

# **FUNDAMENTALS OF GRAMMAR AND USAGE**

*Chapter*

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## 24.1 INTRODUCTION

All students are expected to exhibit adeptness in basic grammar skills. One of the major tasks of revising and polishing a paper or presentation is to correct errors in grammar, punctuation, spelling, and usage.

Many students erroneously assume that as long as their writing assignments contain the proper information, they have credibility. Wrong! A reader could justifiably question the *technical* competence of a person who displays poor writing skills. All writing must have correct grammar and usage if it is to be considered credible and noteworthy. Studies clearly show that those who write (and speak) well excel in the job market and they rise faster in their careers. Some of the Basics of Grammar is discussed below.

### Parts of Speech

In grammar, a part of speech is a linguistic category of words, which is generally defined by the syntactic or morphological behavior of the lexical item in question

## 24.2 NOUNS

A noun names a person, place, or thing. Anything you can see or detect with one of your other senses has a noun to name it. The simplest nouns are the names of things you can see or touch: car, building, cloud, and brick.

### Common Nouns

So far, all the examples of nouns have been common nouns, referring to general classes of things. The word building refers to a whole class of structures.

**Proper Nouns:** A *proper noun* or *proper name* is a noun representing unique entities (such as *Earth*, *India*, *Jupiter*, Shubhra, or *BMW*), as distinguished from common nouns which describe a class of entities (such as *city*, *animal*, *planet*, *person* or *car*)

**Collective Nouns:** *Collective nouns* are nouns that refer to *groups* consisting of more than one individual or entity, even when they are inflected for the singular. Examples include *committee*, *herd*, and *school* (of fish).

**Abstract Nouns:** *Abstract nouns*, on the other hand, refer to abstract objects; that is, ideas or concepts (such as *justice* or *hatred*).

**Material Nouns** *Material nouns* refer to physical entities that can, in principle at least, be observed by at least one of the senses (for instance, *chair*, *apple*, *Gold*).

## 24.3 PREFIX & SUFFIX

A **prefix** is an affix which is placed before the root of a word. Particularly in the study of languages, a prefix is also called a **preformative**, because it alters the form of the words to which it is affixed. For an example:

- *unhappy* : *un* is a negative or antonymic prefix.
- *prefix*, *preview* : *pre* is a prefix, with the sense of *before*
- *redo*, *review*. : *re* is a prefix meaning *again*.
- *dishonest*, *disobey*: *dis* is also a negative prefix, but it isn't an antonymic prefix.
- *impolite*, *immature*: *im* has the meaning of *dis*.
- *inadequate*, *incomplete*: *in* has the meaning of *dis* and *im*.
- *atheist*, *anarchy* : *a* and *an* have the meaning of *dis*, *im*, and *in* (not) and without.

The word *prefix* is itself made up of the stem *fix* (meaning *attach*, in this case), and the prefix *pre-* (meaning "before"), both of which are derived from Latin roots.

### Suffix

In linguistics, a **suffix** (also sometimes called a **postfix** or **ending**) is an affix which is placed after the stem of a word. Common examples are case endings, which indicate the grammatical case of nouns or adjectives, and verb endings, which form the conjugation of verbs. For an example:

*Girls*, where the suffix *-s* marks the plural.

*He makes*, where suffix *-s* marks the third person singular present tense.

*It closed*, where the suffix *-ed* marks the past tense.

## 24.4 PRONOUNS

A pronoun is word or form that substitutes for a noun or noun phrase.

### Subjective Personal Pronouns

A **subjective personal pronoun** indicates that the pronoun is acting as the subject of the sentence. The subjective personal pronouns are "I," "you," "she," "he," "it," "we," "you," "they."

In the following sentences, each of the **highlighted** words is a subjective personal pronoun and acts as the subject of the sentence:

**I** was glad to find the bus pass in the bottom of the green knapsack.

**You** are surely the strangest child **I** have ever met.

When **she** was a young woman, **she** earned her living as a coal miner.

After many years, **they** returned to their homeland.

