

OTHER BOOKS TO IMPROVE ENGLISH LANGUAGE

1. OXFORD ADVANCED LEARNER'S DICTIONARY

2. NTC'S DICTIONARY OF PHRASAL VERBS

3. CHAMBERS SCHOOL THESAURUS

4. VISIT WWW.FLUENTZY.COM (LOOK FOR SAMPLES . THESE ARE MORE THAN ENOUGH TO ENRICH YOUR KNOWLEDGE PERTAINING TO FLUENCY SKILLS)all the fluency techniques that you find in this book are inspired from NAIR.....the father of English fluencyas an Indian we should feel proud of him.....but at the same time government of India should feel ashamed for not taking his fluency techniques to the schools and colleges of India.....

5. COLLECT PHRASES AND IDIOMS WHICH ARE POPULARLY USED BY PEOPLE LIVING AROUND YOU . OXFORD ADVANCED LEARNER'S DICTIONARY HAS GOT MANY IDIOMS AND PHRASES WHICH ARE MORE THAN SUFFICIENT FOR YOU .

6. THE SAV METHOD THAT YOU FIND IN THIS BOOK WAS INSPIRED FROM THE GRAMMAR BOOK.....EVERYONES'S GUIDE TO ENGLISH GRAMMAR A NEW APPROACH) - JAYAKARAN .

7. The complete grammar by Michael Strumpf is an interesting book....the concept of adjectives that you find in this book was inspired from Michael Strumpf.

8. The formula for direct and indirect speech was extracted from....a university grammar of English - Randolph quirk and Sidney Greenbaum .

BASIC ESSENTIAL GRAMMAR AND FLUENCY TECHNIQUES

THE CONTENTS OF THIS BOOK

MEANING OF GRAMMAR (1)

THIRD PERSON SINGULAR RULE (1)

USES OF THIRD PERSON SINGULAR (IT) (4)

MEANING OF SENTENCE (6)

SUBJECT AND PREDICATE (6)

DIRECT OBJECT AND INDIRECT OBJECT (6)

CASES (7)

RULES FOR FORMATION OF POSSESSIVE CASE (8)

AVOID USING PRONOUNS IN THE WRONG CASES (9)

ARTICLES (10)

FORMS OF VERBS (11)

CONTRACTIONS (16)

MEANING OF PARTS OF SPEECH (17)

NOUN (17)

PRONOUN (18)

MEANING OF MODIFIER (20)

ADJECTIVE (20)

ADVERB (21)

PREPOSITIONS (25)

CONJUNCTIONS (28)

SAV GRAMMAR RULE (30)

AUXILIARIES (30)

FORMULA FOR SAV RULE (43)

USES OF SIMPLE PRESENT TENSE (50)

USES OF PRESENT CONTINUOUS TENSE (51)

USES OF PRESENT PERFECT TENSE (51)

USES OF PRESENT PERFECT CONTINUOUS TENSE (52)

USES OF SIMPLE PAST TENSE (52)

USES OF PAST CONTINUOUS TENSE (52)

USES OF PAST PERFECT TENSE (53)

USES OF PAST PERFECT CONTINUOUS TENSE (53)

USES OF SIMPLE FUTURE TENSE (53)

USES OF FUTURE CONTINUOUS TENSE (54)

USES OF FUTURE PERFECT TENSE (54)

CLAUSE (55)

FUTURE IN THE PAST (56)

AVOID USING PARTICIPLES FOR CONNECTING TWO IDEAS FOR FREE FLOW OF WORDS and TRY TO USE CONJUNCTIONS :

PARTICIPLES :

We can use a participle to join two ideas . Participles are used as connectives . They replace conjunctions.

PRESENT PARTICIPLE :

Present participle is created by joining ing to verb .

e.g.:- I entered the room and I saw a letter .

→ Entering the room , I saw a letter .

e.g.:- Ravi stood under a tree and I saw him .

→ I saw Ravi standing under a tree .

e.g.:- I am a student and I should not talk against the teachers .

→ Being a student , I should not talk against the teachers .

e.g.:- Murugan heard the noise and he woke up .

→ On hearing the noise , Murugan woke up .

PAST PARTICIPLE :

Past participle is created by adding ed to verb .

e.g.:- The colour charmed her and my sister bought the green dress .

