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ADVANCED ENGLISH GRAMMAR AND USAGE

Author :
Dr. N. Ghana Selvi,
Assistant Professor in English,
Sri Meenakshi Govt. Arts College for Women,
Madurai.

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ADVANCED ENGLISH GRAMMAR AND USAGE

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BLOCK I – Basic Grammar I

Parts of Speech

Unit I - Parts of Speech

Notes

The Parts of speech explains how a word is used in a sentence. Words perform a variety of functions. According to their functions, they are classified into eight parts. They are

1. Nouns
2. Pronouns
3. Adjectives
4. Verbs
5. Adverb
6. Preposition
7. Conjunction
8. Interjections

Noun:

A noun is the name of a person, place, thing or idea. Nouns are the most common class of word in English. Nouns also classified according to its functions, they are:

1. Common Noun
2. Proper Noun
3. Compound Noun
4. Countable Noun
5. Uncountable Noun
6. Collective Noun
7. Concrete Noun and
8. Material Noun

i. Common Nouns:

Common Nouns are used to name a general type of person, place or thing. Common Nouns can be divided into smaller classes such as countable and uncountable nouns, concrete and abstract nouns and collective nouns.

E.g.: Girl, City, Animal, Friend, House, and Food.

ii. Proper Nouns:

Proper Nouns are used to name a SPECIFIC person, place or thing. In English, proper nouns begin with a capital letter. Proper nouns do not normally have a determiner before them, though there are some exceptions (E.g.: Is she the Mary that we met at the conference)

E.g.: John, London, Pluto, Monday, France.

iii. Compound Nouns:

Compound Nouns are two or more words that create a noun. Compound nouns are sometimes one word (Nailcut), words joined by (hyphen) (daughter – in – law) or as separate words (Bus stop). The main stress is normally on the first part of the compound word. (Sunglasses, swimming pool)

E.g.: Toothpaste, Rainfall, Raincoat, Mother – In – Law, Well – Being, Walking Stick, Debit card.

iv. Countable Nouns:

Countable nouns are nouns that can be counted. They have a singular and a plural form and can be used with a number. Sometimes countable nouns are called count nouns.

E.g.: Car, Desk, Pen, House, Watch, and Eye.

v. Uncountable Nouns:

Uncountable nouns are nouns that cannot be counted. There are sometimes called Mass Nouns. Uncountable nouns often refer to.

- Substances : Paper, Wood, Plastic
- Liquids : Milk, Oil, Juice
- Gases : Air, Oxygen
- Abstract : Ideas, Happiness, Time, Information

* Most nouns have singular and plural forms. They are countable nouns.

E.g.: One letter, Two letters.

1. There is a letter on the table for you
2. There are letters on the table for you

* Some nouns have only one form: They are uncountable nouns.

E.g.: Money

1. There is no money in my bank account
2. There are a lot of money in my bank account

* Many uncountable nouns refer to substances:

E.g.: Chocolate, Water, Coffee, Milk, Sugar, and Salt

1. Do you have any Chocolate?
2. The Milk is sour let's make cheese
3. Rice is the Favorites edible for Tamilians

* Many uncountable nouns refer to abstract ideas or emotions.

E.g.: Love, Happiness, Education, and Knowledge.

1. Money can't buy love

2. We like to experience happiness
3. This education is priceless

Parts of Speech

* A/an can be used with singular countable Nouns

Notes

E.g.: An Umbrella, A university, A purse

1. It's raining, so take an umbrella
2. Kannan did his MBA in a University
3. A purse is found in the campus

* Plural countable nouns can be used alone

E.g.: Apples, Bees, and Clouds

1. There are clouds in the sky
2. The bees give honey
3. They eat apples for breakfast

*An Article cannot be used with an uncountable Noun.

E.g.: Lime, Sand, and Electricity.

1. We need electricity to use fans
2. Don't Waste your time
3. Marina beach has nice sand

vi. Collective Nouns:

Words that refer to a set or group of people, animals or things.

E.g.: Staff, team, Crew, Flock, Bunch, Government

1. The Government has announced D.A. for the employees.
2. The Staff worked together.
3. A bunch of flowers is given to the chief guest.

vii. Concrete Nouns:

Nouns which refer to people and things that exist physically and that at least one of the senses can detect. It can be seen, felt, heard, smelled, or tasted.

E.g.: Dog, Tree, Apple, and Moon

1. The dog is barking
2. The moon is shining bright

viii. Material Noun:

The name of a material out of which things are made is called a material noun.

E.g.: Paper, Glass, Gold, Wood, and Cotton

1. Sita had a glass of milk
2. The watch is made of gold

Exercise - I

Find out the nouns in the following sentences and say whether they are common, proper, collective, material or abstract.

1. Always speak the truth.
2. Solomon was the wisest of all kings
3. Sita loves Rama
4. Nehru was the first Prime Minister of India.
5. Honesty is the best policy.
6. Silver is one of the precious metals.
7. He ate an apple.
8. Who teaches you English?
9. I was recognized by all.
10. Edison invented the phonograph.
11. The Book was lying on the table.
12. Love begets Love.
13. Human beings cannot live without water.
14. The Jury has given the verdict.
15. The Muslims worship Allah.
16. Smoking is injurious to health.
17. Drinking is a bad habit.
18. Domestic animals are not to be tamed
19. Krishna's childhood days are unforgettable.
20. The girls are singing.
21. Gold is a precious metal.
22. The sun rises in the east.
23. George is unemployed.
24. Shakespeare's plays are wonderful.
25. Celia's English is very bad.

PRONOUNS:

Words that take the place of nouns to simplify speech and writing is called pronouns. They function in the same way as nouns, serving as subjects and objects in sentences.

E.g.: *She* is the beautiful girl.
I bought the pen from *him*.
Who is coming with you to the party?

i. Personal Pronouns:

It takes various forms according to number, person, case and gender. We have both subject pronouns and object pronouns.

Subject	Object
I	Me
You	You
He	Him
She	Her
It	It
We	Us
They	Them

Parts of Speech

Notes

E.g I like your dress.
Why are you late?
She is my best friend.
It is raining
We live in Karaikudi
They come from Kerala.

ii. Reflexive Pronoun:

The reflexive pronouns are myself, yourself, herself, himself, itself, ourselves, yourselves and themselves. They are also called as emphatic pronouns.

iii. Demonstrative Pronouns:

Demonstrative Pronouns are used to replace specific people or things that have been previously mentioned. They are – this, that, there and those. Like all pronouns they replace nouns.

iv. Interrogative pronouns:

The important interrogative pronouns are- who, whom, where, which and what, whoever, whomever, whichever, and whatever. They are used to ask questions.

v. Indefinite pronouns:

An indefinite pronoun refers to a non-specific person or thing. The most common ones are - all, any, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody and someone.

vi. Possessive Pronouns:

A Possessive Pronoun is a word that replaces a noun in a sentence and shows ownership. The Possessive pronouns are mine, yours, his, hers, ours and theirs.

vii. Reciprocal Pronoun:

A reciprocal Pronoun expresses a mutual action or relationship. They are “each other and one another”.

viii. Relative pronouns:

A Relative pronoun introduces an adjective clause. They are “that, which, who, whom, whose”.

Exercise

Fill in the blanks with the correct pronouns to complete the sentences.

1. The old woman lived alone, with_____ to look after _____.

(nobody, her)

2. These two things here on my little finger belonged to _____ grandmother. (his)
3. Some of these clothes are _____ (mine)
4. I passed my NET Exam, Danny congratulated _____ (me).
5. This song has been written for _____ (her)
6. I didn't buy _____ in the market. (anything)
7. No one can find Alice and David _____ (anywhere)
8. In the forest _____ saw the big wolf (I)
9. Where are _____ going? (you)
10. The house was quite small but nice and _____ roof (it) was made out of straw.
11. In the forest _____ saw the big wolf (I)

ADJECTIVES

Adjectives are words that describe or qualify a noun or a pronoun. They answer questions like what kind, how many and which one.

There are different kinds of adjectives; they are descriptive, possessive, demonstrative, interrogative and indefinite.

Descriptive Adjectives:

It shows quality of kind of the noun. It answers the question – of which kind? These adjectives describe nouns that refer to action, state or quality.

E.g.: Nasik is a small city.

He has a big nose.

It is a tall tree.

Adjective of quantity:

An adjective of quantity tells us the number (how many) or amount (how much) of a noun.

E.g.: He has eaten four apples.
I don't have enough friends.
There are some money in the purse.

Demonstrative Adjectives:

A demonstrative adjective comes before a noun to specifically state the noun being referred to. This, that, there, those are used as demonstrative adjectives.

E.g.: This dog has a long tail.
That girl is standing near the tree
These boys play in the ground.
Their pens are not mine.

Possessive Adjective:

It can also be called as possessive determiners. They are the same as possessive pronouns.

Possessive	Adjective
Singular	Plural
My	Our
Your	Your
His	Their
Her	Their
Its	Their

E.g.: I spent my afternoon in writing a letter.
This must be your missing book.
His arms have a few tattoos.
Our children are studying in IV Form.

Exercise - I

Underline the adjectives and state their kinds

1. The lion is a ferocious animals.
2. She showed much patience.
3. The Whole day is spent uselessly.
4. Each hand has five fingers.

5. I have bought six oranges.
6. Each boy was given a sweet.
7. Whose bag is this?
8. Most Children like to play video Games.
9. We did not receive sufficient rains this year.
10. Sita is the shortest girl in the class.

Exercise- II

Fill in the blanks in the following sentences with correct pronouns or possessive adjectives:

1. You must write essays more carefully.
2. The dog is very faithful to master.
3. The children have gone on a picnic with..... parents.
4. Sheela has misplaced..... books somewhere.
5. Could you please lend.....your dictionary for a day ?
6. She speaks so softly that we cannot hear..... .
7. We offered to help.....in their difficulty.
8. They will go there.....
9. My sister and friends have come.
10. She cannot go against the wishes offather.

VERBS

Verbs are the action words in a sentence that describe what the subject is doing. It describes a state of being, emotion, possession, sense or opinion. Other non-action verbs include love, agree, feel and have. There are four types of verbs. They are Transitive verbs, Intransitive verbs, Auxiliary verb and Model Verbs.

Transitive verbs:

A verb that passes the action from the subject to the object is called a Transitive verb.

E.g.: Sita likes sweets.
I know Raghu.
Indhu speaks English Fluently.
Birds have feathers.

Intransitive Verbs:

A verb which does not need an object to make complete sense is called an intransitive verb.

E.g.: The wind blew strongly.
Anne looks very beautiful.
John speaks loudly.

Auxiliary Verbs:

A verb that adds functional or grammatical meaning to the clause is called as Auxiliary verb. Usually it accompanies the main verb.

Notes

E.g.: I have finished my lunch.
She has done the home work.

Would, Should**Model verbs:**

Auxiliary verbs modify the meaning of another verb in the sentences. The model Auxiliaries are (Shall, would, should, can could, may might, mast, ought etc). They are always used along with the Principal Verbs.

E.g.: She should tell the truth.
It may rain today.
You ought to submit the record tomorrow.\

Exercise – I**Fill in the blanks with suitable verbs:**

1. He _____ rich.
2. My Father _____ a doctor.
3. The Tajmahal _____ beautiful.
4. I _____ a letter yesterday.
5. They _____ cricket in the ground.
6. He _____ a bicycle last years.
7. Ramu _____ more intelligent than Kannan.
8. I _____ tea.
9. She _____ to the college by bus daily.
10. We _____ a good library in our college.

Exercise – II**Fill in the blanks with the correct verb from those given in brackets:**

1. She not come before me. (dare, dares)
2. He not to do it. (need, needs)
3. He to challenge me. (dare, dares)
4. She to go very early. (need, needs)
5. Ram not tell a lie. (dare, dares)
6. I wish my father alive. (was, were)
7. he in England to see the coronation! (was, were)
8. If I you, I would never accept it (was, were)

Exercise – III

Correct the following sentences:

1. Hari and Ram is close friends.
2. A man and his wife is standing at the door.
3. Your house and mine has been damaged.
4. The father and son was here yesterday.
5. Mohan and his friend was travelling together.
6. A car and a scooter has collided.
7. I and my friend was injured.
8. The great orator and scholar have been honored.
9. The noted actor and musician are giving a demonstration.
10. My guide and guardian are here today.

ADVERBS

A word that modifies a verb is called Adverb. It provides information about the manner, place, time, frequency, certainty or other circumstances of the activity denoted by the verb or verbal phrase. It can also modify adjectives, nouns. It can come either before or after the word they modify. There are five types of Adverbs. They are Adverbs of degree, Frequency, Manner, Place, and time.

1. **Adverbs of Degree:** For adverb that answer “how much or to “what extent”.

E.g.: It is too hard.
He is entirely wrong.

2. **Adverb of Frequency:** It expresses ‘how often’

E.g.: He frequently comes late.
We often go there.

3. **Adverbs of Manner:** It answers the question ‘How?’

E.g.: I was terribly shocked.
She sings sweetly.

4. **Adverbs of Place:** It answers the question “where”?

E.g.: She was found nowhere.
They live here.

5. **Adverbs of Time.** It answers the question ‘When’?

E.g.: I shall meet my friend tomorrow.
Sheela comes here daily.

Exercise**Fill in the blanks with a suitable adverb:**

Notes

1. I _____ go to bed at 10 0' clock.
2. My parents live in Kerala. I visit them _____
3. I watch movies_____.
4. They _____ go out.
5. Kishore plays Tennis_____.
6. He behaved rather_____.
7. Rama works very_____.
8. He is so gentle that he _____ shoot an animal.
9. The boy atc the chocolates _____.
10. Mothers look _____ their babies.
11. He spoke _____ to the students.
12. Heena sings _____.
13. Ravi spent all his money_____.
14. The girls are playing _____.
15. She wakes up _____.
16. They are _____.
17. May I go _____?
18. Raju _____ tells lies.
19. The food is _____ cooked
20. _____ did she go?

PREPOSITIONS

A preposition is a word or a group of words that announces the arrival of a noun or a pronoun. Most of the common prepositions consist of one word and they are called simple prepositions. When the preposition is a group of words, it is called compound.

Simple Prepositions

About, above, across, after, against, along (side), among, as, at, (a)round, before, below, beside(s), behind, beneath, between, beyond, down, during, except, for, from, in inside, like, of, near, off, next to, on, out (of), outside, opposite, over, past, since, through (out), till, towards, until, under, up, with, within, without, etc.

The compound prepositions can be sorted out in two ways broadly. They are the phrase of single preposition and the phrase of double preposition. These phrases are mainly used to convert complex and compound sentences into simple sentence.

i. A list of phrase with a Single Preposition.

Along with, apart from, away from, instead of, out of, into, up to, together with, ask for, beware of, delight in, conductive to, due to, owing to, but for, because of, etc.

ii. A List of phrases with Double Preposition.

In case of, in charge of, on behalf of, in favour of, in regard to, in front of, in association with, in accordance with, in lieu of, in connection with, in contact with, by means of, on account of, with regard to, in relation to, at the risk of.

Some Prepositions

AT

The preposition '**at**' is used

1 .To show a point in space where someone or something is, or where an event is happening,

- E.g.:
- a. Let us meet *at* the theatre.
 - b. A huge queue *at* the cinema studio. ,
 - c. Why are you looking *at* her like this?
 - d. She smiled *at* me.

2. To show a price, rate, level, age, speed etc.,

- E.g.:
- a. Water freezes *at* 0° Celsius
 - b. The train was travelling *at* 180 mph. 69
 - c. He died *at* the age of 78.
 - d. The plane leveled out *at* 25,000 feet.
 - e. This painting is not for sale, *at* any price.
 - f. Turn to the page *at* 82, please.

3. To show the thing that caused an action or feelings,

- E.g.:
- a. Stop throwing stones *at* the dog.
 - b. I am surprised *at* you!

4. To show that you are trying to do something but are not succeeding or completing it.

- E.g.:
- a. She is *at* the hairdresser's.
 - b. The child was just picking *at* his food

5. To talk about address.

- E.g.:
- a. Are they still *at* the same address?
 - b. They live *at* 68, Gandhi Street.
 - c. He is residing *at* 10, Car Street.

6. To Whom It May Concern: refer the group activities,

- E.g.:
- He is always *at the* party.

ON

The preposition '**on**' is used

Notes

1 .To talk about position on a line.

- E.g.: a. His house is *on* the way from Madurai to Virudhunagar.
b. TajMahal is *on* the banks of river Yamuna.

2. At some time during a particular day.

- E.g.: a. I was born on January 10th.
b. We have a party on Christmas Day.

3. To talk about travel using buses, planes and trains.

- E.g.: a. Everyone *on* the bus was frightened.
b. Rama sits *on* the horse.

IN

The preposition '**in**' is used

1. With the name of a container, place, or, area to say where someone or something is.

- E.g.: a. There is some salt in the cupboard.
b. I live in London.
c. I like walking in the woods.
d. There is a printing mistake in line 8 on page 20.

2. At the end of a period of time, longer periods, and parts of the day.

- E.g.: a. We usually go out *in* the evening.
b. I had to get up *in* the night, (during one particular night)
c. This house was built *in* the 19th Century.
d. The book will be ready *in* four weeks time.
e. I will come back *in* an hour.

3. for wearing something.

- E.g.: a. The boy *in* blue is my brother.
b. She looks beautiful *in* jeans.

4. To show a connection between two things.

- E.g.: a. Greens are very rich *in* iron.
b. He is an expert *in* human psychology.
c. I can run 100 meters *in* about 12 seconds.

FOR

The preposition '**for**' is used

1. To express distance and time,

- E.g.: a. We walked *for* miles.
b. It is time *for* supper.
c. We have made an appointment *for* 28th December.

2. In order to have, do get or obtain something,

- E.g.: a. They are waiting *for* the bus.
b. We have just done it *for* fun.
c. He writes *for* a weekly paper.

3. To express cause or reason:

- E.g.: a. He was punished *for* stealing.
b. Some amount must be deducted *for* depreciation.

4. To express benefit, advantage, favour, etc.

- e.g. a. Exercise is good *for* the health.
b. We have bought some new chairs *for* the office.

BY

The preposition '**by**' is used

1. In passive voice,

- E.g.: This window is broken *by* your son.

2. For using or doing a particular thing,

- E.g.: a. Send it *by* post.
b. She earns her living *by* selling books.
c. I like travelling *by* train.

3. As a result of an action or situation.

- E.g.: a. I met the Super star *by* accident in the Supermarket.
b. The mother took the child *by* the hand.

4. To give the measurements of a room, container, etc

- E.g.: The room is 25 feet *by* 20 feet.

5. To show the connection between one fact, thing and another.

E.g.: a. Srinivasa Ramanujan is Indian *by* birth,
b. I killed the spider *by* hitting it.

The blanks with correct prepositions:

Notes

1. Pay attention to my words
2. The master is angry with his student
3. She went to bed late last night.
4. Are you sure of your success.
5. No sound came from her lips.
6. The train arrived from Madurai.
7. He promised to give up smoking.
8. His patient is free from pain.
9. We agreed to his suggestions.
10. Dogs bark at strangers.
11. The rain beats against the window.
12. He failed in Mathematics.
13. Gandhiji fought for our country.
14. The price of paddy has gone up recently.
15. The fireman put off the fire.
16. The car ran over the dog.
17. He died of cancer.
18. Rathi walked straight past me without speaking.
19. They live next to the theatre.
20. There is a drug store opposite the cinema studio.
21. The lamp fell onto the table.

EXERCISE –I

Fill in the gaps with suitable prepositions:

We think ----- communication generally in terms ----- words and sentences, but this is not the only way ----- which human beings communicate. There are other ways of communication which do not use language. Some ----- these replace speech, and some supplement speech. The most obvious ----- the latter are gestures ----- various kinds, which we make while speaking. These gestures are so naturally a concomitant --- speaking that we make use ----- them even when we are speaking ---- the telephone. The word ‘gesture’ refers ---- some significant movement ---- the arms, hands or head. Other physiological means ----- supplementing speeches are the use ----- facial expressions and positions ---- the body. Gesture is, ----- course, a feature or face – to-face interaction and is therefore associated ----- spoken words. It has its analogue, however, ----- written communication. Generally ----- written materials ----- a technical kind, communicative devices like graphs, tables, flowcharts and diagrams take the place ----- gestures.

Exercise - II

Supply the appropriate prepositions in the following sentences.

1. He drove the car----- a speed of 80 miles an hour.
2. He was not prepared to act ----- his principles.
3. The factory has been closed ----- two years.
4. The road has a gradient of one ----- six.
5. ----- tomorrow evening, the report will be ready.
6. Yesterday the chairman left -----New Delhi.
7. The ball missed the goal----- inches,
8. ----- the last earthquake, the town has been facing many difficulties.
9. The values was calculated ----- an accuracy of three decimal places.
10. As the spaceships sailed ----- Jupiter, it sent photographs of the planet to the earth station.
11. The room measures 60 feet ----- 40 feet.
12. The motor consumes electricity ----- 2 kilowatts per hour.
13. The method of mining gold varies----- the nature of the deposit.
14. The gold is precipitated ----- the addition of zinc dust.
15. Silver occurs ----- ores of several metals
16. Storage tanks ----- collecting rainwater may be either above or below the ground.
17. The mixing ----- equal parts of animal dung, water hyacinth and algae results ----- up to 70% of methane being produced.
18. India has also caught in the interest revolution.
19. ----- June 1998, an inter city express, derailed ----- eschewed in Germany.
20. ----- smaller print runs, digital painless have -----be seriously considered.
21. ----- the press, the tiles are sent along a 90- meter long glazing line.
22. Rainwater harvesting technology is used ----- collecting rain water-----rooftops etc.
23. The opposition was based ----- the arrangement that computers would aggrieve the unemployment's----- taking jobs.
24. Clearing vegetation----- the ground can increase soil erosion.
25. Storage tanks----- collecting rainwater may be either----- or-----the ground

Conjunction

Connectives are grammatically words that join other words, phrases, clauses and sentences, E.g.: and, because, either, or, although... yet, etc. These connectives are broadly divided into two as Co-ordination and Sub-ordination. Connectives are the synonym of conjunctions.

Co-ordination (co-coordinating conjunction)

Sentences of equal rank can be combined together in four different ways, and this gives rise to four different kinds of conjunctions. They are Cumulative. Alternative, Adversative, and Illative.

i. Cumulative Conjunctions

Cumulative conjunctions are simply used to add one statement or fact to another. They are "and, also, too, as well as, both... and, no less than, not only... but also, now, well".

E.g.:

1. In 1962 Khadhi and Village Industries Commission adopted the gobar gas programme and took initiative to install a number of gobar gas plants in various places in India.
2. Speculators and other investors are also responsible for the growing demand of silver.
3. Not only engineers but also doctors were chosen for the camp.
4. Bill would enjoy a game and Tom would too (So would Tom.)

ii. Alternative Conjunctions

By these conjunctions, an alternative or choice is offered between one statement and another. Example for these connectives are "either ... or, neither... nor, otherwise, else, or, etc'

- E.g.:
1. Our classroom was neither large nor bright.
 2. We must be back before midnight; otherwise we'll be locked out.
 3. You can (either) walk up or take the cable car.
 4. Run; else you will be late.

iii. Adversative Conjunctions

By these Conjunctions one statement or fact is contrasted with or set against another. The conjunctions are "'but, still, yet... nevertheless, however, whereas, while, only..."

E.g.:

1. Being idle sometimes is agreeable, but being idle all the time might become monotonous.
2. Some people waste food while others haven't enough.
3. You aren't rich; still you could do something to help him.
4. They are ugly and expensive; yet people buy them.

iv. Illative Conjunctions

By these conjunctions, one statement or fact is inferred or proved from another. They are; 'therefore, then, so, so then, for'.

- E.g.:
1. There is fog at Delhi; therefore the plane has been diverted.
 2. Our cases were heavy, so we took a taxi.
 3. The days were short, for it was now December.
 4. He took the food eagerly, for he had eaten nothing since dawn.
 5. It is more expensive to travel on Friday. Then I'll leave on Thursday.

(Please note the period in the between the two sentences. If you want to use comma, then use the conjunction 'so'. In the recent sentence you find comma after then, but it is 'If...then" structure)

Sub - Ordination

Conjunctions that help us to form a complex sentence are subordination or subordinating conjunctions. They are " (al) though, since, because, where, which, when, while, how, as well as, as if, etc. among these connectives, we sort them out according to its form. Suppose the subordination has only one word that is addressed as simple subordination; two and more than two words it has, then it is called as compound subordination.

Simple Subordination

As, because, since, while, etc are belonged to simple subordinations category.

- E.g.:
1. As it is raining again, We'll have to stay at home.
 2. Because I was ill for six months, I lost my job.
 3. Since he had not paid his bill, electricity was cut off.
 4. While I was travelling in train, I met your friend.

Compound Subordination

As if, as well as, as long as, so long as, no sooner,.. then, if.. .then are belonged to compound subordination category.

- E.g.:
1. She was acting as if she was in charge of the seat.
 2. She works in television as well as writing children's books. (Or, she works in television as well as she writes children's books)
 3. If you want to learn a musical instrument, then I will introduce you to the master.
 4. I had no sooner closed the door than somebody knocked.

Now let us see some connectives and their functions in detail.

- I *As soon as* is used to denote simultaneous action.

Structure

Parts of Speech

As soon as + Subject + 1st Action + Subject +
2nd Action

Notes

1. As soon as the teacher enters the class, the students stand up.
2. As soon as the mechanic on the switches, the machine starts function.
3. As soon as the dentist arrives, the child starts crying.
4. As soon as the boys see the dogs, they start belting them with stones.
5. As soon as the sun rises (in the east) the darkness disappears.

I. No sooner... then is the negative of As soon as

Structure

No Sooner	Do/ Does/did	Subject	First Action	Than	Subject	Second Action
--------------	-----------------	---------	-----------------	------	---------	------------------

1. No sooner did he see his father than he stopped smoking.
2. No sooner did Raja start going out with Rani than she fell in love with driver.
3. No sooner does the rabbit see the dog that it slips away.
4. He had no sooner drunk the coffee than he began to feel drowsy. (Or, No sooner had he drunk the coffee than...)
5. No sooner does he earn any money than he spends it.

