past continuous tense started before the event expressed in the simple past tense happened.

1. Two women were fighting in the street when two policewomen arrived.
(The fighting started before the policewomen arrived.)
2. We were having a catnap under a tree when the police siren woke us up.
3. I was munching on an apple when I noticed a worm in the apple.
4. They were having a barbecue when the rain started falling.
5. He was looking up the sky when he stepped in a puddle.
6. Her puppy licked her ear when she was lying down..

- Past continuous tense in questions.

The past continuous tense in questions is used with the past form of an auxiliary verb was or were. It comes before the subject which is followed by the present participle of the main verb: was/were + subject + verb-ing.

Examples:

1. What were they doing sitting cross-legged on the floor?
2. Was the widowed mother feeling lonely when her six children left home?

- Difference between past continuous tense and simple past tense.

Examples:

1. He was writing a letter yesterday.
(His letter was not finished yesterday.)
2. He wrote a letter yesterday.
(He completed the letter.)
3. While her mother was reading a book, Jill was playing the piano.
(Two actions were in progress simultaneously.)
4. While I read a book, my sister played the piano.
(Two completed events happened simultaneously.)
5. My father was having a shave at 7 o'clock.
(The shave started before 7 o'clock and still in progress at 7 o'clock.)
6. My father had a shave at 7 o'clock.
(The shaving started at 7 o'clock until completion.)

➤ Past continuous tense and simple past tense having similar meaning.

The first sentence with past continuous tense has the same meaning as the second sentence with simple past tense.

Examples:

1. They were watching television all night.
(Watching television went on throughout the night.)
2. They watched television all night.
(Watching television went on from the beginning to the end of the night.)
3. When she came in, I was dreaming.
(She came in at the time of my dreaming.)
4. She came in while I was dreaming.
(She came in during my dreaming.)

3.Past Perfect Tense

structure:

Sub + had + V(3) + obj

The Past Perfect Tense is used:

➤ for an action which took place and completed in the past.

Examples:

1. He had hurt his back in an accident at his workplace.
2. Bob had borrowed money from the bank.
3. We were glad that the train had arrived on time.

➤ for an action which happened before a definite time in the past.

Examples:

1. They had said their prayers by ten o'clock.
2. We had cleaned up the whole place in one hour after the dinner party ended.

➤ to show an action happened in the past before another action took place.

The event in the past perfect tense occurred before the event in the simple past tense. The words usually used here are when and after.

Examples:

1. They had already finished their dinner when I arrived to join them.
2. When he had done his homework, he went for a walk in the park.
3. After I had eaten five apples, I felt ill.
4. We arrived at the cinema after the film had started.

- Past perfect tense used after certain expressions.

Past perfect tense is often used after the following expressions:

Examples:

1. I knew (that) his brother had gone to work overseas.
2. I didn't know (that) he had become a monk.
3. I thought (that) we had got on the wrong train.
4. I was sure (that) their birds had eaten my bananas.
5. I wasn't sure what had bitten my leg. .

- Past perfect tense and the simple past tense.

The past perfect tense and the simple past tense can be used separately in different sentences. Whether the past perfect tense precedes or follows the simple past tense, the action expressed in the past perfect tense will always happen first.

Examples:

1. This morning we visited John in the hospital. He had been admitted with stomach pains.
2. We had invited him over for a game of cards. But he wanted to go to bed.

4.Past Perfect Continuous Tense

structure:

Sub + had been + V(1) + ing + obj

The past perfect continuous is used:

- for an action that occurred over a period of time in the past.

Examples:

1. He had been playing saxophone in a jazz band.
2. The family had been living in a cave for many years.
3. The three siblings had been sharing a car.

- for an action which started and finished in the past before another past action. Words such as since and for may be used.

Examples:

1. We had been waiting long when a waitress came up to us.
2. I had been struggling financially when I was unemployed..
3. Jack got a job at last. He had been looking for a job since last year.

- Past perfect continuous and past perfect tenses.

The past perfect continuous tense and the past perfect tense can convey the same meaning as shown here.

Examples:

1. We had been looking everywhere for him when he didn't return.
2. We had looked everywhere for him when he didn't return.
3. She performed very well because she had been rehearsing hard for the play.
4. She performed very well because she had rehearsed hard for the play.