→ Charmed by the colour , my sister bought the green dress .

e.g.:- He was hit by a fast ball and he went out of the ground .

→ Hit by a fast ball , he went out of the ground .

PERFECT PARTICIPLE :

Eating his dinner , he came out of the dining room . This sentence may give an impression that the person left the dining room with the plate still in his hands .

Therefore , we use the perfect participle to remove the confusion by stating clearly that one action followed the other completed action like in the following sentences .

e.g.:- He came out the dining room after eating his dinner .

→ Having eaten his dinner , he came out of the dining room .

e.g.:- He forgot about his friend's birthday . He rushed to send a telegram to his friend .

→ Having forgotten the birthday , he rushed to send a telegram to his friend .

BECOME FLUENT BY CONNECTING IDEAS WITH CONNECTORS

The food was good and we loved the people altogether it was a great evening.

First idea second third fourth

Above all you don't forget to phone me.

First idea second third

You don't be rough after all he is your brother.

First idea second third

All in all it was a great a success.

First idea second

I will go to Delhi next week but at any rate I will be back by next Friday.

First idea second third fourth fifth

You have to be firm but at the same time you should be sympathetic.

First idea second third

By the way I found that box you were looking for.

First idea second third

First of all let me ask you something.

First idea second third

The report is incomplete for example it does not include sales in Delhi.

First idea second third

He is a very good doctor and an expert in this field for all that he couldn't cure me.

First idea second third fourth

There is in addition one further point to make.

First idea second third

Well to begin with our room was too small.

First idea second

MEANING OF GRAMMAR:

Grammar means rules . The rules that we need in order to write or speak a language correctly or clearly . When everybody follows the rules uniformly , then there is clarity and no confusion in the communication . After all communication is for making other people to understand about what we have inside us . For instance , imagine a situation where nobody follows the traffic rules or when there is a red light and if there is somebody who wants to be different from other people and does not want to stop giving respect to traffic rules , he will only land up in the hospital . Try to go to your school wearing a uniform which is not recommended by them . They will not consider you as their student and they will stop you at the entrance . The meaning of uniform is uniformity which should be followed by all the students .

Grammar is a science or art of connecting words in a particular order . you change the order , you break the grammar .

1. My name is C.V.Ramakrishnan -- correct
2. Is my name C.V. Ramakrishnan -- Wrong.

THIRD PERSON SINGULAR RULE:

Now let us study Third Person Singular rule which is a very important basic rule in Grammar .

In English , we have something called as FIRST PERSON , SECOND PERSON , and THIRD PERSON . Under the label first person , we have I (Singular) and We (Plural). Under the label second person , we have You (Singular) and You (Plural). Under the label third person , we have He (Singular), She (Singular), It (Singular) and They (Plural).

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I (Singular)	You (Singular)	<u>He (Singular)</u>
We (Plural)	You (Plural)	<u>She (Singular)</u>
		<u>It (Singular)</u>
		<u>They (Plural)</u>

Third Person Singular rule says that we have to add S to the basic or present form of the verb when we use the verb along with the third person singular . This is the general rule .

(Remember always that the third person singular rule is only for the present form of the verb i.e. verbs like go , do , swim , and not for their past forms or past participle forms .)

Example:- Walk is the basic or present form of the verb.

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I walk (Singular)	You walk (Singular)	He walk <u>s</u> (Singular)
We walk (Plural)	You walk (Plural)	She walk <u>s</u> (Singular)
		It walk <u>s</u> (Singular)
		They walk (Plural)

Third Person Singular rule has got some exceptions in the following cases :

1. When verbs end in ss, sh, ch, x, and o add es instead of s.

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
i kiss (Singular)	You kiss (Singular)	He kiss <u>es</u> (Singular)
We kiss (Plural)	You kiss (Plural)	She kiss <u>es</u> (Singular)
		It kiss <u>es</u> (Singular)
		They kiss (Plural)

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I push (Singular)	You push (Singular)	He push <u>es</u> (Singular)
We push (Plural)	You push (Plural)	She push <u>es</u> (Singular)
		It push <u>es</u> (Singular)
		They push (Plural)