II. **Hardly/Scarcely. ..When/before** It is similar to 'no sooner. than'. The structure is

Hardly/ Scarcely	Had	SUB	First Action	When/ Before	SUB	Second Action
------------------	-----	-----	-----------------	-----------------	-----	------------------

1. Hardly had I closed my eyes when I began to imagine the most fantastic shapes.
2. Scarcely had she been inside the house before the kids started screaming.
3. Hardly had the performance begun when the lights went put. (Or, The performance had hardly begun when the lights went out.)
4. Scarcely had he ensured the safety in the place of work before he started production.
5. Scarcely had she entered the room when the phone rang.

III. **Not only... But also**

One person but two qualities / actions will be described in this structure

Subject + Verb + not only + quality action + but also + another quality action

1. We go there not only in winter, but also in summer.
2. This place is not only cold, but also damp.
3. They are not only tall, but also shrewd.
4. They have selected not only women but also men.
5. He teaches not only Chemistry but also Computer Science.

Two persons but one common quality /action may be described in this structure

Not only + Subject-I + But also + Subject-II + verb + quality/action

Note:

The verb in the structure should agree with the second subject (number / person)

1. Not only the teacher but also the students were participated.
2. Not only men but also women were chosen.
3. Not only the bathroom but also the rest of the house were damaged.
4. (Or, Not only the bathroom was damaged, but also the rest of the house).
5. Not only the villages but also near by town is affected in the flood.
6. Not only walking but also swimming is a good exercise.

IV. **Lest... Should** is used to give warning. Though it is very rare in British English, found in ceremonial language and in science fiction.

Structure

Warning / Fact + lest + person + should + Consequences

1. The robber ran away lest he should be seen.
2. Boil the milk well, lest it should become sour soon.
3. Save today, lest you should meet trouble in future.
4. She began to be worried, lest he should have met with some accident.
5. He dared not spend the money, lest someone should ask where he had got it.
6. Take these pills, lest the pain should overwhelm you.

V. Although...

Yet is a Correlative subordination unreasonable action in introduced with a statement.

Parts of Speech

The structure is

Notes

Although + Subject + Verb + Quality action + Yet +
Subject + Verb + Quality action

1. Although she had no qualification, yet she got the promotion.
2. Although he had not wanted the money, yet he stole by habit.

Exercise

I. Add suitable conjunction to the following sentences.

1. Storage tanks for collecting rainwater may be -----above-----
below the ground.
2. ----- ancient times, gold has caught the imagination of
people by its unique qualities.
3. Srinivasa Ramanujam, a poor uneducated Indian, was one of
the greatest -----most unusual mathematical geniuses.
4. A camera is an instrument ----- is used for taking
photographer.
5. A printer is an output device----- puts the data for the
computer on paper.
6. ----- of interrupted power supply, all the data was lost.
7. ----- there is a bad weather, the aero plane cannot take
off.
8. ----- the various fast and well - developed transport
systems, trekking has its own fun.
- 9 .He will come ----- you call him.
- 10 .The thief hid himself ----- he should be caught.
11. I shall give you the book----- you promise to
return it in time.
12. He helps other ----- he is poor.
- 13 .The place is much more beautiful----- I thought.
14. You borrow ----- many books----- you want.

15. The man is----- weak----- he can't walk properly.
16. -----he prayed hard, his prayer was not answered.
- 17 She gave children food ----- sent them to school.
18. The boy is strong,----- he can't lift the box.
- 19.----- Tom, ----- mable has arrived.
20. Jawaharlal Nehru was ----- a statesman -----
a writer.
21. This is the boy----- won the prize.
22. He is rich----- he does not help any of his neighbors.
23. He had his raincoat ----- he did not have wet.
24. My friend enjoys poetry ----- fiction, as well.
25. He is an experienced teacher ----- he is
sometimes nervous.

II Join the following sentences using suitable conjunction making necessary changes.

- 1 James writes novels. He writes plays
2. He ate all the food. He was very hungry.
3. I shall come back. I shall ring you up.
4. Jane dances beautifully. Susan dances more beautifully.
5. It was raining, we stayed at home.
6. She is poor. She has peace of mind.
7. Eliot was a critic. He was a poet.
8. Her mother called her. She did not look back.
9. I went to the post office. I wanted to buy some stamps.
10. The boy ran away. He should not be caught.
11. I went to bed early. I was tired.
12. Everyone admires him. He is very honest.
13. You must start now. You will be late.
14. John is a great artist. He has been honored by the government.
15. Susan hasn't arrived. Her sister has not arrived either.
16. I shall come back tomorrow. I shall give you the details then.
17. We shall go to his house. We invite him to the party.
18. He worked hard. He failed.
19. The boy stole the money. He hid it in his uncle's house.
20. Came to see me. I was not at home.
21. This is the house. The roof was blown off.
22. I went to her house. I delivered the message.
23. We can't do anything. We must get his reply.

24. The box is very heavy. I cannot lift it.
25. He will not come, you call him.

III Correct the use of connectives in the following sentences :

Notes

1. He either is a fool or a knave.
2. He neither knows English nor French.
3. He can write both in Hindi and English.
4. He is though old yet he is very active.
5. I do not know he will whether help or harm you.
6. He is my friend not only but also my benefactor.
7. He drove very fast lest should miss the train.
8. No sooner did I enter the room than saw I a thief jumping out.
9. I had hardly opened my eyes when did he break the news to me.
10. He is as much honest as is he industrious.

INTERJECTIONS

An Interjection is a word used to express some sudden feeling.
Always used with a sign of exclamation (!) after the interjection.

E.g.: Wow! What a beautiful dress!
Alas! She's dead now.
Ah! It feels good.

Exercise

Add suitable Interjections in the following sentences

1. _____! Where are you going?
2. _____ I've got a bad headache.
3. _____, I didn't know that.
4. _____ Don't make noise.
5. _____ here is our proposal.
6. _____ I'm lost in the Wilderness.
7. _____ We've won the match.
8. _____ I forgot my brother's birthday.
9. _____ She failed.
10. _____ you are here.

UNIT II NOUN PHRASES

A noun phrase is a group of words that work together to name and describe a person, place, thing, or idea. When we look at the structure of writing, we treat a noun phrase the same way we treat a common noun. Like all nouns, a noun phrase can be a subject, object, or complement.

A noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. A noun phrase includes a noun—a person, place, or thing—and the modifiers which distinguish it. So in general a noun phrase is a group of words with a noun head as the nucleus and some other words as modifiers.

I like *the wonderful painting*.

I know *the back streets*.

I've met *the world best cricketer*.

Compare the three examples above to these:

I like **it**.

I know **them**.

I've met **him**.

In these three examples, the words in bold are all pronouns. The ability to replace the noun phrases in the first three examples with a pronoun proves that the italicized texts are functioning as nouns, making them *noun phrases*.

Like any noun, a noun phrase can be a subject, an object or a complement.

E.g.: The tall tree fell down in the storm

(Noun Phrase as a subject)

I wish to see the manager.

(Noun phrase as object of a verb)

Mrs. James is a handsome man.

(Noun phrase as complement of verb)

Mohan is confident of winning the race.

(as object of preposition)

Exercises

Identify the Noun Phrases in the following sentences

1. I hope to win the match.
2. He tried to solve the problem.

3. Did you enjoy watching the movie?
4. The boys want to go for a tour.
5. Dogs prefer living in houses.
6. The thief refused to accept the crime.
7. The boy denied telling the lies.
8. To speak such nonsense is disgraceful
9. I dislike eating sweets.
10. She will hate to do such a bad things.
11. He wished to talk to his manager.
12. The wicked man loves getting poor people into trouble.
13. The poor man wanted to pay back every penny he owed.
14. He hates having to punish his servants.
15. Horses prefer living in dark stables.
16. I will never do such a thing.
17. Have you ever tried to climb a tree?
18. He refused to answer my question.
19. He promised to get me something.
20. Why do you want to meet him?
21. He denied taking the money.
22. Your doing such a thing surprises me

In these three examples, the words in bold are all pronouns. The ability to replace the noun phrases in the first three examples with a pronoun proves that the italicized texts are functioning as nouns, making them *noun phrases*.

Like any noun, a noun phrase can be a subject, an object or a complement.

Parts of a Noun Phrase:

A noun phrase has two parts: a noun and any modifiers connected to that noun. Most often, these modifiers will be adjectives, articles and prepositional phrases. The modifiers may also be determiners.

What is Noun?

A noun is a person, place, thing or idea. All noun phrases will have core noun, with modifiers connected to it.

What is Modifiers?

Words that modify and precede the nucleus head is called as the modifier. It may give more information about particular noun; identify it and describe it in detail.

Modifier – Article

There are only three articles in modern English: a, an, the. An **article** is always connected to a noun and so, when one is used, it is always part of a noun phrase.

E.g.: 1. The man is a dancer.

(The- article, man- Noun, The man- Noun phrase)

2. An eagle was flying above the building.

(An- article, eagle- Noun, An eagle- Noun phrase)

3. A tiger was waiting for its prey.

(A- article, tiger- Noun, A tiger - Noun phrase)

Modifier – Adjective

An **adjective** is a word that describes nouns and pronouns.

E.g.: 1. The young puppy chased its tail.

The adjective ‘young’ is describing ‘puppy’. The two words combine to make a noun phrase, which is the subject of the sentence.

2. Many people want to live quiet, peaceful lives.

The noun phrase has two adjectives: ‘quiet’ and ‘peaceful’. Each adjective modifies the noun ‘lives’. They describe what kind of lives people want.

Modifier- Prepositional Phrase

A prepositional phrase is a group of words that begins with a preposition and ends with an object. They add details, such as where something is or when an event occurred.

E.g.: 1. The bangle in the cupboard is not mine.

This noun phrase includes the prepositional phrase ‘in the cupboard’. It is giving us a detail about the noun ‘bangle’ –where it is located. The noun phrase in the example is the subject of the sentence.

2. My little brother always feared monsters in the closet.

The prepositional phrase ‘in the closet’ modifies the noun ‘monster’. The noun and prepositional phrase combine to make the noun phrase “monsters in the closet”.

Determiner:

A determiner is a word that clarifies a noun. It is used to differentiate between similar nouns. Determiners answer questions such as ‘Which one?’, ‘whose?’, or ‘How much?’

E.g.: Those people are so friendly.

The determiner ‘those’ tells us which people are friendly. The noun phrase ‘those people’ is the subject of the sentence.

I gave a biscuit to your dog.

In this sentence ‘your’ is clarifying to which dog I gave a biscuit to. The noun phrase ‘your dog’ is the indirect object of the sentence.

All children should get their basic education.

The noun ‘children’ is modified by the determiner ‘all’ answers the question ‘How many children?’ The noun phrase ‘all children’ is the subject of the sentence.

Notes

Types of Noun Phrase

Noun Phrase as Subject:

The quick brown fox jumped over the lazy dog.

In the above sentence, the noun phrase is the subject of the sentence. In other words, this sentence is about ‘the quick brown fox’. Instead of just saying ‘fox’, the rest of the noun phrase works to describe it.

Noun Phrase as Complement:

I think there is a good pop song in pretty much anything.

Here the four words ‘a good pop song’ work together as a noun phrase. Instead of saying ‘song’, ‘a good pop song’ acts as a complement to the subject ‘there’.

Noun Phrase as Object:

I met the great classical vocalist yesterday.

In the above sentence, the noun phrase ‘the great classical vocalist’ acts as the object of the sentence.

How to write Noun Phrase

A noun phrase centers on a noun. Noun may be described by adding modifiers. Adding modifier to the noun creates noun phrase. Easy way to make a noun into noun phrase is adding an article. For example

Cats sleep a lot. (No noun phrase)

To change it into noun phrase, it is enough to add an article (the)

The cat

The fluffy, long haired cat (article+ adjectives+ noun)

The cat on the top of the stool is sleeping (article + noun + prepositional phrase)

Most big cats (determiner + adjective + noun)

Identify the noun clauses in the following sentences.

1. I hope to win the first prize.
2. I tried to solve the puzzle.
3. Did you enjoy reading this book?
4. The boy wants to go home.
5. Horses prefer living in dark stables.
6. The accused refused to answer the question.
7. The boy denied stealing the money.
8. To write such rubbish is disgraceful.
9. I dislike having to punish my kids.
10. I will hate to do such a thing.
11. He wished to talk to his manager.
12. The wicked man loves getting poor people into trouble.
13. The poor man wanted to pay back every penny he owed.
14. He hates having to punish his servants.
15. Horses prefer living in dark stables.
16. I will never do such a thing.
17. Have you ever tried to climb a tree?
18. He refused to answer my question.
19. He promised to get me something.
20. Why do you want to meet him?

EXERCISE

Circle the noun phrase in each sentence given below.

E.g.: A: The basketball coach was happy with his team's effort.

Answer: basketball coach.

Notes

1. Has anyone seen the little, green, parrot?
2. The football coach got very upset with his team.
3. She is my favorite English teacher.
4. The kids were surprised by the summer rain.
5. I live in a good, family home.
6. We are excited about the championship game.
7. He gave the crying child a toy to play with.
8. I decided to walk down the yellow, brick, road.
9. I went to watch the beautiful play.
10. I picked the dark horse to win the race.
11. Has anyone seen my big, brown, dog?

UNIT III ADJECTIVE PHRASES

An adjective phrase serves the same purpose as an adjective. It modifies a noun.

- E.g.** a) My grandfather was a wealthy man
b) My grandfather was a man of great wealth

In sentence a) the word **wealthy** modifies the noun man. It therefore does the work of an adjective.

In sentence b) the group of words **of great wealth** tells us what sort of man my grandfather was. It qualifies the noun man, just as an adjective does.

E.g. The Chief Minister lived in a house built of wood. I have passed several nights without sleep.

An adjective phrase is a group of words that describe a noun or pronoun in a sentence. The adjective in an adjective phrase can appear at the start, end, or in the middle of the phrase. The adjective phrase can be placed before, or after, the noun or pronoun in the sentence. An adjective phrase (or adjectival phrase) is a phrase that tells us something about the noun it is modifying. The main word in an adjective phrase will be an adjective. In the examples below, the adjective phrase is italicized and the head word (i.e., the adjective) is in bold:

- These are *unbelievably **expensive*** shoes.

(In this example, the head adjective ends the adjective phrase.)

- She was *fairly **bored*** with you.

(In this example, the head adjective is in the middle of the adjective phrase.)

Like a normal adjective, an adjective phrase can be used before the noun it is modifying (like in the first two examples above) or after the noun it is modifying (like in the last example).

Ramya has extremely menacing eyes

In the above sentence **eyes** is the noun, **menacing** is the head adjective, **extremely menacing** is the adjective phrase. The adjective phrase '**extremely menacing**' modifies the noun **eyes**.

The dog covered in mud is mine

In the above sentence **covered in mud** is the adjective phrase, covered is the head adjective.

The adjective phrase '**covered in mud**' modifies the noun **dog**

More Examples of Adjective Phrases

Here are some more examples of adjective phrases (with the head adjectives in bold):

- The *extremely* **covered** in mud *tired* lioness is losing patience with her *overly* **enthusiastic** cub.
- My mother was *fairly* **unhappy** with the service.
- Her baking always smells *very* **tempting**.
- The consequences of agreeing were far *too* **serious**.

In the English language, four grammatical forms can appear within an adjective phrase:

1. Adverb phrases
2. Prepositional phrases
3. Verb phrases
4. Noun clauses

Adverb Phrases

The first grammatical form that can appear in an adjective phrase is the adverb phrase. Adverb phrases are phrases with an adverb functioning as the head of the phrase plus any other adverbs functioning as adverb phrase modifiers. For example:

- sickently | sweet
- tearfully | sad
- seldom | late
- very | smart

Adverb phrases always precede the adjective within an adjective phrase.

Prepositional Phrases

The second grammatical form that can appear in an adjective phrase is the prepositional phrase. Prepositions are "words that indicate relationships between nouns, adjectives, and verbs and other words." Prepositional phrases are defined as phrases formed by a preposition followed by a prepositional complement. Within the adjective phrase, prepositional phrases perform the grammatical functions of adjective phrase complement and adjective phrase modifier. An adjective phrase complement is defined as a word, phrase, or clause that completes the meaning of an adjective or adjective phrase.

E.g.: **I am *fond of pumpkin cookies*.**

In the above example ‘fond of pumpkin cookies’ is the adjective phrase. ‘Fond’ is the adjective and ‘of pumpkin cookies’ is the prepositional phrase.

I feel *happy for the couple*.

In the above example ‘happy’ is the adjective head, ‘for the couple’ is the prepositional phrase. ‘Happy for the couple’ is the adjective phrase.

Prepositional phrases more frequently function as adjective phrase complements than as adjective phrase modifiers. Prepositional phrases always follow the adjective within an adjective phrase.

Verb Phrases

The third grammatical form that can appear in an adjective phrase is the verb phrase. Verbs are "words that express an action or state." Verb phrases perform the grammatical function of adjective phrase complement within adjective phrases. Only verbs in the form of infinitives can complete the meanings of adjectives.

E.g.: **I am *afraid to eat new foods*.**

In the above example ‘afraid’ is the adjective head and ‘to eat new food’ is the verb phrase.

They are ***glad to help*** the orphans.

In the above example ‘glad’ is the adjective head, ‘to help’ is the verb phrase. ‘Glad to help’ is the adjective phrase.

Kala is ***lucky to have won the contest***

In the above example ‘***lucky***’ is the adjective head, ‘***to have won the contest***’ is the phrase verb.

Noun Clauses

The fourth grammatical form that can appear in an adjective phrase is the noun clause. A noun clause is defined as a dependent clause that performs nominal functions and that consists of a subordinating conjunction followed by a clause. Noun clauses function as adjective phrase complements within adjective phrases.

E.g.: Adjective | Noun Clause

Sri Devi is **hopeful that her boyfriend will propose** her today.

In the above sentence ‘hopeful’ is the adjective head and ‘her boyfriend will propose’ is the noun clause.

The farmer was **angry that the pumpkins were destroyed**

In the above sentence **angry** is the adjective, **that the pumpkins were destroyed** is the noun clause

Noun clauses also always follow the adjective within an adjective phrase.

Adjective Phrases Can Be Used Attributively or Predicatively

An adjective phrase can be an *attributive adjective* or a predicative adjective.

Attributive Adjective

An attributive adjective is one that sits inside the noun phrase of the noun it modifies. Look at these two examples:

The beautifully **carved** frames are worth more than the painting.

This is an attributive adjective phrase. It sits inside the noun phrase *the beautifully carved frames*.

The frames beautifully **carved** by monks are worth more than the painting.

This is also an attributive adjective phrase. It sits inside the noun phrase *the frames beautifully carved by monks*.

When an adjective appears before its noun, it is very likely to be an *attributive adjective*. However, an adjective that appears after its noun can also be *attributive*.

Predicative Adjective

A predicative adjective sits outside the noun phrase of the noun it modifies. Typically, a predicative adjective is linked to the noun it modifies with a linking verb. For example:

The curtains look far too **long**.

This is a predicative adjective phrase. The linking verb is *look*.

The frames were beautifully **carved** by monks.

This is a predicative adjective phrase. The linking verb is *were*.

Exercise- I

Replace the adjective phrases in the following sentences by adjectives of the same meaning.

1. He wore a turban **made of silk**.
2. You have done a **deed of shame**.
3. They walked along a road **covered with mud**.
4. He was a man **without fear**.
5. She is a writer of **great versatility**.
6. It is **of no use**.
7. He is a boy **of great promise**.
8. A valley **covered with grass** stretched before us.
9. The article contains many **quotations from the Bible**.
10. He is a cricketer **by profession**.
11. You need guidance **of a medical nature**.
12. They are a couple **with no children**.
13. He leads a life **devoid of blame**.
14. He was carrying a knife **stained with blood**.
15. I met a little girl **from a cottage**.
16. From that sleepy village **in the mountains** hailed a chieftain of great fame.
17. He is a man **with plenty of impudence**.
18. Nobody likes a person **with a short-temper**.
19. He was a soldier **free from fear**.
20. I knew that he was a **man of sense**.

Exercise 2

In each of the following sentences replace the adjective in bold letters by an adjective phrase of the same meaning.

E.g.: They went by **Siberian** railway.

They went by the railway **running through Siberia**.

1. The King wore a **golden** crown.
2. It is a **white** elephant.
3. He lived in a **stone** house.
4. There was an **earthen** pot on the table.
5. She wore a **diamond** necklace.
6. Much has been said about the **Swiss** scenery.
7. The **Spanish** flag flew at the top of the mast.
8. That was a **brave** act.
9. It was a **horrible** night.
10. **Heroic** deeds are worthy of admiration.

Exercise 3

Replace the Adjective in bold letters by an adjective phrase in the following sentences.

1. It is a *white* elephant.
2. She wore a *diamond* necklace.
3. He lived in a *stone* house.
4. This was a *brave* act.
5. It is a *horrible* story.

Exercise 4

Identify the adjective phrases in the following sentences.

1. I met a girl with brown eyes.
2. A friend in need is a friend in deed.
3. A bird in the hand is worth two in the bush.
4. The king was wearing a crown made of gold.
5. He was wearing a red shirt.
6. The poor woman is known for her generosity.
7. Bala's arrogant nature made her unpopular.

8. The old man is sick.
9. Iron is a useful metal
10. An intelligent boy won the quiz.
11. Have you ever seen an elephant with a white skin?
12. He was wearing a crown made of gold.
13. There I met a girl with blue eyes.
14. Wild beasts in small cages are a sorry sight.
15. A man with a long beard came to see me.
16. We visited many villages without any inhabitants.
17. A friend in need is a friend indeed.
18. A bird in the hand is worth two in the bush.
19. He was a young man of great promise.
20. In a low voice, he narrated the tale of his adventures.

UNIT IV ADVERBIAL PHRASES

A group of words that is used to change or quality the meaning of an adjective, a verb, a clause, another adverb, or any other type of work or phrase is called as Adverbial phrases. It serves the same purpose as an adverb.

An adverbial phrase is a group of words that refines the meaning of a verb, adjective, or adverb. Similar to adverbs, adverbial phrases modify other words by explaining why, how, where, or when an action occurred. They may also describe the conditions of an action or object, or the degree to which an action or object was affected.

Ravi drove the school bus **as carefully as possible**.

The word *drove* is the verb, and the adverbial phrase *as carefully as possible* describes how the driver performed the action.

i. **Preposition with its Object**

Let us look at the sentence.

Keep the book on the table.

In this sentence, the phrase 'on the table' modifies the verb 'keep' and is, therefore, functioning as Adverb. It is an Adverb Phrase (of Place), which has been formed by the preposition 'on' with its object 'the table'.

ii. **Infinitive with its Complement**

Let us look at the sentence.

I Immigrated to Canada to be rich.

In this sentence, the phrase 'to be rich' modifies the verb 'Immigrated' and is, therefore, functioning as Adverb. It is an Adverb Phrase (for purpose), which has been formed by the infinitive 'to be' with its complement 'rich'.

iii. **Infinitive with its Object**

Let us look at the sentence:

Jeyaraj is working hard to win the election.

In this sentence, the phrase 'to win the election' modifies the verb 'is working' and is, therefore, functioning as Adverb. This phrase is an adverb Phrase (of Purpose), which has been formed by the infinitive 'to win' with its object 'the election'.

Purpose of use

Adverbial phrase gives descriptions of time, location, manner, or reason. They serve to broaden the meaning of the sentence and enhance the context of the verb, adjective, or adverb that they describe.

Time (When)

The player *made* the shot **just before the buzzer**.

The adverbial phrase *just before the buzzer* is a description of a time that modifies the verb *made*. It lets you know exactly when the player made the shot.

“The sun *sets* **at around 7:30 PM.**”

Here, the adverbial phrase *at around 7:30 PM* describes the time that the sun *set*. Because the phrase uses the compound preposition *at around*, rather than simply *at*, it implies a level of ambiguity about the exact time that the sun set.

Location or direction (where)

“Stuart *ran* five miles **around the track.**”

Around the track is an adverbial phrase that establishes a location and direction for the verb *ran*.

“The large wind turbines *stood* **on top of the hill.**”

In this sentence, the adverbial phrase *on top of the hill* tells where the wind turbines *stood*.

Manner (how)

“The leopard *climbed* the tree **quite gracefully.**”

Here, *quite gracefully* describes the manner in which the leopard *climbed* the tree.

“The figure skater *leapt* **in a beautiful arc.**”

The adverbial phrase *in a beautiful arc* describes how the figure skater *leapt*.

Reason or purpose (why)

“The woman *went* to the store **to get some lettuce.**”

In this sentence, the infinitive adverbial phrase *to get some lettuce* explains the reason why the woman *went* to the store.

“The hockey team *prepared for the championship match*.”

The adverbial prepositional phrase *for the championship match* lets you know the purpose for the team's preparation.

Types of Adverb Phrases

Adverb Phrase of Time

Let us look at the sentence:

I get up in the morning.

In this sentence, the phrase 'in the morning' modifies the verb phrase 'get up' and tells about the time of action (get up-when? - in the morning) and hence it is an Adverb Phrase of Time.

Adverb Phrase of Manner

Let us look at the sentence:

Rajesh walks at an easy pace.

In this sentence, the phrase 'at an easy pace' modifies the verb 'walks' and tells about the manner of action (walks - how? - at an easy pace) and hence it is an Adverb Phrase of Time.

Adverb Phrase of Purpose

Let us look at the sentence:

I failed in the examination due to my carelessness.

In this sentence, the phrase 'due to my carelessness' modifies the verb 'failed' and tells about the reason of action (failed - why? - due to my carelessness) and hence it is an Adverb Phrase of Cause or Reason.

Adverb Phrase of Condition

Let us look at the sentence:

Unless proved otherwise, his guilt is conclusively established.

In this sentence, the phrase 'unless proved otherwise' modifies the verb 'is established' and tells about the condition of the action of the verb and hence it is an Adverb Phrase of condition.

Adverb Phrase of Result or Consequence

Let us look at the sentence:

Seema worked hard to the successful completion of the task.

In this sentence, the phrase 'to the completion of the task' modifies the verb 'worked' and tells about the result or consequence of the action - 'worked' and hence it is an Adverb Phrase of Result or Consequence.

Adverb Phrase of Concession

Let us look at the sentence:

In spite of his best efforts, Siva could not reach home in time.

In this sentence, the phrase 'in spite of his best efforts' modify the verb 'could not reach' and is an Adverb Phrase of Concession.

Things to keep in mind before framing an adverbial phrase:

Adverb Phrases Show How, Where, **Why**, When

A simple adverb phrase usually contains an adverb and at least one other word before or after it, though a prepositional phrase or infinitive phrase can also act as an adverbial.