- Past perfect continuous and past continuous tenses.

The following show the difference between the past perfect continuous tense and the past continuous tense.

Examples:

1. They had been saying their prayers when I went to bed.
(I went to bed after their prayers.)
2. They were saying their prayers when I went to bed.
(I went to bed during their prayers.)
3. We had been having our dinner when he arrived.
(He arrived after dinner.)
4. We were having our dinner when he arrived.
(He arrived during dinner.)

Future Tense

a tense expressing an action that has not yet happened or a state that does not yet exist.

Future Tense can be further classified as:

- Simple Future Tense
- Future Continuous Tense
- Future Perfect Tense
- Future Perfect Continuous Tense

1.Simple Future Tense

The simple future tense is a verb tense that is used to refer to the future. This tense is commonly formed with the use of will and shall for an activity that takes place in the future. Besides these two auxiliary verbs, there are other ways that can be used to show simple future tense as shown here.

Sub+will/shall +V(1)+obj

Will and shall are auxiliary verbs used mainly in the future tense. They are followed by the base form of a main verb. Shall has always been used in place of will for the first person singular (I) and plural (we) but will is more commonly used.

Examples:

1. I will call you.
2. We shall have a discussion in three days' time.
3. I shall arrive before noon. / They will arrive before noon.
4. I shall be away tomorrow. / We shall be away tomorrow.

The followings show the different ways that can be used to express the future in English

- make a prediction.

Examples:

1. The rain will stop soon.
2. I bet the away team will lose by at least two goals.
3. I shall be judged only by God.

- state a fact.

Examples:

1. Oil will float on water.
2. Widening the road will improve traffic flow.

- express willingness to do something in the future.

Examples:

1. I will help you clear the rat-infested storeroom tomorrow.
2. We will spend our holiday decorating the flat.

➤ ask a question.

Examples:

1. Will you look after my things for a while, please? (Ask a favour of someone)
2. Shall I give you a lift to the airport? (Ask a first-person question)
3. Will you phone your mother-in-law about the invitation?
4. Shall we sneak a couple of bottles of brandy through Customs?

2. Future Continuous Tense

Structure :

Sub + will be/shall be + V(1) + ing + obj

We use the future continuous tense:

➤ for something that is going to happen or will happen. The precise time when it will happen is unknown.

Examples:

1. I will be calling you when I arrive there.
2. We will be going over to your house later.
3. They will be shovelling/shoveling to clear the snow off driveway.

➤ for an action that lasts a period of time in the future.

Examples:

1. His father will be working the whole day tomorrow.
2. He will be attending a two-week training course.
3. Twenty yachts will be competing in the three-day race.

➤ for an action that has been planned.

Examples:

1. The family will be vacationing in Rome this summer.
2. I will be going for my dental appointment tomorrow.
3. We will be watching the match together on television.

➤ to express an action that will be in progress at a certain or specified time in the future.

Examples:

1. We will/shall be sleeping by the time you return.
2. At this time next week, I shall/will be attending a job interview.
3. Will they be coming around noon tomorrow?

3. Future Perfect Tense

structure:

Sub + will have /shall have+V(3) + obj

The future perfect tense is used:

- to show that an activity will be completed by a specified time in the future.

Examples:

1. You can come over tomorrow evening as you will have finished work by then.
2. I will have saved about one million dollars by the year 2090.

- to show that an action will be completed before another takes place in the future.

Examples:

1. The fire will have burnt the building to the ground by the time the firemen arrive.
2. He will have completed his homework before he goes to bed.

- to show a situation that will be over in the future.

Examples:

1. The special offer – buy two, get one free – will have ended by the weekend.
2. They will have demolished that old building across the road by midday tomorrow.

4.Future Perfect Continuous Tense

structure:

Sub + will have been /shall have been +V(1) + ing + obj

The future perfect continuous tense is used:

- to indicate the length of time that an action continues in the future.

Examples:

1. By tomorrow, my uncle will have been driving a hearse for fifteen years.
2. My uncle will have been researching in Antarctica for exactly ten years next Sunday.

- to show an action in progress until an event happens in the future.