**We** will meet at the library at 3:30 p.m.

**It** is on the counter.

### Objective Personal Pronouns

An **objective personal pronoun** indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase. The objective personal pronouns are: "me," "you," "her," "him," "it," "us," "you," and "them."

After reading the pamphlet, Judy threw **it** into the garbage can.

The pronoun "it" is the direct object of the verb "threw."

The agitated assistant stood up and faced the angry delegates and said, "Our leader will address **you** in five minutes."

### **Demonstrative Pronouns**

A **demonstrative pronoun** points to and identifies a noun or a pronoun. "This" and "these" refer to things that are nearby either in space or in time, while "that" and "those" refer to things that are farther away in space or time.

In the following sentences, each of the **highlighted** words is a demonstrative pronoun:

**This** must not continue.

Here "this" is used as the subject of the compound verb "must not continue."

**This** is puny; **that** is the tree I want.

### **Interrogative Pronouns**

An **interrogative pronoun** is used to ask questions. The interrogative pronouns are "who," "whom," "which," "what" and the compounds formed with the suffix "ever" ("whoever," "whomever," "whichever," and "whatever").

The **highlighted** word in each of the following sentences is an interrogative pronoun:

**Which** wants to see the dentist first?

"Which" is the subject of the sentence.

**Who** wrote the novel Gora?

Similarly "who" is the subject of the sentence.

**Whom** do you think we should invite?

In this sentence, "whom" is the object of the verb "invite."

## Relative Pronouns

You can use a **relative pronoun** is used to link one phrase or clause to another phrase or clause. The relative pronouns are "who," "whom," "that," and "which." The compounds "whoever," "whomever," and "whichever" are also relative pronouns. For example:

You may invite **whomever** you like to the party.

The relative pronoun "whomever" is the direct object of the compound verb "may invite."

## Indefinite Pronouns

An **indefinite pronoun** is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some.

The most common indefinite pronouns are "all," "another," "any," "anybody," "anyone," "anything," "each," "everybody," "everyone," "everything," "few," "many," "nobody," "none," "one," "several," "some," "somebody," and "someone." The **highlighted** words in the following sentences are indefinite pronouns:

**Many** were invited to the lunch but only twelve showed up.

### Reflexive Pronouns

The reflexive pronouns are "myself," "yourself," "herself," "himself," "itself," "ourselves," "yourselves," and "themselves."

### Intensive Pronouns

An **intensive pronoun** is a pronoun used to emphasize its antecedent. Intensive pronouns are identical in form to reflexive pronouns.

The **highlighted** words in the following sentences are intensive pronouns:

I **myself** believe that we should respect our elders.

## 24.5 VERBS

A verb describes an action. This is soul of any sentence. For effective use of it few fundamental things are necessary to understand:

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### Tense:

In English, there are three basic tenses: present, past, and future. Each has a perfect form, indicating completed action; each has a progressive form or Continuous form, indicating ongoing action; and each has a perfect Continuous form, indicating ongoing action that will be completed at some definite time. Here is a list of examples of these tenses and their definitions:

	<u>Simple Forms</u>	<u>ContinuousForms</u>	<u>Perfect Forms</u>	<u>Perfect          Continuous</u> <u>Forms</u>
Present	<u>take/s</u>	<u>am/is/are taking</u>	<u>have/has taken</u>	<u>have/has been taking</u>
Past	<u>took</u>	<u>was/were taking</u>	<u>had taken</u>	<u>had been taking</u>

Future	<u>will/shall take</u>	<u>will be taking</u>	<u>will have taken</u>	<u>will have been taking</u>
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## Present Tense

Present tense expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth.

Example	Meaning
The mountains <u>are</u> tall and white.	Unchanging action
Every year, the school council <u>elects</u> new members.	Recurring action
Pb <u>is</u> the chemical symbol for lead.	Widespread truth

## Past Tense

Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in **-ed**. The irregular verbs have **special past tense forms** which must be memorized.

Example	Form
World War II <u>ended</u> in 1945.	Regular -ed past
Ernest Hemmingway <u>wrote</u> "The Old Man and the Sea."	Irregular form



## Future Tense

Future tense expresses an action or situation that will occur in the future. This tense is formed by using **will/shall** with the **simple form** of the verb.