Adverb Phrases Describing How

- In total silence
- Often under duress
- Very carefully
- Quite easily

Adverb Phrases Describing Where

- Near the edge
- Through the looking glass
- Over the rainbow
- By the mailbox
- Around the sun

Adverb Phrases Describing Why

- To understand better
- For her happily ever after
- For pity's sake
- To make the most of it
- To end discrimination

Adverb Phrases Describing When

- As quickly as possible
- Any time
- Yesterday afternoon

- After a few minutes
- Never at midnight

Practice Identifying Adverb Clauses

Notes

Each of these proverbial sayings contains an adverb clause. Identify the adverb clause in each sentence, and then compare your answers with those below.

1. While the cat's away, the mice will play.
2. A lie travels around the world while truth is putting her boots on.
3. If you don't know where you are going, any road will get you there.
4. Memory is deceptive because it is colored by today's events.
5. Never look down on anybody unless you're helping him up.
6. You have to kiss a lot of toads before you find a handsome prince.
7. Whenever you find yourself on the side of the majority, it is time to pause and reflect.
8. Life is what happens when you are making other plans.
9. As soon as you forbid something, you make it extraordinarily appealing.
10. Everything is funny, as long as it's happening to somebody else.
11. Don't count your chickens before they hatch.
12. If you want something done right, you have to do it yourself.
13. When the going gets tough, the tough get going.
14. When in Rome, do as the Romans do.
15. Cowards die many times before their death.
16. Don't cross the bridge till you come to it.
17. Don't put the cart before the horse.

In the following sentences, the adverb clauses are in **bold print**. Examine what word or phrase they're modifying and what aspect they show (time, reason, concession, or condition). For example, in sentence 1, the clause refers to the *time* that the mice will *play*.

1. **While the cat's away**, the mice will play.
2. A lie travels around the world **while truth is putting her boots on**.
3. **If you don't know where you are going**, any road will get you there.
4. Memory is deceptive **because it is colored by today's events**.
5. Never look down on anybody **unless you're helping him up**.
6. You have to kiss a lot of toads **before you find a handsome prince**.
7. **Whenever you find yourself on the side of the majority**, it is time to pause and reflect.
8. Life is what happens **when you are making other plans**.
9. **As soon as you forbid something**, you make it extraordinarily appealing.
10. Everything is funny, **as long as it's happening to somebody else**.
11. Don't count your chickens **before they hatch**.
12. **If you want something done right**, you have to do it yourself.
13. **When the going gets tough**, the tough get going.

14. **When in Rome**, do as the Romans do.
15. Cowards die many times **before their death**.
16. Don't cross the bridge **till you come to it**.
17. Don't put the cart **before the horse**.

Exercise

Underline the adverb phrases in the following sentences and identify its type:

1. She lives in a palatial home.
2. Is there water on the moon?
3. She ran into her room.
4. They chatted for a while.
5. She performed the task with great skill.
6. The desert stretched towards the north.
7. The gun went off with a loud noise.
8. The fishers went sailing over the sea.
9. He lay beside the heap of corn.
10. She whispered in his ear.
11. He fought with all his might.
12. He shouted at the top of his voice.
13. It must be done at any cost.
14. Much water has run under the bridge.
15. Without pausing to consider he struck the blow.

Exercise 2

Replace each of the Adverbs by an Adverb Phrase of the same meaning

1. Let us forget our quarrels **immediately/henceforth/forthwith**.
2. It was just **here** that he was killed.
3. They arrived **then**.
4. Please come **early**.
5. He acted **promptly**.
6. I thank you **heartily forthwith**.
7. He succeeded **finally/eventually**.
8. He is ignorant **proverbially**.
9. The wind blew **violently**.
10. He has answered the question **satisfactorily**.

Exercise 3

Underline the adverb phrases in the following sentences.

1. She ran into her room.
2. She performed the task with great skill.
3. She lives in a palatial home.
4. She whispered in his ear.
5. He fought with all his might
6. Much water has run under the bridge.

7. The gun went off with a loud noise.
8. They laughed for a while.
9. It must be done at any cost.
10. The fisherman went sailing over the sea.
11. She lives in a palatial home.
12. Is there water on the moon?
13. She ran into her room.
14. They chatted for a while.
15. She performed the task with great skill.
16. The desert stretched towards the north.
17. The gun went off with a loud noise.
18. The fishers went sailing over the sea.
19. He lay beside the heap of corn.
20. She whispered in his ear.
21. He fought with all his might.
22. He shouted at the top of his voice.
23. It must be done at any cost.
24. Much water has run under the bridge.
25. Without pausing to consider he struck the blow.

Exercise 4

The following exercises will help you gain greater understanding about how adverb clauses work. Choose the best answer to complete each sentence.

1. The women took notes _____.
 - a. While being taught to cook
 - b. Steadily
 - c. Noisily
 - d. For their children
2. We will go to the game _____.
 - a. Friday
 - b. Even if it rains
 - c. Saturday
 - d. Sometime
3. You can put the package _____.
 - a. Outside
 - b. Inside
 - c. Wherever you like
 - d. Somewhere
4. _____, you will not be punished.
 - a. Since you have apologized
 - b. We decided
 - c. He told me
 - d. You are lucky
5. She was so tired _____.
 - a. She left
 - b. She cried
 - c. Today
 - d. That she could not stand

BLOCK II – Basic Grammar II

UNIT – V Prepositions

A preposition is a word that shows the relation between a noun or a pronoun which is called the object of the preposition, and another word in the sentence.

The cat is on the table.

The noun 'table' is the object of the preposition 'on'. The preposition shows the relation between this object and the noun 'cat'.

The following are the common prepositions in English.

in, into, on, under, up, down, from, to, below, above, between, among, at, since, about, during, with, without, of, off, behind, beside, before, after, by, around, over, through, across, along, alongside, inside, outside, against, concerning, despite, regarding, notwithstanding

It is important to learn (a) where to use prepositions and (b) what prepositions to use. Whenever you learn a new word, it may be a good idea to learn the preposition that goes with it.

Position of Prepositions

Prepositions normally come before nouns and pronouns. But in some cases, they are put at the end of the sentence.

1. In interrogatives the preposition is usually placed at the end.
What are you looking for?
(Instead of 'For what are you looking?')
What did they hit him with?
Who are you shouting at?
2. In relative clause, a preposition that comes before whom/which is often shifted to the end of the sentence. In such cases the relative pronoun is often omitted.
This is the book I was referring to. (to which I was referring)
I met the poet you had told me about.
(about whom you had told me)

Uses of Prepositions

- a. Use or omission of **to**

1. The preposition 'to' is not used between verbs like ask, order, request, advise, invite, remind, tell, urge, warn, encourage, beg and the person addressed.

I asked him to arrange the flowers.
They requested him to read a story.
He told me the truth.'

But,

He said to me.
He spoke to me.
He talked to me.
He shouted to me.

Notes

The last sentence means 'He spoke loudly to me'. 'He shouted **at** me' means 'He spoke angrily to me'. Similarly,

Children threw the ball to each other.
means they were playing. But,
He threw the ball **at** me.
means he wanted to hit me.

2. In sentences with two objects, the indirect object usually comes after **to** or **for**.

I bought a book for John.
John gave a new shirt to his brother.

But these sentences can be written without the preposition by bringing the indirect object near the verb.

I bought John a book.
John gave his brother a new shirt.

b. Prepositions of time and date—**in, at, on, by**

in the morning; in the evening; but at night at a time.
at dawn; at 7 O'clock; at noon; at 6.15;
at night at an age at his age; at seventeen; at seventy-two
On a day Monday; on Diwali day; on Christmas day

But 'at Christmas' means during Christmas time, not necessarily on Christmas day.

'By a certain time' means at that time or earlier.

You should be home by ten. (at ten or earlier)
By the end of July, I will have known my result.
(at the end of July or earlier)

'On time' means at the exact time.

The train left on time. (not earlier, not later.)

'In time' means not later.

I reached home in time for dinner.

‘On reaching/On arrival’ means when one reached /arrived.

On reaching home I heard the news.

C. from, since, for, during

from..... to can be used for both time and place.

We have classes from 9 to 4.

I went from Connaught Place to Karol Baugh by bus.

“Since” is used for time. It indicates the period from a specific point of time in the past, to the present.

I have not met him *since* last Monday.

Ever since he left Delhi he has been living in Madras

For is usually used for a period of time.

I have known him for six years.

He is going abroad for three weeks.

During is used to indicate a known period of time.

During the Puja holidays, I was in Lucknow.

I used to play badminton *during* my college days.

d. We travel *from* a place *to* another place. We reach / arrive at / get to a place. But we arrive in a country or a large town. We live in a country / in a city / at a small place.

Watson lives in America.

My father is in New Delhi.

He lives at C4/43, Safdarjung Enclave.

We go home / arrive home / reach home. No preposition is used before ‘home’.

We get into a bus. Then we are *in* the bus.

Then we got *off* the bus.

We may get *onto* the roof. We can sit *on* the roof.

There is some difference between *over* and *above*.

Over may mean being immediately above, with possible physical contact. Above implies some space in between.

We live *above* them. (not over them)

They put a sheet *over* him. (not above him)

There is a similar difference between **under** and **below**. **Under** may imply physical contact, while **below** indicates some space between.

The Raos live **below** us. (not under us)
I put the key **under** the pillow. (not below)

e. between and among

We usually say **between** when there are two persons or things, and **among** when there are more than two.

He flies every day **between** Bombay and Calcutta.
He was happy to be back **among** his on people.

We always say: **between** one thing .and another.

The temperature varies **between** 40 and 45 degrees.
(It is wrong to say: **between** 40 to 45 degrees).

We can, however, say:

The temperature varies from 40 to 45 degrees.)

f. Beside and besides should not be confused.

He stood **beside** his father. (= by the side of)
Besides my parents, several others attended the wedding. (= in addition to)

Adjective + Prepositions

Some adjectives always take particular prepositions after them. It will be useful to remember these.

absorbed in	aware of	composed of	involved in
according to	capable of	due to	liable to
accustomed to	owing to	exposed to	sorry about
afraid of	ready for	fond of	(something)
angry with	scared of	fit for	successful in
anxious to	sorry for	inclined to	suspicious of
	(a person)		
ashamed of	tired of	interested in	terrified of

Verbs + Prepositions

Like adjectives, some verbs also take particular prepositions after them some commonly used verbs with their prepositions are given below.

Abstain	from something
accuse	someone of a wrong deed
agree	with a person, to a proposal

Prepositions

Notes

alight	from a vehicle
answer	a question, to a person
apologise	to a person, for a wrong deed
appeal	to a person, for help, against an order
apply	to a person, for a job
argue	with a person, for or against something
ask	for help, of a person
attend	to a person/work, on a person (but attend a meeting/a class)
believe	in person/thing
blame	someone for something
buy	something from a shop
call	at a place, on a person
charge	someone with a wrong deed
compare	to (two dissimilar things) with (two similar things) (Recently, however, both to and with are used interchangeably).
compete	with a person, for something
complain	to a person, against a person, about something
comprise	persons/things• (No preposition after 'comprise')
conform	to a pattern
consist	of several things
die	of a disease
differ	with a person on something from a person in some quality
dream	of something
enter	a place, into an agreement
entrust	a person with something something to a person
escape	from something (but escape punishment)
feed	on grass, hay, etc.
feel	for a person
fly	into a rage
furnish	a person/room/building with things
hope	for something
inquire	of a person, about a person/some matter into an accident
insist	on doing something
jump	at an offer, to a conclusion
knock	at a door
look	for something on/upon a person as a friend
object	to something
part	from a person, with a thing
persist	in doing something
play	a game, on a piano
prefer	something to another
prepare	for something
protect	someone from something
provide	someone with something, for the family
present	someone with something something to someone
put up	with a person, at a place
refer	to a person/thing

remind	someone <i>of</i> something
resort	<i>to</i> some action
supply	a person <i>with</i> something
	something <i>to</i> a person
suspect	someone <i>of</i> something
sympathise	<i>with</i> a person, <i>in</i> his difficulty
think	<i>of</i> a person/something
wait	<i>for</i> a person/something to happen
wish	<i>for</i> something

Verbs coming after a preposition will ordinarily be in the **ing** form.

I object to his **coming** here.
 There was no difficulty in **locating** the house.
 He insisted on **taking** his car.
 He was charged with **stealing** a scooter.

The prepositions **but** and **except** can be exceptions.

He did nothing **but** agree with everything.
 The girls sat there doing nothing **except** grumble.

Exercise - I

Fill in the blanks using suitable prepositions.

1. Vimala goes _____ school every morning _____ nine.
2. The seedling grew _____ a tree _____ just three years.
3. King Lear was written _____ Shakespeare who was born _____ 1564.
4. I was born _____ Mannar, a small village _____ Kerala, but now I live _____ Delhi.
5. _____ The morning, father goes _____ a walk.
6. I begin my day _____ a cup of coffee prepared _____ my mother.
7. _____ The summer holidays, we go _____ my grandmother's place.
8. Indira was punished _____ her teacher _____ copying _____ her neighbor's book.
9. Mohan did not attend the class _____ Monday.
10. She has been away _____ Sunday.
11. He goes _____ bed _____ ten o'clock and gets up sunrise.
12. My father goes _____ his office bus _____ while we go _____ school _____ foot.
13. Go _____ the station and look _____ a man _____ a long beard.
14. _____ what time to you get up _____ the morning?
15. The bus stop was _____ the other side _____ the road; so we walked _____ the road and waited _____ the bus stop.

Exercise - II

Correct the Prepositions in the following sentences—

Prepositions

Notes

1. I met to him yesterday.
2. I reached at the station a little late.
3. I can never forget to you.
4. He ran me.
5. Now I shall never speak him.
6. I met him in last month.
7. It was very cold in this morning.
8. I cannot wait for any longer.
9. He cannot go for a step further.
10. Please return my book on tomorrow.
11. He was absent on yesterday.
12. I go on a walk the morning.
13. I don't read the night.
14. Now I must go back to home.
15. He is not home.

UNIT – VI CONCORD

Concord

Agreement means the agreement of number between subject and verb

Notes

Singular subject requires singular verb and plural subject requires plural verb

E.g. Rama studies well
Students work hard

When two subjects are joined by ‘and’, the verb is plural.

E.g. Ravi and his family are in Chennai.

When two singular subjects are connected by ‘or’, ‘either...or’, ‘neither nor’ the verb is singular.

E.g. Ragu or his brother attends on their old father.

When two plural subjects are connected by ‘or’, ‘either...or’, ‘neither...nor,’ the verb is plural.

E.g. Either mangoes or apples are required now

When a singular subject and a plural subject are joined by ‘or’, ‘either... or’, ‘neither...nor,’ the verb agrees with the subject nearer to it.

E.g. Neither John nor his brothers have arrived.

When two subjects are joined by *as well as*, *alongwith*, *besides*, *rather than*, *together with*, *accompanied by*, *more than*, *in the company of*, *as much as*, *in addition to*, the verb agrees with the first subject.

E.g. John as well as his friends has passed.

One or more/ one or two + plural noun + plural verb

E.g. One or more books are missing.

More than one + singular noun + singular verb

E.g. More than one apple is rotten.

Many a + singular noun + singular verb

E.g. Many a student has failed.

A (good/large/great/small) number of! group of + plural noun + plural verb

E.g.: A large number of people were killed in the bomb blast.

The number of + plural noun + singular verb

E.g. The number of soldiers killed in the war was not large.

One of/ each of / everyone of/ either of/ neither of + plural noun + singular verb

E.g. Each of the students works hard.

When each, every, either and neither are used adjectively, they go with a singular verb

E.g. Either girl is ready to go.

‘Everyone’, ‘everybody’ ‘anyone’, ‘anybody’, ‘none’ ‘nobody’ take singular verb.

E.g. Everyone is asked to come as early as possible.

When ‘every’ or ‘each’ goes with two singular subjects connected by ‘and’, singular verb is used.

Every school and college has a library.

The greater / greatest part is singular, when it refers to quality or amount and plural when it refers to number.

E.g. The greater part of rice is wasted.
The greater parts of mangoes are good.

Expressions like ‘five pounds’, ‘ten rupees’, ‘two weeks’, ‘three miles’ etc. are singular, when they are thought of as indicating a single amount, period or distance

E.g. Ten rupees is not a big sum.

‘All’, ‘some’, ‘haif. ‘a lot of’ take singular verbs, when they denote amount or quantity and plural verbs when they denote number.

E.g. All the milk was sour

All oranges are sold out.

A lot of people are waiting outside.

A lot of money is spent.

Certain nouns like ‘deer’, ‘sheep’, ‘air craft’ ‘counsel’ (barrister) and nationality names like ‘Chinese’, ‘Japanese’, ‘Portuguese’, ‘Swiss’ etc are both singular and plural.

Concord

E.g. A deer is/two deer are grazing in the valley.
A Swiss/two Swiss are invited to the party

Notes

Numerical expressions like ‘dozen’, ‘hundred’, ‘thousand’, ‘lakh’. ‘million’, ‘billion’ etc have no plural forms when they are preceded by number words.

E.g. A / two hundred people are present.
A / five dozen mangoes are purchased.

However, there are expressions like

Dozens of oranges
Hundreds of people

Class collective nouns like ‘furniture’, ‘machinery’, ‘equipment’, ‘traffic’ ‘luggage’, ‘crockery’, ‘cutlery’, ‘clothing’ are singular in form and they take singular verb.

E.g. All the clothing was clean.
Luggage was carried by him

The noun ‘clothes’ is always plural and has no singular form

All the clothes are clean.

Collective nouns like ‘people’, ‘police’, ‘cattle’, ‘clergy’ and ‘vermin’ are always plural

The clergy were respected.
The police have served well.

The following nouns have a plural ending but are singular in number and take singular verbs.

News, Brussels, The United Nations, Measles, Flanders, The United States of America, Billiards, Missiles, Algiers, Naples, Athens, Wales

E.g. This news is not true.

The following nouns ending in ‘ics’ take singular verbs, when they are subject names.

Aesthetics Linguistics Physics Acoustics Mathematics Politics
Economics Mechanics Statistics Ethics Metaphysics Genetics Phonetics

E.g. Phonetics is an interesting subject

But some of these nouns require plural verbs when they do not refer to the subject as such.

E.g. The statistics on *family* planning are disturbing.

The following nouns are always plural.

Scissors	Braces	Panties	Goggles	Pliers	Pants
Pajamas	Glasses	Shears	Breaches	Tights	Spectacles
Tongs	Shorts,	Binoculars	Trousers	Knickers	

However when they are used with ‘a pair of, the verb is singular.

E.g. These trousers are new.
There is a new pair of scissors on the table.

The following nouns are plural and they take plural verbs.

Riches, arrears, tidings, goods, valuables, annals, proceeds, auspices, amends, thanks, earnings, outskirts, remains, belongings

E.g. Our thanks are due to our mother

The following nouns are plural and take plural verbs. A few of these nouns have a different sense in the singular.

Regards	Customs	Damages	Wages	Airs	Spirits
Premises	Letters	Grounds	Savings	Manners	

E.g. Our savings are meager.

The relative pronouns ‘who’, ‘what’ and ‘which’ take the number and person of the nouns for which they stand.

E.g. My father wants to ask you who his best friends are?

When two singular nouns refer to the same idea or same person, a singular verb is used.

E.g. Time and tide waits for no man

The determiners ‘this’ and ‘that’ go with singular nouns and singular verbs and ‘these’ and ‘those’ with plural nouns and plural verbs.

E.g. This girl speaks good English.
This kind of vegetables is rare.
Vegetables of this kind are rare.

Plural words and phrases used as titles of books take singular verbs.

Concord

E.g. *Great Expectations* is an interesting novel.

Exercise

-

I

Notes

Correct the errors in the following sentences:

1. My mother write to me three times a week.
2. What happen were to the balloon when you let it go?
3. Why were the tall girl unable to reach it?
4. Economics are an important subject.
5. One of the most serious problems are lack of motivation.
6. It was always the brightest student who were asked to answer the question.
7. All the interest are paid without deduction of tax.
8. The police is investigating the incident.
9. The news are always bad now-a-days.
10. The crowd outside the gates of the palace were enormous.
11. Getting letters from old friends give me a lot of pleasure.
12. Ten years are a long time to spend in prison.
13. Ninety miles an hour were over the speed limit
14. Nothing were missing in the house.
15. Were anybody hurt in the accident?
16. Two thirds of the money were spent on laboratory equipment.
17. Neither letter were properly addressed.
18. Every one of us were given a prize.
19. Neither of our children are interested in music.
20. How many children do Angela have?

Exercise – II

In each of the following sentences supply a verb in agreement with its subject:

1. To take pay and then not to do work _____ dishonest.
2. The cost of all these articles _____ risen.
3. The jury _____ divided in their opinions
4. That night every one of the boat's crew _____ down with fever.
5. One or the other of those fellows _____ stolen the watch.
6. The strain of all the difficulties and vexations and anxieties _____ more than he could bear.
7. No news _____ good news.
8. The accountant and the cashier _____ absconded.
9. A good man and useful citizen _____ passed away.
10. The famous juggler and conjurer _____ too unwell to perform.
11. The Three Musketeers _____ written by Dumas.
12. Each of the suspected men _____ arrested.
13. The ebb and flow of the tides _____ explained by Newton. Ninety rupees _____ too much for this bag.
14. The cow as well as the horse _____ on grass.
15. Neither his father nor his mother _____ alive.

Concord

Notes

16. There _____ many objections to the plan.
17. Two-thirds of the city _____ in ruins
18. The formation of paragraphs _____ very important.
19. Man's happiness or misery _____ in a great measure in his own hands.

UNIT- VII TENSES

Look at the following sentences:

1. He works hard.
2. He is working hard.
3. He has worked hard.
4. He worked hard.
5. He was working hard.
6. He will work hard.
7. He will be working hard.
8. We work hard.

In the above sentences, the same verb (work) is used, but in different forms. In sentences 1,2 and 3 (works, is working, has worked) show the present time (now). The verb forms in sentences 4 and 5 (worked, was working) show the past time (before now). The forms in sentences 6 and 7 (will work, will be working) show the future time (after now). These different forms are called tenses.

The tense of a verb shows the time of an action and also its continuance or completion. For example, “is working” (Present Continuous) shows an action which is continuing, while “has worked” (Present Perfect) expresses an action which is completed.

An English verb has the following forms:-

1. The base form (E.g.: work, go)
2. The –s form (E.g.: works, goes)
3. The – ing form or present participle (E.g.:, working, going)
4. The past tense (E.g.: worked, went)
5. The past participle (E.g.: worked , gone)

THE USE OF TENSES

There are twelve forms of Tenses of verbs

They are:

1. Simple Present Tense,
2. Present Continuous Tense,
3. Present Perfect Tense,
4. Present Perfect Continuous Tense,
5. Simple Past tense
6. Past Continuous tense
7. Past Perfect Tense
8. Past Perfect Continuous Tense
9. Simple future tense

10. Future Continuous Tense
11. Future Perfect Tense
12. Future Perfect Continuous Tense

i. Simple Present Tense

Simple present tense (Present Indefinite Tense) is used

1. to express what is actually taking place at the present moment; as
 - a. They play foot ball
 - b. He goes for chatting
2. to express Universal truth; as
 - a. The sun rises in the east
 - b. Water freezes at 0° Celsius
3. to express habit; as
 - a. Every Monday Rakesh goes to computer class.
 - b. We take coffee early in the morning
4. to take about actions and situations in “General time” - things which happen at any time, or all the time ; as
 - a. I go to Library twice a week
 - b. We play in the garden.
5. to talk about momentary present actions – things which take a very short time to happen. This is used in sport Commentaries; as
 - a. Tendulkar attempts to take a catch.
 - b. Baskar passes the ball to Danraj Pillai and here Danraj shoots the ball.
6. to talk about a future action, usually an official Programme or time – table; as
 - a. The President of USA visits India next month
 - b. I start my new project tomorrow.
7. to narrate stories; as
 - a. Hamlet meets the ghost of his father. The ghost reveals the secret.
 - b. Othello suspects his wife Desdemona and enters the room.
8. in newspaper headlines; as
 - a. The Governor resigns (The Governor resigned)
 - b. Flood washes away the village.
9. to give instruction, demonstrations and directions; as
 - a. First put a lump of butter into a frying pan and light the gas.
 - b. Take a test tube and clean it.

ii. Present Continuous Tense

The Present Continuous is usually used

1. for actions that are going on at the time of speaking

E.g. a. We are learning English
 b. We are Playing Cricket

2. to say something that is to happen in the future, or the actions that are already planned.

- E.g. a. What are you going this evening?
b. I'm having dinner with Rakesh on Sunday?

Notes

3. to talk about one's plan and arrangements

- E.g. a. When are you going to get a new car?
b. I'm going to get a new scooter soon.

4. to tell a future action or event which is on its way

- E.g. a. She is going to have a baby
b. She is going to fall.

5. to talk about something that happens too often and it carries the work 'always'.

- E.g. a. Preethy is always playing video games.
b. My grandmother is always forgetting things.

Note:

Instead of always, other words with similar meaning; constantly, continually, forever, can be used

And these adverbials are placed between am/is/are and the main verb.

- a. Sharma is continually asking questions.
b. The principal is forever finding fault with me.

Subject (pronoun)		'BE' Verbs Present Tense	'BE' Forms Past Tense	Present Perfect Tense	Past Perfect Tense
First Person	I	Am	Was	Have	Have
	We	Are	Were	Have	Had
Second Person	You	Are	Were	Have	Had
	You	Are	Were	Have	Had
Third Person	He, She, It	Is	Was	Has	Had
	They	Are	were	Have	had

iii. Present Perfect Tense

The present perfect tense expresses

1. an action begun in the past and completed at the present time. It is formed with have /has plus the past participle.

- E.g. a. I have written
b. He/She has written

c. The girls have learnt their lesson

2. to express the idea of completion or achievement

E.g. a. At last! I've finished

c. Have you done all the home work?

3. for giving news of recent events.

E.g. a. The Railway Minister has released the Railway Budget.

b. The Selection Committee has released the list of selected candidates.

4. for past events, when we are thinking of a period of time continuing up to the present.

E.g. a. I'm sure, we've met before.

b. Have you ever seen ghost?

5. to say that something has happened several times up to the present.

E.g. a. She's written six novels since 1987.

b. I've visited Ceylon Four times.

Exercise - I

Put the verbs in brackets into the Present Continuous or Simple Present Tense.