Examples:

1. By the time he comes home at the end of the year, he will have been studying overseas for five years.
2. He will have been studying overseas for five years by the time he comes home at the end of the year.

Sentence Structure

[Simple, Compound, Complex sentences]

There are three types of sentences: simple, compound, and complex. The type of sentence is determined by how many clauses, or subject-verb groups, are included in sentence. A simple sentence structure has one independent clause: "I rode my bike." A compound sentence has at least two independent clauses: "I got in my car, and I drove into town." In the above sentence, both clauses can stand on their own as complete sentences. A complex sentence includes an independent clause and one or more dependent clauses: "I got in my car and then went to town." In the above sentence, "I got in my car" works as a complete sentence but "then went to town" does not.

What is a clause?

All **sentences** consist of one or more clauses. A **clause** is a group of words that contains a **subject** and a **verb**. Some clauses are independent, and others are dependent. For a sentence to be complete, it must contain at least one independent clause.

Independent clause and Dependent clauses

An **independent clause** expresses a complete thought and can stand alone as a sentence.

Example: We went to beach. (Independent clause)

A **dependent clause** is not a complete sentence. It must be connected to an independent clause.

Example: When we were in Toronto, we went to the beach.
Dependent clause Independent clause

We **went** to a beach which **was** very beautiful.

independent clause dependent clause

SENTENCE TYPES

There are **four sentence patterns**: simple, compound, complex, and compound-complex. The different patterns are categorized according to various combinations of independent and dependent clauses.

SIMPLE SENTENCES

The **simple sentence** is composed of one independent clause. A simple sentence may have one subject and one verb.

Example: Christine studied

A simple sentence may contain two or more subjects and/or two or more verbs.

Subjects	Verb	Subject	Verbs
Christine and Philip	studied.	Christine	studied and wrote.

Subjects	Verbs
Christine and Philip	studied and wrote .

A simple sentence may also contain phrases and other modifiers such as articles, adjectives, and adverbs.

Example:

Yesterday, both Christine and Philip **studied** hard for their biology midterm and **wrote** essays for English.

COMPOUND SENTENCES

The **compound sentence** is composed of two or more independent clauses but no dependent clauses. There are three ways to join the independent clauses in a compound sentence:

1. Two independent clauses may be joined by a *semicolon* when they have an implied logical relationship.

Example:

Lily travelled to Europe last summer; Dan found a job and stayed in his hometown.

2. Two independent clauses may be joined by a *comma* and a *coordinating conjunction*
The seven **coordinating conjunctions** are easily remembered with the mnemonic device *FANBOYS*.

For
And
Nor
But
Or
Yet
So

Example:

Lily travelled to Europe last summer, **but** Dan found a job and stayed in his hometown.

3. Two independent clauses may be joined by a *semicolon*, a *transitional word or phrase*, and a *comma*.

Example:

Lily travelled to Europe last summer; **however**, Dan found a job and stayed in his hometown.

Here are some examples of commonly used **transitional words and phrases**.

However	Nonetheless	Accordingly
Therefore	Similarly	Consequently
Furthermore	Undoubtedly	Finally
Moreover	For instance	Hence
On the other hand	For example	Thus

COMPLEX SENTENCES

The **complex sentence** is composed of one independent clause and one or more dependent clauses. The dependent clauses may be located in any of the following positions within a complex sentence: before the independent clause, after the independent clause, before and after the independent clause, or interrupting the independent clause.

Examples:

1. When he finishes university, Tim hopes to move to British Columbia. (Dependent clause located before independent clause)
2. Tim hopes to move to British Columbia when he finishes university. (Independent clause located after dependent clause)
3. I read the story that you wrote. (Dependent clause located after Independent clause)
4. While I was on the train, I read the story that you wrote. (Dependent clause located before Independent clause Dependent clause located again after the independent clause)
5. The man who interviewed me asked a lot of challenging questions. (Dependent clause interrupting independent clause)

Practice:

Identify whether the sentences are simple, complex, compound or compound-complex. Please underline dependent clauses where it applies.

