

## WORD FORMATION

Word formation means the creation of a word. Study of word-formation can be defined as the study of the ways in which new complex words are built on the basis of other words or morphemes. It can take place by adding suffixes and/or prefixes, conversion, compounding, clipping, bending etc.

- 1) **Prefixes:** We add prefixes before the base or stem of a word  
*Postgraduate, monorail, unusual*
- 2) **Suffixes:** We add suffixes after the base or stem of a word  
*Terrorism, usually, unhappily*
- 3) **Conversion:** Conversion involves the change of a word from one word class to another.
  - a) *Can you **text** her?* (verb from noun *text*, meaning *to send a text-message*)
  - b) *Has anybody seen my **Dickens**?* (copy of a book by Dickens)
- 4) **Compounding:** When we use compounding, we link together two or more bases to create a new word. Normally, the first item identifies a key feature of the second word.
  - a) Adjectives: *heartbreaking, sugar-free, airsick*
  - b) Verbs: *oven-bake, baby-sit, chain-smoke*
  - c) Adverbs: *good-naturedly, nevertheless*
- 5) **Clipping:** Clipping is the word formation process in which a word is reduced or shortened without changing the meaning of the word.

*advertisement – ad*  
*alligator – gator*  
*examination – exam*  
*gasoline – gas*  
*gymnasium – gym*  
*influenza – flu*  
*laboratory – lab*  
*mathematics – math*  
*memorandum – memo*  
*photograph – photo*  
*public house – pub*

- 6) **Blending** is the word formation process in which parts of two or more words combines to create a new word whose meaning is often a combination of the original words. For example:

*advertisement + entertainment → advertainment*  
*biographical + picture → biopic*



*breakfast + lunch → brunch*  
*chuckle + snort → chortle*  
*cybernetic + organism → cyborg*  
*guess + estimate → guesstimate*  
*hazardous + material → hazmat*  
*motor + hotel → motel*  
*simultaneous + broadcast → simulcast*  
*smoke + fog → smog*

## WORD FORMATION WORKSHEET NO. 1

One thing that people get from their..... (**OCCUPY**) is, of course, money. Most people wouldn't do the job they do if it wasn't for the pay at the end of each day, week or month. However, the ..... (**MAJOR**) of people want more than just a good salary. There are many other things which add up to job ..... (**SATISFY**), the feeling of ..... (**ENJOY**) you get from doing a job that makes you happy. What people in ..... (**EMPLOY**) want from a job varies..... (**GREAT**) from person to person.

## WORD FORMATION WORKSHEET NO. 2

For some, the chances of ..... (**PROMOTE**) make a big difference. For others, working in a ..... (**CREATE**) environment with other people makes them happier than they would be working alone. When planning your career, you should consider all the ..... (**ACTIVE**) involved in a job and decide how each one suits your ..... (**PERSON**). If you're considering becoming a ..... (**JOURNAL**) , for example, do you like meeting members of the public? If you're thinking of becoming an ..... (**ACCOUNT**) do you enjoy detailed work with numbers? Just because one job is better paid than another, it doesn't mean it's the job for you.



## MODULE -1

### SENTENCE STRUCTURES AND TRANSFORMATION

A sentence is a group of words which make a complete sense.

Sentences are made up of **clauses**: groups of words that express a single idea. There are two types of clauses: **Independent clause** and **Dependent clauses**. An Independent clause can stand alone as a complete sentence. A **Dependent clause** needs an **Independent clause** to complete its meaning. Different types of sentences are made up of different combinations of these two types of clauses.

#### Types of Sentences:

- a) **Simple sentences** consist of just one independent clause formed by a subject and a predicate.

E.g. *The cat ate the mouse*  
*He wrote a letter*

- b) **Compound sentences** are made by joining simple sentences. It consists of two completed ideas or independent clauses connected by a conjunction. We can join simple sentences with a comma and a word such as: *and, but, so, yet*.

E.g. *He ate the bread and washed his hands.*

*I didn't do my homework, so my parents punished me.*

- c) **Complex sentences** are made when we combine an independent clause with a dependent clause. Dependent clause can be either a noun clause, adjective clause or an adverb clause. The dependent clause in the following example is in italics.

- a) *Because he arrived late*, he missed the bus.

The dependent clause here is adverb clause modifying the verb 'missed'.

- b) He said *that he is unwell*.

The dependent clause here is noun clause functioning as the object of the verb 'said'.

- c) He is a boy *who is very honest*.

The dependent clause here is an adjective clause modifying the noun 'boy'.

- d) **Compound-complex sentences**

Compound-complex sentences consist of two or more independent clauses and one or more dependent clauses. In other words, compound-complex sentences are combinations of one or more compound



sentences and one or more complex sentences.

E.g. *Unless the coffee is hot*, | I will not drink it, | so | please put on a fresh pot.  
Adverb Clause | Independent Clause | Conjunction | Independent Clause

## TRANSFORMATION OF SENTENCES

Simple	Complex	Compound
<b>to</b> We read to learn	<b>so that</b> We read so that we can learn	<b>and /or</b> We read and we learn
<b>Inspite of/Despite</b> Despite being poor he is honest.	<b>Though/Although</b> Though he is poor he is honest.	<b>but</b> He is poor but he is honest.
<b>Verb+ing</b> Being punished he wept.	<b>Since/As</b> As he was punished, he wept.	<b>and so</b> He was punished and so he wept.
<b>enough/too ....to</b> He is too weak to walk.	<b>so.....that(negative)</b> He is so weak that he cannot walk.	<b>very.....and</b> He is very weak and he cannot walk.
<b>Without</b> Without <u>reading</u> you will fail.	<b>If/In case</b> If you do not read you will fail	<b>or</b> Read or fail/you will fail.
<b>at the time</b> He woke up at the time of raining	<b>when</b> He woke up when it was raining.	<b>and</b> It was raining and he woke up.
<b>Adjective</b> It was a red ball.	<b>that/which</b> It was a ball that/which was red.	<b>and</b> It was a ball and it was red.

## TRANSFORMATION OF SENTENCES

### 1) Affirmative to Negative and vice versa

- a) **Affirmative:** *Where there is smoke, there is fire*  
**Negative:** *There is no smoke without fire.*
- b) **Negative:** *No one can escape death.*  
**Affirmative:** *All must submit to death.*
- c) **Affirmative:** *He is as good as I am.*  
**Negative:** *I am not better than he is.*

### 2) Interchange of degrees of Comparison

- a) **Superlative:** *Ram is the best boy in the class.*  
**Positive:** *No other (any other) boy in the class is (not) as good as Ram.*  
**Comparative:** *Ram is better than any other boy/ all other boys in the class.*



- b) **Superlative:** Rabindranath is one of the greatest poets of the world.  
**Positive:** Very few poets of the world are as great as Rabindranath.  
**Comparative:** Rabindranath is greater than most of the other poets of the world.

3) **Interrogative to Assertive and vice versa**

- a) **Interrogative:** If you wrong us, shall we not take revenge?  
**Assertive:** If you wrong us, we shall take revenge.
- b) **Interrogative:** O grave, where is thy grave?  
**Assertive:** O grave, thy grave is nowhere.
- c) **Interrogative:** Who does not know him?  
**Assertive:** Everyone knows him.

4) **Exclamatory to Assertive**

- a) **Exclamatory:** Oh, were I a princess!  
**Assertive:** I wish I were a princess.
- b) **Exclamatory:** What a cold night it is!  
**Assertive:** It is a very cold night.
- c) **Exclamatory:** What a lovely smile your sister has!  
**Assertive:** Your sister has a very lovely smile.

5) **Assertive to Imperative**

- a) **Assertive:** I request you not to make a noise.  
**Imperative:** Please don't make a noise.
- b) **Assertive:** I ask you to stand up.  
**Imperative:** Please stand up.
- c) **Assertive:** If you do not hurry up, you will miss the train.  
**Imperative:** Hurry up or you will miss the train.

6) **Interchanging one part of speech to another**

- a) He fought bravely (adverb)  
He put up a brave fight. (adjective)
- b) He showed generosity even to his enemies. (noun)  
He was generous even to his enemies. (adjective)
- c) He gave me a rude reply. (adjective)  
He replied to me rudely. (adverb)







## CORRECTION OF ERRORS IN SENTENCES

Effective writing is a vital part of business communication. The skills one can learn in preparation for the sentence correction sections are effective knowledge of English grammar, enriched vocabulary and the art of eloquent writing which will carry one far beyond the test day. Sentence error correction is practiced in order to test the correctness and effectiveness of expression. While spotting the errors one should follow the requirements of standard written English; that is, pay attention to grammar, choice of words, and sentence construction. Some of the common grammar mistakes found in sentence construction are as follows:

### a) Subject-Verb Agreement:

The 'subject' of a sentence is the noun to which the verb in the sentence refers, and so the two must always agree in number: singular subjects must be paired with singular verbs; and plural subjects, with plural verbs.

*Incorrect: Frank, accompanied by his students, were at the studio*

*Correct: Frank, accompanied by his students, **was** at the studio.*

*Incorrect: Ted, John and I am going.*

*Correct: Ted, John and I are going.*

*Incorrect: Neither Ted nor John are going.*

*Correct: Neither Ted nor John is going.*

(Phrases separated by **and** are plural; phrases separated by **or** or **nor** are singular)

### b) Modifiers:

*Incorrect: The strawberry shortcake tastes deliciously.*

*Correct: The strawberry shortcake tastes **delicious**.*

(The sense verbs such as sound, look, smell, taste, feel, seem require adjective modifiers)

*Incorrect: The new student speaks bad.*

*Correct: The new student speaks **badly**.*

### c) Pronoun Agreement:

*Incorrect: How could she blame you and he for the accident?*

*Correct: How could she blame you and **him** for the accident?*

(Both pronouns acting as objects must be in the objective case; "him" is objective while "he", used in the first sentence, is subjective and therefore incorrect.)