1. The milkman ----- (knock) at the door at six every morning

2. Listen! Somebody ----- (knock) at the door.

3. He----- (work) hard.

4. My father----- (work) in an office.

5. I am----- (eat) my breakfast.

6. My brother ----- (sit) beside me.

7. Don't disturb her, she ----- (read)

8. Riaz ----- (do) homework now.

9. He usually ----- (do) homework at night.

10. Honesty ----- (be) the best policy

Exercise - II

Put the verb in the brackets in present perfect tense

1. Shalini ----- (lose) her bag.

2. Manju ----- (lend) me her car.

3. You ----- (tear) your shirt.

4. We ----- (make) a mistake.

5. We ----- (tell) the truth.

iv. Simple Past Tense: Present Perfect Tense

Tenses

Both the tenses are often confused, as both are used for actions that had happened at a time that is now finished. But there is a difference between them. The simple past reports a past action without any reference to the present moment. The Present Perfect, on the other hand, links up a past action with the present.

Notes

The Simple past is used when we talk of what happened in the past and when it happened. The Present Perfect is used when we consider a past action from the point of view of the present,

i.e., when we think of the present result of a past action.

- a. I saw the film "The Mummy", last month.
- b. I have seen the film "The Mummy".

The Simple Past is often used with past time adverbials like yesterday, three months ago etc. The Present Perfect is never used with past time adverbials. The Present Perfect is used (with adverbials like already, before, ever, never, yet, so far, up to now) for an indefinite action that happened in a period leading up to the present time.

- a. I have already seen the film.
- b. They have built two houses so far.
- c. Mohan went to Delhi yesterday.

Exercise

Put the verbs in brackets into the Simple Past or the Present Perfect Tense.

1. Rahim ----- (see) him at the theatre yesterday.
2. She ----- (finished) the work, look at it!
3. I ----- (buy) this car last month.
4. I have ----- (speak) to her.
5. Our aunt ----- (come) to see us a few days ago.
6. I ----- (meet) him five times so far.
7. You look upset. What ----- (happen)?
8. The chief Minister ----- (arrive) here on 21st.
9. He ----- (prepare) his lessons well.
10. I ----- (pay) eight rupees for this car.

v. Present Perfect Continuous Tense

It is used to indicate an action which began in the past and is still going on. It is formed with have been/has been and the present participle. We prefer the present perfect continuous tense for more temporary actions and situations (**NOTE:** To talk about more permanent (long -lasting) situations, we prefer the present perfect).

- E.g.: a. Ramesh has been waiting for you for an hour.
 b. They have been writing since 10 O'clock.
 c. She's been singing from her childhood.

This tense is often used in a question with How long....? .
 With since or for. We can also use this tense with phrases like "all day", "all morning", "all afternoon".

- E.g.: a. How long have you been learning music?
 b. She has been waiting for the bus since Five O' clock.
 c. We have been playing chess all afternoon.

Note:

1. We should not use the Present Continuous tense with such phrases. Do not say,
 "He is reading since 5 O' clock." You should say, "He has been reading since Five O'clock".

3. Usage of *Since* and *For*

Since is used with a point of time (E.g.: Since 2 O'clock, since last month, since 1990 etc.) For is used with a period of time (E.g.: for four months, for several days, for a long time etc.) We also use the Present Perfect Continuous tense for an action already completed and the results of the action happened are noticed in the present.

- a. I'm tired, I've been playing Foot ball.
- b. Have you been reading in the library?
- c. I've been washing the clothes.

Exercise

Put the Verb in brackets into the Present Perfect Continuous Tense and Fill in the blanks with since or for.

1. Miss. Smith ----- (teach) in this college ----- 1975.
2. I ----- (read) this book ----- two days.
3. John ----- (study) ----- two hours.
4. They ----- (Practise) the music ----- 5 O'clock.
5. I ----- (use) this car ----- seven years.
6. The Phone ----- (ring) ----- ten minutes.
7. Mr. Bose ----- (live) in Chennai ----- his marriage.
8. I ----- (work) in this college ----- four years.
9. She ----- (learn) French ----- 1986.
10. He ----- (work) as a teacher ----- a long time.

vi. Past Continuous Tense

We use this tense to say that something was going on around a particular past time. This tense is formed with was/were plus the present

participle. This tense is very often used in combination with the simple Past Tense. It shows an action which was continuing at a time when a new, shorter action happened.

Tenses

The Simple Past is used

Notes

1. for the new action.

Eg. a. His children were watching TV when he came in.
b. I met him while I was crossing the road.
c. I found this letter while I was looking for a book.

2. for a persistent habit in the past

Eg. a. She was always finding fault with others,
b. He was always chatting with his friends.

Exercise

Supply the correct Past forms of the Verb in brackets:

1. I ----- (See) your uncle while I ----- (go) to market.
2. While I ----- (stand) at the bus-stop, you ----- (pass) me.
3. We ----- (play) chess when you ----- (telephone)
4. The phone ----- (ring) while I ----- (have) dinner.
5. I ----- (meet) Rama when he ----- (cross) the bridge.
6. You ----- (sleep) when I ----- (call) at your home.

vi - Past Perfect Tense

This tense is used to express an action completed at some point in the past time. This tense is formed with had and the past participle.

E.g. a. The Sun had risen when he got up.
b. They went home after they had finished their work.

Note:

1. When we talk about two past actions, we use the Past Perfect Tense for the action that happened later.

E.g. a. The train had left when I reached the railway station.
. When I reached the airport, the plane had taken off.

2. We often use the Perfect tense in reported speech, to talk about things that had already happened at the time when we were talking or thinking.

- E.g. a. I told her that he had finished his work.
b. I thought, I had sent the report a week before.

vii. Past Perfect Continuous Sense

This tense is used for an action that began at a certain point and which was completed at definite past time, but which had been going on till then. This tense is formed with had been plus present participle.

- E.g. a. I had been studying for two hours before I went to bed.
b. When I found Sheela, she had been crying for several hours.

Note:

The use of this tense mainly indicates that an action had been in progress when something else happened.

- E.g.: a. He had been driving the car for two days when he had an accident.
b. When I went to kolcatta, Mr.Syam had been staying there for three years.

Exercise 1

Supply the correct tense (Simple past or past Perfect)

1. She ----- (sell) all the fruits before we ----- (get) there.
2. We ----- (go) to Mary's house, but she ----- (go) out.
3. I ----- (feel) very tired, because I------(walk) eight miles.
4. Before he------(call) at my house, I------(cook) the food.
5. When we -----(go) to the cinema, the film------(start).

Exercise 2

Put the verbs in brackets into the Past Perfect Continuous Tense.

1. He said he----- (wait) for that, last an hour.
2. He ----- (work) out the sums.
3. My legs were stiff because, I ----- (stand) still for a long time.
4. I ----- (read) science fiction and my mind was full of strange images.
5. I -----(study) for two hours before I went to bed.

viii. Future Tense

Tenses

The future tense is used to express some future action. There are many ways of expressing the future. The simple Future Tense will / shall + base form of the verb is often used for pure Future i.e., Future which is not coloured with intention, arrangement or likelihood.

Notes

- E.g.: a. I believe India will win.
b. He will reach here tomorrow.

Apart from the Simple Future Tense there are many other ways of expressing the future, such as in

- Eg. a. The Simple Present Tense
b. The present Continuous tense
c. The Future Continuous Tense
d. The Future Perfect Tense

Simple Present Tense

The Simple Present Tense is also used to indicate a plan or arrangement in the future.

- * The Prime Minister arrives here on Monday.

The Simple Present often suggests a fixed official programme or timetable, rather than an informal plan for a private purpose.

Present Continuous Tense

The present Continuous tense is also used to indicate a plan, programme or arrangement in the near future.

- Eg. a. My father is going Chennai tomorrow.
b. We are leaving for America soon.

The present Continuous expresses a definite future plan which will happen soon.

Future Tense (will / shall):

We make use of shall and to express our intentions and attitudes towards the people.

1. Will is used at the moment of making a decision
* The Phone is ringing, I'll answer it.
2. Will is used to indicate one's promises and threats.
* I'll present you a car for your wedding.

3. Will is also used when we intend others to do things.

* Will you take me to the doctor?

4. Shall is used to ask what decision we should make..

* Shall I get a car?

Future Continuous Tense

This tense expresses an action as going on at some point in future time. It is expressed in the form of will / shall + be + ing.

Eg. a. We'll be staying here till Sunday.

b. Will you be meeting us tomorrow?

The Future Continuous Tense is also used for actions that will begin before a certain time in the future and end after it.

* When I get home, my children will be sleeping.

Future Perfect Tense

This tense is used to denote an action that will be completed at some point in future time. It uses the form will / shall + have + past participle.

E.g.: a. I shall have completed my work before you come.

b. By this time tomorrow I will have finished my home work.

Future Perfect Continuous Tense

This tense is used to express an action continuing beyond a point of time in future: It uses the form will / shall + have / has been + ing.

a. The students will have been studying English since Monday.

b. The girls will have been singing songs for two hours

Exercise

Fill in the blanks with verbs in the Future Indefinite Tense.

1. Rama ----- the examination this year, (take)

2. I ----- you some books, (send)

3. Harris-----here tomorrow, (come)

4. She ----- the answer, (know)

5. Will you-----the teacher? (meet)

6. We -----the tennis match at time tomorrow, (witness)

7. By the end of next month we-----here for seven years, (live)

Exercise

Fill in the blanks in the following passage with appropriate tense forms:

1. The party was in full swing and the drink----- (go) round. Suddenly an argument ----- (start). The men soon----- (come) to blows. The manager of the hotel ----- (call) for the police. The situation----- (take) a violent turn when the police ----- (arrive).

2. Today, the process of training ----- (continue) even after the selection ----- (make). This is ----- (know) as in-service training and is in many ways more important than pre-service training because jobs----- (become) more and more specialised.

3. Nuclear plants need to be suitably----- (locate) away from densely----- (population) areas. Adequate waste disposal facilities must----- (avail). The reactor ought to be ----- (surround) by concrete and steel walls.

4. At Chernobyl, the accident----- (occur) while the operators were----- (carry) out a test on the turbo generator. The plant----- (house) in an industrial type of building and the upper part of the ----- (do) not have proper containment provisions.

5. He ----- (sleep) soundly when he----- (awake-passive) by a sudden noise. He----- (look) through the window to find out ----- (happen). He ----- (know) something must be wrong because the dog ----- (bark) furiously.

6. Sri Benjamin Baker----- (be) a British civil engineer. He----- (be) an expert on bridges. Before the age of twenty he----- (learn) all about steel and iron. A practical man, he never----- (leave) anything to chance. He----- (insist) on carrying out exact tests on every piece of steel or iron. He----- (write) a book about cantilever bridges. He----- (win) a reputation for brilliance in the engineering profession. He ----- (help) in building new underground railways in London. He----- (build) the famous Aswan Dam in Egypt.

7. I was born and ----- (bring) up in a remote village----- (locate) under the foothills of the Vindhya range in Madhya Pradesh. I----- (study) and experimented with the properties of forest herbs and leaves. It was a hobby at first but I ----- (find) it so fascinating that it became a full time job.

8. I----- (conduct) a private demonstration before a few scientists. They ----- (ask) me to keep it a secret till they----- (make) some tests of their own. In the meantime they ----- (arrange)

security for my protection. It was only then that I----- (realise) the other implications of my discovery.

9. Major newspapers have always ----- (carry) a matrimonial column and this service ----- (be) now ----- (extend) onto their own websites. But a significant factor in most alliances - especially in countries like India and Sri Lanka ----- (have) the marriage broker.

10. The biogas generator ----- (be) a simple apparatus for----- (turn) animal dung into biogas and nitrogen fertiliser. Animal dung can ---- ----- (suppliment) by organic wastes, water hyacinth, corn stalks, wild grass and aquatic weeds. Biogas is a gas mixture ----- (contain) about 60 per cent methane and 40 per cent carbon-dioxide.

11. Supercomputers are ----- (use) to create Virtual Reality (VR). Virtual Reality ----- (be) the simulation of a three-dimensional environment that ----- (appear) real to the viewer. A virtual reality simulation happens in real time or as the viewer ----- (watch).

12. We ----- (throw) out so much ----- (spoil) food that if ---- ----- (be) able ----- (extend) shelf life and get it to the people who ----- (starve), we could eliminate the horror pictures that we routinely ----- -(see) in the news.

13. After a new product ----- (introduce) in the West, it ----- -- (continuous) innovated upon ----- (bring) the price till it is widely affordable.

14. Very fast trains ----- (be) safe------(compare) to most other forms of motorised transport. The TGV which ----- (commence) operations in 1981----- (travel) about 10 million passenger km each year.

15. Internationally the demand for silver ----- (grow) due to - ----- (increase) industrial consumptions. Investors ----- (be) also responsible for the ----- (grow) demand.

16. The trouble with plastic----- (be) it does not rot. Some environmentalists ----- (argue) that the only solution to the problem of ever - growing mounds of plastic container is to----- (dispose) in the shops. But manufactures say that there----- (be) no alternative to their handy plastic packs.

Choose the correct alternative form of the verb given in brackets :

1. He (wants, is wanting) to talk to you.
2. You (bought, had bought) a new scooter last week.
3. I (have just cleaned, just cleaned) my shoes.

4. She (has done, did) a lot of work today.
5. I shall return your book when I (will come, come) next time.
6. She (has been, is) ill for over a week.
7. I know all about this book because I (read, have read) it twice.
8. I (didn't see, have not seen) him since we met a year ago.
9. I (smell, am smelling) something burning.
10. My father (arrives, will have arrived) tomorrow morning.
11. We (finished, have finished) our lunch half an hour ago.
12. Did you think you (have seen, had seen) him sometime earlier also ?
13. The train (has left, will have left) before we reach the station.
14. He jumped off the train while it (ran, was running, had been running).
15. He rarely (comes, is coming) these days.

Fill in the blanks with the correct form of the verb given against each sentence :

1. It is years since I him. (see)
2. Of late he. me. (not meet)
3. In a fit of rage she up the letters. (tear)
4. The old man by a mad dog. (bite)
5. A better day for this function could not (choose)
6. The cart in the mud. (stick)
7. She had all through the winter. (work)
8. I wish I him. (know)
9. If only I her. (know)
10. I him a week ago. (see)
11. He here for more than five years. (work)
12. Take your raincoat in case it (rain)
13. I to my office tomorrow. (go)
14. He often late. (reach)
15. My sister twenty on the Deepawali day. (will be)

Correct the following sentences :

1. It is high time you resolve your differences.
2. He retired to bed before we reached there.
3. I know him for many years.
4. I am having a car.
5. He left for America next week.
6. I will return as soon as he came.
7. She is reading since the morning.
8. I wish I know him.
9. I met him before he came to the town.
10. You won't pass until you will work hard.
11. I write an essay this time.
12. It is time we will begin the work.
13. Don't get down the bus until it will stop.
14. He lives in Calcutta now.
15. I am going to office every day by bus.
16. He is teaching at this school since 1985.
17. He is having his breakfast at 8 a. m.
18. He has passed M. A. last year.
19. He already does his work.

20. Who has discovered the force of gravitation?

Choose the correct verb form from those given in brackets :

Notes

1. He (has, is having) a house in Bombay.
2. The earth (moves, moved) round the sun.
3. We (saw, have seen) the Prime Minister yesterday.
4. I shall meet you when he (comes, will come) back.
5. It started raining while we (played, were playing) football.
6. Can I have some milk before I (go, am going) to bed ?
7. He (fell, had fallen) asleep while he was driving.
8. I am sure I (met, had met) him at the station yesterday.
9. He (is living, has been living) in this house for ten years.
10. He thanked me for what I (have done, had done) for him.
11. She (is, will be) twenty next birthday.
12. We (have been working, are working) in this factory for five years.
13. She (is wanting, wants) to be a doctor.
14. If you (start, started) at once, you will reach there by this evening.
15. He (went, had gone) out five minutes ago.

Active Voice and Passive Voice

Notes

Active Voice

Passive Voice

4. The tense should not be changed.

Active Voice	Passive Voice
Subject +V 1 1. I solve the problem 2. They sing classical songs 3. She touches the ball..	Am/are/is+V3 1. The problem is solved by me. 2. Classical songs are sung by them. 3. The ball is touched by her.

Notes

Present Continuous Tense:

Active Voice	Passive Voice
<p>Am/ is/are +verb + ing</p> <p>1. We are playing cricket.</p> <p>2. He is reading a newspaper.</p> <p>3. The boys are playing football.</p>	<p>Am/is/are +being +V3</p> <p>1. Cricket is being played by us.</p> <p>2. A newspaper is being read by him.</p> <p>3. Football is being played by the boys.</p>

Present Perfect Tense:

Active Voice	Passive Voice
<p>Has\have+V3</p> <p>1. He has eaten a biscuit.</p> <p>2. They have finished the work.</p> <p>3. Rani has typed the letters.</p>	<p>Has\have+been+V 3</p> <p>1. A biscuit has been eaten by him.</p> <p>2. The work has been finished by them.</p> <p>3. The letters have been typed by Rani.</p>

Past Tense:

Active Voice	Passive Voice
<p>(Subject+V2)</p> <p>1. The king punished the guilty.</p> <p>2. They printed the matter.</p> <p>3. Everyone praised his speech.</p>	<p>Was/were+V3</p> <p>1. The guilty were punished by the king.</p> <p>2. The matter was printed by them.</p> <p>3. His speech was praised by everyone.</p>

Past Continuous Tense:

Active Voice	Passive Voice
<p>Was/were+verb+ing</p> <p>1. The thieves were dividing the jewels.</p> <p>2. The woodcutter was cutting trees.</p> <p>3. They were making good progress.</p>	<p>Was/were+being+V3</p> <p>1. The jewels were being divided by the thieves.</p> <p>2. Trees were being cut by the woodcutter</p> <p>3. Good progress was being made by them</p>

Past Perfect Tense :

Active Voice	Passive Voice
Had+V3 1. He had destroyed the documents. 2. He had closed the window. 3. They had completed the work.	Had+been+V3 1. The documents had been destroyed By him. 2. The window had been closed by him. 3. The work had been completed by them

Notes

Simple Future Tense :

Active Voice	Passive Voice
Will/shall+V1 1. She will speak Hindi. 2. Mary will enjoy a holiday. 3. We shall sell the fruits.	Will/shall+be+V3 1. Hindi will be spoken by her 2. A holiday will be enjoyed by Mary. 3. The fruits will be sold by us.

Future Perfect Tense :

Active Voice	Passive Voice
will/shall + have + V3 1. She will have bought a sari. 2. He will have cheated them. 3. They will have finished the dinner.	1. A sari will have been bought by her. 2. They will have been cheated by him. 3. The dinner will have been finished by them

Note: Sentences in Future Continuous Tense and Perfect Continuous Tense can't be expressed in 'Passive voice'.

Modals:

Active Voice	Passive Voice
Can/should/could /may/might+V1 1. I can eat ten apples. 2. He would ride a bike. 3. They should shoot the traitors dead.	Can/should/could/may /might+be+V3 1. Ten apples can be eaten by me. 2. A bike would be ridden by him. 3. The traitors should be shot dead by them.

Imperative:

Active Voice	Passive Voice
Commands/requests 1. Do the homework. 2. Help the poor. 3. Open the window	Let + object +be+V3 1. Let the homework be done. 2. Let the poor be helped. 3. Let the window be opened

Yes Or No Type Questions:

Active Voice	Passive Voice
Yes or no type questions 1. Do you like coffee? 2. Did she prepare lunch? 3. Has she written the exam?	Helping verb + object....? 1. Is coffee liked by you? 2. Was lunch prepared by her? 3. Has the exam been written by her?

Wh - Type Questions

Active Voice	Passive Voice
Wh-type questions 1. Who broke this chair? 2. Where did he sell the fruits? 3. Why do you drink tea?	By whom/ Wh-question word +helping verb +object...? 1. By whom was this chair broken? 2. Where were the fruits sold by him? 3. Why is tea drunk by you?

Exercise –I

I Change the following sentences from Active Voice to Passive

1. Fallen trees and branches block the roads.
2. Brutus stabbed Caesar.
3. I will tell you the story.
4. I have written a letter to my friend.
5. They know me.
6. My captors were taking me to prison.
7. The people will make him president.
8. The governor gave him a reward.
9. Columbus discovered America.
10. They had pulled down the old house.
11. They are singing a song.
12. He will have written a poem.
13. Does she love flowers?
14. Do you know him?
15. Does he ever read a book?

16. Fear God.
17. Forgive the innocent.
18. I am to help him.
19. They are to support me.
20. Has he written a play?
21. Have they closed the factory?
22. I am going to build a house.
23. Open the main gate.
24. I shall have finished my book.
25. He has given up smoking.

*Active Voice and Passive
Voice*

Notes

Exercise –II

II Change the voice of the verb in the following sentences:

- 1) Who discovered America?
- 2) Did anyone show you the album?
- 3) Did they treat you well?
- 4) He knows the secret.
- 5) Did you not hear the bell?
- 6) Shut the door, please!
- 7) My father won't like it.
- 8) We had not cleaned the house.
- 9) Pay the bill.
- 10) Shylock willingly lent money to Antonio.
- 11) Cigarettes are being smoked by him.
- 12) Many languages are spoken by our teacher.
- 13) I was not invited by Shirin.
- 14) The car had been stolen in our absence.
- 15) Let this job be finished soon.
- 16) The college will be represented by him.
- 17) The fine was not paid by him.
- 18) Let the notebooks be distributed.

- 19) Is the truth spoken by them?
20) We were taught Hindi by Mr. Khanna.

III. CHANGE THE FOLLOWING SENTENCES INTO PASSIVE FORM

1. They have vacated the house.
2. Ravi took the white box.
3. Hari will sell old books.
4. The court punished him for life imprisonment.
5. He had written an epic poem.
6. They will have announced the results.
7. She was making a garland.
8. Rani sends articles to magazines.
9. Kumar is preparing a project.
10. The boys laugh at the stranger
11. I am drawing water.
12. They have chosen the leader.
13. Anjana is talking to Anjali.
14. He disclosed the trade secret.
15. We had invited him.
16. The snake bit the man.
17. Hemand will encash the cheque.
18. Sreeraj took me home.
19. The police arrested them.
20. He was giving away sweets.
21. Will you threaten me?
22. Why did he trust her?
23. Don't miss the chance.
24. Please cancel the trip.
25. Maya lifted the box carefully.

26. The traffic police asked me to keep the rules.

27. Is Priya vacating the house?

28. Did you show me the ticket?

29. They should give an answer.

30. She has to report the matter.

31. Copy the book and return it immediately.

32. They exhorted the children to quit the class.

33. Does he eat plantain?

34. One has to obey the rules.

35. They were hunting a fawn.

36. Sheela is waiting for Hari.

37. The child smiled at the stranger.

38. Would somebody help you?

39. Shut the door.

40. Don't enter my room.

IV. CHANGE THE FOLLOWING SENTENCES INTO ACTIVE FORM

1. The bell rung by the man.

2. Animals are loved by children.

3. Is sugar sold by the grocer?

4. Are animals loved by children?

5. The field is being ploughed by the farmer.

6. Flowers are being picked by them.

7. Is the field being ploughed by the farmer?

8. Are flowers being picked by them?

9. A letter has been written by Ashok.

10. All the cakes have been eaten by the children.

11. Has this letter been written by Ashok?

12. Have all the cakes been eaten by the children?

13. My book was stolen by Hari

*Active Voice and Passive
Voice*

Notes

14. Were all the questions answered by you?
15. Was the truth told by Aahok?
16. The letters were being delivered by the postman.
17. The town was being defended by the soldiers.
18. Were the flowers being watered by the gardener?
19. Were the seeds being sown by the farmers?
20. All the cakes had been eaten by the boys before the party began.
21. Had the crops been reaped by the farmers before the rains fell?
22. The whole work will be completed by us by six O' clock.
23. You will never be hurt by him.
24. Will the letters be delivered by the postman?
25. Will she be helped by us?
26. The shop will have been closed by the chemist by eight O' clock.
27. The whole house will have been painted by us by five O' clock.
28. A book was given to me by him.
29. A rupee was given to her by me.
30. English was taught to us by him.
31. A story was told to them by me.
32. She was laughed at by all.
33. My proposal was agreed to by her.
34. Let the doors be shut.
35. Let the poor be helped.
36. When was this letter written by you?
37. How was this sum done by you?
38. Why was she abused by you?
39. My proposal was agreed to by the manager.
40. Many villages were swept away by the floods.

BLOCK IV – SENTENCE PATTERN

Degrees of Comparison

UNIT–IX DEGREES OF COMPARISON

Notes

Adjectives are used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective. The adjective has three degrees of comparison, namely, (a) The positive degree, (b) The comparative degree and (c) The superlative degree.

Formation of comparative and superlative

(i) By adding 'er' and 'est' to the positive

Most adjectives form their comparative degree by adding 'er' and their superlative by 'est' to the positive.

Positive	Comparative	Superlative
Short	Shorter	Shortest
Tall	Taller	Tallest
High	Higher	Highest
Strong	Stronger	Strongest
Weak	Weaker	Weakest
Rich	Richer	Richest
Poor	Poorer	Poorest
Deep	Deeper	Deepest
Broad	Broader	Broadest
Dark	Darker	Darkest
Long	Longer	Longest
Dull	Duller	Dullest
Sweet	Sweeter	Sweetest
Small	Smaller	Smallest
Old	Older	Oldest
Great	Greater	Greatest

(ii) When the positive ends with 'e' only 'r' and 'st' are added to form the comparative and superlative.

Positive	Comparative	Superlative
----------	-------------	-------------

Large	Larger	Largest
Fine	Finer	Finest
Rare	Rarer	Rarest
White	Whiter	Whitest
Ripe	Riper	Ripest
Able	Abler	Ablest
Noble	Nobler	Noblest
Wise	Wiser	Wisest
Brave	Braver	Bravest

3. When the positive ends with 'y' and has a consonant before it 'y' is changed into 'i' and 'er' and 'est' are added.

Positive	Comparative	Superlative
Ready	Readier	Readiest
Happy	Happier	Happiest
Easy	Easier	Easiest
Merry	Merrier	Merriest
Wealthy	Wealthier	Wealthiest
Heavy	Heavier	Heaviest
Lazy	Lazier	Laziest

4. When the positive ends with a simple consonant and when the adjectives are of one syllable, we double the final consonant and add 'er' and est

Positive	Comparative	Superlative
Red	Redder	Reddest
Big	Bigger	Biggest
Hot	Hotter	Hottest
Fat	Fatter	Fattest
Sad	Sadder	Saddest
Thin	Thinner	Thinnest
Fit	Fitter	Fittest

5. When the positive has two or more syllables we form the comparative and superlative by using 'more' and 'most'

Positive	Comparative	Superlative
----------	-------------	-------------

Beautiful	More beautiful	Most beautiful
Splendid	More splendid	Most splendid
Magnificent	More magnificent	Most magnificent
Difficult	More difficult	Most difficult
Proper	More proper	Most proper
Industrious	More industrious	Most industrious
Courageous	More courageous	Most courageous
Generous	More generous	Most generous
Magnanimous	More magnanimous	Most
Learned	More learned	Most learned

Degrees of Comparison

Notes

6. Some adjective have no fixed rules to form their comparative and superlative forms such adjectives forms are known as irregular forms.