1. *Vampires Dairies* is my favorite television show, but I also love *True Blood*.
2. The student wiped the white board that was filthy with last week's notes.
3. The trendy fashion designer released her new line on Wednesday.
4. Trina and Hareem went to a bar in Hollywood to celebrate their anniversary.
5. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.
6. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.
7. After listening to the Kanye West CD, I have new respect for his music.
8. After the teacher chose groups, John and Sara were selected as partners for a project, yet Sarah did most of the work.

Active and Passive Voice

Change in the form of a verb into another form without changing the meaning of the sentence is called voice. Voice can be classified into two types. They are active voice and passive voice. In active voice the subject is in active means it does something to the verb. Where as in passive voice the subject is in passive means something is done to the subject.

Consider the following sentences.

1. The peon *opened* the gate.
2. The gate *was opened* by the peon.

Both the sentences have the same meaning. The difference, however, lies in emphasis. In the first sentence, *the peon* becomes prominent. In the second sentence, *the gate* becomes prominent. So, the **function of voice** lies in the *shifting of prominence*.

Sentence 1 is in the active voice because the subject (*the peon*) is the doer of the action (*opened*). Note that *the gate* is the object here.

Sentence 2 is in the passive voice because the subject (*the gate*) is not the doer of the action, but the receiver (*was opened*). It does not have any object. Note that **the object of the verb becomes the subject in the passive voice**. Thus **only transitive verbs can be used in the passive voice** because an intransitive verb has no object.

Rules:

A. TENSE

i. Present Indefinite Tense

Active Voice: Subject + Verb + Object

Passive Voice: Subject + Helping Verb (is/am/are)+ third form of verb (V³) + by + Object

Active Voice	Passive Voice
I love my children.	My children are loved by me.
They call him a liar.	He is called a liar by them

ii. Present Continuous Tense

Active Voice: Subject + Helping Verb (is/am/are) Verb + ing + Object

Passive Voice: Subject + Helping Verb (is/am/are) + being + third form of Verb + by + Object

Active Voice	Passive Voice
He is writing a letter.	A letter is being written by him.
The children are helping the poor.	The poor are being helped by the children

iii. Present Perfect Tense

Active Voice: Subject + Helping Verb (has /have) + third form of Verb + Object

Passive Voice: Subject + Helping Verb (has/have + been) + third form of verb + by + Object.

Active Voice	Passive Voice
He has invited all his friends	All his friends have been invited by him
I have lost my watch.	My watch has been lost.

iv. Past Indefinite Tense

Active Voice: Subject + second form of verb + Object

Passive Voice: Subject + helping verb (was/were) + third form of verb + by + Object

Active Voice	Passive Voice
He bought a watch yesterday	A watch was bought by him yesterday
They kept us waiting	We were kept waiting by them.

v. Past Continuous Tense

Active Voice: Subject + Helping Verb (was/were) + Verb + ing + Object

Passive Voice: Subject + Helping Verb (was/were) + being + third form of Verb + by + Object

Active Voice	Passive Voice
Ram was writing a book	A book was being written by Ramu
The horses were drawing a cart	A cart was being drawn by the horses

vi. Past Perfect Tense

Active Voice: Subject + Helping Verb (had) + third form of Verb + Object

Passive Voice: Subject + Helping Verb (had been) + third form of Verb + by + Object

Active Voice	Passive Voice
She had finished the work	The work had been finished by her
They had invited the students	The students had been invited by them

vii. Future Indefinite Tense

Active Voice : Subject + Helping Verb (shall/will) + Verb + Object.

Passive Voice : Subject + Helping Verb (shall/will) + be + third form of Verb + by + Object

Active Voice	Passive Voice
He will give the news.	The news will be given by Him
We will teach him	He will be taught by us

viii. Future Perfect Tense

Active Voice: Subject + Helping Verb (will/shall) + have + third form of Verb + Object

Passive Voice: *Subject + Helping Verb (will/shall) + have + been + third form of Verb + by + Object*

Active Voice	Passive Voice
They will have planted Trees	Trees will have been planted by them
The teacher will have called the students	The students will have been called by the teacher

(B) Two Objects of the Verb

If a verb in the Active Voice takes two objects — a direct one and an indirect one after it, either of them may be retained in the Passive such as,

i. The direct object of the Active Verb:

Active Voice	Passive Voice
He teaches us Sanskrit	We are taught Sanskrit by Him
He forgave me my fault.	I was forgiven my fault by him.

ii. The indirect object of the Active Verb:

Active Voice	Passive Voice
He teaches us Sanskrit.	Sanskrit is taught to us by him
He forgave me my fault	My fault was forgiven by him

(C) Sentences Beginning With “Let”

Active Voice	Passive Voice
Let Neha run a show	Let a show be run by Neha.
Let me try this question.	Let this question be tried by me.