### d) Verb-time Sequences:

*Incorrect: After he had finished his performance, he **would go** to the party.*

*Correct: After he had finished his performance, he **went** to the party.*

*Incorrect: If the cyclist wins the race, it will **be representing** an extraordinary comeback from his earlier*



*cancer.*

**Correct:** *If the cyclist wins the race, it will **represent** an extraordinary comeback from his earlier cancer.*

e) **Use of prepositions:**

**Incorrect:** *He was born from rich parents*

**Correct:** *He was born of rich parents*

**Incorrect:** *He is junior of me in service*

**Correct:** *He is junior to me in service*

**Incorrect:** *Open page 50*

**Correct:** *Open at page 50*

**Incorrect:** *He complied my request*

**Correct:** *He complied with my request.*

**Incorrect:** *According to me, he is right for the job.*

**Correct:** *In my opinion, he is right for the job.*

## SENTENCE CORRECTION WORKSHEET

1) If I was president I will make health care more affordable.

.....  
Ans. If I were president, I would make healthcare more affordable.

2) We going to the super market later?

.....  
Ans. Are we going to go to the supermarket later?

3) Spot my dog is the faster runner in the hole neighborhood.

.....  
Ans. Spot, my dog, is the fastest runner in the whole (or entire) neighborhood.

4) When i am sixteen i am gonna get my lisence.

.....  
Ans. When I am sixteen, I am going to get my license.

5) Gas in Alaska is the most cheapest gas in all the world.

.....  
Ans. Gas in Alaska is the cheapest in the world.



# Lecture Notes

## Grammar: Voice and Narration

### Voice

#### Objectives:

**Identify active and passive voice constructions**

**Explain the functions of active and passive voice**

**Use voice correctly**

#### **What is voice?**

- Voice is a grammatical category that applies to the verb in a sentence. It shows the relationship between the doer of an action (subject) and the receiver of that action (object).
- The action remains the same, but the focus changes depending upon the context.  
For example: *Do not cross the line. (direct, crisp and to the point)*  
*You must not cross the line. (indirect & polite with firmness)*
- There are two types of voices in English- **active voice and passive voice**.

#### **Active Voice**

- Focuses on the subject
- Direct
- Unambiguous
- Easy to understand
- Useful in delegating responsibilities, giving orders to an individual or to a small group

*Using active voice makes meaning clear for the readers/listeners and keeps the sentence from being complicated and wordy.*

#### **Passive Voice:**

- Subject is unknown
- Indirect
- Ambiguous
- Unclear

#### **Usage:**

- When the subject is unknown, unimportant and obvious



- To make polite statement and is used for general announcements. For example, in airports, railway station etc.
- Risk of sounding boastful
- When the action is more important than the “Agent” [Agent = one who does the action]

**We don't mention the Agent in a passive voice when:**

- 1. if we don't know who has done what we are talking about. *Our car was stolen last night.* (We don't know who stole it)
- 2. if we are not interested in who has done what we are talking about or it is not important to mention it. *He has been taken to the hospital.* (What we are interested in is the fact that he has been taken to the hospital and not who has taken him.)
- 3. if it is easy to understand who did something without it being mentioned. *The murderer was arrested last night.* (It is not necessary to mention that he has been arrested by the police because it is self-evident.)
- 4. if the subject of the active voice sentence is something like somebody, people, they, you, etc. *Someone broke the window.* → *The window was broken.*

#### Active Voice and Passive Voice in different Tenses:

Active Voice	Different Verbs and tenses	Passive Voice	Structural Patterns when changed into Passive Voice
<i>He writes the letters</i>	<i>Present Simple</i>	<i>The letters are written by him</i>	<i>S+ am /is/are+ ptcp</i>
<i>He wrote the letters</i>	<i>Past simple</i>	<i>The letters were written by him.</i>	<i>S+ was/were+ ptcp</i>
<i>He is writing the letters</i>	<i>Present Continuous</i>	<i>The letters are being written by him</i>	<i>S+ is/are being+ ptcp</i>
<i>He was writing the letters</i>	<i>Past Continuous</i>	<i>The letters were being written by him.</i>	<i>S+ were being+ Ptcp</i>
<i>He will write the letters</i>	<i>Future Simple</i>	<i>The letters will be written by him.</i>	<i>S+ will be + ptcp</i>
<i>He is going to write the letters</i>	<i>Going to</i>	<i>The letters are going to be written.</i>	<i>S+V to be (am/is/are)going to+ ptcp</i>
<i>He has written the letters</i>	<i>Present Perfect Tense</i>	<i>The letters have been written by him.</i>	<i>S+ have/has +been+ ptcp</i>
<i>He had written the letters</i>	<i>Past Perfect Tense</i>	<i>The letters had been written by him.</i>	<i>S+ had +been +ptcp</i>
<i>He has to write the letters</i>	<i>to-Infinitive</i>	<i>The letters have to be written by him.</i>	<i>S + have + to+be +ptcp</i>
<i>He must write the letters</i>	<i>Modal</i>	<i>The letters must be written by him.</i>	<i>S+ must+ be +ptcp</i>

#### RULES:



1. Only sentences containing *transitive verbs* [verbs that takes one or more than one object(s). For example, *paint, write, eat, clean, etc.*] can be changed from active voice to passive voice. A subject—that is, a ‘doer’ of the action—is required to change a sentence from the passive to the active voice.

*Active Voice*

Agatha Christie wrote the book.

*Passive Voice*

The book was written by Agatha Christie.

2. For the **Simple Present Tense** use *am, is* or *are* with a *Past Participle* to form the Passive Voice.

*Active voice*

Once a week, Tom cleans the house.

The waiter carries the trays.

*Passive voice*

Once a week, the house is cleaned by Tom.

The trays are carried by the waiter.

3. For the **Simple Past Tense**, use *was* or *were* with a *Past Participle* to form the Passive Voice.

*Active voice*

Dad drove us home.

He caught the ball.

*Passive voice*

We were driven home by Dad.

The ball was caught by him.

4. For the **Present Continuous Tense**, use *am, is* or *are* with *being* followed by a *Past Participle*, to form the Passive Voice.

*Active voice*

The waves are washing away the sandcastle.

She is working on the computer.

*Passive voice*

The Sandcastle is being washed away by the waves.

The computer is being worked upon by her.

5. For the **Past Continuous Tense**, use *was* or *were* with *being*, followed by a *Past Participle*, to form the passive voice.

*Active voice*

Jimmy was making our costumes.

She was reading a book.

*Passive voice*

Our costumes were being made by Jimmy.

The book was being read by her.

6. For the **Future Tense**, use *shall* or *will* with *be*, followed by a *Past Participle*, to form the Passive Voice.

*Active voice*

The choir will sing the next hymn.

We will celebrate her birthday.

*Passive voice*

The next hymn will be sung by the choir.

Her birthday will be celebrated by us.

7. For the **Present Perfect Tense**, use *have* or *has* with *been*, followed by a *Past Participle*, to form the Passive Voice.



*Active voice*

Ali has scored two goals.  
I have seen that movie.

*Passive voice*

Two goals have been scored by Ali.  
That movie has been seen by me.

8. For the **Past Perfect Tense**, use *had* with *been*, followed by a **Part Participle**, to form the passive voice.

*Active voice*

The hunter had caught a fox.  
Sheila had given a gift to Rina.

*Passive voice*

A fox had been caught by the hunter.  
A gift had been given to Rina by Sheila.

9. “Do” verbs:

The *do-verb* is used for interrogative and negative sentences. To change an interrogative sentence with ‘do’ from active voice form into passive voice form, use –

*Is/are/am + object of the active verb + past participle form of the verb + by + subject of the passive verb*

*Active Voice*

Do you speak French?  
Does she speak French?  
Does she do her duties?  
Did you speak in French with her?  
Did Alice invite you?  
Don’t you speak French?  
I don’t speak French.

*Passive Voice*

Is French spoken by you?  
Is French spoken by her?  
Are her duties done by her?  
Was she spoken in French by you?  
Were you invited by Alice?  
Isn’t French spoken by you?  
French is not spoken by me.

**Interrogatives:**

10. **Wh- questions and how**

In *wh- questions* and *how*, do not change their beginning position when the sentence is changed from the active to the passive. Except for, *who* changes to *by whom* in the passive; (*by*) *whom* changes to *who* in the passive.

*Active Voice*

Whom did you laugh at?

*Passive Voice*

Who was laughed at by you?



Who took the book?

By whom was the book taken?

Why did he punish you?

Why were you punished by him?

Why are they tearing down the old theatre hall?

Why is the old theatre being torn down?

How was the experiment finished?

How did you finish the experiment?

How do you write that word?

How is that word written by you?

11. **Can-**

*Active Voice*

*Passive Voice*

Can you play a violin?

Can a violin be played by you?

Can anyone cure it?

Can it be cured?

12. a) **Imperatives: request, order, advice, suggestion, prohibition**

The imperative sentence in the passive voice has the following structure:

*Let + object + be + past participle*

*Active Voice*

*Passive Voice*

Pick up the box.

Let the box be picked up.

Bring it home.

Let it be brought home.

Do it at once.

Let it be done once again.

b) When the emphasis is on the person addressed to, the sentence can begin with *you*.

*Active Voice*

*Passive Voice*

Be patient, please!

You are requested to be patient.

Be in the queue.

You are requested to be in the queue.

c) When the active voice begins with *do not*, the passive voice has the following structure:

*Let not + object + be + past participle*



### *Active Voice*

Don't let the door open.

Do not beat the dog.

Let me do it.

### *Passive Voice*

Let not the door be opened.

Let the dog not be beaten.

Let it be done by me.

OR

Let me be allowed to do it.

Don't touch it.