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I catch (Singular)	You catch (Singular)	He catch <u>es</u> (Singular)
We catch (Plural)	You catch (Plural)	She catch <u>es</u> (Singular)
		It catch <u>es</u> (Singular)
		They catch (Plural)

<u>He was so happy that</u>	<u>he gave us thousand rupees</u>	<u>as tips</u>
First idea	second	third

<u>Whether you come or not</u>	<u>I am going to cinema</u>
First idea	second

<u>Whether or not we are successful</u>	<u>we can be sure that</u>	<u>we did our best</u>
First idea	second	third

<u>I asked him</u>	<u>whether he had done it all himself</u>	<u>or whether his father helped him</u>
First idea	second	third

As long as you behave properly nobody will scold you
First idea second third

Take the keys with you in case I go out
First idea second third

I think I will have a cool drink rather than a tea
First idea second third fourth

I will write my homework only if you give me money
First idea second third

My son started crying seeing that I was carrying a suitcase
First idea second third

She has not written not that she said she would write
First idea second third

Supposing that you are wrong what will you do then ?
First idea second third

I can relax now that I have finished my exams
First idea second third

The notice was published in order that all might know
First idea second third

I will forgive you on condition that you don't repeat the mistake
First idea second third

Are you ready ? if not I will go without you
First idea second third

He came to my house in order to give the money
First idea second third

What are the ways by which you can help poor people ?
First idea second third

Ask them if they are going today or tomorrow to Delhi
First idea second third

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I fix (Singular)	You fix (Singular)	He <u>fixes</u> (Singular)
We fix (Plural)	You fix (Plural)	She <u>fixes</u> (Singular)

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I go (Singular)	You go (Singular)	He <u>goes</u> (Singular)
We go (Plural)	You go (Plural)	She <u>goes</u> (Singular)

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I do (Singular)	You do (Singular)	He <u>does</u> (Singular)
We do (Plural)	You do (Plural)	She <u>does</u> (Singular)
		It <u>does</u> (Singular)
		They do (Plural)

2. When a verb ends in y, remove y and add ies instead of s.

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I marry (Singular)	You marry (Singular)	He <u>marries</u> (Singular)
We marry (Plural)	You marry (Plural)	She <u>marries</u> (Singular)
		It <u>marries</u> (Singular)
		They marry (Plural)

But when a verb ends in y but before y if there is a vowel (a, e, i, o, u,) then simply follow the general rule, that is, just add s and don't do anything else.

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I play (Singular)	You play (Singular)	He <u>plays</u> (Singular)
We play (Plural)	You play (Plural)	She <u>plays</u> (Singular)
		It <u>plays</u> (Singular)
		They play (Plural)

3. Third Person Singular rule says that we should blindly change have into has in the third person singular.

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I <u>have</u> (Singular)	You <u>have</u> (Singular)	He <u>has</u> (Singular)
We <u>have</u> (Plural)	You <u>have</u> (Plural)	She <u>has</u> (Singular)
		It <u>has</u> (Singular)
		They <u>have</u> (Plural)

4. The only other exception is the verb To Be :

<u>FIRST PERSON</u>	<u>SECOND PERSON</u>	<u>THIRD PERSON</u>
I <u>am</u> (Singular)	You <u>are</u> (Singular)	He <u>is</u> (Singular)
We <u>are</u> (Plural)	You <u>are</u> (Plural)	She <u>is</u> (Singular)
		It <u>is</u> (Singular)
		They <u>are</u> (Plural)

(Remember that am, are, is the present form of the verb to be)

(Remember that Third Person Singular rule says that in the present tense along with am only I will come and along with are only We You and They will come and along with is only He She and It will come .)

USES OF THIRD PERSON SINGULAR(IT):

- It is used to represent a noun in the neuter gender (thing without life) .
Examples :-
 - Building is old . (It is old .)
 - The glass breaks . (It breaks .)
 - The wall collapses . (It collapses .)
 - The coffee is hot . (It is hot .)
 - The motorbike falls down . (It falls down .)
- It is used to represent a child , a baby or an animal of either sex (common gender)
 - The child is sleeping . (It is sleeping .)
 - The baby cries . (It cries .)
 - The animal is big . (It is big .)
 - The dog's tail is small . (Its tail is small .)
 - The dog barks at strangers . (It barks at strangers .)
- It is used to refer to time , day , and weather .
 - The time is five o'clock now . (It is five o'clock now .)