Positive	Comparative	Superlative
Good	Better	Best
Well	Better	Best
Bad	Worse	Worst
Little	Less, Lesser	Least
Much	More	Most
Many	More	Most
Late	Later, Latter	Latest, Last
Old	Older	Older
Far	Farther	Farthest
Nigh	Nigher	Nighest - Nest
Fore	Former	Foremost-First
Fore	Further	Furthest
In	Inner	Innermost, Inmost
Up	Upper	Upper / up most
Out	Outer	Outmost, Utmost, Outermost
Old	Elder	Eldest

Exercise:

Fill in the blanks with comparative forms of the adjectives given in brackets

1. Lata is ----- (Good) than sita in studies.
2. Hari is----- (Bad) in cycling.
3. India Mark-II hand pump functions----- (good) than other hand pumps.
4. The design of India mark II is----- (simple) than other hand pumps of other countries.
5. Gold is----- (precious) than other metals.
6. Obtaining gold by flotation method is----- (easy) than by Amalgamation and cyanidation.
7. The price of silver is ----- (cheap) than Gold.
8. Ramanujam, at England became ----- (weak) than, he was at India.
9. Getting HI-B visas in the USA is ----- (easy) than getting 0-1 visa.
10. Saudi Arabia was ----- (reluctant) to increase oil production than many other countries.
11. Venezuela is ----- (close) to the equator than Bolivia.
12. Dealers feel that the sale of four-wheelers will definitely be ----- (Good) in the future than it is now.
13. 24 - carat gold is ----- (pure) than 22 - carat gold.
14. His clothes have become ----- (wet) than they were before.
15. The dependence on alternative power sources is ----- (heavy) in developing countries than in developed countries.
16. LPG has made cooking ----- (easy) than fire woods.
17. Some refined products of crude oil are ----- (valuable) than others.
18. Prospecting for oil is, in many ways ----- (difficult) than extracting it.
19. Uranium and plutonium are ----- (radioactive) than other fuels.
20. Generating power from hydel units is ----- (little) than that from thermal units.
21. Disposal of nuclear waste is ----- (difficult) than other wastes.
22. Accidents occurring in Nuclear power plants ----- (serious) than the Bio gas plant.
23. Nuclear Reactor is ----- (sophisticate) than the Biogas plant.
24. Maintenance of pedal power is ----- (simple) than wind mill.
25. The calculation speed of the human being is ----- (slow) than a computer.
26. Minicomputers are ----- (cheap) than mainframes.
27. Computer diagnosis is ----- (accurate) than doctor's.
28. Hydrogen is ----- (light) than air.
29. Light travels ----- (fast) than sound.
30. Lithium is ----- (light) than sodium.

31. Iron ----- (hard) than magnesium.
32. Sun is ----- (bright) than Moon.
33. The President ----- (powerful) than the Governor
34. Tiger is ----- (ferocious) than a lamb.

II Write the correct form of the adjective

1. He is ----- (old) than his cousin
2. Murugan is the ----- (strong) boy in the class
3. Chennai is ----- (large) than Madurai
4. Kapil is as ----- (tall) as Vicky.
5. Kannan is one of the ----- (good) friends.
6. Very few countries in the world are as ----- (powerful) as the United States.
7. The pilot pen is ----- (costly) than the Hero pen.
8. Iron is the ----- (useful) of all metals.
9. King Solomon was one of the ----- (wise) kings.
10. The Ceilo cars are ----- (expensive) than the Maruti cars.
11. Mathematics is ----- (easy) than Science.
12. He is the ----- (short) boy in the class.
13. Prevention is ----- (good) than cure.
14. The pen is ----- (mighty) than the sword.
15. Rajadhani is ----- (fast) train in India.

III Change the following into comparative and superlative

1. Very few people are as good as Mother Terasa
2. Very few mechanics are as efficient as Kapil
3. Very few teachers are as efficient as Manimegalai
4. Very few universities are as potential as Alagappa University
5. Very few buildings are as beautiful as Tajmahal
6. No other metal is so heavy as iron.
7. Very few men are as popular as Ambani.
8. Very few metals are as costly as diamond.
9. Kodaikanal is not as cool as Ooty.
10. Junk food is bad for health.
11. Very few princes are as popular as Charles.
12. Clinton is the reformer president.
13. French is as easy as English.
14. This blade is not so sharp as that one.
15. No other democracy in the world is as large as India.
16. Ragu is not so clever as karthi.
17. I am as strong as he.
18. Very few places are as cool as Ooty.
19. Latha is not so weak as kamali.
20. Very few girls are as obedient as preethi.

IV. Change the following into comparative and positive

1. Bharatha Natyam is one of the best traditional dances.

2. Meenakshi is one of the sweetest names.
3. Apple is one of the most nutritious fruits.
4. Wordsworth is one of the most popular dramatist.
5. Gandhii is one of the most interesting characters.

V. Change the following into positive and superlative

1. Bombay is bigger than most other Indian towns.
2. Agriculture is most important than most other occupation.
3. English is easier than many other languages.
4. Ooty is cooler than most other places,
5. Teaching is nobler than many other places.
6. Ruby Roman is costlier than any other fruit.
7. Nayakara is cooler than any other place.
8. Virat Kohli is faster than most other batsmen.
9. Mathematics is easier than most other subjects.
10. Novak Djokovic is better than any other player.
11. Jack fruit is worse than any other fruit for diabeticians.
12. Eiffel tower is taller than most other towers.
13. Petrol is costlier than most other fuels.
14. This is better than any other book.
15. She is wiser than most other girls.
16. Ravi is not wiser than he.
17. Ooty is cooler than Theni.
18. I am richer than he.
19. Arun is taller than Arul.
20. Jenifer is more beautiful than Jensi.

VI. Change the following into positive and comparative

1. Shakespeare is the greatest dramatist in English Literature
2. Mt. Everest is the highest mountain
3. Rain harvesting is the most important process to save water.

4. Tamil is the ancient language
5. Cricket is the most attractive games
6. Osmium is the heaviest metal.
7. Rama is the strongest boy in his class.
8. Vignesh is the tallest boy in our class.
9. The worst sin is a pride.
10. Reshma is the best student in our class.
11. Kavin is the best player in the team.
12. Dhoni is the fastest scorer.
13. Akbar was the greatest king.
14. He is the busiest man.
15. She is one of the best teachers.
16. He is the richest man.
17. She is the boldest girl in our class.
18. This is one of the best places.
19. It is the rarest pearls.
20. She is one of the nicest girls.

Notes

Unit -X Noun clause, Adjective Clause, Adverbial Clause

A noun clause is a group of words acting together as a noun. These clauses are always dependent clauses. They do not form a complete sentence.

How to Spot a Noun Clause:

One of the easiest ways to spot a noun clause is to look for these words:

- How
- That
- What
- Whatever
- When
- Where
- Whether
- Which
- Whichever
- Who
- Whoever
- Whom
- Whomever
- Why

Types of Noun Clauses:

Subject of a Verb-

A noun clause can act as the subject of a verb.

For example:

What Rani said made her friends cry.

What Sudha wrote surprised her family.

How the girl behaved was not very polite.

When there's a verb in the sentence, you must find the subject.

In the first sentence, we can ask, "What made her friends cry?" The answer is "what Rani said." Therefore, "what Rani said" is the subject of the verb "made."

In the second sentence, we can ask, "What surprised her family?" The answer is "what Sudha wrote."

In the third sentence, we can ask, "What was not very polite?" The answer is "how the girl behaved."

Object of a Verb:

In the same way, noun clauses can also act as the direct object of a verb:

She didn't realize **that the instructions were wrong**.

He didn't know **why the cooker wasn't working**.

They now understand **that you should not copy in a test**.

Once again, you can use the method of questioning to demonstrate how the noun clause is being used.

In the first sentence, we can ask, "What didn't she realize?" and the answer is "that the instructions were wrong." Therefore, "that the instructions were wrong" is the object of the verb.

In the second sentence, we can ask, "What didn't he know?" and the answer is "why the cooker wasn't working."

In the third sentence, we can ask, "What do they understand?" and the answer is "that you should not copy in a test."

Subject Complement:

A noun clause can also serve as a subject complement. A subject complement will always modify, describe, or complete the subject of a clause.

Selvi's problem was **that she didn't practice enough**.

Paul's highest achievement at school was **when he became class president**.

Dora's excuse for being late was **that she forgot to set her alarm**.

See what questions these noun clauses answer and how they relate to the subject:

What was Selvi's problem? She didn't practice enough.

What was Paul's highest achievement? It was when he became class president.

What was Dora's excuse for being late? It was that she forgot to set her alarm.

Without these clauses, the sentences would not be complete thoughts.

Object of a Preposition:

Noun clauses also act as objects of a preposition. In the examples given below, you'll see the prepositions "of" and "for" in action.

Deepa is not the best friend of **what Maha expects**.

Josna is not responsible for **what Bob decided to do**.

Agnes is the owner of **that red car parked outside**.

Again, the best way to understand this concept is by asking the appropriate questions.

*Noun Clause, Adjective
Clause, Adverbial
Clause*

Notes

Notes

In the first sentence, we can ask, "Deepa is not the best friend of what?" The answer is "what Maha expects."

In the second sentence, we can ask, "Josna is not responsible for what?" The answer is "what Bob decided to do."

In the third sentence, we can ask, "Agnes is the owner of what?" The answer is "that red car parked outside."

Adjective Complement:

A noun clause can also function as an adjective complement, modifying a verb, adjective, or adverb.

Her family was happy **when Ram returned home.**

The boy is sad **that his stomach hurts.**

I'm excited **that my uncle is coming to visit.**

In the first sentence, we can ask, "When was her family happy?" ("Happy" is an adjective for the family.) And the answer to that is "when Ram returned home."

In the second sentence, we can ask, "Why is the boy sad?" ("Sad" is an adjective for the child.) And the answer to that is "that his stomach hurts."

In the third sentence, we can ask, "Why are you excited?" ("Excited" is an adjective for "I.") And the answer is "that my uncle is coming to visit."

Identifying a Noun Clause:

Noun clauses are common in everyday speech. They add information to sentences.

Noun clauses:

- Noun clauses contain a subject and a verb
- Noun clauses are dependent clauses
- Noun clauses function as a noun in the sentence
- Noun clauses begin with words like that, what, when, or why, etc.

Complete the following sentences by adding suitable noun clauses:

1. I cannot understand
2. They said
3. I think
4. He told me
5. hurts me.
6. You can eat
7. Can you guess?
8. I feel certain
9. I do not know
10. No one knows

Identify the noun clauses in the following sentences.

1. I wondered what he was doing there.
2. He replied that he would come.
3. She asked if I could help her.
4. That honesty is the best policy is a well-known fact.
5. I expected that I would get the first prize.
6. Do you know why he is late?
7. I don't know what he wants.
8. Pay careful attention to what I am going to say.
9. That she should forget me so quickly hurts me.
10. That you should behave like this is strange.

Underline the noun clause in the sentence.

1. The students will ask their teacher when the final exam is.
2. Pinky wanted to know if her mom would give her a ride to school.
3. Can you tell me what time it is?
4. Mary didn't know who the lady was or why she had come to the meeting.
5. It was unbelievable that we had to pay rupees 500/- to take the exam.

Underline the noun clause:

1. What the crowd wanted was a revolt.
2. Their message was that any amount of bloodshed was justified.
3. A member of the crowd pointed to where Dr. Rita was.
4. Priya always had the admiration of whomever she knew.
5. The outcome of Mumbai rain was what really mattered.
6. Her husband was astonished by what happened next.
7. That he was being appointed again was quite surprising.

Find out the noun clauses in the following sentences and state what purpose they serve.

1. The Judge ordered that the murderer should be put to death.
2. She said that she would not go.
3. That she is not interested in the free gift is known to us.
4. She said that he was not feeling well.
5. I cannot believe on what he says.
6. I don't know where she has gone.
7. He asked whether the servant had cleaned his rooms.
8. The message that he is alive has been established.
9. The belief that the soul is immortal is almost universal.
10. It is certain that we will have to admit defeat.
11. It was fortunate that he was present.
12. The report that only ten persons were killed in the riot is not true.

Underline the clause and identify its function:

1. I forgot what you said.
2. How it happened is still secrecy.
3. Everyone decided that the price was reasonable.
4. No one knew what to do later.
5. Muthu doesn't know what he should wear.

*Noun Clause, Adjective
Clause, Adverbial
Clause*

Notes

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6. Whatever you decide will be fine.
7. This institution provides help to whoever needs it.
8. Dev's problem was how he could earn the money.
9. Pandi decided what we should bring.
10. What the members want is a new recreation room.
11. The squad had decided where they are moving.
12. The architect stated she could design the foundation.
13. Vincy knew where the office was.
14. A briyani is what I ordered.
15. The solution was that Mani would leave early.
16. The audience was amazed by how the magic was done.
17. Passengers were told why the flight was delayed.

Exercise: Change the questions to a noun clause.

1. What time is it?

I would like to know _____.

2. Why don't they like go singing?

_____ is a mystery.

3. Who left open the door of the car?

He doesn't saw _____.

4. Who is the man in the black dress?

I wonder to know _____.

5. Whose book is this?

Does he know _____?

6. What time did the train arrive?

She would like to know _____.

7. How much cost the Saree?

Tom didn't ask _____.

8. Which one is the capital of India?

_____ was the question that the teacher made.

9. When is mother's day?

Melissa doesn't remember _____.

10. Why she couldn't take the bus on time?

Her mother can understand _____.

Adjective Clause

Noun Clause, Adjective
Clause, Adverbial
Clause

An adjective clause is a type of dependent clause that works to describe a noun in a sentence. In the case of an adjective clause, all the words work together to modify the noun or pronoun.

Adjective Clauses are Dependent

All adjective clauses are dependent clauses. A dependent clause is a group of words that consists of a subject and a verb, yet it is not a complete sentence that can stand alone.

Adjective clauses begin with a relative pronoun, which connects them to the word they describe, such as:

- that
- where
- when
- who
- whom
- whose
- which
- why

If you remember the relative pronouns, it's very easy to pick out an adjective clause in a sentence:

- Chocolate, *which many people adore*, is high in calories.
- People *who are smart* follow the regulations.
- I can memorize the time *when cell phones didn't exist*.
- Charles has a friend *whose daughter lives in Chennai*.
- The rice *that farmers produce in Tanjore* is not cheap.
- The reason *why Sandy went to law school* is that she didn't want to be a doctor.

Each of the italicized adjective clauses begins with a relative pronoun from the list above. This connects it to the noun being described, that comes directly before the relative pronoun in the sentence.

Each adjective clause above contains a subject and a verb, all of which work together to describe the original noun being modified.

In some cases, the relative pronoun also serves as the subject of the clause. For example, in the adjective clause *who are smart*, the relative pronoun "who" also acts as the subject that is smart.

Essential and Non-Essential Adjective Clauses

The cases in which the sentence wouldn't hold the same meaning without the clause, the adjective clause is called an essential clause. For example:

- I don't like kids *who eat ice cream with their hands*.

In this case, the adjective clause gives essential information to describe the children. If you got rid of that clause, the sentence would simply say "I don't like kids," which is very different from not liking messy kids who eat with their hands!

Notes

Notes

An essential adjective clause does not need any additional punctuation.

A non-essential adjective clause, on the other hand, gives extra description that is not strictly required to understand the writer's intent.

For example:

- The kitten, *which was the smallest of the litter*, finally found a foster home.

In this case, the adjective clause gives extra information, but it isn't necessary to get the idea of the sentence about the cat finding a home. Non-essential adjective clauses are set off with commas to show that they aren't as strongly connected to the rest of the sentence.

Adjective Clauses in Action

Below are examples of adjective clauses.

The cat *that I brought home from the street* was soon fast asleep.

The time will come *when you feel sorry* for the things you've done.

The smart boy, *whose parents are my neighbours*, went to a prestigious college.

He used a mobile, *which my dad bought last week*, broke down yesterday.

The reason *that Priya failed the test* is that she didn't study.

Identify the Adjective Clauses

1. I bought a car from Madhu, and it turned out to be a lemon.
2. The car that I bought from Madhu turned out to be a lemon.
3. Pandi, who had recently celebrated a birthday, opened the box of gifts.
4. Leela, who has been the hostel warden for 30 years, lives in a lonely place.
5. Leela, who lives in a lonely place, has been the hostel warden for 30 years.
6. People who smoke cigarettes should be considerate of non-smokers.
7. Jason, who smokes cigarettes, is considerate of non-smokers.
8. Mr. Mani has small, dark eyes, which peer curiously from behind metal-rimmed glasses.
9. My wedding ring is worth at least 50,000/- rupees, and now I have lost it.
10. I have lost my wedding ring, which is worth at least 50,000/- rupees.

Combine each of the following pairs of simple sentences into one complex sentence containing an adjective clause.

1. The theft was committed last night. The police have caught the man.
2. The German language is different from the Spanish language. Spanish was once spoken throughout Spain.

3. You are looking upset. Can you tell me the reason?
4. He had several plans for making cash quickly. All of them have failed.
5. The landlord was proud of his strength. He despised the weakness of his tenants.
6. This is the village. I was born here.
7. You put the keys somewhere. Show me the place.
8. Paul was an old gentleman. He was my travelling mate.
9. A fox once met a crane. The fox had never seen a crane before.
10. The shop keeper keeps his money in a wooden case. This is the wooden case.

*Noun Clause, Adjective
Clause, Adverbial
Clause*

Notes

Adverb Clauses

What is an adverb clause?

An adverb clause is a group of words that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase that directly modify nouns.

Adverb clauses always meet three requirements:

First, an adverb clause always contains a subject and a verb.

Second, adverb clauses contain subordinate conjunctions that prevent them from containing complete thoughts and becoming full sentences.

Third, all adverb clauses answer one of the classic “adverb questions:” When? Why? How? Where?

The clause markers can indicate:

- time (when, while, whenever, as soon as)
- concessions (in spite of, despite, although, even though)
- reason (as, because, in case, so)
- purpose (in order that, so, so that)
- manner (as, as if, as though, like)
- place (where, wherever, everywhere)
- conditions (even if, if, only if, unless)

Examples of Adverb Clauses

When you read the following adverb clause examples, you'll notice how these useful phrases modify other words and phrases by providing interesting information about the place, time, manner, certainty, frequency, or other circumstances of activity denoted by the verbs or verb phrases in the sentences. While adverb clauses are slightly more complicated than simple adverbs, they are worth learning about.

Adverb Clause Exercises

The following exercises will help you gain greater understanding about how adverb clauses work. Choose the best answer to complete each sentence.

1. The lady took notes _____.

- a. While being taught to cook
- b. Steadily
- c. Noisily
- d. For their children

2. We will go to the park _____.

- a. Friday
- b. Even if it rains
- c. Saturday
- d. Sometime

3. You can put the luggage _____.

- a. Outside
- b. Inside
- c. Wherever you like
- d. Somewhere

4. _____, you will not be punished.

- a. Since you have apologized
- b. We decided

c. He told me

d. You are lucky

5. She was so exhausted _____.

a. She left

b. She cried

c. Today

d. That she could not stand

Adverb Clauses List

When creating adverb clauses, feel free to be creative. The following examples will help you get started:

Even when I'm sick

When you have finished working

Whenever you like

Wherever we prefer

Since I returned from vacation

As she was not there

Since you always do well

Before entering high school

After I return

So that he would understand

A. Combine the following sentences using adverb clauses at the end of the sentence.

1. We watched the sparrows. They raised their young in our apple tree.
2. Banu read the book. It was recommended by a friend.
3. Dad donates his shirt to charity. He has worn them a year.
4. The policemen delayed the drivers. The trucks were cleared.
5. Anni ate an apple. She studied her vocabulary.

*Noun Clause, Adjective
Clause, Adverbial
Clause*

Notes

Notes

B. Combine the following sentences using adverb clauses at the beginning of the sentence.

1. Francis started medical training. He drove a forklift for a living.
2. The rains had started the land slides. The homes were not safe to live in.
3. Older people love to sit in the park. They feed the birds and visit.
4. I enjoyed camping out. I was much younger.
5. Joseph recognised the man. The man had stopped his car to help.

C. Find the adverb clauses in these sentences. What are their meanings (time, place...)? If it is a reduced adverb clause, add the missing words.

1. You seem very happy when you help other people.
2. While you wait, we will detail your car.
3. I am happier than I ever was before.
4. That horse is more obstinate than a mule.
5. The woman took notes while being taught to cook with broccoli.
6. Ben fields baseballs better than he hits.
7. As the lions approached the carcass, the cheetahs retreated once more.
8. While eating, I choked on a bone.

D. Find out the principal clause and subordinate clause or clauses in the following sentences.

1. Glory spoke as though she were a born orator.
2. They felt that the thief must be put to death.
3. When at last he returned to the village, the people told him that his mother had died.
4. The newspaper will tell us tomorrow what the world does today.
5. The few books that were produced in the middle Ages were written by hand.
6. When the world was young, artists drew their pictures on stone.
7. I could not tolerate what he said because it was quite insulting.

Instructions:

Find the adjective, adverb or noun clauses in these sentences. If it is an adjective or adverb clause, tell which word it modifies, and if it is a noun clause, tell how it is used as the subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition.

1. If the manager is unable to help, try the assistant manager.

2. The minister is the person to whom you should write the letter.
3. The man whose leg was broken has recovered completely.
4. The environmentalist said that the ozone levels were dangerous.
5. The corporation objected when the mayor changed his mind.
6. It is unfortunate that Mr. John will not return.
7. Why you don't do your work is ridiculous to me.
8. This cemetery is where your Grandfather is buried.
9. The report that the island is under water is very misleading.
10. We offered whoever told the truth clemency.

*Noun Clause, Adjective
Clause, Adverbial
Clause*

Notes

Unit- XI Simple, Complex and Compound Sentences

Types of Sentences

i. Simple Sentence:

A *simple sentence* has only one main verb.

E.g.: He *is* late.

They *are* taking tea.

The invigilator *caught* him copying.

Besides robbing the poor child, he also *murdered* her.

In spite of his busy schedule of work, *he found* time to visit his former teacher.

ii. Complex Sentence:

A *complex sentence* has a main clause and one or more subordinate clauses.

- uses subordinating conjunctions: *after, because, if, that, though, although, till, before, unless, as, when, while, where, than, how etc.*

E.g.:

Tell them *that* I will come.

When I was younger, I thought so.

He will not pay *unless* he is compelled.

He ran away *because* he was afraid.

As he was not there, I spoke to his brother.

Answer the first question *before* you proceed further.

iii. Compound Sentence

A *Compound Sentence* has two or more main clauses.

- uses co-ordinating conjunctions: *and, but, for, or, nor, either... or, neither ... nor, still etc.*

E.g.:

He is slow *but* he is sure.

I was annoyed, *still* I kept quiet.

Either he is mad or he feigns madness.

I shall do *if* now *or* I shall not do it at all.

Night came on *and* rain fell heavily *and* we all got wet.

Something certainly fell into the well *for* I heard a splash.

Transform

SET I:

Notes

1. **Simple** : He must work very hard to make up for the lost time.
Compound : He must work very hard and make up for the lost time.
2. **Simple** : Besides robbing the poor child, he also murdered her.
Compound : He not only robbed the poor child but also murdered her.
3. **Simple** : He must work very hard to win the first prize
Compound : He must work very hard, or he will not win the first prize.
4. **Simple** : He must not attempt to escape, on pain of death
Compound : He must not attempt to escape, or he will be put to death.
5. **Simple** : Owing to ill-luck, he met with a bad accident on the eve of his examination.
Compound : He was unlucky and therefore met with a bad accident on the eve of his examination.
6. **Simple** : The teacher punished the boy for disobedience.
Compound : The boy was disobedient, and so the teacher punished him.

SET II:

7. **Compound** : He finished his exercise and put away his books.
Simple : Having finished his exercise, he put away his books.
8. **Compound** : He was a mere boy but he offered to fight the giant
Simple : Inspite of his being a mere boy, he offered to fight the giant
9. **Compound** : You must either pay the bill at once or return the goods.
Simple : (Failing prompt payment, the goods must be returned by you.)
In the event of/ In case of your not paying the bill, you must return the goods.
10. **Compound** : The men endured all the horrors of the campaign and not one of them complained at all.
Simple : The men endured all the horrors of the campaign without any complaint.
11. **Compound** : We must eat, or we cannot live.
Simple : We must eat to live.

Notes

SET III:

- | | | |
|----|----------------|--|
| 12 | Simple | : He confessed his crime. |
| | Complex | : He confessed that he was guilty |
| 13 | Simple | : His silence proves his guilt. |
| | Complex | : The fact that he is silent proves his guilt. |
| 14 | Simple | : He bought his uncle's library |
| | Complex | : He bought the library which belonged to his uncle. |
| 15 | Simple | : On the arrival of the mails, the steamer will leave. |
| | Complex | : As soon as the mails arrive, the steamer will leave. |
| 16 | Simple | : He owed his success to his father. |
| | Complex | : It was owing to his father that he succeeded. |

SET IV:

- | | | |
|----|----------------|--|
| 17 | Complex | : He died in the village where he was born. |
| | Simple | : He died in his native village. |
| 18 | Complex | : The moment which is lost is lost for ever. |
| | Simple | : A lost moment is lost for ever. |
| 19 | Complex | : Men who have risen by their own exertions are always respected. |
| | Simple | : Self-made men are always respected. |
| 20 | Complex | : We came upon a hut where a peasant lived. |
| | Simple | : We came upon a peasant's hut. |
| 21 | Complex | : Youth is the time when the seeds of character are sown. |
| | Simple | : Youth is the time for the formation of character /Youth is the time for sowing seeds of character. |
| 22 | Complex | : The exact time when this occurred has not been ascertained. |
| | Simple | : The exact time of its occurrence has not been ascertained. |
| 23 | Complex | : The place where Buddha was buried has recently been discovered. |
| | Simple | : The burial-place of Buddha has recently been discovered. |
| 24 | Complex | : You can talk as much as you like. |
| | Simple | : You can talk to your heart's content. |
| 25 | Complex | : I am pushing my business wherever I Can find an opening. |
| | Simple | : I am pushing my business in every possible direction. |
| 26 | Complex | : He will not pay unless he is compelled. |
| | Simple | : He will pay only under compulsion. |
| 27 | Complex | : When the cat is away the mice will play. |
| | Simple | : In the absence of the cat the mice will play. |

SET V:

- 28 **Compound** : Search his pockets and you will find the watch.
Complex : If you search his pockets, you will find the watch.
 29 **Compound** : Do as I tell you, or you will regret it.
Complex : Unless you do as I tell you, you will regret it.
 30 **Compound** : He saw the danger, but pressed on.
Complex : Although he saw the danger, he pressed on.
 31 **Compound** : He aimed at winning the prize and worked hard.
Complex : He worked hard so that he might win the prize.
 32 **Compound** : He is buried near Rome and myrtles grow round his grave.
Complex : He is buried near Rome in a place where myrtles grow.