(D) Use of Preposition

i. Certain intransitive verbs which take a preposition after them when changed into the Passive Voice retain the preposition as part of the verb.

Active Voice	Passive Voice
He looks at the painting	The painting is looked at by him
The parents spoke to their children	The children were spoken to by the parents

ii. Sometimes, in the Passive Voice, a preposition other than “by” is used,

Active Voice	Passive Voice
Rita knows me	I am known to Rita
It is time to send for the musician	It is time for the musician to be sent for

(E) Passive of imperative Sentences

- i. An imperative sentence in Passive Voice begins with the work “let”. The form of the verb is:

Let + be + past participle

Active Voice	Passive Voice
Shut the door	Let the door be shut
Tell the students to sit.	Let the students be told to sit

- ii. We can use another method to change the sentences into the Passive form.

Active Voice	Passive Voice
Please help me	You are requested to help me.
Always keep to the left	You are always advised to
Stand up on the bench	You are ordered to stand up on the bench

(F) Passive of Interrogative Sentences

- i. If the question in the Active Voice begins with Do/Does/ Did, the form of the verb in the Passive Voice is:

Is/are/was/were + Past Participle of the Verb.

Active Voice	Passive Voice
Did India win the match	Was the match won by India
Do you speak French?	Is French spoken by you

- ii. If the question in the active voice begins with modal auxiliary the form of the verb in the passive voice is

Modal aux + be+ past participle of the verb

Active Voice	Passive Voice
Must w finish this work	Must this work be finished by us
Can he do the work	Can the work be done by him

- iii. If the question in the Active Voice begins with has/have/ had, the form of the verb in the Passive Voice is:

Has/Have/Had + been + Past Participle

Active Voice	Passive Voice
Had you seen the boy before?	Had the boy been seen by you before?
Has Priya invited you?	Have you been invited by Priya?

- iv. If the question in the Active Voice begins with what/ where/why/when, the form of the verb in the Passive voice is:

Question word + is/am/are/was/were + past participle of the verb.

Note: If the Active Voice sentence begins with “who”, then it is changed into “By whom” in the Passive Voice.

Active Voice	Passive Voice
Who wrote the letter?	By whom was the letter written?
Where did you pick it?	Where was it picked by you?
When do they deliver the mail	When is the mail delivered by them

G. Verbs of Incomplete Predication

Whenever a transitive verb of incomplete predication (i.e. a verb which needs a complement in addition to an object) is changed from the active voice into passive voice, the object (never the complement) becomes the subject of the passive voice.

Active Voice	Passive Voice
They elected him secretary	He was elected secretary by them
The people proclaimed him king	He was proclaimed king by the people

For further details, click on the following links:

1. <https://youtu.be/dmVGCK9F9UM>
2. <https://youtu.be/XWUn8IxpHg>
3. <https://youtu.be/OTOb5gMKk5Y>

Note Making

Note making can be defined as a systematic method of writing down quickly, briefly and clearly the important points of reading a text. It is a productive skill which integrates both reading and writing skills.

Note making is used to

- Keep a record of the main points of a reading text for future use and reference
- Revise for an exam
- Update information
- To analyse a text

Reading strategy:

A careful reading plan is to identify the central idea, important points and supporting details. It would enable you to understand the text quickly and make appropriate notes.

Read the text quickly in order to identify its purpose, scope, central idea, logical organization and different writing techniques like narration, description, explanation and so on.

- Recognize the key lexical items related to the topic
- Identify the relationships among the units within the text
- Read the key points and signal words
- Ignore irrelevant matter and concentrate on the main parts
- Deduce meanings of words and phrases from their context and infer relationships
- Interpret graphic aids used in the text

How to make notes?