The speaker of the House will finish her term in May of 1998.

The future tense can also be expressed by using **am, is, or are** with **going to**.

The surgeon is going to perform the first bypass in Minnesota.

We can also use the **present tense** form **with an adverb** or adverbial phrase to show future time.

The president speaks tomorrow. (Tomorrow is a future time adverb.)

## Present Continuous Tense

Present continuous tense describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using **am/is/are** with the verb form ending in **-ing**.

The sociologist is examining the effects that racial discrimination has on society.

## Past Continuous Tense

Past continuous tense describes a past action which was happening when another action occurred. This tense is formed by using **was/were** with the verb form ending in **-ing**.

The explorer was explaining the latest discovery in Egypt when protests began on the streets.

## Future Continuous Tense

Future continuous tense describes an ongoing or continuous action that will take place in the future. This tense is formed by using **will be** or **shall be** with the verb form ending in **-ing**.

Dr. Sharma will be presenting ongoing research on sexist language next week.

### Present Perfect Tense

Present perfect tense describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using **has/have** with the **past participle** of the verb. Most past participles end in **-ed**. Irregular verbs have **special past participles** that must be memorized.

Example	Meaning
The researchers <u>have traveled</u> to many countries in order to collect more significant data.	At an indefinite time
Women <u>have voted</u> in India after 1947.	Continues in the present

### Past Perfect Tense

Past perfect tense describes an action that took place in the past before another past action. This tense is formed by using **had** with the **past participle** of the verb.

By the time the troops arrived, the war had ended.

### Future Perfect Tense

Future perfect tense describes an action that will occur in the future before some other action. This tense is formed by using **will have** with the **past participle** of the verb.

By the time the troops arrive, the combat group will have spent several weeks waiting.

### Present Perfect Continuous

Present perfect progressive tense describes an action that began in the past, continues in the present, and may continue into the future. This tense is formed by using **has/have been** and the **present participle** of the verb (the verb form ending in **-ing**).

The CEO has been considering a transfer to the state of Texas where profits would be larger.

### **Past Perfect Continuous**

Past perfect progressive tense describes a past, ongoing action that was completed before some other past action. This tense is formed by using **had been** and the **present perfect** of the verb (the verb form ending in **-ing**).

Before the budget cuts, the students had been participating in many extracurricular activities.

### **Future Perfect Continuous**

Future perfect progressive tense describes a future, ongoing action that will occur before some specified future time. This tense is formed by using **will have been** and the **present participle** of the verb (the verb form ending in **-ing**).

By the year 2020, linguists will have been studying and defining the Indo-European language family for more than 200 years.

### ***Transitive verbs***

A **transitive verb** takes a **direct object**; that is, the verb transmits action to an object.

- He *sent* the *letter*. ( *letter* = direct object of *sent*)  
She *gave* the *lecture*. ( *lecture* = direct object of *gave*)

In these sentences, something is being done to an object.

A transitive verb can also have an **indirect object** that precedes the direct object. The indirect object tells to or for whom the action is done, although the words *to* and *for* are not used. In the following examples, notice the difference between the direct and indirect objects.

The direct object ( *letter*) receives the action ( *sent*). The indirect object ( *Sudhir*) is the person to whom the letter is sent.

- He *sent Sudhir* the *letter*.

### ***Intransitive verbs***

An **intransitive verb** does not take an object.

- She *sleeps* too much.
- He *complains* frequently.

In these sentences, nothing receives the action of the verbs *sleep* and *complains*.

## **24. 6 Active Voice and Passive Voice**

Grammatically, the *voice* (also known as *diathesis*) is a property of a verb that explains whether the subject does the action or the action is done upon the subject. There are two forms: active and passive.

### **Active voice**

When the subject of the sentence *performs* the action, the action verb is in the *active voice*. The direct object, if present, is the receiver of this action. This voice is referred to as the “normal” voice since it is the form generally preferred and more often employed.

For Example: Everybody drinks water.