Let it not be touched.

d) The passive form has to begin with *you*, when the object of the verb in the active voice is not given.

### *Active*

Work hard. (No object)

Please lend me some money.

Kindly do this work.

Get me a glass of water

You ought to respect your parents.

You should learn your lessons.

### *Passive*

You are advised to work hard

You are requested to lend me some money.

You are requested to do this work.

You are ordered to get me a glass of water.

Your parents ought to be respected by you.

Your lessons should be learned by you.

e) In *sentences* where God is invoked the passive voice will be as follows:

Active: May God bless you!

Passive: May you be blessed by God!

### **f) *By you or with you***

In the passive voice, we use: *by/ with* with the agent to refer to by whom the action is being done.



- The door was opened *by* Mr Black. (Mr Black = agent)

*with* -is used to refer to the instrument, object or material that was used for something to be done.

- The door was opened *with* a key. (a key = the object that was used)
- The omelette was made *with* eggs, cheese and peppers. (eggs, cheese and peppers = the material that was used)

13. If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

Subject	↔	Object
I	↔	Me
You	↔	You
He/ she	↔	Him/her
It	↔	It

Subject	↔	Object
We	↔	Us
You	↔	You
They	↔	Them

**DOUBLE OBJECT VERBS-** When we have verbs that take two objects like, for example, *give somebody, something*, we can convert the active sentence into a passive one in two ways:

a. by making the indirect (animate) object the subject of the passive voice sentence, which is also the way that we usually prefer.

b. By making the direct (inanimate) object the subject of the passive voice.

- Rick gave me (indirect object) this book (direct object).  
 - I was given this book by Rick.  
 - This book was given to me by Rick.

Some of the verbs that take two objects are: *give, tell, send, show, bring, write, offer, pay, etc.*

### TAKE AWAY POINTS



- Transitive verbs have two voices
- Voices: Active and Passive
- Active: projects the subject
- Direct
- Unambiguous
- Passive: hides the subject
- Used only when you can't project the subject for pragmatic reasons
- In passive voice the receiver of the action is highlighted
- In active voice the doer of the action is highlighted

### Narration



## Objectives:

- Understand narration in English Grammar.
- Why is narration used?
- Rules.

**NARRATION:** in writing or speech, the process of giving an account of a sequence of events, real or imagined; storytelling. The person who recounts the events is called a narrator. The account itself is called a narrative.

In narration, when we use reported speech, we usually talk about the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

There are two ways of narrating events or story telling- **direct speech and indirect speech**.

In **Direct speech** the exact remarks or the speech of the narrator is presented by using the exact words or expression of the narrator.

In **Indirect speech** the exact meaning of the remark or the speech is presented without using the narrator's exact words.

For example- **Ravi said, "I am having lunch with my family."** [Direct Speech]

**Ravi said that he was having breakfast with his family.** [Indirect speech]

## RULES:

1. **Pronouns and Adjectives** must change while transforming into a reported speech. First and second person pronouns and possessive adjectives normally change to the third person except when the speaker is reporting his own words. (**I = he, she; me = him, her; my = his, her; mine = his, hers; we = they...**)

Abhishek said, " <b>I am</b> a teacher."	}	<b>I</b> becomes <b>He</b>
Abhishek said that <b>he was</b> a teacher.		<b>Am</b> becomes <b>was</b>
She said, "Aditya <b>is my</b> son".	}	<b>Is</b> becomes <b>was</b>
She said that Aditya <b>was her</b> son.		<b>My</b> becomes <b>her</b>

## 2. THIS / THESE/ THAT:

**This** used in time expressions becomes **that**.

For example- She said, " <b>She's</b> coming <b>this</b> week".	}	<b>This</b> becomes <b>that</b>
She said that <b>she was</b> coming <b>that</b> week.		



*This* and *That* used as adjectives usually change to *The*.

For example- He said, “I bought *this* pearl/*these* pearls for my mother”.

He said that *he* had bought *the* pearl/*the* pearls for his mother.

*This* and *These* used as pronouns can become *it*, *they/them*.

For example- He came back with two knives and said, “I found *these* beside the king’s bed”.

He came back with two knives and said he had found *them* beside the king’s bed.

He said, “We will discuss *this* tomorrow”.

He said that they would discuss *it* (*the matter*) the next day.

### 3. CHANGES IN THE VERB FORM:

<b>Simple present</b> Ravi said, “ <i>I play</i> the guitar”	<b>Simple past</b> Ravi said that <i>he plays</i> the guitar.
<b>Present Continuous</b> S/he said, “ <i>I am</i> writing a letter”.	<b>Past continuous</b> She said that <i>s/he was</i> writing a letter.
<b>Present perfect simple</b> Mukul said, “ <i>I have</i> received an invitation letter to attend a seminar.”	<b>Past perfect simple</b> Mukul said that he <i>had</i> received an invitation letter to attend a seminar.
<b>Present perfect continuous</b> Shruti confided, “ <i>I have been</i> busy writing a book on different food habits.”	<b>Past perfect continuous</b> Shruti confided that <i>she had been</i> busy writing a book on different food habits.
<b>Simple past</b> Madhu said, “ <i>I went</i> to the school yesterday”	<b>Past perfect</b> Madhu said that she <i>had gone</i> to the school the previous day.
<b>Past continuous</b> Rudra said, “I was reading an article on the importance of life skills”	<b>Past perfect continuous</b> Rudra said that he had been reading an article on the importance of life skills.
<b>Past perfect</b> Raktim said, “the play had started when I reached the theatre”	<b>No Change in the verb.</b> Only the pronoun changes from <i>I</i> to <i>he</i> here.
<b>Future Time (Simple)</b>	<b>Conditional</b>



Rudra said, “I <i>shall/ will</i> meet Suman on tuesday over dinner”	Rudra said that <i>would</i> meet Suman on tuesday over dinner.
<b>Future Continuous</b>  “I <i>will/shall be using</i> the car myself on the 24h”, she said.	<b>Conditional Continuous</b>  She <i>said (that) she’d be using</i> the car herself on the 24th.

**NOTE:** All those changes represent the distancing effect of the reported speech. Context as well as the time aspect of the speaker(s)’s point of view must be taken into account while changing the narration.

#### 4. MODAL VERBS CHANGE:

<b>Will</b> He said, “Ravi <i>will</i> speak on time”.	<b>Would</b> He said that Ravi <i>would</i> speak on the importance of English.
<b>Can</b> He said, “I <i>can</i> swim under water for two minutes.”	<b>Could</b> He said that he <i>could</i> swim under water for two minutes.
<b>Must</b> Smriti said, “ the books <i>must</i> be returned to the library co-ordinator”	<b>Had to</b> Smriti said that the books <i>had to</i> be returned to the library co-ordinator.
<b>Shall</b> He said, “We <i>shall</i> meet for lunch sometime soon.”	<b>Should</b> He said that we <i>should</i> meet for lunch sometime soon.
<b>May</b> Rudra asked, “ <i>May</i> I take the pictures?”	<b>Might</b> Rudra asked if <i>he might</i> take the pictures.

**NOTE:** Past modal verbs (could, might, ought to, should, used to, etc. ) do not normally change in reported speech.

He said, “I might come”.



He said that he might come.

He said, "I would help him if I could".

He said that he would help him if he could.

He said, "You needn't wait".

He said that I needn't wait.

## 5. IMPERATIVES:

Positive imperative Shut up!	Tell + infinitive He told me to shut up.
Negative imperative Don't do that again!	Tell+ not +infinitive He told me not to do that again.
Imperatives as requests Please give a glass of water.	Ask + imperatives He asked me to give him a glass of water.

## 6. EXPRESSION OF *TIME* AND *PLACE* IN INDIRECT SPEECH:

Direct Speech	Indirect Speech
Today	That day
Yesterday	The day before
The day before yesterday	Two days before
Tomorrow	The next day/the following day
The day after tomorrow	In two day's time
Next week/year	The following week/ year
Last week/ year	The previous week/ year
A year ago	A year before/ the previous year
ago	Previously/ before
2 weeks ago	2 weeks previously/2 weeks before
tonight	that night



last Saturday	the previous Saturday/ the Saturday before
next Saturday	the following Saturday/ the Saturday after that Saturday

### Examples:

"I went to the theatre *last night*."

He said he had gone to the theatre *the night before*.

"I'm having a party *next weekend*."

He said he was having a party *the next weekend*.

"I'm staying here until *next week*."

He said he was staying there until *the following week*.

"I came over from London *3 years ago*."

He said he had come over from London *3 years before*.

## 7. QUESTIONS IN INDIRECT SPEECH

Direct question: He said, "Where is she going?"

Indirect question: He asked where she was going.

### RULES:

- When we turn direct questions into indirect speech, the following changes are necessary:
  - Tenses, Pronouns and Possessive Adjectives, and Adverbs of time and place* change as in statements.
  - The *interrogative form* of the verb changes to the *affirmative form*.
  - The question mark is omitted in indirect questions.*

- If the introductory verb is *say*, it must be changed to a verb of *inquiry*, e.g. *ask, wonder, want to know etc.*

He *said*, "Where is the station?"

He *asked* where the station was.

- Ask* can be *followed by the person addressed (indirect object)*:

He *asked*, "What have you got in your bag?"

He *asked (me)* what I had got in my bag. (But *wonder* and *want to know cannot take an indirect object*, so if we wish to report a question where the person addressed is mentioned, we must use *ask*.)

He *said*, "Mary, when is the next train?"

He *asked* Mary when the next train was.

- If the direct question begins with a question word (*when, where, who, how, why* etc.) the question word is repeated in the indirect question:

He said, "*Why* didn't you put on the brake?"

He asked (her) *why* she hadn't put on the brake.

She said, "*What* do you want?"

She asked (them) *what* they wanted.