- Read the passage carefully
- Heading

What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page

- Subheadings

How was the main idea being presented and developed?

Are there two or three subordinate ideas?

You can frame subheadings based on these

- Points

Are there further details or points of the subtitles that you wish to keep in the notes?

All subheadings should be written at a uniform distance from the margin with indent i.e. with suitable space and number.

Indenting:

Do not write full sentences. Use abbreviations wherever necessary. Help with abbreviations.

- **Use standard abbreviations and symbols**

Capitalized first letters of words

Ex: U.P., USA, USSR, UK

Common abbreviations

Ex: Sc (Science), Geog (Geography), Mr, Mrs, Dr, Govt

- **Write the first few and last few letters of a word with an apostrophe in between .can't(cannot) w'out(without), wrt'g (writing).**

- **Use the first letters of the phrases**

Kilogram	Kg
Cubic Centimetre	cc
Atomic Mass Unit	AMU
Per annum	P A
Curriculum Vitae	CV

- **Use the first few letters of words or phrases**

Approximately	Approx
Difference	Diff
Different	Diffrt
Edition/edited	Ed
Professor	Prof
Assistant	Asst
Month	Mnth
Subject	Sub
Reference	Ref
Minute	Min
Temperature	Temp
Hour	Hr
Computer	Comp
Education	Edn
Programme	Progm

- **Use of symbols**

@	At the rate of
%	Percentage
+	in addition, moreover, plus
	Rising
	Falling
+ve	Positive
-ve	Negative
=	Equal to
^	Insert

- “ Because, as, since
 - From to, leads to, results in, causes
- Reduce, minus
- Generally used abbreviations
 - e.g. Example
 - viz Namely
 - et al and others
 - N.B. Take note that
 - i.e. That is
 - cf compare with, refer to

Do not get over enthusiastic with abbreviations. You should not abbreviate every word. As a general rule the heading should not be abbreviated. You may use abbreviations in subheadings.

Your notes should look like this:

Heading

- 1) Sub heading
 - A. Point 1
 - B. Sub Sub heading
 - a) Sub point 1
 - b) Sub point 2
 - C. Point 3
- 2) Sub heading 2
 - A. Point 1
 - B. Sub – sub heading
 - a) Sub point 1

Format

1. Main heading: I, II, III, IV, etc.
2. Sub Heading: a, b, c, d, etc.
3. Sub sub heading: i, ii, iii, iv, etc.

Three methods of note making:

Topicalising, schematting and sequencing

Topicalising:

Main points and central idea should be rephrased in points. Redundant words and phrases are to be removed.

Schematizing:

Scientific and technical texts may contain forms or figures, classification, contrasts, processes and so on. So we can schematize notes i.e. organize notes in the form of tables and diagrams

Description of substances	Tables
Description of processes	Flow chart/ Diagram
Narrative description	Flow chart
Classificatory information	Tree diagram
Compare and contrast	Table/ Bar diagram

Sequencing:

Sequencing refers to the process of making a clear layout for fast and accurate interpretation of notes.

- Use numerals/ letters/ Roman numerals – I, II, III for the main ideas
- Capital letters - A, B, C, D for main sub divisions
- Arabic numbers – 1, 2, 3, 4 for minor divisions
- Small letters - a, b, c, d for further sub divisions
- Small Roman letters - i, ii, iii, iv for further sub divisions

After making notes, you are also expected to give a summary of the passage.

How do you summarize?

Summarizing is a skill which is essential in many facets of your life. In this technology driven world, everybody values time and hence the art of condensation whereby you give brief account that saves a lot of time. Summary provides maximum information in minimum number of words. Summarizing improves our ability to write concisely by making us aware of the kind of details that can be avoided to achieve precision.

The five C's are very important to summarize: completeness, compactness, conciseness, clarity and coherence.

- The summary must have all the essential elements/contents of the original.
- All the ideas should form a compact whole. Unity is important.
- Brevity is the soul of wit. All the ideas should be clear and concise.
- Clarity of expression is very essential. No vague statements
- All the sentences/ideas should have logical, chronological and spatial order. The linking of ideas should be coherent.