### Passive voice

On the other hand, when the action is performed upon the subject, the action verb is said to be in the *passive voice* (i.e., the subject *receives* the action).

For Example: Water is drunk by everybody.

**The table below shows how the verb is changed into its passive voice form in different tenses.**

Tense	Active Voice	Passive Voice
The simple present	He eats an apple	An apple is eaten by him.
The present continuous	He is eating an apple.	An apple is being eaten by him.
The present perfect	He has eaten an apple.	An apple has been eaten by him.
The simple past	He ate an apple.	An apple was eaten by him.
The past continuous	He was eating an apple	An apple was being eaten by him
The past perfect	He had eaten an apple	An apple had been eaten by him
The simple future	He will eat an apple	An apple will be eaten by him.
The Future continuous	He will be eating an apple.	An apple will have been eaten by him.
The Future in the past	He would have eaten an apple	An apple would have been eaten by him

**Note:** Some of the sentences like – sentences constructed using auxiliary verbs( Hariharan is a good boy); perfect continuous tenses ( in all the three time periods – Present, Past, Future) (My room mate has been copying my homework) and intransitive verbs ( I go to temple or she has gone to the market) cannot be converted into passive form .

## 24.7 ADJECTIVES

An **adjective** is a 'describing' word; the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. The order of adjectives is:

1. Determiners — articles and other limiters.
2. Observation — post determiners and limiter adjectives (e.g., a real hero, a perfect idiot) and adjectives subject to subjective measure (e.g., beautiful, interesting)
3. Size and Shape — adjectives subject to objective measure (e.g., wealthy, large, round)
4. Age — adjectives denoting age (e.g., young, old, new, ancient)
5. Color — adjectives denoting color (e.g., red, black, pale)
6. Origin — denominal adjectives denoting source of noun (e.g., French, American, Canadian)
7. Material — denominal adjectives denoting what something is made of (e.g., woolen, metallic, wooden)
8. Qualifier — final limiter, often regarded as part of the noun (e.g., rocking chair, hunting cabin, passenger car, book cover)

### Degrees of Adjectives and their use.

There are three degrees of adjectives.

1. Positive Adjective
2. Comparative Adjective
3. Superlative Adjective

### Some Examples:

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Big	Bigger	Biggest
Great	Greater	Greatest
Short	Shorter	Shortest
Old	Older	Oldest
Large	Larger	Largest
Happy	Happier	Happiest
Lucky	Luckier	Luckiest
Heavy	Heavier	Heaviest
Beautiful	More beautiful	Most beautiful
Horrible	More horrible	Most horrible
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Many	More	Most

## 24.8 ADVERBS

An **adverb** is a word that changes or qualifies the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that it does not include the adjectives and determiners that directly modify nouns.

For Example:

1. She was walking slowly (*Slowly* is the adverb.)
2. The kids are playing together. (Here, the adverb *together* provides information about how the kids are playing.)

Adverbs can also modify adjectives and other adverbs.

1. You are quite right. (Here, the adverb *quite* modifies the adjective *right*.)
2. She spoke quite loudly. (Here, the adverb *quite* modifies another adverb – *loudly*.)

## 24.9 PREPOSITION

A Preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else; as,

There is a cow in the garden.

The girl is fond of music.

A fair little girl sat under a tree.

**A *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*.

A preposition always goes with a noun or pronoun which is called the ***object of the preposition***.

The *preposition* is almost always before the noun or pronoun and that is why it is called a **preposition**.



The *preposition* and the *object of the preposition* together are called a ***prepositional phrase***. The following chart shows the *prepositions*, *objects of the preposition*, and *prepositional phrases* of the sentences above.

Preposition	Object of the Preposition	Prepositional Phrase
To	the store	to the store
By	bus	by bus
At	three o'clock	at three o'clock
Under	the table	under the table

*Prepositional phrases* are like idioms and are best learned through listening to and reading as much as possible. Below are some common *prepositions of time* and *place* and examples of their use.

Prepositions of time:

at two o'clock

on Wednesday

in an hour, in January; in 1992

for a day

Prepositions of place:

at my house

in New York, in my hand

on the table

## 24.10 CONJUNCTION

- A Conjunction is a word used to join words or sentences; as,

Rama and Hari are cousins.