SET VI:

- 33 **Complex** : I am glad that he has recovered from illness.
Compound : He has recovered from illness, and I am glad of it
 34 **Complex** : We can prove that the earth is round.
Compound : The earth is round, and we can prove it.
 35 **Complex** : I have found the book that I had lost.
Compound : I had lost a book, but I have found it.
 36 **Complex** : As soon as he got the telegram, he left in a taxi.
Compound : He got the telegram and immediately left in a tad.
 37 **Complex** : If you do not hurry, you will miss the train.
Compound : You must hurry, or you will miss the train.
 38 **Complex** : Unless we do our work well, our master will be angry with us.

Compound : We must do our work well otherwise our master will be angry with us.

Rewrite as directed:

1. It was very late. She did not go out for a walk (use "Since").
2. He is so honest that he cannot accept a bribe (use "too to").
3. Work hard. You will pass the examination (use "if").
4. This problem is very difficult and she cannot solve it (use "so that").
5. As soon as the bell rang, the children rushed into their classes (use "No sooner than").
6. In spite of his riches, he is unhappy (use "but").
7. You must not be late or you will be fined (use "In the event of").
8. The sun rose and the fog disappeared (use "When").
9. We saw the birthplace of Shakespeare (use "where").
10. New Delhi, the capital of India, is situated on the Jamuna (use "Which").
11. Caesar was ambitious. Therefore I slew him (use "being").

12. He works hard. He wants to win the first prize (use “in order to”).
13. He heard the news, At once he set off. (use “As soon as”).
14. Conquer thy desires or they will conquer thee (use “unless”).
15. Time once lost is lost for ever (use “which”).
16. She was ill. She stayed at home (use “because”).
17. Shakespeare was a great dramatist. He wrote **Hamlet** (use “who”).
18. The meeting was over. We returned home (use “As soon as”).
19. He is young. Yet he is very wise (use “In spite of”).
20. Ramya comes from a rich family. Yet she leads a shnple life (use “though”).

Combine each set of the following sentences into a complex sentence:

1. The weather was very cold. We decided to stay at home.
2. The president arrived. At once the function began.
3. The traffic was very heavy. She could not reach the station in
4. Tom got up early in the morning. He sat down to write a short-story.
5. India is the largest democracy in the world. India respects the sovereignty of other countries.
6. A.G.Gardiner was a great essayist. He wrote under the pen name, “Alpha of the plough”.
7. Tagore wrote **Gitanjali**. Tagore was a great poet.
8. The earth is one of the nine planets. It revolves round the sun.
9. The old woman is very weak. She cannot walk fast.
10. Study well. You will get a first class.

Combine each set of the following sentences into one simple sentence:

- 1.He is poor. Yet he is contented.
2. My mother was ill. She could not attend the wedding.
3. Priya is a good dancer. She lives in Chennai.
4. This is the college. I studied here for three years.
5. Pay the fees. Or you will be sent out of the class.
6. He opened the cage. The parrot flew away.
7. He saw a tiger. At once he ran away.
8. She fmished her work. She went out to play.
9. The rain stopped. At once the match began.
10. He wanted to borrow some books. He went to the public library.

Combine each set of the following sentences into a compound sentence:

1. Take medicine regularly. You will get better.
2. Wise men love truth. Fools shun it.
3. Ravi found a book lying on the road. The book contained beautiful pictures.
4. He heard the news. Immediately he went to the hospital.
5. She entered the compound of her house. She saw a man hiding there.

6. He is very old. Yet he enjoys good health.
7. They fought courageously. The enemies were defeated.
8. The bell rang. They all came up at once.
9. The sun set. We returned home.
10. The Taj Mahal was built by Shah Jahan. It is one of the finest monuments in the world.

*Simple, Complex
and Compound
Sentences*

Notes

Unit XII Kinds of sentences

Transformation of sentences

What is a sentence?

We need words to express what we have in mind so that others may understand us. But words are not enough. Words have to be put in a definite order so that they may make sense. Such a group of words is called a Sentence. A sentence is the largest grammatical unit. It usually consists of a subject, a verb and an object or a complement. Essentially, sentence consists of a subject and a verb.

Definition: A group of words so arranged as to make complete sense is called a sentence

Kinds of Sentences : There are four kinds of sentences.

They are :

- Assertive sentences
- Interrogative sentences
- Imperative sentences and
- Exclamatory Sentences

Kinds of Sentences

Sentences are of four kinds:

1. Assertive or Declarative Sentence:

A declarative sentence is the most basic type of sentence. Its purpose is to relay information, and it is punctuated with a period. For example:

The boy walked home.

I love honey.

He wants to eat cookies.

Some basic declarative sentence examples are:

He runs.

She dances.

I like climbing.

Fran is sad.

My dog is black.

Dogs are cute.

He is eight years old.

The sky is blue.

He loves idly.

The dress is white.

Fire is hot.

A compound declarative sentence joins two related phrases together. The phrases are joined by a comma and a conjunction such as *and*, *yet*, or *but*. The phrases can also be joined by a semicolon.

He wanted to play basketball, but she wanted to play volleyball.
Mani loves the beach, yet she hates waves.
She plays the violin, and he sings along.
She had to make the next flight; she quickly packed her luggage.
The house has new doors; however, the roof still leaks.
It had rained for days; the town was flooded.

Examples of Declarative Sentences:

The following are more examples of declarative sentences, from very simple to more complex. All declaratives end in a full stop and are informative statements. They can also express an opinion.

She leaves for school tomorrow morning; the house is going to feel empty without her.
The weather is rainy and cool; a perfect day for rest.
She wears red dress.
The room smells divine.
I love my dad.
My family is driving to Ooty for the long weekend and I am meeting them there.
As the airplane climbed I saw the clouds.
She is my new neighbour.
His car was brand new, and now they are missing.
The cow chased the boy.
It is a beautiful day.
Lila is sick; therefore, she is not at college today.
The leaves are green after the rain.
She loves the sea; he hates the long drive.
My new dog is black and white.
My brother loves to sing, but my sister prefers to dance.
My mobile is missing.
The professor is going on a well-earned vacation.
Her frock is ripped.
The baby is hungry, but he does not seem interested in drinking her bottle of milk.

2. Interrogative Sentence:

Interrogative sentences are the sentences that interrogate, or ask questions. These are direct questions, and they are punctuated with a question mark.

Why does the river flow?
Whose car is that?
Will Sharon get early?

Many interrogative sentences start with question words like "how" or "why," but others are yes/no questions that begin with the verb instead of the noun. Interrogative sentences require a noun and a verb to be complete.

An open-ended question usually begins with a "question word" in English:

who

whom
whose
what
when
where
why
which
how

Examine the examples below:

What is the right way to fold a shirt?

When are the best days to go to Kodaikkanal?

Where is your new bag?

Why is the sky cloudy?

How are you today?

In some cases, the question word itself serves as the subject of the sentence, because the subject is unknown - in fact, answering the question will provide the subject.

For example:

Who is the best player in the IPL?

To whom shall I give the exam results?

Whose shoes are these?

Which is the best direction to set an office?

Yes or No Questions:

These questions are designed to be answered simply with either an affirmative or a negative. They start with a verb or helping verb followed by the subject.

Are your shoes on?

Did you eat lunch yet?

Was the drama enjoyable?

Did the girls get to college on time?

Were you too late?

Alternative Interrogatives:

These are "or" questions that are designed to offer one or more choices in the context of the question. They also begin with a verb or a helping verb.

Would you like biscuits or a banana for dessert?

Is she anxious or just tired?

Do you think I should go to hostel or stay a little longer?

Is the cow okay, or should we go to the vet?

Will you be home soon, or should I eat without you?

Tag Questions:

Tag questions are added on to the end of declarative sentences. A declarative sentence makes a statement and follows standard subject-verb

word order, but you can add a short question followed by a comma to make it an interrogative fragment. Tag questions usually ask for confirmation.

She's an excellent player, isn't she?
Clean up the kitchen, won't you?
There's no things in your purse, is there?
You're a beautiful one, aren't you?
You think you're so intelligent, don't you?

3. Imperative Sentence:

Imperative sentences tell someone to do something. These can be in the form of friendly advice, basic instructions or more forceful commands.

Please shut the door to keep out the mosquitoes.
Turn left at the shop.
Stop bothering me!

Imperative sentences usually end with a period but can occasionally end with an exclamation point. These sentences are sometimes referred to as directives because they provide direction to whoever is being addressed.

Pass the book.
Move away from my way!
Shut the front window.
Find my bag.
Be there at six.
Clean your table.
Complete these by today.
Consider the blue dress.
Wait for me.
Get out!
Make sure you pack clothes.
Choose Raju, not Simon.
Please be quiet.
Be nice to your brother.
Play game!

Look at some imperative sentences and consider their function:

Switch off the oven. (Instruction)
Use oil in the vessel. (Instruction)
Don't eat all the cookies. (Request or demand)
Stop feeding the cat from the table. (Request or demand)
Come out with us tomorrow. (Invitation)
Please join us for lunch. (Invitation)
Choose the Pug, not the German shepherd. (Advice)
Wear your diamond necklace with that dress. (Advice)

4.Exclamatory Sentence:

Exclamatory sentences make a statement instead of asking a question, but their main purpose is to express strong emotion. They are easily recognized because they end in an exclamation point instead of a period:

How well she sings!
Wow, he just won a silver medal!
Alas! I am ruined.

What a terrible shock it was!

How shameful!

Exclamatory Sentence Examples:

Exclamatory Sentences That Express Strong Emotion:

Happy birthday, Agnes!
Thank you, Steffi!
I hate you!
Ice cream is my favorite!

Exclamatory sentences are so powerful they can stand alone.

Wow, I really like you!
Incredible, let's go!

Exclamatory Sentences That Begin with “What”

What a lovely bunch of flowers!
What a cute baby!
What an ugly pig!
What a sad ending!

Exclamatory Sentences That Begin with “How”

How bright they've grown in the sunlight!
How well he sings!
How slow they walk!
How fast you run!

Exclamatory Sentences Containing “So”

That birthday cake was *so* good!
Jerrin's gift was *so* amazing!
Oh, that pig is *so* ugly!
I'm *so* mad right now!

Exclamatory Sentences Containing “Such”

He's *such* a kind boy!
That's *such* a gorgeous ear ring!
Your kitten is *such* a cutie!
You're *such* a liar!

TRANSFORMATION OF SENTENCES

Transformation-of-Sentences is done in various ways. The nature of the sentences can be changed without changing the meaning of the sentences. A simple sentence consists of one main clause. A complex

sentence consists of one main clause and one or more subordinate clauses. A complex sentence can be transformed into a simple sentence by reducing the subordinate clause into a phrase.

E.g.: We met a lady who was carrying a pot on her shoulder.

The sentence given above has two clauses:

We met a lady. (Main clause)

Who was carrying a pot on her shoulder (Subordinate adjective clause)

We can change this sentence into a simple sentence by reducing that adjective clause into a phrase.

We met a lady carrying a pot on her shoulder.

Exercise:

Change the following complex sentences into simple sentences.

1. After she had learned her lessons, she went out to watch TV.
2. While I was walking along the road, I saw a dead rat.
3. Although he was wealthy and educated, he never made a name.
4. If you follow my advice, you will win your object.
5. As he was driven out of his country, he sought asylum in a foreign land.
6. A man who was wandering across the fields found the body.

Transformation of an exclamatory sentence into an assertive sentence

Exclamations are often constructed with how and what.

Exclamations with how

Mainly two structures are used.

How + adjective /adverb + subject + verb

How clever he is! (Note the word order - the adjective or the adverb goes before the subject and the verb goes after the subject.)

How wonderful you are!

How nice it is!

How hot it is!

How + subject + verb

How he has changed!

How you've played!

Exclamations with what

We make exclamations with what when the adjective is followed by a noun. Note that this structure is used even when there is no adjective. Several structures are possible.

What a/an + adjective + singular countable noun

What a lovely girl!

What a nice surprise!

What a rude guy!

What a wonderful sight!

What a/an + singular countable noun

What a surprise!

What a tragedy!

What + adjective + plural / uncountable noun

What terrible weather!

What idiots!

Transformation of an exclamatory sentence into an assertive sentence

The transformation of a sentence means changing its form without altering its sense.

What a wonderful opportunity! (exclamatory)

It is a wonderful opportunity. (assertive)

O that I were young again! (exclamatory)

I wish I were young again. (assertive)

How kind of you to help him like that! (exclamatory)

It is very kind of you to help him like that. (assertive)

How noble he is! (exclamatory)

He is truly noble. (assertive)

What a great pleasure it is! (exclamatory)

This is indeed a great pleasure. (assertive)

Exercise:

Change the assertive sentences given below into exclamatory sentences.

1. The flower sleeps upon this river bank very sweetly.
2. Dawn is very beautiful.
3. It was a fantastic sight.
4. Man is a wonderful piece of work.
5. She is an incredibly intelligent woman.

Transformation of an interrogative sentence into an assertive sentence:

Study the examples given below.

Is not wisdom better than riches? (interrogative)

Wisdom is better than riches. (assertive)

Why worry about what people say? (interrogative)

It is immaterial to worry about what people say. (assertive)

Did I ever ask you to do it? (interrogative)

I never asked you to do it. (assertive)

Is there any sense in doing that? (interrogative)

There is no sense in doing that. (assertive)

What does it matter whether we win or lose? (interrogative)

It matters little whether we win or lose. (assertive)

Change the following interrogative sentences into assertive sentences.

1. Is this the kind of shoes to wear to work?

2. Is that the way a lady should behave?

3. Who does not know the tiger?

4. Can you gather grapes from thorns?

5. Shall I ever forget that experience?

Changing an imperative sentence into an interrogative sentence:

Stop joking. (imperative)

Will you stop joking? (interrogative)

Shut the window. (imperative)

Will you shut the window? (interrogative)

Please, get me a glass of wine. (imperative)

Will you, please, get me a glass of wine? (interrogative)

Get out of here. (imperative)

Will you get out of here or not? (interrogative)

The interrogative is a milder or more polite form of the imperative. However, the addition **of or not** adds a touch of threat to the command.

Exercises:

Change the sentences into negative:

1. He is handsome.
2. I will never forgive you.
3. Where there is fire, there is smoke.
4. Janu is the best student.
5. As soon as the teacher arrived, the shouting stopped.

Change the sentences into affirmative:

1. The old lady is so weak that she cannot walk.
2. None but the courageous deserve the fair.
3. No sooner had I reached the station than the train left.
4. Nobody likes a thief.
5. Not only Rani but also Raja will go there

Exercise:

A. Change the sentences from Affirmative into Interrogative:

1. Nobody can do it.
2. I can never forget you.
3. You are a lazy.
4. He can do the job.
5. Everybody wants to be a winner.

B. Change the sentences from Affirmative into Exclamatory:

1. The dawn is very beautiful
2. It is a very wonderful sight!
3. I wish I were a queen.
4. I wish I had the wings of a vulture.
5. You sing very well.

C. Change the sentences from Affirmative into Imperative:

1. You should do the work.
2. He should do the work.
3. You should always tell the truth.
4. You are asked to help me.
5. We should not break the rules of the college.

**Rules of Transforming Complex-Simple-Compound Sentences:
To Transform into Simple Sentence:**

- a) Use non-finite verb
- b) Don't use any conjunction.
- c) Always maintain the meaning of the given sentence

To Transform into Compound Sentences:

- a) Use coordinating conjunctions like and/but/or/and/so/and then
- b) Use separate subjects and verbs for each clause
- c) Always maintain the meaning of the given sentence

To Transform into Complex Sentence:

- a) Use subordinating conjunctions like though/since/as/when/relative pronoun
- b) Use separate subjects and verbs for each clause
- c) Always maintain the meaning the of given sentence

E.g.

Complex: He admitted that he was guilty.

Simple: He admitted his guilt.

Compound: He admitted and he was guilty.

Exercise:

A. Change the Simple sentences into Complex:

1. I saw a beautiful girl.
2. Being truthful and hardworking, Mani earned the reward.
3. She was too poor to look after her children.
4. I have informed him of his success.
5. In spite of his being tall, he does not play throw ball.

B. Change the Complex sentences into Compound:

1. Though he is not sick, he feels exhausted.
2. As soon as the power went out, the thief entered the house.
3. If you work hard, you will succeed in life.
4. If you do it, you will be rewarded.
5. The man went home so that he could see his son.

C. Change the Compound sentences into Simple:

1. I went to his home but he did not see me.
2. He was sick and so he could not attend the meeting.
3. I woke up and received your call.
4. Work hard and you will be successful.
5. Sami saw a snake and killed it at once

According to the degrees of adjective, sentences are of three kinds:

1. Positive Sentence
2. Comparative Sentence
3. Superlative Sentence

Rules of Transforming Superlative/Comparative/Positive Sentences:

1. No other... as...as (Positive) --- Comparative form of adjective + than any other (Comparative) --- superlative form of adjective (Superlative):

E.g.

Positive: No other city is as big as Chennai in Tamil Nadu.

Comparative: Chennai is bigger than any other city in Tamil Nadu.

Superlative: Chennai is the biggest city in Tamil Nadu.

2. Very few... as...as (Positive) --- comparative form of adjective + than most other (Comparative) --- one of the + superlative form of adjective (Superlative):

E.g.

Positive: Very few Stones are as precious as diamond.

Comparative: Diamond is more precious than most other stones.

Superlative: Diamond is one of the most precious stones.

Exercise:

A. Change from Positive to Comparative Degree:

1. No other item in the menu is as cheap as fish curry.
2. Very few countries in the world are as small as Sri Lanka.
3. He is as strong as lion.

B. Change from Comparative into Superlative Degree:

1. Rani is better than any other girl in the class.
2. Ragu is smaller than most other boys in the team.
3. Meenakshi Temple is bigger than any other temple in Tamil Nadu.

C. Change from Superlative into Positive Degree:

1. It writes the finest of any pen.
2. The dog is one of the most useful animals.
3. Shakespeare is the greatest of all dramatists.

Change the sentences into passive:

1. The people of Tamil Nadu mainly eat rice.
2. He annoys me.
3. Panic seized me.
4. Fire burnt the shop.
5. The man fans herself.
6. Apple tastes sweet.
7. The lady knew me.
8. Are they making a noise in the class?
9. Buy me a chocolate.
10. Do the work.

Transformation of Sentences

1. Assertive or Declarative sentences (statements):

Those which simply affirm or deny something are called **Assertive** or **Declarative** sentences. The **Assertive** or **Declarative** sentences simply make statements - affirmative or negative.

E.g : Karim hit him hard. (Affirmative)
Karim did not hit him hard. (Negative)

2. Interrogative sentences (questions):

Those which ask questions are called **Interrogative** sentences.

E.g : Why are you late?
Who is Mr. Arya?
Do you like ice – cream?
Is she a singer?

3. Imperative sentences (commands):

Those which contain some command, request, advice, instruction, direction or prohibition are called **Imperative** sentences.

E.g : Close the door.
Get out.
Be quiet, please.
Do not smoke here.

4. Exclamatory sentence (exclamation):

Those which express some strong or sudden feelings are called **exclamatory sentences**.

E.g : What a pity!
How clever the crow is!
Alas! He is no more!

I. Interchange of sentences

i. An affirmative question becomes a negative statement:

- | | |
|--------------------------------------|-------------|
| 1. Can the blind see? | (Question) |
| The blind can't see | (Statement) |
| 2. Who lives of the country dies? | (Question) |
| None lives if the country dies | (Statement) |
| 3. Does man live by bread alone? | (Question) |
| Man doesn't live by bread alone | (Statement) |
| 4. Can the leopard change its spots? | (Question) |
| The leopard cannot change its spots | (Statement) |

ii. A negative question becomes a positive statement:

- | | |
|--|-------------|
| 1. Doesn't a mother love her children? | (Question) |
| A mother loves her children | (Statement) |
| 2. Who doesn't like to be happy? | (Question) |
| Everyone likes to be happy. | (Statement) |
| 3. Isn't the earth round? | (Question) |
| The earth is round | (Statement) |
| 4. Who would not pity the weak? | (Question) |
| Everyone would pity the weak | (Statement) |
| 5. Who would not condemn the vicious? | (Question) |
| Everyone would condemn the vicious. | (Statement) |

II. Transformation of Affirmative to Negative Sentences:

Guidelines:

i. Affirmative into negative:

- i) Affirmative word is removed.
- ii) Opposite of the key word is used.

ii. Negative into affirmative:

- i) Negative word is removed.
- ii) Opposite of the key word is used

Notice how key words are changed:

Affirmative		Negative
A few	-	not many
As soon as	-	no sooner than
Always	-	never
All	-	none
Bad	-	not good
Cruel	-	not kind
Everybody	-	nobody
Everyone	-	none
Innocent	-	not guilty
Just	-	not unjust
Love	-	not hate
Only / alone	-	none but
Rich	-	not poor
Sure	-	not doubtful
Sweet	-	not sour

E.g.

1. She is innocent. (Affirmative)
She is not guilty (Negative)
2. He is no mean poet. (Affirmative)
He is a great poet. (Negative)
3. Where there is smoke, there is fire. (Affirmative)
There is no smoke without fire. (Negative)
4. You are more intelligent than I. (Affirmative)
I am not as intelligent as you. (Negative)
5. Krishna loved Radha. (Affirmative)
Krishna was not without love for Radha (Negative)
6. He is older than I. (Affirmative)
I am not as old as he. (Negative)
7. America is more powerful than Russia. (Affirmative)

Russia is not as powerful as America	(Negative)
8. Ramesh is cleverer than Ram	(Affirmative)
Ram is not as clever as Ramesh.	(Negative)
9. A lawyer alone can answer this question.	(Affirmative)
None but a lawyer can answer this question.	(Negative)
10. He found him dishonest.	(Affirmative)
He did not find him honest.	(Negative)

III. Transformation of a statement into an exclamation:

Guidelines:

- i). *Very* is left out in exclamatory sentences.
- ii). *Full* stop is replaced by a note of exclamation.
- iii). *What/how* is added and placed first.
- iv). *What* is used with a noun?
- v). *How* is used with an adjective / adverb:
How lovely a place! (not, what lovely a place!)
- vi) *It+be+adjective* is replaced by *how + adjective*:
- vii) *O that!* / *Oh that!* / *Would that* expresses wish + regard.
- Viii) *Alas* is replaced by (it + be + sad/ shocking etc.)
- ix) *If only* is replaced by Principal clause (subject + wish)
Noun clause remains unchanged.
Noun clause is not used with *that*:
- x) Infinitive is replaced by (It + be + strange etc.)

Examples:

- | | |
|--|---------------|
| 1. It is a very lonely place. | (Statement) |
| What a lonely place it is! | (Exclamation) |
| 2. She has a very sweet voice | (Statement) |
| What a sweet voice she has! | (Exclamation) |
| How sweet her voice is ! | |
| 3. He runs very fast. | (Statement) |
| How fast he runs! | (Exclamation) |
| 4. It is kind of you to help me. | (Statement) |
| How kind of you to help me! | (Exclamation) |
| 5. It is foolish of him to throw stones on buses. | (Statement) |
| How foolish of him to throw stones on buses! | (Exclamation) |
| 6. It is wise of her to anticipate these problems. | (Statement) |
| How wise of her to anticipate these problems! | (Exclamation) |
| 7. O that !/ Oh that, I had wings! | (Exclamation) |
| I wish I had wings. | (Statement) |
| 8. Would that I were a prince! | (Exclamation) |
| I wish I were a prince. | (Statement) |
| 9. O to live on mars! | (Exclamation) |
| I wish I lived on mars. | (Statement) |
| 10. Alas that she is dead! | } |
| Alas! She is dead! | |
| It is sad / shocking that she is dead. | (Statement) |

- | | |
|---|---------------|
| 11. If only I were a bit taller! | (Exclamation) |
| I wish I were a bit taller. | (Statement) |
| 12. To think of seeing you here! | (Exclamation) |
| It is strange that I should see you here. | (Statement) |
| 13. My husband, and so mean! | (Exclamation) |
| It is shocking that my husband is so mean | (Statement) |

Exercise

a) Transform the following sentences by changing them from negative to affirmative or vice versa without changing the meaning:

1. Learned men are not always wise.
2. No one can doubt that your son did his best.
3. It is not difficult to run half a mile at a time.
4. Great men belong to no one nation, nor to one particular class.
5. As soon as the gates were opened, the cows charged at the cowherd.
6. They did not refuse permission.
7. Everybody will accept your offer.
8. No one will ridicule you.
9. Unless he is cured, he cannot attend the wedding.
10. I remembered to invite all my friends.

b) Rewrite the interrogative as assertive or vice versa without changing the meaning:

1. Who will demean himself?
2. Everyone will work for his welfare.
3. All have read the works of Shakespeare.
4. Who has not heard of the blind bard, Milton?
5. Why waste time on these simpletons?
6. Does Goa not speak of India's glory?
7. Is this the way to tackle the problem?
8. No one respects him.
9. All are happy to get rid of him.
10. It matters little if we lose.

c) Transform the exclamation into statement without changing the meaning:

1. O, what a fall was there, my country men!
2. What a delicious flavor these mangoes have!
3. O, for a glass of cool water!
4. That you should dare to abuse me!
5. What would I not do to see you happy!
6. How nicely he handles the bat!
7. O, that I were young again!
8. Alas, that fortune should be so short – lived!
9. That we should meet here!
10. Shame on you to kick the poor beggar!