BECOME FLUENT BY CONNECTING IDEAS WITH CONNECTORS :

He behaved as if he was the boss .
 First idea second third

I will come to your house even if it rains .
 First idea second third fourth

You can take my book provided that you return it soon .
 First idea second third

He walks as though he is slightly lame .
 First idea second third

What will you do with the money assuming that you win the lottery ?
 First idea second third fourth

You got good marks considering that you were not well before your exams .
 First idea second third fourth

My son is not listening to me ever since he turned 18 .
 First idea second third fourth

He is a very good person except that sometimes he tells lies .
 First idea second third fourth

It was surprising the government was reelected given that it performed poorly .
 First idea second third fourth

Either you take it or leave it .
 First idea second

If only I had gone by taxi I would have caught the train .
 First idea second third

Raju as well as Ravi was present there .
 First idea second

The students stopped talking as soon as the teacher came inside .
 First idea second third

He is not in his house as far as I know .
 First idea second third

WH- QUESTIONS :

WH- questions or interrogative questions : What ? Who ? Why ? When ? Whom ? Whose ? Which ? Where ? How ? How long ? How far ? How much (uncountable)? How many (countable) ? This is the formula pattern for the **WH-questions** .

WH-WORD	AUXILIARY	SUBJECT	MAINVERB	OTHERINFORMATION
What	are	you	doing	
Why	did	she	scold	you
When	will	you	go	to cinema
How	do	you	go	to the office
Where	is	your		house
Which pen	does	Gokul	use	
Whose pen	is	this		
How far	did	you	walk	
How much	did	you	supply	
How many	do	you	want	
How long	has(he) been	()	singing	
What class	are	you	studying	
Who	will		give	me the money
Whom	did	you	ask	
What	is	the quickest		way to Vadapalani
Who	has been		shouting	when I was not there
Why	don't	they	ask	Kumaran of Palani
When	does	the next bus	come	
How	would	you	like	that prepared
How long	will	he	stay	here
What	is	your		brother's name
How far	can	he	run	
When	was	the last time		you saw him
What	would	you	recommend	
Why	don't	they	keep quiet	
Who	are			all these people
Why	is	he	not eating	
Why	isn't	he	eating	
What	is	that you	want	
How	do	you	want	to pay for this
Where	are	they	going	
When	will	you	(ever) learn	in life
Who and all	have	you	invited	for the party
Who	did	you	think	You are talking to
Who	is		that knocking	at the door
How	was	the picture		
What	can	I	do	for you
When	do	you	want	your next appointment
Why	haven't	they	come	yet
Which pen	is	yours		
How many() is		he	buying	
What	is	On the T.V		today

How else can we do it

How does your son find it

How fast was she driving

How often does she visit you

where else can we go

- b. Today is Sunday .(It is Sunday today .)
- c. The weather is cool now . (It is cool now .)
- d. Rain is raining .(It is raining.)
4. It is used as an emphasiser before a noun or pronoun .
 - a. It was he who made the mistake .
 - b. It was Ramesh who stole the money .
5. It is used instead of a statement said earlier so as to not to repeat it at a later stage .
 - a. We listened to the minister's speech and then we analysed it carefully point by point .
 - b. My friend cheated me and after that I couldn't forget it for ever.
6. Contemporary grammarians refer to It as Dummy It .It can fill the place of a delayed subject .
 - a. It is dangerous to play with knife . (To play with knife is dangerous .)
 - b. It is true that Ravi has a new job . (Ravi has a new job is true .)

Exercise : say right or wrong.

1. He do the work ---
2. The building fall down ---
3. The glass breaks on the floor ---
4. The child cry nonstop ---
5. Ramesh dances excellently---
6. I dances excellently---
7. People goes to cinema -----
8. I is clever ---
9. It are beautiful---
10. You look beautiful---
11. The mangoes is sweet---
12. It is good---

(Answers: 1. Wrong (does) 2. Wrong (falls) 3. Right. 4. Wrong (cries) 5. Right .
6. Wrong (dance) 7. Wrong (go) 8. Wrong (am) 9. Wrong (is) 10. Right 11. Wrong (are) 12. Right .)