6. If there is no question word, *if* or *whether* must be used:

“Is anyone there?” *he asked*

He *asked if/whether* anyone was there.

## 8. COMMANDS, REQUESTS, ADVICE IN INDIRECT SPEECH:

Direct command: He *said*, “Lie down, Tom”.

Indirect command: He *told* Tom to lie down.

*Indirect commands, requests, advice* are usually expressed by a verb of *command/request/advice + object + infinitive*.

A. The following verbs can be used: *advise, ask, beg, command, order, remind, tell, warn etc.*

For example- He *said*, “take your medicines regularly, Tom.”

He *advised* Tom to take his medicines regularly.

B. *Negative commands, requests etc.* are usually reported by *not + infinitive*:

“Don’t swim out too far, boys”, I *said*

I *warned/told* the boys not to swim out too far.

## 9. EXCLAMATIONS IN INDIRECT SPEECH:

i) Exclamations usually become statements in indirect speech. The exclamation mark disappears.

Exclamations beginning with *What (a) ... or How ...* can be reported by: - *exclaim/say* that:

He *said*, “What a dreadful idea!” or “How dreadful!”

He *exclaimed* that it was a dreadful idea/was dreadful.

*To give an exclamation of delight/disgust/horror/relief/surprise etc.* if the exclamation is followed by an action *we can use the construction with an exclamation of delight/disgust etc.*

*+ he/she etc. + verb.*

ii) Other types of exclamation such as *Good! Marvellous! Splendid! Heavens! Oh! Ugh!* etc. can be reported as in (b) or (c) above:

“Good!” he *exclaimed*.

He gave an *exclamation of pleasure/satisfaction*.

“Ugh!” she *exclaimed*, and turned the programme off.



With an *exclamation of disgust* she turned the programme off.

Note also: He *said*, “*Thank you!*”

He *thanked me*.

He *said*, “*Good luck!*”

He *wished me luck*.

He *said*, “*Happy Christmas!*”

He *wished me a happy Christmas*.

He *said*, “*Congratulations!*”

He *congratulated me*.

He *said*, “*Liar!*”

He *called me a liar*.

He *said*, “*Damn!*”

He *swore*.

The *notice said*: *WELCOME TO WALES!*

The *notice welcomed visitors to Wales*.

## 10. YES AND NO IN INDIRECT SPEECH

“*yes*” and “*no*” are expressed in indirect speech by **subject + appropriate auxiliary verb**.

He said, “*Can* you swim?” and I said “No”

He asked (me) if I *could* swim and I said I *couldn't*.

He said, “*Will you have* time to do it?” and I said “*Yes*”

He asked if I *would have* time to do it and I said that I *would*.

## 11. OFFERS AND SUGGESTIONS IN INDIRECT SPEECH

### A. OFFERS:

“*Shall* I bring you some tea?” could be reported as

He *offered* to bring me some tea.

### B. SUGGESTIONS:

“*Shall* we meet at the theatre?” could be reported

He *suggested* meeting at the theatre.



### C. INDIRECT SPEECH: MIXED TYPES:

Direct speech may consist of **statement + question, question + command, command + statement, or all three together.**

Normally each requires its own introductory verb.

“**I don’t know the way. Do you?**” he asked.

He said **he didn’t know the way and asked her if she did/if she knew it.**

He said, “Someone is coming. Get behind the screen.”

He said that someone was coming and told me to get behind the screen.

### 12. SAY AND TELL AS INTRODUCTORY VERBS:

a. **say** and **tell** with direct speech.

1. **say** can introduce a statement or follow it.

Tom **said**, “I’ve just heard the news”.

or

“I’ve just heard the news”, Tom **said**.

Inversion of **say** and **noun subject is possible when say follows the statement.**

“I’ve just heard the news”, said Tom.

**say + to + person addressed** is possible, but this phrase must follow the direct statement; **it cannot introduce it.**

“I’m leaving at once”, Tom said to me. Inversion is not possible here.

2. **Tell** requires the person addressed. **Tell me. He told us. I’ll tell Tom.** Except with **tell lies/stories/the truth/the time**, when the person addressed need not to be mentioned.

He told (me) lies.

I’ll tell (you) a story.

**Tell** used with direct speech must be placed after the direct statement:

“I’m leaving at once”, Tom told me.

Inversion is not possible with tell.

**Say** and **Tell with indirect speech**, Indirect statements are normally introduced by say, or tell + object. Say + to + object is possible but less usual than tell + object.

He **said** he’d just heard the news.



He *told* me that he'd just heard the news.

**NOTE:** tell ... *how/about*:

He *told us how he had crossed* the mountains.

He *told us about crossing* the mountains.

He *told us about his* journeys.

### TAKE AWAY POINTS:

1. There two ways to convey a message of a person, or the words spoken by a person to other person.
2. There are two types of - Direct Speech and Indirect Speech.
3. In direct speech the original words of person are narrated (no change is made) and are enclosed in quotation mark.
4. In indirect speech the statement of the person is not enclosed in quotation marks, the word "that" may be used before the statement to show that it is indirect speech.

## EXERCISES

### **Change the Narration**

1. These people are saying these things. Report them, using *says that*.

a. Paul: "Atlanta is a wonderful city."

---

b. Ruth: "I go jogging every morning."

---

2. People made these statements. Report them, using said.

a. "Mary works in a bank", Jane said.

---

b. "I'm staying with some friends", Jim said.

---

3. Report what the guests said at a wedding last Sunday.



a. Miss Moore: "They'll make a lovely couple."

---

b. Mr Smith: "They're going to live in Brighton."

---

4. Change the following statements into the reported speech.

a. "I must go to the dentist tomorrow", he said.

---

b. "I found an old Roman coin in the garden yesterday and I am going to take it to the museum this afternoon", he said.

---

5. Write these sentences in indirect speech.

a. "I'm very tired", she said.

---

b. "I'll see them soon", he said.

---

c. "I'm going to the cinema", she said.

---

d. "I see the children quite often", he said.

---

e. "I'm having a bath", she said.

---

### **CHANGE THE VOICE:**

**1. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.**

a. English \_\_\_\_\_ (speak) in many countries.

b. The post \_\_\_\_\_ (deliver) at about 7 o'clock every morning.

c. \_\_\_\_\_ (the building/use) any more?

d. How often \_\_\_\_\_ (the Olympic Games(hold))?

e. How \_\_\_\_\_ (your name/spell)?



**2. Complete the sentences with the correct passive form of the verbs in brackets. Use the Past Simple.**

- a. My car \_\_\_\_\_ (repair) last week.
- b. This song \_\_\_\_\_ (not write) by John Lennon.
- c. \_\_\_\_\_ (the phone/answer) by a young girl?
- d. The film \_\_\_\_\_ (make) ten years ago.
- e. When \_\_\_\_\_ (tennis/invent)?

**3. Change the following sentences into passive sentences using the words in brackets.**

- a. We sell tickets for all shows at the Box Office. (Tickets for all shows/sell/at the Box Office)  
\_\_\_\_\_
- b. Thomas Edison invented the electric light bulb. (The electric light bulb/invent/by Thomas Edison)  
\_\_\_\_\_
- c. Someone painted the office last week. (The office/paint/last week)  
\_\_\_\_\_
- d. Several people saw the accident. (The accident/see/by several people)  
\_\_\_\_\_
- e. Where do they make these video recorders? (Where/these video recorders/make)  
\_\_\_\_\_



# Lecture Notes

## Grammar: Voice and Narration

### Voice

#### Objectives:

**Identify active and passive voice constructions**

**Explain the functions of active and passive voice**

**Use voice correctly**

#### **What is voice?**

- Voice is a grammatical category that applies to the verb in a sentence. It shows the relationship between the doer of an action (subject) and the receiver of that action (object).
- The action remains the same, but the focus changes depending upon the context.  
For example: *Do not cross the line. (direct, crisp and to the point)*  
*You must not cross the line. (indirect & polite with firmness)*
- There are two types of voices in English- **active voice and passive voice**.

#### **Active Voice**

- Focuses on the subject
- Direct
- Unambiguous
- Easy to understand
- Useful in delegating responsibilities, giving orders to an individual or to a small group

*Using active voice makes meaning clear for the readers/listeners and keeps the sentence from being complicated and wordy.*

#### **Passive Voice:**

- Subject is unknown
- Indirect
- Ambiguous
- Unclear

#### **Usage:**

- When the subject is unknown, unimportant and obvious
- To make polite statement and is used for general announcements. For example, in airports, railway station etc.
- Risk of sounding boastful
- When the action is more important than the “Agent” [Agent = one who does the action]



### We don't mention the *Agent* in a passive voice when:

- 1. if we don't know who has done what we are talking about. *Our car was stolen last night.* (We don't know who stole it)
- 2. if we are not interested in who has done what we are talking about or it is not important to mention it. *He has been taken to the hospital.* (What we are interested in is the fact that he has been taken to the hospital and not who has taken him.)
- 3. if it is easy to understand who did something without it being mentioned. *The murderer was arrested last night.* (It is not necessary to mention that he has been arrested by the police because it is self-evident.)
- 4. if the subject of the active voice sentence is something like somebody, people, they, you, etc. *Someone broke the window.* → *The window was broken.*

### Active Voice and Passive Voice in different Tenses:

Active Voice	Different Verbs and tenses	Passive Voice	Structural Patterns when changed into Passive Voice
He <i>writes</i> the letters	Present Simple	The letters <i>are written</i> by him	S+ am /is/are+ ptcp
He <i>wrote</i> the letters	Past simple	The letters <i>were written</i> by him.	S+ was/were+ ptcp
He <i>is writing</i> the letters	Present Continuous	The letters <i>are being written</i> by him	S+ is/are being+ ptcp
He <i>was writing</i> the letters	Past Continuous	The letters <i>were being written</i> by him.	S+ were being+ Ptcp
He <i>will write</i> the letters	Future Simple	The letters <i>will be written</i> by him.	S+ will be + ptcp
He <i>is going to</i> write the letters	Going to	The letters <i>are going to be</i> written.	S+V to be (am/is/are)going to+ ptcp
He <i>has written</i> the letters	Present Perfect Tense	The letters <i>have been written</i> by him.	S+ have/has +been+ ptcp
He <i>had written</i> the letters	Past Perfect Tense	The letters <i>had been written</i> by him.	S+ had +been +ptcp
He <i>has to</i> write the letters	to-Infinitive	The letters <i>have to be written</i> by him.	S + have + to+be +ptcp
He <i>must</i> write the letters	Modal	The letters <i>must be written</i> by him.	S+ must+ be +ptcp



## RULES:

1. Only sentences containing *transitive verbs* [verbs that takes one or more than one object(s). For example, *paint, write, eat, clean, etc.*] can be changed from active voice to passive voice. A subject—that is, a ‘doer’ of the action—is required to change a sentence from the passive to the active voice.