UNIT – XIII SYNTHESIS OF SENTENCES

The combination of a number of simple sentences into one new sentence is called synthesis of sentences.

Synthesis has mainly three types:

1. Combining of two or more Simple sentences into a single Simple Sentence.
2. Combining of two or more simple sentences into a single Complex Sentence.
3. Combining of two or more simple sentences into a single Compound Sentence.

Combining of Two or More Simple Sentences into a Single Simple Sentence:

Ways of combining two or more Simple sentences into a single Simple Sentence:

1. By using a Participle.
2. By using a Noun or a Phrase in Apposition
3. By using a Preposition with a Noun or Gerund
4. By using a Nominative Absolute
5. By using an Infinitive
6. By using an Adverb or Adverbial Phrase.

(1) By using a Participle:

E.g.: He saw a tiger. He fled away.

Seeing a tiger he fled away.

E.g.: She jumped up. She ran away.

Jumping up she ran away.

E.g.: He was tired of studying. He retired to bed.

Tired of studying he retired to bed.

E.g.: Turn to the left. You will reach the hospital.

Turning to the left you will reach the hospital.

E.g.: He sat on the bench. He wrote a letter.

Sitting on the bench, he wrote a letter.

Exercise: I

Combine the following sentences

1. Rama drew his knife. Rama wounded his enemy.
2. He took off his dresses. He plunged into the river.
3. He opened his pouch. He purchased the fruits.
4. He drew his gun. He triggered it quickly. He fired at the thief.
5. I saw two pretty swans. They were playing in the water.
6. I was returning home. I saw an iron-man. He was ironing the clothes.
7. The student saw the teacher. He wished the teacher.
8. He decided to pass the examination. He studied hard.

(2) By using a Noun or a Phrase in Apposition:

E.g.: Shakespeare died in 1616. He was the greatest English poet and dramatist.

Shakespeare, the greatest English poet and dramatist, died in 1616.

Exercise: I

Combine the following sentences

1. His mother died. He was a woman of seventy.
2. Vasco da Gama reached Calicut. He was a famous sailor.
3. Everyone knows Socrates. He was a great philosopher.
4. Raju died at Madurai at the age of eighty. He was a teacher.
5. Paris is one of the biggest cities in the world. It is the capital of France. France is a great country.
6. Monasteries were once the biggest centre of learning. They are now a heap of ruins.
7. Twice I have been to Chennai. It is the capital of Tamil Nadu.

(3) By using a Noun or a Gerund with a Preposition:

E.g.: She has failed many times. She still hopes to get success at last.

In spite of many failures she still hopes to get success at last.

E.g.: He failed at the examination. He received the message. He disappeared.

On receiving the message of his failure at the examination, he disappeared.

Exercise: II

Notes

1. Judge made a thorough enquiry. He found him guilty.
2. I reached the house of my uncle. He had gone to the college before that time.
3. The Police ran very fast. He could not catch the thief.
4. I requested the teacher. He pardoned the boy.
5. My sister was beaten with stick. I was present.
6. His approach was weird. I was taken aback.
7. She has died. I am sure.
8. Your actions are very good. I am highly pleased.

(4) By using a Nominative Absolute:

E.g.: The house caught fire. All the furniture was burnt to ashes.

The house having caught fire, all the furniture was burnt to ashes.

E.g.: The deer was caught in the net. He struggled hard for escape.

Having been caught in the net, the deer struggled hard for escape.

Exercise: III

1. It was a rainy day. I did not go to the office.
2. My father was angry. He did not speak to me.
3. The sun set. The birds started flying towards their nests.
4. My sister is in trouble. I have to support her.
5. The bullet pierced the thief's neck. He fell down.
6. The Plane left before my arrival. I looked for a train.

By using Infinitives:

E.g.: I am going to Delhi. I have to purchase a car.

I am going to Delhi to purchase a car.

E.g.: He is very much tired. He cannot work.

He is too tired to work.

E.g.: He is very weak. He cannot pass this year.

He is too weak to pass this year.

E.g.: There are still three questions left. I have to solve them.

I have still three more questions to solve.

Exercise:IV

1. My mother has gone to market. She has to purchase vegetables.
2. I am writing an article. It will be published.
3. She is a great deceiver. She cannot be believed.
4. I cannot leave him behind. He will lose his way.
5. He went to the tea shop. He wanted to read the newspaper.
6. He went to his uncle's house. He wanted to share his experiences.
7. I am very tired. I cannot talk to you.
8. I have sent my daughter to German. She will be educated there.
9. She has bought a beautiful gift. It will be presented to the teacher.
10. He keeps a pair of dogs. They will guard his house. They will keep away burglars.

(a) By using an Adverb or an Adverbial Phrase:

E.g.: He has been removed from job. The removal was unjust.

He has been unjustly removed from job.

E.g.: The student was flogged by the teacher. The flogging was very severe.

The student was very severely flogged by the teacher.

E.g.: It was night. The train had not reached by that time.

The train had not reached by night.

By using Too + Adjective/Adverb:

E.g.: He is weak. He cannot run.

He is too weak to run.

E.g.: He is sick. He cannot stand.

He is too sick to stand.

E.g.: He is poor. He cannot have a new dress.

He is too poor to have a new dress.

Adjective / Adverb + Enough:

E.g.: She is rich. She can buy a house.

She is rich enough to buy a house.

E.g.: He is knowledgeable. He can solve this problem.

He is knowledgeable enough to solve this problem.

Exercise: V

Combine the following sets of sentences into Simple Sentences:

1. He admitted his fault. He apologized.
2. He declined to answer the question. He regretted his inability to answer.
3. He was absent from the meeting. His absence was unavoidable.
4. He was in the fault. There is no doubt about it.
5. He did this work. He did not do it carefully.
6. The programmed was amended. It was made suitable to me.
7. Mohan put on his clothes. He was in a great hurry.
8. I shall return by the morning. I am definite about it.
9. The river was flowing. Its flow was rapid.
10. Everyone listened to his lecture. There was perfect silence.

Exercise: VI

Combine the following sets of sentences into Simple Sentences:

1. The man was innocent. He was let off
2. I arrived at the Airport. I found the flight ready to take off
3. He has completed the project. He is worthy of appreciation for it.
4. He has sent his sons to London. He wants them to be trained in business.
5. The night came. My father had not returned.
6. My brother celebrated his birthday. I could not go to the school yesterday.
7. He hooked up in a strange place. He cried for help.
8. I reached the station. The train had left before my reaching there.

Combining two or more Simple Sentences into a single Complex Sentence:

- (1) By using a Noun Clause

- (i) Subject of a verb,
- (ii) Object of a Transitive Verb,
- (iii) Object of a Preposition,
- (iv) Complement of a verb of Incomplete Predication
- (v) Case in Apposition to a Noun.

E.g. You are telling a truth. It is known to all.

That you are telling a truth is known to all. (Subject)

Exercise: VII

Combine the following sentences into a single Complex Sentence:

1. Raju is the best boy of the class. It is true.
2. He is speaking something. I do not know what it is.
3. My Parents wish me to do something. I cannot do that.
4. The accused is found guilty. It has been proved beyond reasonable doubt.
5. You should go to the Doctor immediately. This is my advice to you.
6. He is disloyal. I cannot, however, prove it.
7. The function will be held somewhere. Do you know where?
8. He hid something in his bag. I could not see it.
9. You frightened him with a knife. That was his accusation.

By using an Adjective Clause We can make an Adjective Clause beginning with a Relative Pronoun or a Relative Adverb:

E.g.: I met an old lady. She was very poor.

I met an old lady who was very poor.

E.g.: I saw a ball point pen. It was black in colour.

I saw a ball point pen which was black in colour.

E.g.: I met your friend. His chain was stolen in the train.

I met your friend whose chain was stolen in the train.

Exercise: VIII

Combine the following sentences into a Complex Sentence by using an Adjective Clause:

1. I met the grand-father of my friend. I had never seen him before.
2. This is a locker. I have kept my jewels in it.
3. Somebody has stolen my bag. Do you know him?
4. I gave you some money last week. Please return it.
5. My father has gone somewhere. I do not know the whereabouts.
6. Here is a Television. I purchased it yesterday.
7. The fight took place last night. The culprit has been caught.
8. You seem to be very happy these days. Can you tell me the reason?
9. My friend helped me cross the river. He should be rewarded.

By using an Adverb Clause:

A complex sentence can be made by using an Adverbial clause showing any one of these functions:

E.g.: I could not play. I was tired.

I could not play because I was tired.

E.g.: He committed the crime. He has been caught by the people.

He committed the crime, so he has been caught by the people.

E.g.: He is poor. He is trustworthy at the same time.

Though he is poor, he is trustworthy.

Exercise: IX

Combine the following sentences into a single Complex Sentence by using an Adverb Clause:

1. Last night it was raining heavily. I could not go out for shopping.
2. I entered the kitchen. I heard a sound.
3. The followers went in. The monk was performing his worship there.
4. She loves me. A mother loves her son in the same way.

5. Work hard. You will succeed.
6. The problem was compiling. It could not be solved.
7. Her behavior was unnatural. One could not tolerate it easily.
8. The river is very deep. You cannot cross it.
9. She is beautiful. Her elder sister is more beautiful.
10. He is strong. He is pride at the same time.

**Combining two or more Simple Sentences into a Compound Sentence
By using Co-ordinating Conjunctions:**

Co-ordinate clauses can be made by using co-ordinating conjunctions such as

.....and, but, either, or, neither, nor, too, also, so, therefore, likewise, either.....or, neither..... nor, etc.

A compound sentence can be made by using any one of these co-ordinating conjunctions:

E.g. I went to the mall. I saw a beautiful dress. I could not, however, purchase it.

I went to the mall and saw a beautiful dress but could not purchase it.

E.g. He is weak. He is regular.

He is slow but regular.

E.g. Do not be a lazy. Do not be a cheater either.

Neither a cheater nor a lazy be.

E.g. Get in. You may catch cough.

Get in or you may catch cough.

Exercise: X

Combine the following sentences into a single Compound Sentence:

1. Her face was long. Her feet were light.
2. He is weak. He is timid.
3. He is rich. He leads a plain life.
4. The sky was cloudy. The night was dark.
5. He was sad. I did not say anything.

6. She is beautiful. She is also sensible.
7. We can go by the car. We can also go by the bus.
8. He lifted his eye to the door. He saw a man coming towards his room.
9. You may take Metacin. You may take Anacin. You must take either of the two.
10. Your body is clean. Your shirt is dirty.
11. The buffalos have hump. They have horns.
12. The tail of a sparrow is beautiful. Its legs are ugly.
13. He is guilty. He is the object of compassion.
14. The woman was innocent. She was not punished with death.
15. He is weak. He can walk.

Exercise: XI

Combine the following sets of sentences into Simple Sentences:

1. I cannot tell her. What should he do?
2. He heard the sound. He came out of the door.
3. He is angry and disappointed. I found him so.
4. He wanted money. He wanted to purchase some books.
5. His mother encouraged him. She is a highly refined lady.
6. The thief had been in prison before. He was rigorously punished.
7. He felt tired. He went to bed.
8. He could not eat chicken bones. He was very old. He had lost his teeth.
9. I have told you the facts. I have nothing more to say. I will sit down.

Exercise: XII

Combine the following sets of sentences into Complex Sentences:

1. He is a very elite person. This is known to all.
2. What is my duty? Who will tell me?
3. He is quite rich. He lives a miserly life.
4. He is the same man. He came last year too. He is a famous singer.

5. The problem is very easy. I can solve it in no time.
6. We drove very fast. We could not reach in time.
7. I returned early in the morning. It was raining at that time.
8. He labored very hard. He fell ill. He had to go under a long treatment.
9. I saw his garden. It is a very large garden. All kinds of fruits grow there.

Exercise: XIII

Combine the following sets of sentences into Compound Sentences:

1. The sun set. Darkness prevailed over the mountain. We could see nothing.
2. He is foolish. He is stubborn also. He cannot adjust himself.
3. His father was not at home. He had no money to pay his fee. His name was taken off.
4. I had a message for you. You were not available. I left the message with your friend.
5. You have to follow the school rules. You will be expelled.
6. Hurry up You will be late. There is no other train available.
7. He was my class-mate. He has become a great man. He refuses to identify me.
8. He is dumb. He is deaf too. He is very laborious. He weaves beautiful scarf.
9. I do not refuse your offer. I do not like it. I have no use of it.
10. The clouds gathered. The wind blew. There were sharp showers.

Exercise: XIV

Combine the following sets of sentences into Simple, Complex or Compound Sentences:

1. Ice is cold. You cannot touch it.
2. He is an ugly man. That is my opinion.
3. My enemies are many. My friends are few. Courage is my greatest friend.
4. Our paperboy is very regular. We open the door in the morning. We find him standing before the door.
5. The train whistled. It steamed off. All the passengers bolted the doors.

6. It is no good having a foolish friend. It is better to have a wise enemy. The wise enemy may do some harm. The foolish friend may do a still greater harm.

7. A solitary person is born in the world. He lives in the world. He has nothing to do with the world.

8. I was highly puzzled in the examination. I could not answer a single question correctly. I knew their answers very well.

Simple Sentences:

A simple sentence is a basic sentence that expresses a complete thought.

It contains:

1. A subject
2. A verb
3. A complete thought

Examples of Simple Sentence:

1. Jerry went to the store.
2. Selvi and Jancy are going swimming.
3. The duck jumped and landed in the pond.
4. Can I have some tea to drink?
5. The biriyani smells delicious.
6. There is a dog in the car with us.
7. Look on top of the door for the key.
8. I am out of paper for the printer.
9. Will you help me with the English homework?
10. The music is too loud for my ears.
11. The bus was late.
12. Mani and Marie took the bus.

Given below are some examples of Simple Sentences:

1. Rani is waiting for the bus. (Subject: Rani /Verb: waiting)
2. She is going to the party. (Subject: She/Verb: going)
3. He was playing yesterday. (Subject: He/Verb: playing)
4. They are coming. (Subject: They/Verb: coming)
5. He is studying. (Subject: He/Verb: studying)
6. She is preparing dinner. (Subject: She/Verb: preparing)
7. I am writing. (Subject: I/Verb: waiting)
8. I am writing a letter. (Subject: I/Verb: writing)
- 9 The bird is perched on the roof. (Subject: Bird/Verb: perched)

10. The book is on the table. (Subject: Book/Helping Verb: is)

11. He is dancing. (Subject: He/Verb: dancing)

A Simple Sentence can be longer but still it has only one independent clause and completes a thought.

For Example:

1. You have to go to the shop with her.
2. Standing on the kennel, the dog barked.
3. She was waiting for the train at the railway station.
4. He was singing yesterday in his friend's party.
5. They are coming tomorrow to attend your marriage.
6. She is preparing dinner for the kids on Sunday.
7. I am writing a letter to the minister on present state of affairs.
8. He went to his birth place by bus on a chilly morning.
9. She was driving to the jewelry shop with her family and friends.
10. He is walking to the college with his best friend.

A Simple Sentence may also have more than one Subject or Verb; but even then they have a single independent clause.

Simple Sentences with more than one verbs and subjects are given below:

1. Jack and Jill went up the hill.
2. Rani and Ram were dancing and singing.
3. I love rice and sambar.
4. I gave her my bag and my book.
5. My friends and their parents are coming for the marriage.
6. I and my brother are going to the farewell party.
7. The people were dancing and cheering at the hall.
8. The man was crying and shouting at the same time.
9. The students and the teachers were dancing and singing.

10. They and their wards were present at the meeting.

Types of Simple Sentences:

Simple Sentences can be classified into seven types based on their structure, as described below-

Notes

1. Subject + Verb: (S + V)

These types of sentences contain a single Subject and a Verb. Auxiliary verbs may or may not be present; depending on the sentence.

Given below are the few examples of these types of Simple Sentences-

He is writing.

Subject: He, Aux Verb: is, Verb: Writing

She walks.

Subject: She, Verb: Walks

They were singing.

Subject: They, Aux Verb: Were, Verb: Singing.

Biju was playing.

Subject: Biju, Aux Verb: was, Verb: Playing

Mala is studying.

Subject: Mala, Aux Verb: is, Verb: Studying

2. Subject + Verb + Adjective: (S + V + Adj)

These types of Simple Sentences contain a Subject, a Verb and an Adjective.

For Example-

Malini was happy.

Subject: Malini, Aux Verb: was, Adj: happy

He is sad.

Subject: He, Aux Verb: is, Adj: sad

They were suspicious.

Subject: They, Aux Verb: were, Adj: Suspicious

She walked graciously.

Subject: She, Verb: walked, Adj: graciously

Karthik swam fast.

Subject: Karthik, Verb: swam, Adj: fast

3. **Subject + Verb + Noun Phrase: (S + V + N Phrase)**

These types of Simple Sentences contain a Subject, Verb and a Noun Phrase.

He found his lost bag.

Subject: He, Verb: found, Noun Phrase: his lost bag

Subha is riding an Austrian horse.

Subject: Subha, Verb: riding, Noun Phrase: an Austrian horse.

They will sell their new car.

Subject: They, Verb: sell, Noun Phrase: Their new car

She is singing with her sister.

Subject: She, Verb: Singing, Noun phrase: with her sister

They are playing in the ground.

Subject: They, Verb: Playing, Noun Phrase: in the ground

4. **Subject + Verb + Noun Phrase + Adjective: (S + V + N Phrase + Adj)**

The examples of sentences having subject, verb, noun phrase and adjectives are given below-

Rahim painted his car black.

Subject: Rahim, Verb: painted, N Phrase: his car, Adj: Black

Jai is riding a Black horse very fast.

Subject: Jai, Verb: riding, N Phrase: Black horse, Adj: Very fast

She colored her finger nails red.

Subject: She, Verb: colored, N Phrase: her finger nails, Adj: red

He will keep your kids happy.

Subject: He, Verb: keep, N Phrase: your kids, Adj: happy

Her father's call makes him angry.

Subject: Her father, Verb: call, N Phrase: makes him, Adj: angry

5. **Subject + Verb + Noun Phrase + Place: (S + V + N Phrase + Place)**

Given below are some examples of these types of sentences-

Anil dances with his brother at his home.

Subject: Anil, Verb: dances, N Phrase: with his brother, Place: at his home

Kannan is singing with his friends at the stadium.

Subject: Kannan, Verb: singing, N Phrase: with his friends, Place: at the stadium

He is going for his examination to the school.

Subject: He, Verb: going, N Phrase: for his examination, Place: to the school

She will read her new book in the garden.

Subject: She, Verb: read, N Phrase: her new book, Place: in the garden

They will ride their favorite swing in the amusement park.

Subject: they, Verb: ride, N Phrase: their favorite swing, Place: in the amusement park.

6. **Subject + Verb + Noun Phrase + Noun Phrase: (S + V + N Phrase + N Phrase)**

Go through the examples of above type of sentences given below-

Mani gave her mother an Indian dining set.

Subject: Mani, Verb: gave, N Phrase: her mother, N Phrase: Indian dining set

Anu and Vinu told Joe's father their house addresses.

Notes

Subject: Anu and Vinu, Verb: told, N Phrase: Joe's father, N Phrase: their house address

He gave his father an old model of Land Rover.

Subject: He, Verb: gave, N Phrase: his father, N Phrase: old model of Land Rover

They lent their son a great deal of money.

Subject: They, Verb: lent, N Phrase: their son, N Phrase: great deal of money

He was calling your father at his office.

Subject: He, Verb: calling, N phrase: your father, N Phrase: at his office

7. Subject + Verb + 'To' + Base Form of the Verb: (S + V + 'To' + Base form of the verb)

Go through the examples given below-

He is going to sing.

Subject: He, Aux Verb: is, Verb: going, Base Form: sing

Abi likes to cry.

Subject: Abi, Aux Verb: Likes, Base form: Cry

Lisa needed to act.

Subject: Lisa, Intransitive Verb: needed, Base Form: act

They needed to act.

Subject: They, Verb: needed, Base Form: act

She likes to swim.

Subject: She, Verb: likes, Base Form: swim

Exercise

Complete the following sentences by filling in with appropriate words required for a simple sentence.

1. I am going _____ the party.

2. They are _____ for the dinner.

3. They _____ coming for _____ dinner tonight.
4. I was exercising _____ the gym.
5. Raj and Ram _____ going to the party together.
6. She _____ her sister _____ going to school for the classes.
7. The cock was _____ on the roof.
8. The bird was _____ on the roof of the _____.
9. The bird was perched on the roof of the building in late _____.
10. He is _____.
11. She is waiting _____ you.
12. The horse _____ graciously.
13. Jai was _____ a letter.
14. They are _____ for a drama tonight.
15. It was moving faster _____ expected.
16. They have _____ waiting long enough for the bus to arrive.
17. He _____ his mother her favourite car.
18. Sudha _____ reading a book.
19. Jack gave his father an Italian suit _____ a pair of handmade leather shoes.
21. He lent his brother a car with red _____.

Complete the following Simple Sentences by choosing the appropriate choice from the options provided.

Verify your progress with the answers provided in the end of the exercise:

1) He is _____.

1. a) writing
2. b) waited
3. c) read

2) She likes _____ dance.

1. a) too
2. b) to be
3. c) to

- 3) They _____ waiting for the bus.
1. a) must
 2. b) are
 3. c) should
- 4) Ajmer was working in the restaurant to _____ the fee for the exam.
1. a) pays
 2. b) pay
 3. c) paid
- 5) Ram is _____ cricket in the field.
1. a) play
 2. b) played
 3. c) playing
- 6) The children _____ cricket all day long at the school hostel.
1. a) play
 2. b) played
 3. c) plays
- 7) I _____ my car for service.
1. a) took
 2. b) take
 3. c) taken
- 8) He _____ a new car from the new showroom in town.
1. a) bring
 2. b) brings
 3. c) brought
- 9) They are looking _____ you and your brother _____ the college and in the hostel.
1. a) for, at
 2. b) for, in
 3. c) at, in
- 10) She _____ talking to her mother on phone.
1. a) were
 2. b) is
 3. c) was
- 11) We _____ to the park yesterday.

1. a) gone
2. b) go
3. c) went

12) They _____ going to the marriage party.

1. a) were
2. b) went
3. c) is

13) I _____ him standing behind the tree.

1. a) see
2. b) seen
3. c) saw

14) She _____ to the grocery store on hearing the news.

1. a) run
2. b) running
3. c) ran

15) The children _____ rhymes at the school fest in _____ of the chief guest.

1. a) recite, with
2. b) recited, presence
3. c) sang, with

16) The boys _____ selected for the tournament.

1. a) get
2. b) gets
3. c) got

17) He _____ dancing and singing at the same time.

1. a) was
2. b) were
3. c) looks

18) The leopard _____ and pounced on the prey.

1. a) growl
2. b) growled
3. c) growling

19) She _____ her friends are waiting for you at the parking.

1. a) and
2. b) with
3. c) for

20) He is _____ forward to a constructive meeting.

1. a) looks
2. b) looked
3. c) looking

Combine the given pair of sentences to form a Simple Sentence.

- 1) It was so hot. The children couldn't go out.
- 2) The shop offers discount. It wants to attract customers.
- 3) You press the accelerator. You can speed up the car.
- 4) I was running. Running improves health.
- 5) The Chief Guest was given the best reception. Still he was not happy.
- 6) The weather was rainy. We cancelled the tour.
- 7) The tea was hot. I couldn't drink it.
- 8) It was raining. They couldn't come.
- 9) I saw a man. He was standing behind a tree.
- 10) The dog was angry. The dog was growling.
- 11) The children were happy. The parents were happy.
- 12) The ground was small. We couldn't play football on it.
- 13) The guests ate heartily. The guests left happily.
- 14) God is great. God is one.
- 15) The boy was carrying a bag. The boy walked to the school.
- 16) The bird was perched on the roof. The bird was singing beautifully.
- 17) He is preparing for the exams. He is doing a part time job.
- 18) Rama is clever. Rama is witty.
- 19) My car is fast. My car is beautiful.
- 20) Children love toys. Children love to play.

Compound Sentences:

A compound sentence contains two main clauses joined by a comma and a coordinating conjunction or a semi-colon.

Notes

Compound sentences connect two simple sentences, but they often do not show a clear relationship between the two parts.

Ex. I waited for the bus, but it was late.

Coordinator:

There are seven coordinating conjunctions in the English Language, which are used to link the independent clauses:

For

And

Nor

But

Or

Yet

So

Semi-colon:

Compound sentences and semi-colons work hand in hand. After all, they both join independent clauses. The trick with semi-colons is to use them when the two independent clauses are related ideas.

1. I'm looking forward to our party tonight; you're going to love dining on the water.
2. I hate beetroot; however, I love broccoli.
3. I want to graduate with honors; furthermore, I want to go to law school.
4. I don't want to go out tonight; besides, I have homework to do.

Example:

1. Ahmad likes to fish, and he is going fishing on Saturday.

"Ahmad likes to fish" is an independent clause where "Ahmad" is the subject, "likes" is the action, and a complete thought is expressed.

"He is going fishing on Saturday" is an independent clause where "He" is the subject, "is going" is the action, and a complete thought is expressed.

The coordinator "and" is used, and a comma is correctly placed before "and."

2. Banu wishes she could be younger, for everyone else in the class is half her age.

Notes

" Banu wishes she could be younger" is an independent clause where " Banu " is the subject, "wishes" is the action, and a complete thought is expressed.

"Everyone else in the class is half her age" is an independent clause where "Everyone else in the class " is the subject, "is" is the action, and a complete thought is expressed.

The coordinator "for" is used, and a comma is correctly placed before "for."

3. Rama is going to the movies, or she is going to the mall.

" Rama is going to the movies" is an independent clause where " Rama " is the subject, "is going" is the action, and a complete thought is expressed.

" Rama is going to the mall" is an independent clause where " Rama " is the subject, "is going" is the action, and a complete thought is expressed.

The coordinator "or" is used, and a comma is placed before "or."

4. I am very smart, yet I do not enjoy college.

"I am very smart" is an independent clause where "I" is the subject, "am" is the action, and a complete thought is expressed.

"I do not enjoy college" is an independent clause where "I" is the subject, "enjoy" is the action, and a complete thought is expressed.

The coordinator "yet" is used, and a comma is placed before "yet."