MEANING OF SENTENCE :

A group of words which makes complete sense is called a sentence. That means a sentence should be meaningful .

e.g.:- I am reading a book .(The meaning of this sentence is fully understood)

A sentence has two parts: SUBJECT AND PREDICATE .

SUBJECT:

The subject tells about whom we are speaking or about what we are speaking

e.g.:- Ramesh is throwing stones .(Ramesh is the subject because we are speaking about Ramesh .)

e.g.:- The sweetness of mango is not so good . (The sweetness of mango is the subject because we are speaking about the sweetness of the mango .)

PREDICATE :

The predicate indicates action done by the subject or expresses the existence or state of the subject .

e.g.:- Ramesh is throwing stones .(throwing stones is the predicate)(predicate contains the verb throwing)

e.g.:- The sweetness of mango is not so good . (is not so good is the predicate) (here predicate expresses the state of the subject)

DIRECT OBJECT AND INDIRECT OBJECT:**DIRECT OBJECT:**

e.g.:- Ramesh is throwing stone .(stone is the object) (The ordinary object is the direct object)

INDIRECT OBJECT:

e.g.:- Ramesh gives his wife a saree . .

Here , the saree is the ordinary object or the direct object and the indirect object is the wife . The wife is indirect object because it receives something . The indirect object of the verb indicates the person to whom something is given , or for whom something is done .

e.g.:- will you do me a favour ?(me is the indirect object and favour is the direct object)

ANSWER : (YES) He did a lot of business with our company .

QUESTION : Did he do a lot of business with your company .

TAG QUESTIONS :

Question tags are the small questions that often come at the end of sentences in speech or sometimes in informal writing (and not at the end of the questions) . Question tags can be used to check whether something is true or to ask for agreement .

a. If the main sentence has an auxiliary , this is repeated in the question tag .
Rajesh can speak French , can't he ?

The meeting is at ten , isn't it ?

You didn't speak to Rajesh , did you ?

There is something wrong , isn't there ?

b. We most often put negative tags after positive statements and positive tags after negative statements .

It is cold , isn't it ?

It is not cold , is it ?

c. The question tags for am I not = aren't I .

I am late , aren't I ?

I am right , aren't I ?

I am not right , am I ?

d. If the main sentence has no auxiliary (Frame a negative answer for getting the auxiliary)

They promised to repay us within three months .

They did not promise to repay us within three months , did they ?

They did promise to repay us within three months , didn't they ?

You like sweets .

You don't like sweets , do you ?

You do like sweets , don't you ?

e. We often leave out words to avoid repetition , or in other cases when the meaning can be understood without them . This is called Ellipsis . How many chairs do you need ? Three . (you just say three instead of , I need three chairs) .

In sentences with question tags , it is quite common to leave out *pronoun subject* and *primary auxiliaries without ordinary verbs* .

_____ (*she was*) talking to me , wasn't she ?

_____ (*it is*) a nice day , isn't it ?

f. In writing , the exact meaning of a question tag is clear from the context . In speech , we can show the exact meaning of a question tag by the intonation . If the tag is a real question , if we really want to know something and are not sure of the answer , we use a rising intonation : the voice goes up : The meeting is at five , isn't it ? If the tag is not a real question and if we are sure of the answer , we use a falling intonation : the voice goes down : It is ugly , isn't it ?

AUXILIARY QUESTIONS :

When auxiliaries ask questions , they become auxiliary questions . The answer to these questions will either be yes or no and not beyond this .

a. Whenever you want to ask a question , do the following thing . Frame the answer first . you will be able to easily pick up the auxiliary from the answer and use this same auxiliary for framing the question to the same answer .

ANSWER : (YES) He **will** come today .

QUESTION : **Will** he come today ?

ANSWER : (NO) He **does not** know your name .

QUESTION : **Does** he know your name ?

ANSWER : (YES) Deepak **can** come to my house ?

QUESTION : **Can** Deepak come to your house .

b. Some answers , they don't have auxiliaries in them . That time , what you do is , try to frame a negative answer . once you frame a negative answer , definitely you will get an auxiliary because we all know that for framing an answer in negative , we need an auxiliary .