### *Active Voice*

Agatha Christie wrote the book.

### *Passive Voice*

The book was written by Agatha Christie.

2. For the **Simple Present Tense** use *am, is* or *are* with a *Past Participle* to form the Passive Voice.

### *Active voice*

Once a week, Tom cleans the house.  
The waiter carries the trays.

### *Passive voice*

Once a week, the house is cleaned by Tom.  
The trays are carried by the waiter.

3. For the **Simple Past Tense**, use *was* or *were* with a *Past Participle* to form the Passive Voice.

### *Active voice*

Dad drove us home.  
He caught the ball.

### *Passive voice*

We were driven home by Dad.  
The ball was caught by him.

4. For the **Present Continuous Tense**, use *am, is* or *are* with *being* followed by a *Past Participle*, to form the Passive Voice.

### *Active voice*

The waves are washing away the sandcastle.  
She is working on the computer.

### *Passive voice*

The Sandcastle is being washed away by the waves.  
The computer is being worked upon by her.

5. For the **Past Continuous Tense**, use *was* or *were* with *being*, followed by a *Past Participle*, to form the passive voice.

### *Active voice*

Jimmy was making our costumes.  
She was reading a book.

### *Passive voice*

Our costumes were being made by Jimmy.  
The book was being read by her.

6. For the **Future Tense**, use *shall* or *will* with *be*, followed by a *Past Participle*, to form the Passive Voice.

### *Active voice*

The choir will sing the next hymn.  
We will celebrate her birthday.

### *Passive voice*

The next hymn will be sung by the choir.  
Her birthday will be celebrated by us.



7. For the **Present Perfect Tense**, use *have* or *has* with *been*, followed by a *Past Participle*, to form the Passive Voice.

*Active voice*

Ali has scored two goals.  
I have seen that movie.

*Passive voice*

Two goals have been scored by Ali.  
That movie has been seen by me.

8. For the **Past Perfect Tense**, use *had* with *been*, followed by a *Past Participle*, to form the passive voice.

*Active voice*

The hunter had caught a fox.  
Sheila had given a gift to Rina.

*Passive voice*

A fox had been caught by the hunter.  
A gift had been given to Rina by Sheila.

9. “Do” verbs:

The *do-verb* is used for interrogative and negative sentences. To change an interrogative sentence with ‘do’ from active voice form into passive voice form, use –

*Is/are/am + object of the active verb + past participle form of the verb + by + subject of the passive verb*

*Active Voice*

Do you speak French?  
Does she speak French?  
Does she do her duties?  
Did you speak in French with her?  
Did Alice invite you?  
Don’t you speak French?  
I don’t speak French.

*Passive Voice*

Is French spoken by you?  
Is French spoken by her?  
Are her duties done by her?  
Was she spoken in French by you?  
Were you invited by Alice?  
Isn’t French spoken by you?  
French is not spoken by me.

**Interrogatives:**

10. *Wh- questions and how*

In *wh- questions* and *how*, do not change their beginning position when the sentence is changed from the active to the passive. Except for, *who* changes to *by whom* in the passive; (*by*) *whom* changes to *who* in the passive.



*Active Voice*

Whom did you laugh at?

Who took the book?

Why did he punish you?

Why are they tearing down the old theatre hall?

How was the experiment finished?

How do you write that word?

11. **Can-**

*Active Voice*

Can you play a violin?

Can anyone cure it?

*Passive Voice*

Who was laughed at by you?

By whom was the book taken?

Why were you punished by him?

Why is the old theatre being torn down?

How did you finish the experiment?

How is that word written by you?

*Passive Voice*

Can a violin be played by you?

Can it be cured?

12. **a) Imperatives: request, order, advice, suggestion, prohibition**

The imperative sentence in the passive voice has the following structure:

*Let + object + be + past participle*

*Active Voice*

Pick up the box.

Bring it home.

Do it at once.

*Passive Voice*

Let the box be picked up.

Let it be brought home.

Let it be done once again.

b) When the emphasis is on the person addressed to, the sentence can begin with *you*.

*Active Voice*

Be patient, please!

Be in the queue.

*Passive Voice*

You are requested to be patient.

You are requested to be in the queue.



c) When the active voice begins with *do not*, the passive voice has the following structure:

*Let not + object + be + past participle*

*Active Voice*

Don't let the door open.

Do not beat the dog.

Let me do it.

*Passive Voice*

Let not the door be opened.

Let the dog not be beaten.

Let it be done by me.

OR

Let me be allowed to do it.

Don't touch it.

Let it not be touched.

d) The passive form has to begin with *you*, when the object of the verb in the active voice is not given.

*Active*

Work hard. (No object)

Please lend me some money.

Kindly do this work.

Get me a glass of water

You ought to respect your parents.

You should learn your lessons.

*Passive*

You are advised to work hard

You are requested to lend me some money.

You are requested to do this work.

You are ordered to get me a glass of water.

Your parents ought to be respected by you.

Your lessons should be learned by you.

e) In *sentences* where God is invoked the passive voice will be as follows:

Active: May God bless you!

Passive: May you be blessed by God!



#### f) *By you or with you*

In the passive voice, we use: *by/with* with the agent to refer to by whom the action is being done.

- The door was opened *by* Mr Black. (Mr Black = agent)

*with* -is used to refer to the instrument, object or material that was used for something to be done.

- The door was opened *with* a key. (a key = the object that was used)
- The omelette was made *with* eggs, cheese and peppers. (eggs, cheese and peppers = the material that was used)

13. If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

Subject	↔	Object
I	↔	Me
You	↔	You
He/ she	↔	Him/her
It	↔	It

Subject	↔	Object
We	↔	Us
You	↔	You
They	↔	Them

**DOUBLE OBJECT VERBS-** When we have verbs that take two objects like, for example, *give somebody, something*, we can convert the active sentence into a passive one in two ways:

a. by making the indirect (animate) object the subject of the passive voice sentence, which is also the way that we usually prefer.

b. By making the direct (inanimate) object the subject of the passive voice.

- Rick gave me (indirect object) this book (direct object).  
 - *I was given this book by Rick.*  
 - *This book was given to me by Rick.*

Some of the verbs that take two objects are: *give, tell, send, show, bring, write, offer, pay, etc.*



### **TAKE AWAY POINTS**

- Transitive verbs have two voices
- Voices: Active and Passive
- Active: projects the subject
- Direct
- Unambiguous
- Passive: hides the subject
- Used only when you can't project the subject for pragmatic reasons
- In passive voice the receiver of the action is highlighted
- In active voice the doer of the action is highlighted



## Narration

### Objectives:

- Understand narration in English Grammar.
- Why is narration used?
- Rules.

**NARRATION:** in writing or speech, the process of giving an account of a sequence of events, real or imagined; storytelling. The person who recounts the events is called a narrator. The account itself is called a narrative.

In narration, when we use reported speech, we usually talk about the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

There are two ways of narrating events or story telling- **direct speech and indirect speech.**

In **Direct speech** the exact remarks or the speech of the narrator is presented by using the exact words or expression of the narrator.

In **Indirect speech** the exact meaning of the remark or the speech is presented without using the narrator's exact words.

For example- **Ravi said, "I am having lunch with my family."** [Direct Speech]

**Ravi said that he was having breakfast with his family.** [Indirect speech]

### RULES:

1. **Pronouns and Adjectives** must change while transforming into a reported speech. First and second person pronouns and possessive adjectives normally change to the third person except when the speaker is reporting his own words. (I = he, she; me = him, her; my = his, her; mine = his, hers; we = they...)

Abhishek said, " <i>I am</i> a teacher."	}	<i>I</i> becomes <i>He</i>
Abhishek said that <i>he was</i> a teacher.		<i>Am</i> becomes <i>was</i>
She said, "Aditya <i>is my</i> son".	}	<i>Is</i> becomes <i>was</i>
She said that Aditya <i>was her</i> son.		<i>My</i> becomes <i>her</i>

2. **THIS / THESE/ THAT:**

*This* used in time expressions becomes *that*.

For example- She said, " <i>She's</i> coming <i>this</i> week".	}	<i>This</i> becomes <i>that</i>
She said that <i>she was</i> coming <i>that</i> week.		



*This* and *That* used as adjectives usually change to *The*.

For example- He said, “I bought **this** pearl/**these** pearls for my mother”.

He said that **he** had bought **the** pearl/**the** pearls for his mother.

*This* and *These* used as pronouns can become *it*, *they/them*.

For example- He came back with two knives and said, “I found **these** beside the king’s bed”.

He came back with two knives and said he had found **them** beside the king’s bed.

He said, “We will discuss **this** tomorrow”.

He said that they would discuss **it** (**the matter**) the next day.