Two and two make four.

I ran fast, but missed the train.

- A conjunction joins words, phrases, and clauses together in a sentence.
  - for
  - and
  - nor
  - but
  - or
  - yet
  - so

Coordinating Conjunctions	Subordinating Conjunctions
<p>The 7 coordinating conjunctions are short, simple words. They have only two or three letters. There's an easy way to remember them - their initials spell:</p> <p><b>F A N B O Y S</b></p> <p>For And Nor But Or Yet So</p>	<p>although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while</p>

We can consider conjunctions from three aspects.

### Form

Conjunctions have three basic forms:

#### Single Word

For example: and, but, because, although

**Compound** (often ending with *as* or *that*)

- for example: provided that, as long as, in order that

**Correlative** (surrounding an adverb or adjective)

for example: so...that

### **Function**

Conjunctions have two basic functions or "jobs":

- **Coordinating conjunctions** are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses, for example:
  - *Jack **and** Jill* went up the hill.
  - *The water was warm, **but** I didn't go swimming.*

### **Position**

- **Coordinating conjunctions** always come between the words or clauses that they join.
- **Subordinating conjunctions** are used to join a subordinate dependent clause to a main clause, for example:
  - *I went swimming **although** it was cold.*

**example:**

main or independent clause	subordinate or dependent clause	
Ram went swimming	<b>although</b>	it was raining.

## **Position**

- **Subordinating conjunctions** usually come at the beginning of the subordinate clause

## **INTERJECTION**

An Interjection is a word which expresses some sudden feeling; as,

Hurrah! We have won the game. Alas! She is dead

## **24.11 PUNCTUATION**

Punctuation means putting the points, marks and stop at the right place to make the communication effective. Punctuation helps to increase the efficiency of the communication. It also contributes to increase the listeners understanding capability.

e.g., Run fast, bus is waiting for you (correct)

Run, fast bus is waiting for you (wrong)

### **Different punctuation signs:**

1. Full stop
2. Comma
3. Colon
4. Semi colon

5. Interrogation
6. Exclamation
7. Hyphen
8. Apostrophe
9. Capital letter
10. Brackets etc

The punctuation marks play a vital role in written communication. If the punctuation is not marked at the right position then there is a possibility that the entire meaning of the sentence may change.

### **PUNCTUATION IS IMPORTANT**

- Because it can radically alter the meaning of a text
- Because it helps readers to understand what writers are trying to say
- Because it helps writers to be clear in what they are trying to communicate

Each punctuation mark has certain rules to be followed as below:

#### **1.Full stop:**

- Used at the end of affirmative and imperative sentence (Rita is an intelligent girl.)
- After abbreviations (B.B.A., M.Sc.,)

#### **2. COMMA**

- A comma is a punctuation mark that indicates a pause is needed in a sentence.
- Commas help to clarify meaning for the reader.
- Place commas in a sentence to divide items in a list.
- The commas will help the reader to avoid confusion.

- The comma before the conjunction is generally required, but it can be omitted if there is no possibility of confusion.
- Use commas to separate adjectives that provide an equal description of a noun.

THE TEST:

Can you put “and” between the adjectives?

Can they be described in reverse order?

If so, use a comma.

**a cranky, ungrateful man**

**big blue house**

**three hungry kittens**

- To separate series of words(Ram, Rita and Geeta are trainees )
- To separate each pair of words connected by “ and “(ram is smart and intelligent, honest and sincere)
- To mark off words used in addressing people.()
- To separate direct quotations.(The teacher said to Manish,” Go to class”)

### 3. The Colon: a sentence gateway

- The proper punctuation mark to set off a list from what precedes it is a colon. The colon “announces” that a list is about to follow; it is the gateway to that list
- I’m going to tell you the names of my favorite breakfast foods: muesli, cornflakes, oatmeal, grits and gravy, and yogurt on toast.
- My favorite breakfast foods are meuslix, cornflakes, oatmeal, grits and gravy, and yogurt on toast.