ANSWER : (YES) They **work** here .

ANSWER : (NO) They **do not** work here .

QUESTION : **Do** they work here ?

c. Some answers , they have only primary auxiliaries (without ordinary verbs) , for getting auxiliaries out of these answers , use the same method of framing a negative answer .

ANSWER : (YES) He **has** a car .

ANSWER : (NO) He **does not** have a car .

QUESTION : **Does** he have a car ?

d. In answers , where **do does did** comes in SV sentence , just add another do in the verb slot in the question .

ANSWER : (YES) He **does** his job well

QUESTION : **DOES** he do his job well ?

ANSWER : (YES) They **do** a lot of business with our company .

QUESTION : **DO** they do a lot of business with your company .

e.g.:- Give me some water . (me is the indirect object and water is the direct object)

e.g.:- The tailor stitched a dress for her . (her is the indirect object and the dress is the direct object .)

e.g.:- Those where the students whom the headmaster punished (whom is the indirect object)

Cases :

(indirect object receives something)

The literal meaning for case is a large wooden box or a particular situation . But in grammar , case is the form of noun or pronoun that shows how it is used in a sentence .

In English , there are three cases : SUBJECTIVE CASE (NOMINATIVE CASE) , OBJECTIVE CASE (ACCUSATIVE CASE) and POSSESSIVE CASE .

CASES	SUBJECTIVE	OBJECTIVE	POSSESSIVE
<u>FIRST PERSON</u>	I (S)	me (S)	My , mine (S)
	WE (P)	us (P)	Our , ours (P)
<u>SECOND PERSON</u>	YOU (S)	you(S)	your , yours (s)
	YOU (P)	you(P)	your , yours (p)
<u>THIRD PERSON</u>	HE (S)	him (S)	his (S)
	SHE (S)	her (S)	her , hers (S)
	IT (S)	it (S)	Its (S)
	THEY (P)	them (P)	Their , Theirs (P)

We all know that in ordinary language case means a particular situation . Now let us assume that subjective case is subjective situation ; objective case as objective situation and possessive case as possessive situation . In each of these situations , pronouns take different forms . In subjective situation , it is I and when the same I is put in the objective situation , it becomes me and the same I when it is put in the possessive situation it becomes my or mine . Remember , that in the objective situation there will be pronouns only in the form of indirect objects .

Similarly , the rest of the pronouns also change when they are put in different situations namely subjective situation or objective situation or possessive situation as shown above . For instance , we which is in the subjective situation will change into us in the objective situation and the same we when it is put in the possessive situation it will change into our and ours . You which is in the subjective situation will remain as you even in the objective situation . But it will change in the possessive situation as your and yours . In subjective situation , it is HE and when the same HE is put in the objective situation , it becomes him and the same HE when it is put in

the possessive situation it becomes his. In subjective situation, it is SHE and when the same SHE is put in the objective situation, it becomes her and the same SHE when it is put in the possessive situation it becomes her and hers. IT which is in the subjective situation will remain as it even in the objective situation. But it will change in the possessive situation as its. In subjective situation, it is THEY and when the same THEY is put in the objective situation, it becomes them and the same THEY when it is put in the possessive situation it becomes their and theirs.

RULES FOR FORMATION OF POSSESSIVE CASE :

1. This is my book . (This book is mine)
2. This is our house . (This house is ours)
3. This is your pen . (This pen is yours)
4. This is his book .
5. This is her book . (This book is hers)
6. Lion's tail is long . (Its tail is long) (Remember it's means it is)
7. This is their property . (This property is theirs)

All the above examples are for possessive case . The possessive case is now used chiefly with the names of living things e.g.:- The minister's house ; This is her book . So we must say The leg of the chair (not , the chair's legs) ; The cover of the book (not , the book's cover) . But the possessive case is used with the names of personified objects e.g.:- Nature's laws ; India's ancient's places etc .

Remember that objects without life are often personified , that is , spoken as if they were living beings . We regard them as males or females . The masculine gender is often applied to objects remarkable for strength and violence . e.g.:- The sun sheds his rays on rich and poor alike . The feminine gender is sometimes applied to objects remarkable for beauty and gentleness (calm and kind) . e.g.:- The moon has hidden her face behind a cloud .