### 3. CHANGES IN THE VERB FORM:

<b>Simple present</b> Ravi said, “ <b>I play</b> the guitar”	<b>Simple past</b> Ravi said that <b>he plays</b> the guitar.
<b>Present Continuous</b> S/he said, “ <b>I am</b> writing a letter”.	<b>Past continuous</b> She said that <b>s/he was</b> writing a letter.
<b>Present perfect simple</b> Mukul said, “I <b>have</b> received an invitation letter to attend a seminar.”	<b>Past perfect simple</b> Mukul said that he <b>had</b> received an invitation letter to attend a seminar.
<b>Present perfect continuous</b> Shruti confided, “ <b>I have been</b> busy writing a book on different food habits.”	<b>Past perfect continuous</b> Shruti confided that <b>she had been</b> busy writing a book on different food habits.
<b>Simple past</b> Madhu said, “I <b>went</b> to the school yesterday”	<b>Past perfect</b> Madhu said that she <b>had gone</b> to the school the previous day.
<b>Past continuous</b> Rudra said, “I was reading an article on the importance of life skills”	<b>Past perfect continuous</b> Rudra said that he had been reading an article on the importance of life skills.



<b>Past perfect</b> Raktim said, “ the play had started when I reached the theatre”	<b>No Change in the verb.</b> Only the pronoun changes from <i>I</i> to <i>he</i> here.
<b>Future Time (Simple)</b> Rudra said, “ I <i>shall/ will</i> meet Suman on tuesday over dinner”	<b>Conditional</b> Rudra said that <i>would</i> meet Suman on tuesday over dinner.
<b>Future Continuous</b> “ <i>I will/shall be using</i> the car myself on the 24h”, she said.	<b>Conditional Continuous</b> She <i>said (that) she’d be using</i> the car herself on the 24th.

**NOTE:** All those changes represent the distancing effect of the reported speech. Context as well as the time aspect of the speaker(s)’s point of view must be taken into account while changing the narration.

#### 4. MODAL VERBS CHANGE:

<b>Will</b> He said, “Ravi <i>will</i> speak on time”.	<b>Would</b> He said that Ravi <i>would</i> speak on the importance of English.
<b>Can</b> He said, “I <i>can</i> swim under water for two minutes.”	<b>Could</b> He said that he <i>could</i> swim under water for two minutes.
<b>Must</b> Smriti said, “ the books <i>must</i> be returned to the library co-ordinator”	<b>Had to</b> Smriti said that the books <i>had to</i> be returned to the library co-ordinator.
<b>Shall</b> He said, “We <i>shall</i> meet for lunch sometime soon.”	<b>Should</b> He said that we <i>should</i> meet for lunch sometime soon.
<b>May</b> Rudra asked, “ <i>May</i> I take the pictures?”	<b>Might</b> Rudra asked if <i>he might</i> take the pictures.



**NOTE:** Past modal verbs (could, might, ought to, should, used to, etc. ) do not normally change in reported speech.

He said, "I might come".  
He said that he might come.

He said, "I would help him if I could".  
He said that he would help him if he could.

He said, "You needn't wait".  
He said that I needn't wait.

## 5. IMPERATIVES:

Positive imperative Shut up!	Tell + infinitive He told me to shut up.
Negative imperative Don't do that again!	Tell+ not +infinitive He told me not to do that again.
Imperatives as requests Please give a glass of water.	Ask + imperatives He asked me to give him a glass of water.

## 6. EXPRESSION OF **TIME** AND **PLACE** IN INDIRECT SPEECH:

Direct Speech	Indirect Speech
Today	That day
Yesterday	The day before
The day before yesterday	Two days before
Tomorrow	The next day/the following day
The day after tomorrow	In two day's time
Next week/year	The following week/ year
Last week/ year	The previous week/ year
A year ago	A year before/ the previous year



ago	Previously/ before
2 weeks ago	2 weeks previously/2 weeks before
tonight	that night
last Saturday	the previous Saturday/ the Saturday before
next Saturday	the following Saturday/ the Saturday after that Saturday

### Examples:

"I went to the theatre *last night*."

He said he had gone to the theatre *the night before*.

"I'm having a party *next weekend*."

He said he was having a party *the next weekend*.

"I'm staying here until *next week*."

He said he was staying there until *the following week*.

"I came over from London *3 years ago*."

He said he had come over from London *3 years before*.

## 7. QUESTIONS IN INDIRECT SPEECH

Direct question: He said, "Where is she going?"

Indirect question: He asked where she was going.

### RULES:

- When we turn direct questions into indirect speech, the following changes are necessary:
  - Tenses, Pronouns and Possessive Adjectives, and Adverbs of time and place* change as in statements.
  - The *interrogative form* of the verb changes to the *affirmative form*.
  - The question mark is omitted in indirect questions*.

- If the introductory verb is *say*, it must be changed to a verb of *inquiry*, e.g. *ask, wonder, want to know etc.*

He *said*, "Where is the station?"

He *asked* where the station was.

- Ask* can be *followed by the person addressed (indirect object)*:

He *asked*, "What have you got in your bag?"

He *asked (me)* what I had got in my bag. (But *wonder* and *want to know cannot take an indirect object*, so if we wish to report a question where the person addressed is mentioned, we must use *ask*.)

He *said*, "Mary, when is the next train?"

He *asked* Mary when the next train was.



4. If the direct question begins with a question word (*when, where, who, how, why* etc.) the question word is repeated in the indirect question:

He said, “*Why* didn’t you put on the brake?”

He asked (her) *why* she hadn’t put on the brake.

She said, “*What* do you want?”

She asked (them) *what* they wanted.

6. If there is no question word, *if* or *whether* must be used:

“Is anyone there?” *he asked*

He *asked if/whether* anyone was there.

## 8. COMMANDS, REQUESTS, ADVICE IN INDIRECT SPEECH:

Direct command: He *said*, “Lie down, Tom”.

Indirect command: He *told* Tom to lie down.

*Indirect commands, requests, advice* are usually expressed by a verb of *command/request/advice + object + infinitive*.

A. The following verbs can be used: *advise, ask, beg, command, order, remind, tell, warn etc.*

For example- He *said*, “take your medicines regularly, Tom.”

He *advised* Tom to take his medicines regularly.

B. *Negative commands, requests etc.* are usually reported by *not + infinitive*:

“Don’t swim out too far, boys”, I *said*

I *warned/told* the boys not to swim out too far.

## 9. EXCLAMATIONS IN INDIRECT SPEECH:

i) Exclamations usually become statements in indirect speech. The exclamation mark disappears.

Exclamations beginning with *What (a) ... or How ...* can be reported by: - *exclaim/say* that:

He *said*, “What a dreadful idea!” or “How dreadful!”

He *exclaimed* that it was a dreadful idea/was dreadful.

*To give an exclamation of delight/disgust/horror/relief/surprise etc.* if the exclamation is followed by an action *we can use the construction with an exclamation of delight/disgust etc.*

+ *he/she etc. + verb.*



- ii) Other types of exclamation such as *Good! Marvellous! Splendid! Heavens! Oh! Ugh!* etc. can be reported as in (b) or (c) above:

“Good!” he *exclaimed*.

He gave an *exclamation of pleasure/satisfaction*.

“Ugh!” she *exclaimed*, and turned the programme off.

With an *exclamation of disgust* she turned the programme off.

Note also: He *said*, “*Thank you!*”

He *thanked me*.

He *said*, “*Good luck!*”

He *wished me luck*.

He *said*, “*Happy Christmas!*”

He *wished me a happy Christmas*.

He *said*, “*Congratulations!*”

He *congratulated me*.

He *said*, “*Liar!*”

He *called me a liar*.

He *said*, “*Damn!*”

He *swore*.

The *notice said*: *WELCOME TO WALES!*

The *notice welcomed visitors to Wales*.

## 10. YES AND NO IN INDIRECT SPEECH

“*yes*” and “*no*” are expressed in indirect speech by **subject + appropriate auxiliary verb**.

He *said*, “*Can* you swim?” and I *said* “No”

He *asked* (me) if I *could* swim and I *said* I *couldn't*.

He *said*, “*Will* you *have* time to do it?” and I *said* “*Yes*”

He *asked* if I *would have* time to do it and I *said* that I *would*.



## 11. OFFERS AND SUGGESTIONS IN INDIRECT SPEECH

### A. OFFERS:

“*Shall* I bring you some tea?” could be reported as  
He *offered* to bring me some tea.

### B. SUGGESTIONS:

“*Shall* we meet at the theatre?” could be reported  
He *suggested* meeting at the theatre.

### C. INDIRECT SPEECH: MIXED TYPES:

Direct speech may consist of **statement + question, question + command, command + statement, or all three together.**

Normally each requires its own introductory verb.

“**I don’t know the way. Do you?**” he asked.

He said **he didn’t know the way and asked her if she did/if she knew it.**

He said, “Someone is coming. Get behind the screen.”

He said that someone was coming and told me to get behind the screen.

### D. SAY AND TELL AS INTRODUCTORY VERBS:

a. *say* and *tell* with direct speech.

1. *say* can introduce a statement or follow it.

Tom *said*, “I’ve just heard the news”.

or

“I’ve just heard the news”, Tom *said*.

Inversion of *say* and *noun subject* is possible when *say* follows the statement.

“I’ve just heard the news”, said Tom.

*say + to + person addressed* is possible, but this phrase must follow the direct statement; *it cannot introduce it.*

“I’m leaving at once”, Tom said to me. Inversion is not possible here.

2. *Tell* requires the person addressed. *Tell me. He told us. I’ll tell Tom.* Except with *tell lies/stories/the truth/the time*, when the person addressed need not to be mentioned.

He told (me) lies.

I’ll tell (you) a story.



*Tell* used with direct speech must be placed after the direct statement:

“I’m leaving at once”, Tom told me.

Inversion is not possible with tell.

*Say* and *Tell with indirect speech*, Indirect statements are normally introduced by say, or tell + object. Say + to + object is possible but less usual than tell + object.