Would I use a colon in the sentence above?

No, because the sentence does not come to a halt here.

Instead, the sentence flows right into the list. A colon would not be appropriate here.

- *Our math tutor wants just one thing from us that we try our best.*

Here, we have an independent thought (ending with “us”).

followed by another kind of completer (a noun clause).

To set off this completer, this explanation, we can use a colon.

*Our math tutor wants just one thing from us: that we try our best.*

These are the two main uses of the colon: to set off a list or an explanation that we know is about to follow the main part of the sentence.

- We also use the colon to set off a formal quotation.
- My father was always using his favorite quotation from Yogi Berra: “It ain’t over till it’s over.”
- You usually know what is going to follow a colon: a list, an explanation, or a formal quotation
- To separate two contrasted statement(man proposes: god disposes)

#### **4. Semi colon**

- To separate pair of words in which each word in the pair is marked off by comma(principle,principal;)
- To separate two coordinating clause joined by : whereas, but, yet, therefore etc(work hard; otherwise you will fail)

#### **5. QUOTATION MARKS**

- are used around direct quotations of someone’s words, whether spoken or written:
- “Two roads diverged in a yellow wood,” wrote Robert Frost.
- are used around the titles of short works—articles, short stories, songs, book chapters, and poems:
- “Two roads diverged in a yellow wood,” wrote Robert Frost at the beginning of his poem “The Road Not Taken.”
- are used to set off words used as words:
- The words “affect” and “effect” are often confused with each other.
- follow a set pattern when they are used for quotations within quotations.
- Begin with double quotation marks, then shift to single, and for quotations within quotations within quotations, shift back to double:

“Oh, no! I just heard Dr. Willoughby say, ‘And now I shall recite Hamlet’s famous “To be or not to be” soliloquy.’”

- Follow set patterns when used with other marks of punctuation.
- Commas and periods are **always** placed **inside** end quotation marks:

“Hand over all your money,” said the mugger, “or I’ll shoot.”

- Semicolons and colons are **always** placed **outside** end quotation marks:

Senator Simpson wrote, “I regret that illness makes it impossible for me to attend your fundraising banquet”; he added, however, “I am enclosing a small check as a donation to your most worthy cause.”

Some people think that writing personal ads for online dating has become a new sort of “art form”: it takes just as much craft and talent as painting a self-portrait, according to them.



- Question marks are placed either outside or inside, depending on whether the question or exclamation is part of the quotation:

“Now that I’ve finished my homework, can I play videogames?”

Have you heard the old saying that you should “Look before you leap”?

- Exclamation points also go either inside or outside, depending on whether they’re part of the exclamation:

“You never want me to play video games, even though I’ve already finished my homework!”

“What a stupid thing to say—“Look before you leap”!

## **6. Hyphen**

- To connect the parts of compound words (passer-by)
- To separate fractional parts (two-third)
- After prefix (vice- chancellor)

Similarly other punctuation marks also have its own rules and regulations.

## **Phrase:**

A phrase is a group of words which by itself cannot make sense.

The book is **on the table** ., **in this statement on the table is found to be the phrase which by itself does not convey any meaning.**

## **Clause:**

Clause is a group of words which by itself forms a meaningful sentence.

I had a month's holiday(**clause 1**), and I went to Australia(**clause 2**).In this sentence clause 1 and 2 are connected by a conjunction.

## **Clause & Phrase**

- A clause is a group of words that contains both a subject and a verb that complement each other.
- A phrase is a group of words that does not contain a subject or a verb that complement each other.
- A complete sentence has two components, a subject and a verb.
- The subject and verb must form a complete thought to be considered an independent clause.
- A sentence that contains two independent clauses joined by a coordinating conjunction is called a compound sentence.
- A dependent clause contains a subject and verb, but the clause cannot stand independently.
- Dependent clauses can often be identified by the use of dependent clause markers.
- Some dependent clause markers:
  - **because**
  - **since**
  - **when**
  - **while**
  - **until**
  - **if**

- **as**
  - **though**
  - **although**
  - **unless**
  - **after**
  - **before**
  - **once**
  - **whether**
- Dependent phrases and clauses help to clarify and add detail to an independent clause.
  - Dependent clauses may appear at the beginning, middle, or end of a sentence.
  - The word “that” is almost always an indicator of an essential phrase or clause.