Examples of Compound Sentences:

1. Sasi walked to class, but Kavin ran.
2. I want burgers, but Lois wants pizza.
3. The photographer held up a toy, and the little boy smiled.
4. I fell out of the bed, so Dad came to check on me.
5. The dog buried his bone, and the cat sniffed around it.
6. I was late; however, the class had not started.
7. I left my bag on the bus; therefore, I did not have a pencil.
8. Can I go home with you, so we can do our homework together?
9. It was very hot outside, and the ice cream melted.
10. Our players tried hard, but we lost the game.

Complex Sentences:

A complex sentence contains a main clause and one or more dependent clauses.

Notes

If the dependent clause comes before the independent clause, add a comma after the dependent clause. If the main clause comes first, no comma is needed between the two.

Complex sentences can show a more specific relationship between the parts of the sentence than a compound sentence.

Complex Sentence Examples:

Complex sentences examples pertaining to everyday life. In each example, the independent

clause is underlined.

1. Because my tea was too cold, I heated it in the microwave.
2. Although he was rich, he was still unhappy.
3. She returned the mobile after she noticed it was damaged.
4. Whenever prices go up, customers buy fewer products.
5. Because I had to catch the train, and as we were short on time, I forgot to pack my
Toilet kit for our vacation.
6. As she was bright and intelligent, she became a manager in no time.
7. Wherever you go, you can always find beauty.
8. Money plants are a symbol of fertility because they do not die in the winter.
9. Although it was very long, the movie was still enjoyable.
10. You should take your car in for a service because it's starting to make weird noises.
11. The comedian was happy he got a part in a movie even though the part was small.
12. After the storm hit, there was very little left standing.
13. The zoo was very interesting, as I expected.
14. Even though he's thoroughly trained, he still makes a lot of mistakes.
15. Since winter is coming, I think I'll knit a warm sweater, because I'm always cold.
16. When she was younger, she believed in fairy tales.
17. I have to save this coupon in case I come back to the store tomorrow.

18. Let's go back to Delhi because it's where we had our first meeting.
19. Although my friends insisted me, I chose not to go to the reunion.
20. As genes change over time, evolution progresses.
21. I really didn't like the drama even though the acting was good.
22. When he got a cream cake smashed in his face, everyone laughed.
23. After being apart for years, he still had feelings for her.

Compound-Complex Sentences:

A compound-complex sentence contains two independent clauses and at least one dependent clause.

This is the most sophisticated type of sentence you can use.

Ex. Though Jack prefers watching comedy films, he rented the latest spy thriller, and he enjoyed it very much.

Identify the type of sentence:

1. Our manager will host a pizza party when we win our first project.
2. Ovia and Catherine went to the movies.
3. Jegan grilled chickens, and Pandi made a salad.
4. Since I made the honor roll, my parents let me have a friend spend the night.
5. Before Abu called me, she called her mom, and her mom asked her to look after her brother.

Compound Complex Sentences

To understand a compound complex sentence, let's review compound sentences and complex sentences.

A compound sentence is made of two simple sentences joined by a conjunction.

A complex sentence is made of a simple sentence and a dependent, or subordinate, clause has a subject and a verb but does not express a complete thought.

So, a compound complex sentence is made up of more than one sentence joined by a conjunction, and at least one of those sentence is complex.

Examples of Compound Complex Sentences:

In these examples, the dependent, or subordinate, clause is underlined.

1. When I grow up, I want to be a singer, and my mom is proud of me.
2. I will get to watch television, but first, I have to clean up the vessels after we finish eating.

3. We won the game, but my Jercy was muddy because it rained the entire time.

4. After our trip to the park, school started back, and I was excited to see my friends.

5. Shanthi cried when her son got sick, but he soon got better.

6. The sun is shining through the clouds, so I think that we can go fishing.

Synthesis of Sentences

Notes

Unit XIV Clause Analysis

Clause:

Clauses are defined as a group of words that forms part of a sentence which has a Subject and a Predicate.

There are three kinds of clauses:

1. Principal Clause
2. Subordinate Clause
3. Co-ordinate Clause

Principal Clause:

Principal Clause is the main clause of the whole sentence.

Subordinate Clause

A Subordinate Clause is a constituent part of some other clause which does the work of a Noun, Adjective, or Adverb.

Co-ordinate Clause

A Co-ordinate clause is not a constituent part of any other clause but forms a complete grammatical whole by itself.

Simple Sentence

A simple sentence is one which has only one Finite Verb, and may have a Subject and a Predicate.

Complex Sentence

A complex sentence comprises of one Main Clause and one or more Subordinate clauses.

Compound Sentence:

It is made up of two or more Co-ordinate clauses.

Clause Analysis:

Clause Analysis means analysing of a complex or compound sentence into its Principal, Co-ordinate and Subordinate clauses and pointing out their grammatical relationships.

Steps to analyse a clause:

The first step in clause Analysis is to find out the Principal Clause. a subordinate clause always begins with a subordinating conjunction and a Co-ordinate clause begins with a coordinating conjunction. Therefore a clause which begins neither with a subordinating nor a coordinating conjunction is the Principal Clause.

Subordinating conjunction:

When, where, which, what, how, who, whom, whose, whether, if, provided, provided that, notwithstanding, as, as if, as though, as much as, as far as, as soon as, as long as, after, before, because, since, until, unless, for, in that, than that, now that, though, so that, in order that, so much so that.

A Principal clause will not begin with any of the above given conjunctions.

E.g.: I met the lady who came yesterday.

In this sentence there are two clauses: 'I met the lady', and 'who came yesterday'.

The second clause begins with the Subordinating conjunction "who"; therefore this is the Subordinate Clause. The first clause does not begin with any Subordinating conjunction and is, therefore, the Principal Clause.

Analysis of Complex Sentences:

A complex sentence has a Principal clause and one or more Subordinate clauses.

Subordinate Clauses are of three kinds:

1. Subordinate Noun Clause
2. Subordinate Adjective Clause
3. Subordinate Adverb Clause

(I) Subordinate Noun Clause

Subordinate Noun Clause does the work of a Noun:

A Noun Clause has the following five functions:

- (i) The Subject of a verb
- (ii) The Object of a Transitive verb
- (iii) The Object of a Preposition
- (iv) The Complement to a verb of incomplete predication.
- (v) Case in opposition to a noun.

(I) Subject of a verb:

(a) Where she lives is not known to me. "Where she lives" is the subject of the Verb 'is'.

(b) How he reached there is secrecy.

(c) When I shall join is uncertain.

(d) Whether he will help you is not sure.

(II) Object of a Transitive verb:

(a) She told me that she was going to Chennai. “that she was going to Chennai” is the object of the Verb ‘told’.

(b) I do not know where he lives. “Where he lives” is the object of the Verb ‘know’.

(c) I spend what I earn.

(d) I do not know which book you want.

(e) He replied that he did not go there.

(III) Object of a Preposition:

(a) Give your consent to what I say. “what I say” is the object of the Preposition ‘to’.

(b) My future depends upon how you help me in this case. “how you help me in this case” is

the object of the Preposition ‘upon’.

(c) I can find no significance in what you have said.

(d) I have no grievance except that I have a stomach-ache.

(IV) Complement to a Verb:

(a) That is what I told you. “what I told you” is the complement to the Verb ‘is’.

(b) My anxiety is that he may drown. “that he may drown” is the complement to the Verb ‘is’.

(c) Life is how we live it.

(d) My question was whether you could do this work.

(e) This is where I lived last year.

(V) Noun Clause as Case in Opposition to a Noun:

(a) The rumor that he committed the murder has come true. “that he committed the murder” is case in apposition to the noun ‘rumour’.

(b) The report that the enemy is coming is wrong. “that the enemy is coming” is case in apposition to the noun ‘report’.

(c) Your suspicion that the servant has stolen the watch is baseless.

How to recognize a Noun Clause

Noun Clause often begins with the following three connectives:

(I) A clause beginning with “that” and coming immediately after a Transitive Verb is a Noun clause.

E.g. He said that he was not truthful.

(II) A clause beginning with any relative or interrogative adverb is a Noun clause, provided that the adverb so used does not have its precursor.

E.g. I want to know where he stays.

(III) A clause beginning with any relative or interrogative pronoun is a Noun clause, provided that the Pronoun so used does not have its precursor.

E.g. I want to know who has done that.

Exercise

Pick out the Noun Clauses in the following sentences and point out their functions:

1. It is not known whether the college is closed today.
2. How the cows received such a grave injury is difficult to tell.
3. What you have done today will bring dishonor to you.
4. I know that my daughter is not guilty
5. Subbu can tell you where your friend has gone.
6. That the ice is cold is known to everybody.
7. It is evident from his manner that he is not prepared to negotiation.
8. I believe that you are the only successful scholar in the whole group.
9. I knew that the robber had runaway.
10. Even a child can tell that an elephant is bigger than a cat.
11. I am prepared to face whatever disaster falls on me.
12. A man’s income depends upon what post he holds.
13. My chain is made of what we call gold.
14. Except that he is irritated very soon, he is an exceptional man.
15. His argument that an escapee is always a burglar, is weak.
16. The news that I have passed in the first divison has given great pleasure to my mother.
17. This is what I never expected.

18. I wanted to know whether you can help me in this work.

(II) Subordinate Adjective Clause

An Adjective Clause is the clause which qualifies a Noun or a Pronoun in some other clause in the sentence and one which does the work of an adjective in relation to some other clause.

(1) An Adjective clause begins with a Relative Pronoun or a Relative Adverb, provided the Pronoun or Adverb has its Antecedent immediately before it.

(a) This is the boy who stole my book.

“who stole my book” is an Adjective Clause because it begins with the Relative Pronoun ‘who’ and its precursor ‘boy’ has been used immediately before it.

(b) I want to know the time when the bus arrives here.

“when the bus arrives here” is an Adjective Clause because it begins with the Relative Adverb ‘when’ and its Antecedent ‘time’ comes immediately before it.

(c) Do you know the place where he lives ?

(d) Tell me the reason why you have dismissed me.

(e) He is the man whom I admire most.

(f) This is the serpent that is most poisonous.

(g) He is the man whose house caught fire last night.

(2) Sometimes the Relative Pronoun or the Relative Adverb with which the Adjective clause begins, remains understood.

(a) He is the man.... I know very well. In this sentence ‘whom’ is understood at the point marked thus..... Therefore ‘I know very well’ is an Adjective clause.

(b) Return the book..... I gave you. ‘that’ is understood.

(c) Here is the servant..... I engaged yesterday. ‘whom’ is understood.

(d) He is the man I called here yesterday. ‘whom’ is understood.

(3) Sometimes ‘but’ is used as a Relative Pronoun, which is negative in meaning. In such a case the clause beginning with ‘but’ is an Adjective clause.

(a) There was not a soldier but fought bravely to the end.

In this sentence 'but' means 'who did not', and therefore but 'fought bravely' is an Adjective clause.

(b) There is no man but loves his nation. Here 'but' means "who does not."

(c) There is no crime but can be found. Here 'but' means 'that cannot be'.

(4) Sometimes 'than' is used as a Preposition before a Relative Pronoun. In such a case, the clause beginning with 'than' is a Relative Pronoun.

(a) We are all followers of the principles of Aurobindo than whom India has produced no nobler saint.

In this sentence 'than whom' means 'in whose comparison', therefore the clause beginning with 'than' is an Adjective clause.

(b) It was a blow than which no man could be struck.

Exercise

Pick out the Adjective clauses in the following sentences and point out the Noun or Pronoun which they qualify:

1. The chain I lost was very expensive.
2. Tell me the moment when you want me to go there.
3. Do you know the spot where treasure is hidden?
4. He who learns without understanding is sure to fail.
5. All that glitters is not gold.
6. There was not a fighter in the team but could hit the goal.
7. All the vegetables we use come from villages.
8. God blesses those who help others.
9. The time I chose to meet my friend was odd.
10. The time when the sun sets is very pleasant.
11. He is the boy who stole my pen.
12. There is not a man in India but adores Nehru.
13. The lady I married turned unfaithful.
14. The gods we adore write their names on our faces.
15. I have seen the place where Mahatma Gandhi was born.

(III) Subordinate Adverb Clause “An Adverb Clause is one which does the work of an adverb to some Verb, Adjective, or Adverb in some other clause.”

Like an Adverb it qualifies some verb, Adjective or Adverb in another clause.

The following are its Adverbial functions:

- (i) Adverb Clause of Time
- (ii) Adverb Clause of Place
- (iii) Adverb Clause of Purpose
- (iv) Adverb Clause of Cause or Reason
- (v) Adverb Clause of Condition
- (vi) Adverb Clause of Result
- (vii) Adverb Clause of Comparison
- (viii) Adverb Clause of Supposition.

(I) Adverb Clause of Time:

Adverb Clause of time begins with Adverbs of time like ‘When’, ‘Whenever’, ‘While’, ‘After’, ‘Before’, ‘Since’, ‘As’, etc.

- (a) I shall go with you when you return from Tanjore.

“when you return from Tanjore” is Adverb Clause of Time because it shows time.

- (b) I shall appear whenever you need my help.
- (c) Do not talk while the patient is sleeping.
- (d) He reached here after the clock had struck ten.
- (e) Take rest before you are exhausted.
- (f) I have not been well since I returned from Canada.
- (g) Apply the gear as I give you the signal.
- (h) No sooner did I enter the room than the robber bolted away.

(II) Adverb Clause of Place:

Adverb Clause of Place begins with Adverbs of place like ‘Where’, ‘Wherever’, ‘Whence’, ‘Whither’, etc.

- (a) You should stand where you are.

“where you are” is Adverb Clause of Place because it points to place.

(b) I shall buy the book wherever it may be found.

(c) Return at once whence you came.

(III) Adverb Clause of Purpose:

Adverb Clause of Purpose points to some purpose and begins with that, so that, lest, etc.

(a) He studied very hard that he may pass.

“that he may pass” is Adverb Clause of Purpose because it shows purpose.

(b) Go quickly lest you should miss the flight.

(c) Give so that you may be given.

(IV) Adverb Clause of Cause or Reason:

Adverb Clause of Cause or Reason points to cause or reason and begins with because, since, as, for, that, etc.

(a) I must sleep because I am tired.

“because I am tired” is Adverb Clause of Reason.

(b) Since you are so smart, I cannot trust you.

(c) As I am unwilling, I cannot attend the meeting today.

(d) I am happy that you have come in time.

(V) Adverb Clause of Condition:

Adverb Clause of Condition begins with If, Whether, Unless, Provided, On condition, etc.

(a) I shall go if you arrive in time.

“if you arrive in time” is Adverb Clause of Condition.

(b) I shall not assist you unless you assure me to work very hard.

(c) You must go whether you obtain my reply or not.

Sometimes Adverb Clause of condition has the connective ‘If’ understood.

(a) Had I not seen it with my own eyes, I would not have understood it.

Here “Had I not” means “If I had not”

If the Relative Pronoun or the Relative Adverb does not have its precursor before it, the clause beginning with it can be an Adverb Clause of Condition.

- (a) I shall go whatever happens.
- (b) We cannot reach before night whichever bus we catch.
- (c) However you try, you cannot betray.

(VI) Adverb Clause of Result

Adverb Clause of Result points often begins with ‘that’, preceded by ‘so’ or ‘such’. It can also begin with ‘therefore’.

- (a) He worked so hard that he held first position. “that he held first position” is Adverb Clause of Result.
- (b) He is so pious that everybody respects him.
- (c) He worked hard so he succeeded.
- (d) He worked in such a imperfect method that he failed to get success.
- (e) I worked hard, therefore I passed.
- (ii) Sometimes the connective ‘that’ may be understood also. He is so tired, λ he cannot stand. In this sentence ‘that’ is understood.

(VII) Adverb Clause of Comparison

There are two kinds of Adverb Clause of comparison.

- (i) Adverb Clause of Comparison of Degree.
- (ii) Adverb Clause of Comparison of Manner.

(1) Adverb Clause of Comparison of Degree

It shows comparison of state or situation and begins with the Subordinating conjunction ‘than’ or Relative Adverb ‘as’.

- (a) He is not as foolish as his father thinks. “so his father thinks” is Adverb Clause of Comparison of degree.
- (b) Her character is as pure as her face is beautiful.
- (c) Your life is better than it was before.

In Adverb Clause of Comparison the Verb often remains understood.

- (a) I am a better runner than you (are). Here Verb ‘are’ is understood.
- (b) You have visited a larger number of places than I (have).

(2) Adverb Clause of Comparison of Manner

It shows comparison of manner, and often begins with the Relative Adverb ‘as’.

(a) As you receive so you must spend. “as you receive” is Adverb Clause of Comparison of manner.

(b) He did as he satisfied.

(VIII) Adverb Clause of Supposition

It points to some supposition and begins with the Subordinating conjunction ‘Though’, ‘Although’ or ‘Even if’.

(a) Although he was weary, he finished the work before sunset. “Although he was weary” is Adverb Clause of Supposition.

(b) Though he is deprived, he is truthful.

(c) Do not be miserable, even if you fail.

Exercise :

Pick out the Adverb clause in each of the following sentences and tell which kind of Adverb clause it is and which word in the Principal it modifies:

1. He is straightforward, though he is poor.
2. Do in Rome as the Romans do.
3. The teacher was as kind as I thought.
4. Your face is so beautiful that everyone should admire it.
5. A food-lover lives that he may eat.
6. The pickpocket was caught on the road as he was running away with the purse.
7. I reached the station after the train had gone.
8. I will keep awake while you sleep.
9. Wash hands before you take you eat.
10. I have been ill since I left Salem.
11. He is unsuccessful as I could not help him.
12. I will give you cash whenever you need.
13. I must meet my friend wherever I may find him.
14. It is better to reign in hell than to serve in heaven.
15. If you do not strike while the iron is hot, you cannot mould it.
16. He ran very fast that he might catch the bus.
17. Women are more sentimental than they are clever.

18. Since the man was very unkind, his wife refused to go with him.

Analysis of Compound Sentences

A Compound Sentence is one which has one Principal Clause and one or more Co-ordinate Clauses to the Principal Clause. It may or may not have Subordinate Clauses.

(I) Co-ordinate Clause often begins with Conjunction 'And' or 'But'.

I went to the shop and bought a book. "and bought a book" is Co-ordinate Clause.

He went to college yesterday and met the Principal there.

I offered to help him but he refused.

(II) Sometimes co-ordinating connective remains understood.

The comma (,) or Semi-Colon (;) does the work of connective conjunction. Sometimes even the Verb also remains understood.

(a) His life is easy; his thoughts inspiring.

(b) Action is life, idleness death.

(c) Beauty is truth, truth beauty.

(d) Prosperity finds friends, adversity tries them.

(III) Sometimes a co-ordinate clause may begin with a subordinating connective.

(a) I shall meet you today, when we shall confirm the plan.

Here 'when' means 'and then'. Therefore the clause beginning with when is a co-ordinate clause.

(b) We went to the Railway Station, where we gave him farewell.

Here "where" means "and there".

(c) I found a chain, which I brought home.

Here "which" means "and which".

(IV) Sometimes Compound sentences are written in their contracted form, and only one Verb is used for both the Verbs.

(a) He is rich but unhappy. In the above sentence 'but unhappy' is the contracted form of "but he is unhappy". Therefore this is a co-ordinate clause.

(b) Either you must pay or your mother. Here “or your mother” means “or your mother must pay”.

(c) Neither my brother nor I can help you. This sentence would mean “Neither my brother can help you nor can I help you”.

(V) Sometimes a co-ordinate clause may begin with some Subordinating conjunctions like either-or; neither-nor; else, otherwise, etc.

(a) Either work hard or give up your plan.

(b) Neither you nor your brother will get any aid.

(c) Act according to my advice otherwise you will regret.

(d) Behave properly, else I shall report against you.

Exercise

Analyze the following complex sentences:

1. Where there is a will, there is a way.
2. Take care lest you should fall.
3. When the rain stopped we set out for the nearby village where we had planned to stay the night.
4. The men managed to stay alive even though they were three days without water.
5. We will have plenty to eat, provided that no uninvited guests turn up.
6. He works hard that he may become rich.
7. Though he was strong he could not fight against three people at once.
8. His brother said that he had gone to the market to make some purchases.
9. If the dog was mine, I would have taken it to a doctor.

Exercise

Analyse the following sentences:

1. My heart leaps up when I observe the stars in the sky.
2. He is the renowned literary artist the world has ever seen.
3. It is a common request of the lazy that success depends mainly upon luck.
4. If the human body do not work properly, they get sick and a doctor has to be called in.

5. When the old man had gone, God called Abraham and asked him where the stranger was.
6. That Love is the highest duty of man is the teaching of Christianity.
7. A man who wants to control his animal passions can easily do so if he controls his palate.
8. Milton said that he did not educate his daughters because one tongue was enough for a woman.
9. If we could only get a detached view of the continued efforts of mankind, we would be amazed and profoundly moved.
10. Indian culture has lived and flourished and will continue to do so because of the mighty creation of Kalidasa.
11. When I am ill, I am far more interested in what the doctor hears through the stethoscope in the beating of my heart.
12. I hope it will give comfort to great numbers who are passing through the world of obscurity, when I inform them how easily distinction may be obtained.
13. All who have meant good work with their whole heart, have done good work, although they may die before they have the time to sign it.
14. Whatever luxuries a bachelor may be surrounded with, he will always find his happiness incomplete unless he has a wife and children who may share and enhance his pleasure.
15. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him, as he drank it.

Exercise

Find out the principal clause and subordinate clause or clauses in the following sentences.

1. Thomas spoke as though he were a born orator.
2. They felt that the thief must be put to death.
3. When at last he returned to the village, the people told him that his father had died.
4. The newspaper will tell us tomorrow what the world does today.
5. The few books that were produced in the middle Ages were written by hand.
6. When the world was young, artists drew their pictures on stone.
7. I could not tolerate what he said because it was quite insulting.

SUB. CODE 32034

TIME. 3 HRS

Model Question Paper**PART-A (10x2=20)****Answer All the questions**

1. What is a noun? Give Examples
2. Define Adjective Phrase
3. Write any four co-coordinating conjunctions
4. Fill in the blanks with suitable preposition
 - a) Curriculum is meant ----- achieve the need.
 - b) The lamp fell ----- the table
5. Give two examples for simple present tense.
6. Rewrite as directed
 - a) I read a book (into Passive)
 - b) The wall was painted by me (into active)
7. What is a Noun class?
8. Name the kinds of sentences
9. What is a compound sentence
10. Write the different kinds of clauses.

PART-B (5x5=25)**Answer All the questions, choosing either (a) or (b)****11. a. Fill in the blanks with suitable Nouns**

1. The ----- moves round the Earth
2. The Sun rises in the -----
3. ----- is better than cure
4. He treats his ----- with kindness
5. ----- was a wise man

(or)

b. Fill in the blanks with appropriate forms of the verbs given in the brackets

- i) Each of these boys -----(be) intelligent
- ii) No one ----- (knows) how to do it.
- iii) Nobody ----- (make) any proposal

- iv) Many a man ----- (be) selfish.
- v) Neither ----- (be) found practical.

12 a .Pick out the clauses in the following sentences

- i) They asked her where she was going
- ii) Kavin reads a novel which she likes
- iii)The boys go home when the school is over
- iv)The mice will play when the cat is away
- v) I know who is to blame.

(or)

b. Fill in the blanks with suitable preposition

- i) The train from Delhi arrives ----- platform no.6
- ii) Rajesh usually goes to work ----- car
- iii)They sent me a cheque ----- Rs 1000
- iv)There are many differences ----- Hindi and Urdu
- v)He sacrificed everything ----- his children

13.a. Choose the correct verbs to fill in the blanks

- i) Few ----- (tell/ tells) the truth
- ii) A few ----- (dance/ dances) gracefully
- iii) Both ----- (sing/ sings) melodiously
- iv) Many teachers -----(have/ has) resigned the job
- v) Several leaders ----- (misguide/ misguides) the followers

(or)

b. Fill in the blanks with appropriate forms of the verbs

- i) I ----- (clean) the windows later this afternoon.
- ii) We ----- (go) to Singapore next January.
- iii) According to the weather forecast it ----- (rain) tomorrow
- iv) I ----- (wash) the car now. Get me a bucket of water.
- v) She ----- (cook) dinner when the door bell rings.

14.a. Change the following sentences into passive

- i) Someone has broken the glass
- ii) People say that he is a fool
- iii) They denied us the admission

- iv) Everyone hopes that she will change
- v) Has anyone completed the work?

(or)

b. Rewrite as directed

- i) No other leader is as famous as Gandhi in India (comparative)
- ii) Bharathi is greater than any other writer in TamilNadu (positive)
- iii) Eliot is more famous than Goldsmith (Positive)
- iv) Balu is not so tall as Gopi(comparative)
- v) No other metal is as precious as Gold (superlative)

15.a. Change the following compound sentences into complex sentences

- i) He is rich, but lives like a pauper
- ii) It is already very late, so we will do it tomorrow
- iii) I went to his office but could not meet him
- iv) The earth is round and everybody knows that.
- v) Come here tomorrow and I will pay the money

(or)

b. Change the following sentences into the affirmative

- i) No one but my uncle knew the truth
- ii) I will never forget what you did to me
- iii) No one will deny that justice was done.
- iv) No sooner did the VIP arrive than the people began to move towards him.
- v) No other Indian is as famous as Gandhiji

PART-C (3x10=30)

Answer any THREE of the following

16. Write an essay on the different parts of speech with examples
17. Explain Tenses with illustrations
18. Trace different kinds of clauses and explain with examples
19. Rewrite as Directed

- i) They gave us a sumptuous dinner (into complex)
- ii) Meena lives in a house that belongs to her uncle
(into Simple)
- iii) She is old enough to get married (into compound)
- iv) As the Sun went behind clouds it becomes dark
(into compound)
- v) The chief guest arrived and the meeting began
(into simple)
- vi) He is very poor, but lives with honesty (into Complex)
- vii) Though he is young, he is very wise (into simple)
- viii) The earth is round and everybody knows that (into complex)
- ix) He arrived late because there was a traffic jam (into simple)
- x) I have nothing to declare (into complex)

20 Pick out the phrase in the following sentences and find out its kind

- i) Rajendra is a person of considerable reason
- ii) A friend in need is a friend indeed
- iii) Nothing can live on the moon
- iv) Arun comes into the garden
- v) The boys went sailing over the sea
- vi) The gun went off with a loud report
- vii) The shoe is pressing on my toe
- viii) Honesty is written on his face
- ix) She stood on the bridge at midnight
- x) Shalini and Subashini fought for the apple.