He *said* he’d just heard the news.

He *told* me that he’d just heard the news.

**NOTE:** tell ... how/about:

He *told us how he had crossed* the mountains.

He *told us about crossing* the mountains.

He *told us about his* journeys.

### TAKE AWAY POINTS:

1. There two ways to convey a message of a person, or the words spoken by a person to other person.
2. There are two types of - Direct Speech and Indirect Speech.
3. In direct speech the original words of person are narrated (no change is made) and are enclosed in quotation mark.
4. In indirect speech the statement of the person is not enclosed in quotation marks, the word “that” may be used before the statement to show that it is indirect speech.

## EXERCISES

### Change the Narration

1. These people are saying these things. Report them, using *says that*.

a. Paul: “Atlanta is a wonderful city.”

---

b. Ruth: “I go jogging every morning.”

---



2. People made these statements. Report them, using said.

a. "Mary works in a bank", Jane said.

---

b. "I'm staying with some friends", Jim said.

---

3. Report what the guests said at a wedding last Sunday.

a. Miss Moore: "They'll make a lovely couple."

---

b. Mr Smith: "They're going to live in Brighton."

---

4. Change the following statements into the reported speech.

a. "I must go to the dentist tomorrow", he said.

---

b. "I found an old Roman coin in the garden yesterday and I am going to take it to the museum this afternoon", he said.

---

5. Write these sentences in indirect speech.

a. "I'm very tired", she said.

---

b. "I'll see them soon", he said.

---

c. "I'm going to the cinema", she said.

---

d. "I see the children quite often", he said.

---

e. "I'm having a bath", she said.

---



### **CHANGE THE VOICE:**

**1. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.**

- a. English \_\_\_\_\_ (speak) in many countries.
- b. The post \_\_\_\_\_ (deliver) at about 7 o'clock every morning.
- c. \_\_\_\_\_ (the building/use) any more?
- d. How often \_\_\_\_\_ (the Olympic Games/hold)?
- e. How \_\_\_\_\_ (your name/spell)?

**2. Complete the sentences with the correct passive form of the verbs in brackets. Use the Past Simple.**

- a. My car \_\_\_\_\_ (repair) last week.
- b. This song \_\_\_\_\_ (not write) by John Lennon.
- c. \_\_\_\_\_ (the phone/answer) by a young girl?
- d. The film \_\_\_\_\_ (make) ten years ago.
- e. When \_\_\_\_\_ (tennis/invent)?

**3. Change the following sentences into passive sentences using the words in brackets.**

- a. We sell tickets for all shows at the Box Office. (Tickets for all shows/sell/at the Box Office)

---

- b. Thomas Edison invented the electric light bulb. (The electric light bulb/invent/by Thomas Edison)

---

- c. Someone painted the office last week. (The office/paint/last week)

---

- d. Several people saw the accident. (The accident/sec/by several people)

---

- e. Where do they make these video recorders? (Where/these video recorders/make)

---



## BUILDING VOCABULARY

Vocabulary is the stock of words used by or known to a particular people or group of persons. It is very important for a student to possess a well-developed vocabulary as it will make him a better contributor to class discussions, a better reader, and a learner who can make connections among various disciplines. There are various ways of building vocabulary. Some are mentioned below:

### 1) Matching Meanings:

*Match the vocabulary words below to their meanings.*

*Debate, magnet, contemporary*

- a) something that attracts – magnet
- b) modern or current - contemporary
  
- a) to argue –debate

### 2) Using the Right Word:

*Read the text and fill in the blanks using the vocabulary words listed below. Use each word once.*

**Career, focused, confident, fascinated, oral, skills, sponsored, quality, performance, numeracy**

Jason has been working in the stockroom of a large athletic store since high school; however his goal is to have a (1) \_\_\_\_\_ in sales. Fortunately, Jason has a pleasant manner, which is an important (2) \_\_\_\_\_ for a salesperson.

Last month, the store management evaluated Jason's job (3) \_\_\_\_\_, giving him an excellent report. When Jason mentioned that he was (4) \_\_\_\_\_ by sales, his supervisor told him about a store- (5) \_\_\_\_\_ program involving Essential (6) \_\_\_\_\_ training. Jason would need to improve his (7) \_\_\_\_\_ skills in order to work with money. Because part of Jason's job would be to greet customers and build relationships with clients, he would also need to work on his (8) \_\_\_\_\_ communication and thinking skills.

Jason is very dedicated and (9) \_\_\_\_\_ on his training. After he completes the Essential Skills training, Jason is (10) \_\_\_\_\_ that he will be better equipped to work as a salesperson.

### 3) Using synonyms or related words:

A **synonym** is a word that means the same as another word.

Example: *large* is a synonym for *big*

Example: *tiny* is a synonym for *small*

*Choose the correct synonym from the list given:*

Abandon: deter, help, desert, endure

Boast: tell, brag, declare, tag

Smash: crush, mend, hold, hurt

### 4) Using antonyms or opposite words:

An **antonym** is a word that means the opposite of another word.



Example: *hot* is an antonym for *cold*

Example: *on* is an antonym for *off*

*Choose the correct antonym from the list given:*

Vacate: A. abandon B. charter C. sever D. **occupy** E. discharge

Amass: A. **disperse** B. meld C. muster D. compile E. infuse

Renown: A. acclaim B. **obscurity** C. villainy D. infamy E. prestige

## 5) Homonym

A **homonym** is a word that sounds the same as another word but means something else and is sometimes spelt differently.

Examples of common homonyms:

*their* (belonging to them) and *there* (in that place)

*hear* (to listen to something) and *here* (in this place)

*to* (toward), *too* (also), and *two* (the number 2)

## 6) Analyzing and Comparing Words

An **analogy** is a comparison between two things that are alike, opposite or related in some way.

Following is an exercise on analyzing and comparing words.

*Pick out the correct word from the list given below:*

*continuous, career, essential, numeracy, focused, oral*

*routine* is to *habit* as **job** is to **career**

*useless* is to *productive* as **interrupted** is to **continuous**

*report* is to *written* as **presentation** is to **oral**

*gym class* is to *fitness* as **math class** is to **numeracy**

*refresh* is to *update* as **vital** is to **essential**



## **SINGLE WORD FOR A GROUP OF WORDS**

Single word for a group of words or “one word substitutes” substitute or replace a group of words or phrases accurately and without any vagueness. It helps to increase English grammar verbal ability or vocabulary and also to learn words of similar pronunciation with their meaning. It is very helpful in writing precisely and concisely and speak in a single word.

### **1) Words denoting numbers:**

- a) A collection of poems: anthology
- b) A number of jurymen engaged on a case: jury/panel
- c) A number of peacocks: muster
- d) A number of merchant ships protected by warships: convoy
- e) A number of soldiers: battalion/army/regiment/troop

### **2) Words denoting places:**

- a) A place or room for the collection of dried plants: herbarium
- b) A place for housing aeroplanes: hangar
- c) A portable case for holding papers, drawings, etc.: portfolio
- d) A place where government records are kept: archives
- e) A place where bees are kept: apiary

### **3) Words denoting professions or trades:**

- a) One who draws plans: draughtsman
- b) One who compiles a dictionary: lexicographer
- c) One who deals in wines: vintner
- d) One who studies rocks and soils: geologist
- e) One who studies the stars: astronomer

### **4) Names by which persons with certain characteristics are known:**

- a) One who has an irresistible tendency to steal: kleptomaniac
- b) One who walks in his sleep: somnambulist
- c) One who has special skill in judging art, music, tastes etc.: connoisseur
- d) One who can use both hands: ambidexter
- e) One who collects coins: numismatist

### **5) Words pertaining to sciences and arts:**



- a) The science of the structure of human body: anatomy
- b) The study of mountains: orology
- c) The study of birds: ornithology
- d) The art of elegant speech or writing: rhetoric
- e) The art of beautiful handwriting: calligraphy

6) **Negatives:**

- a) Incapable of being redeemed from evil, i.e. beyond correction: incorrigible
- b) Unable to die: immortal
- c) Incapable of making errors: infallible
- d) That which cannot be avoided or prevented: inevitable
- e) That which cannot be made plain or understood: inexplicable

7) **Miscellaneous:**

- a) Fit for food: edible
- b) Lasting only for a day: ephemeral
- c) Able to adapt oneself readily to many situations: versatile
- d) Speaking to oneself: soliloquy
- e) A poem of lamentation, especially for the dead: elegy
- f) To reduce to nothing: annihilate
- g) An instrument for detecting earthquakes: seismograph
- h) Confinement to one place to avoid spread of infection: quarantine
- i) A disease widely epidemic: pandemic
- j) The science of family descent: genealogy
- k) The science of triangles: trigonometry
- l) An inscription on a tomb: epitaph
- m) Living for many years: perennial
- n) That which cannot be conquered: invincible
- o) One who leaves his country to settle in another: emigrant
- p) One who comes into a foreign country to settle there: immigrant
- q) A list of the headings of the business to be transacted at a meeting: agenda
- r) Fluent in two languages: bilingual
- s) A style in which a writer makes a display of his knowledge: pedantic
- t) A remedy for all diseases: panacea







## Lecture note on basic Grammar rules and fill in the blanks

### Rules to follow while completing the sentences with the options given.

Some words in a sentence indicate bonding by agreeing on a grammatical feature. This bonding is called agreement.