The martini that I had at Joe’s was much better than this one!

- A nonessential phrase or clause adds extra information to a sentence.
- This information can be eliminated from the sentence without jeopardizing the meaning of the sentence.
- Always place commas around nonessential phrases and clauses.
- My brother, who lives across town, plans to throw a party!

Even without the phrase the sentence still makes sense : My brother plans to throw a party!

## 24.12 ARTICLE

An article (abbreviated ART) is a word that combines with a noun to indicate the type of reference being made by the noun. Articles specify the grammatical definiteness of the noun, in some languages extending to volume or numerical scope.

The articles in the English An *article* is a kind of adjective which *is always used with and gives some information about a noun*.

## **Types**

Articles can be of two types

- Definite article
- Indefinite article

## **DEFINITE ARTICLE**

The word **the** is known as the *definite article* and indicates a specific thing.

*The difference between the sentences*

I sat on a chair and I sat on the chair is that the second sentence refers to a particular, specific chair, not just any chair.

**The article is mainly used before the following:**

- Defined specific nouns(the kinetic energy)
- Superlatives(the most intelligent girl)
- A noun that has been mentioned above(the liquid)
- A plural noun to refer to things or people in a particular things(the molecules)

The article will always come with a noun. The noun may be the next word as in the man or there may be adjectives and perhaps adverbs between the *article* and the noun as in the very angry, young man.

## **INDEFINITE ARTICLE**

There are only two *articles* a and the, but they are used very often and are important for using English accurately.

The word a (which becomes an when the next word begins with a *vowel* - a, e, i, o, u) is called the *indefinite article* because the noun it goes with is indefinite or general.

Indefinite article a and an are used before singular countable nouns that is: a liquid, a spherical globe, an orange etc

As words are divided into different classes according to the work they do in sentences, it is clear that we cannot say to which part of speech a word belongs unless we see it used in a sentence.

- They arrived soon after. (Adverb)
- They arrived after us. (Preposition)
- They arrived after we had left. (Conjunction)

## **Question tag**

Question tag may be used as it is an effective technique to focus on the meaning of a sentence. However, it is essential to use appropriate tag endings.

Eg:

She is going to buy the flat. Aren't you?

It's a wonderful place. Is it?

The tag ending in the first sentence does not use the same person as the sentence verb. The correct sentence would be 'she is going to buy the flat. Isn't she?.... similarly in the second

sentence the correct form must be It's a wonderful place. Isn't it?. Hence the tag ending has to use the same tense as the sentence verb.

### **Form:**

positive statement -> question tag negative - You are Tom, aren't you?

negative statement-> question tag positive - He isn't Joe, is he?

### **Examples**

#### **with auxiliaries**

You've got a car, **haven't you?**

#### **without auxiliaries (use: don't, doesn't, didn't)**

**They play** football on Sundays, **don't they?**

**She plays** football on Sundays, **doesn't she?**

**They played** football on Sundays, **didn't they?**

### **Questions tags -**

Although the negative word **not** is not in the sentence, the sentence can be negative. Then we use the "positive" question tag.

**He never** goes out with his dog, **does he?**

**Have** is a main verb in the sentence -> two possibilities

**We have** a car, \_\_\_\_\_?

**We have** a car, **haven't we?**

We use **will/would** with the **imperative** (Simple Present).

<b>Open</b> the window, <b>will</b> you? <b>Open</b> the window, <b>would</b> you?	<b>Don't open</b> your books, <b>will</b> you?
---	--

We use **won't** with a polite request.

<b>Open</b> the window, <b>won't</b> you?
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We use **shall** after **Let's**.

<b>Let's</b> take the next bus, <b>shall</b> we?
--

Auxiliary **must**

We <b>must</b> be at home at 8 pm, <b>mustn't</b> we?	
Yes, we <b>must</b> .	No, we <b>needn't</b> .