1. The possessive case is formed by adding s to the noun when it is singular .
a. The teacher's pen . b. The girl's dress .
2. The possessive case is formed by adding s to the noun when it is plural but it does not end in "s" .
a. Children's play area . b. Women's rights .
3. The possessive case is formed by adding apostrophe to the noun when it is plural ending in "s" .
a. Girls' college . b. dogs' legs .
4. When too many hissing sounds come together the letter s is omitted and apostrophe is added .

Another block to fluency is incapacity to frame questions :

We all know that it is very easy to frame answers than to frame questions . The reason is simple . In schools , we always get a chance to frame answers and teachers snatch away the chance or discourage to ask questions . And more over , the structures what we use for framing answers is totally different from the structures what we can use for framing questions . I will not say the structures of the questions are very difficult but the real difficulty lies in not getting a chance of practicing with these structures . We have not given enough practice to ourselves to deal with structures .

We can also look at this problem , from a different angle . In one way , it is easy to frame questions because we already know what to ask other people . So whenever we want to ask questions to other people we can do that without getting excited and slowly framing the questions before asking the other people . The question structures are very limited in comparison with the unlimited sentences that can be produced by any speaker at any point of time . The best way to acquaint yourself (familiarize yourself) with these question structures is by practicing the fixed models of questions structures , which are very limited in quantity , until you become an expert in dealing with them .

HOW TO FRAME QUESTIONS :

There are three ways to frame questions :

1. With the help of auxiliary questions
2. With the help of Tag questions
3. With the help of WH-questions .

To begin with, let me start with Phrases. Examine the group of words 'in a corner'. It makes sense. It makes sense but not complete sense. Such a group of words which makes sense but not complete sense is called a phrase. Phrases present an idea. There are two kinds of phrases: PREPOSITIONAL PHRASES and PHRASAL VERBS.

PREPOSITIONAL PHRASES:

Prepositional phrases are phrases which begin with a preposition.

EXAMPLES:-

He sat in a corner.

A cat is on the wall.

The man spoke in a rude way.

You have come at the right time.

PHRASAL VERBS:

These are phrases that have verbs in them. They are called phrasal verbs. Phrasal verbs are made up of verbs followed by particles (particles are nothing but prepositions and adverbs). There are two types of phrasal verbs: A and B type.

A TYPE: The meaning of the basic verb changes because of the addition of the particles.

EXAMPLES:-

Walked up: He *walked*+ up to me and asked for a light. (Meaning: to approach sb/sth in a confident way.)

Walked out: He *walked*+ out of the meeting. (Meaning: to leave suddenly before the end because you do not like it or you are angry.)

B TYPE: The meaning of the basic verb does not change with the addition of the particle.

EXAMPLES:-

Finish off: I will *finish*+ (off) my work soon.

Woke up: I *woke*+ (up) at six o'clock.

Now let us come to idioms. Idiom is also a phrase whose hidden meaning is quite different from what the actual words say. e.g.:- Kick the bucket: he got married at the age of 85 and a week later he kicked the bucket. (Meaning: to die).

Look, when we see an idiom like kicked the bucket what we think is somebody is kicking the bucket when the real meaning is something else. We are not able to guess from the actual words composing the idiom. Look, let us not learn and use idioms of this category. There is another category of idioms. Just by looking at them, we can guess their meaning. e.g.:- Dance to somebody's tune: They are richer and more powerful than us so unfortunately we have to dance to their tunes. (Meaning: do whatever somebody tells you to). e.g.:- As it is: We won't be able to buy a car this year - we can only just afford a holiday as it is. (Meaning: considering the present situation). e.g.:- As for somebody or something: As for food, my father takes care of it. (Meaning: turning to the subject of somebody or something).

Believe me, these readymade phrases and idioms can be very useful to become a fluent speaker.