#### Agreement Types

- Art/adj and noun
- Noun and pronoun (within a sentence or a text)
- Verb and verb/adverb
- Subject and verb
- a/an + singular count nouns only
  - A neighbor
- One/each/a few + of the + a plural noun
  - One of the most recent developments
- This/these or that/those and their head nouns must agree in number.
  - This state vs. these states
- Noun **and** noun = plural
  - Modernization and industrialization are the key reasons ...
- Noun **or** noun = singular/plural based on the number of the noun that follows “or”
  - Modernization or industrialization is the key ...
  - Songs or remixed music is ...
- Every—use a singular verb
- Each—use a singular verb
- Gerunds take a singular verb form
- Some of = verb depends on the noun
- A lot of = verb depends on the noun
- Fractions = verb depends on the noun



- One of = singular verb
- Each of = singular verb
- None of = singular for very formal contexts
- Either/Neither of = singular

## RULES FOR PREPOSITIONS

- Phone me \_\_\_\_\_ lunch time.  
(At + the exact time)
- I work best \_\_\_\_\_ the morning/afternoon/evening.  
(In + a part of day. Exception: at night)
- They are having a party \_\_\_\_\_ Christmas Day.
- See you \_\_\_\_\_ Monday morning.
- What did you do \_\_\_\_\_ the weekend?  
(On + particular day, weekend, public holiday)
- Kent is beautiful \_\_\_\_\_ spring.  
(In + longer period)
- Let's meet \_\_\_\_\_ the station.  
{At + position at a point (speaker perspective)}
- She lives \_\_\_\_\_ 73 Albert Street.  
(At + point on a street)
- My boss will be in Italy \_\_\_\_\_ the next ten days.  
(For + period of time)
- I have known her \_\_\_\_\_ January.  
(Since + starting point)
- These charges are for the clicks you received \_\_\_\_\_ August 12 \_\_\_\_\_ August 27.  
(From + starting point + to + end point)
- I usually shower \_\_\_\_\_ breakfast.
- He arrived the day \_\_\_\_\_ yesterday.  
{Before (earlier than X)}

## TIME AND TENSE

Usage of Simple Present:

- Express a habit  
*Ravi wakes up early in the morning.*
- Facts or generalizations  
*Google emphasizes on customer and user satisfaction.*
- Express present states  
*Currently, your keywords are inactive.*
- In Commentary



*MacFee passes to Franklyn. Franklyn makes a quick pass to Booth. Booth is away with the ball, but he's losing his advantage.*

- In demonstrations and instructions  
*"Under 'Budget Options,' enter a new daily budget. ... Click 'Save Changes'."*
- In Narration  
*I'm driving along this country road and I'm completely lost. Then I see this old fellow. He's leaning against a gate. I stop the car and ask him the way. He thinks a bit, then says, 'Well, if I were you, I wouldn't start from here.'*
- In journalistic writing (headlines)

*DISARMAMENT TALKS BEGIN IN VIENNA*

- Express future time  
*Mr. Kumar's flight to Amsterdam leaves at 12:00.*
- Some common verbs used this way.  
*Open, close, begin, end, start, finish, arrive, leave, come, return*

## PRESENT CONTINUOUS

- Express present events  
*You are learning English now.*
- In commentary to describe longer lasting events or actions.  
*MacFee passes to Franklyn, Franklyn makes a quick pass to Booth. Booth is away with the ball, but he's losing his advantage.*
- In narration, for background.  
*I'm driving along this country road and I'm completely lost. Then I see this old fellow. He's leaning against a gate. I stop the car and ask him the way. He thinks a bit, then says, 'Well, if I were you, I wouldn't start from here.'*
- Repetition and irritation with 'always'  
*She is constantly talking loud. I wish she would shut up.*
- Express planned events in the future  
*I am going to watch a movie after work.*

# DO NOT USE STATIVE VERBS IN PRESENT CONTINUOUS.

\*I am loving chocolate. } love  
\*I am hearing music. } hear

## PRESENT PERFECT

- Express an event that happened at an unspecified time in the past. The exact time is not important.  
*I have reviewed your write-up many times.*



- Some topics that typically take a present perfect verb.  
Experience: I have never been to Europe.  
Change over time: My English has really improved since I moved to the US.  
Accomplishments: Man has walked on the moon.  
An uncompleted action that you expected to be complete: The rain hasn't stopped yet.  
Repetitive events at different times with the possibility of more occurrences in the future: The army has attacked that city five times.  
Express continuation of a state from a point in the past up until now:  
Mary has loved chocolate since she was a little girl.
- Express continuation of an event from a point in the past until now.  
*She has been working at HIT since 2005.*
- To express an event that is happening recently or lately.  
*Recently, I've been feeling tired.*
- In a question to indicate that you can see, smell, hear, or feel the results of an action.  
*Have you been feeling alright?*

### # DO NOT USE THIS TENSE TO EXPRESS STATES.

*Soma has been having his car for two years. X*

### SIMPLE PAST

- Express a habit in the past  
*I daydreamed a lot when I was a child.*
- Past Habitual  
*When I was a child, my mother used to read me stories.*

### PAST CONTINUOUS

- Express an interrupted action in the past  
*At midnight, we were still driving through the desert.*
- Express parallel actions  
*While waiting for the bus, we were distributing the flyers of the "Techfest".*

### PAST PERFECT

- Express an event that happened before another in the past.  
*I had never seen such a beautiful beach before I visited the Hawaiian Islands.*
- Express the continuation of a state until some point in the past.



*We had had that car for ten years before it broke down.*

### PAST PERFECT CONTINUOUS

- Express the continuation of an event for a duration in the past before another point in the past.

*Madhu had been teaching at the University for more than 45 years when she retired.*

#### Fill in the blanks with a suitable option given below:

1. Wait here \_\_\_\_\_.
  - a. While I come back
  - b. Unless return back
  - c. Until I have come back
  - d. Till I come back
  - e. None of these
2. If a universal language would have existed, people like tourists and businessmen would find it easier to \_\_\_\_\_ with foreigners.
  - a. Transact
  - b. Communicate
  - c. Deal
  - d. Exchange
  - e. None of the these
3. This material is different \_\_\_\_\_ that. (fill in with appropriate prepositions)
  - a. from
  - b. to
  - c. with
  - d. on
  - e. none of these
4. It \_\_\_\_\_ (rain) since last night, and it \_\_\_\_\_ (look) as if it may rain for the rest of the day.(fill in with correct tense forms)
5. If a universal language would have existed, people like tourists and businessmen would find it easier to \_\_\_\_\_ with foreigners.
  - a. Transact
  - b. Communicate
  - c. Deal
  - d. Exchange
  - e. None of the these



6. You should explain this \_\_\_\_\_ them.

7. to

8. at

9. with

10. for

11. none of these

12. He has been absent ..... Monday.

a. since

b. for

c. from

d. to

e. None of these

13. It snows here every year \_\_\_\_\_ a \_\_\_\_\_ December. We always go outside and play in the snow \_\_\_\_ b \_\_\_\_ Christmas day.

a)

a. At

b. In

c. No preposition

d. On

e. Until

b)

a. at

b. in

c. no preposition

d. on

e. until

14. Don't be ridiculous; there were no telephones \_\_ a \_\_ the seventeenth century! The telephone was invented \_\_\_\_ b \_\_\_\_ the 1870s.

a)

a. at

b. in

c. No preposition

d. on

e. until

b)

a. at

b. in



- c. No preposition
- d. on
- e. until

15. The plane leaves \_\_\_\_a\_\_\_\_ tomorrow morning \_\_\_\_b\_\_\_\_ early spring.

- a)
- a. at
- b. in
- c. No Preposition
- d. on
- e. until
- b)
- a. at
- b. in
- c. No Preposition
- d. on
- e. until

**Fill in the blanks with appropriate subject-verb agreement.**

1. Every Monday, Sally (drive) \_\_\_\_\_ her kids to football practice.
2. Usually, I (work) \_\_\_\_\_ as a secretary at ABT, but this summer I (study)\_\_\_\_\_ French at a language school in Paris. That is why I am in Paris.
3. Shhh! Be quiet! John (sleep).
4. Don't forget to take your umbrella. It (rain)\_\_\_\_\_.
5. I love living in Shillong because it (rain, always)\_\_\_\_\_.
6. I'm sorry i can't hear what you (say)\_\_\_\_\_ because everybody (talk)\_\_\_\_\_ so loudy.
7. Ravi: I think the waiter (forget)\_\_\_\_\_ us. We (wait)\_\_\_\_\_ here for over an hour and nobody (take) \_\_\_\_\_ our order yet.
8. Michele: i think you're right. He (walk)\_\_\_\_\_ by us at least twenty times. He probably thinks we (order, already)\_\_\_\_\_.
9. It is already 9:30 pm and I (wait)\_\_\_\_\_ here for overran hour. If John does not get here in the next five minutes, I am going to leave.



10. Sarita (climb)\_\_\_\_\_ the Himalayas, (sail)\_\_\_\_\_ round the world and (go)\_\_\_\_\_ on safari in Ranthambor. She (experience)\_\_\_\_\_ more by the age than most people do in their entire lives.

11. a. Why are you holding a piece of paper?  
b. I (write)\_\_\_\_\_ a letter to my friends back home in Texax.

12. Saurav (come)\_\_\_\_\_ to the party. Oliver (be)\_\_\_\_\_ there as well.

13. I think he (be)\_\_\_\_\_ the next CEO of this organisation.

14. Jennifer: I can't believe how late we are! By the time we get to the dinner, everyone (finish, already)\_\_\_\_\_ eating.

Joel: It's your own fault. You took way too long to get ready.

Jennifer: who cares? By the time we get there, everyone (left)\_\_\_\_\_. Nobody (see, even)\_\_\_\_\_ your hair.

15. Ravi: what are you going to be doing tomorrow at five?

Sayan: I (paint) \_\_\_\_\_ my living room walls.

Ravi: Forever. By the time I finish, I (redecorate)\_\_\_\_\_ the living room for over a week.

Sayan: too bad. I was going to ask if you wanted to see a movie. What about the day after tomorrow?

Ravi: sorry, I (move)\_\_\_\_\_ furniture and (put)\_\_\_\_\_ up drapes.