Summarizing, like note making is a productive skill integrating both reading and writing skills. To write effective summaries you need to read the material carefully with good comprehension.

Reading Text

Skimming

Skimming is used to get the main idea of the text, or find a particular piece of information quickly. For example when you read a newspaper you usually read through the article to get what you want and not reading it word by word. Skimming is done at a speed, three to four times faster than normal reading. People often use skimming skill when they have lots of material to read in a limited amount of time. While skimming you make a distinction between main points and sub points, facts versus opinions, relevant and irrelevant, explicit and implicit.

Skim the material:

- **Try to pick out the main idea of the piece you are reading. Often you can find it in the title or the first paragraph**
- **Try to determine the organization method. What is the rhetorical strategy used? Is it cause and effect? Compare and contrast, narration,etc .**
- **Look for the definitions and difficult words that you must understand if you are to understand what follows**
- **Skim all the sub headings. They will give you an overview of the material**
- **Read the first sentence of every paragraph and also the last sentence which would help you to provide the context**
- **If something confuses you, try to figure it out. Read two or three times. If you are still unable to understand, move on**
- **Underline the main ideas, list supporting details and write an outline. After this write the summary.**

PARAGRAPH WRITING

A paragraph is a group of related sentences that discuss and elaborate a single, complete idea. The sentences are connected like the links of a chain and together they develop a theme or a topic sentence.

The central or main idea of the paragraph should be expressed as a complete sentence, stating the idea and explaining it with details and examples. Be sure to express your topic sentence that clearly expresses the main idea in the form of a conclusion, observation or opinion.

A topic sentence should be general enough to be explained or supported with further discussion. Do not make the mistake of confusing a topic sentence with a subject or a title for writing. Remember the topic sentence expresses the entire theme of a paragraph in one sentence which serves a base. Avoid personal remarks and express the topic sentence in simple language. Do not elaborate complicated statements. Be precise and direct.

How do you write a good paragraph;

what are its salient features?

A good paragraph should possess unity and coherence.

Unity:

The first principle to be observed in constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea. Every sentence in the paragraph must be closely connected with the main topic of the paragraph. If summarized they usually result in a single sentence and that is the topic sentence.

Coherence:

The second principle of paragraph construction is coherence. The presentation should be logical and natural. There should be logical sequence of thought. Events must be related in order of their occurrence that it should be both logical and chronological order. All the ideas should be connected with the central idea and arranged according to their importance. Spatial order is also important. Visual descriptions often follow spatial order.

Key points to remember:

- Try to understand the central idea around which the paragraph is built.
- Arrange the points in logical and chronological order.
- Pay attention to your first and last or concluding sentence. Both should be impressive.
- Write complete sentences in a simple and precise manner.
- Connect your sentences with transitions. Transitions are words and phrases that show how ideas in a sentence relate to each other. They act as verbal sign posts like, for example, to begin with, in addition to, furthermore, however, nevertheless, all the same, not withstanding, etc.

- Use pronouns and demonstrative adjectives – this, that, those, these and pronouns like many, each, some, either, such and easily connect sentences.

Notice how the underlined transitions in the following paragraph signal the connecting of ideas between sentences.

Each one of us can make a more productive effort to cut down on the use of fossil fuels in this country. To begin with, all of us can start reducing gas and oil consumption by driving only when we have a dire need. In addition, we can begin car-pooling to work once or twice a week and we can also buy smaller cars with better gas mileage. Another way to reduce our fuel consumption would be to use less gas and electricity at home. How many times for example have you walked out of a room and left the lights or fan on when no one else was there? Furthermore, why not use a microwave to cook instead of traditional gas ovens which consume more time? I am not suggesting that we must do all these things. However, each of us could start immediately to do some of them to cut down on our use of limited fossil fuels.

To build interest or to create a strong final effect it is sometimes good to begin with the least interesting or striking details or facts and save the strongest for the end. The following paragraph is an example for climactic order.

A dismissal drizzle of rain was falling as the dawn came to Washington after a night of terror. In the street, men stood in groups discussing the tragic drama on which the curtain had not fallen. The city was “in a blaze of excitement and rage”. Then at seven thirty, the tolling of all church bells in the town and hush in the streets; Lincoln was dead.