- a. For justice's sake . b. For conscience ' sake . c. Jesus' teachings .
d. Moses' laws .
5. When a noun or title consists of many words , we add s to the last word .
a. The President of India's house . b. Ashoka , the great 's kingdom .
b. The chief minister of Chennai's speech .
6. We add s to the latter noun when two nouns come together to express a joint venture or action or similar goals .
a. Krishna and Ravi's teashop . b. William and Mary's rule . c. Romeo and Juliet's love .
7. We add s to both the nouns if they denote separate possession .
a. Ashoka's and chola's kingdoms . b. Shakespeare's and Tagore's poems .
8. We add s to the latter noun when two nouns are in apposition . (Remember apposition means placing near . e.g.:- *Raju , our captain , made fifty runs . We see that Raju and our captain are one and the same .*)
a. Raju , our captain's crucial runs saved the game .
9. We add s to the nouns denoting time , space or measurement .
a. A month's time . b. At a stone's throw . c. A ton's weight .
10. Sometimes possessive case is used to denote a building or a place of business (house , , church , school etc) .
a. I am going to sleep at my uncle's . (= uncle's house)
b. This is the way to Santhome's (= Santhome's church)
c. My sister is studying in St. Joseph's (=St. Joseph's school)

Exercise : Avoid using pronouns in the wrong cases :

Say right or wrong :

1. This is me ---
2. This is her ---
3. He opened the door for you and I ---
4. Raju and me love to ride cycles ----
5. Raju took a picture of he ---
6. The dog chased my friend and I ---

(Answers : 1. This is I . 2. This is she . 3. He opened the door for you and me .
4. Raju and I love to ride cycles . 5. Raju took a picture of him . 6. The dog chased my friend and me .)

ARTICLES :

There are two types of articles : DEFINITE ARTICLES and INDEFINITE ARTICLES.

The is a definite article . It comes before nouns . It points to particular people , places , things or ideas . A and An are indefinite articles . They too come before nouns . These articles are indefinite because they do not point to any any noun in particular . e.g.:- Give me a formula . (here , I am not asking for any particular formula or I also mean that I want a formula which is yet to be formulated by the scientist) e.g.:- Give the formula . (here , I am asking for a particular formula which I and the scientist have discussed about it earlier .)

The indefinite articles can also mean one . e.g.:- He owns an auto and two cars . The choice between indefinite articles A and An is determined by sound . Before a word beginning with a vowel sound An is used . e.g.:- An ass , An enemy etc . Exceptions an hour , an honest person , an heir , an honour . Before a word beginning with a consonant sound A is used . e.g.:- A boy , A woman etc . Exceptions: a university , a union , a European , a unicorn , a useful article , a unit , a one rupee note , a one eyed man etc .

Remember vowels means a , e , i , o , u , and rest of the English alphabets are consonants i.e. b , c , d , f , g , h , j , k , l , m , n , p , q , r , s , t , v , w , x , y , z .

Remember apart from the exceptions mentioned above for using indefinite articles based on sounds do not break your head too much .

Each article possesses the amazing quality to transform an adjective into a noun . Place a an the articles in front of an adjective and suddenly it has the effect of a noun in the sentence . Doctors treat the sick (the sick patient) ; People must help the poor (the poor people) ; Our country is the home of the brave(the brave people) (sick , poor , brave are all adjectives) .

BACK STAGE :

In rule 2 , I was talking about dressing up the idea so that it becomes visible to the ears of the listener . In the normal context , the word *dressing up* means wearing a dress . Here , what I meant was **weaving** a dress . Here , we weave a group of words so that they become meaningful , at least to some extent , to the ears of the listeners . e.g.:- The , wall , on . These are separate words . Now , I am going to join them together as a group so as to produce a visible idea like "on the wall" . "on the wall" is a group of words which makes sense but not complete sense . That is why I said they become meaningful , at least to some extent . "On the wall" cannot stand on their own , but , definitely they can become a part of a bigger picture in the near future . Let me weave another visible idea . e.g.:- sitting , was , cat , a . Now , I am going to join them together as a group so as to produce a visible idea like "A cat was sitting" . "A cat was sitting" is a group of words which makes not some sense but complete sense . They are able to stand on their own . Now I am going to weave both these visible ideas together to make them more meaningful . "A cat was sitting on the wall" . By weaving words together , we are able to make ideas visible either partially or in full . We are able to store as many ideas as possible in the form of **visible ideas** and make use of them whenever we need them in the near future . Remember , we are weaving words and producing visible ideas during our free time and use them when we need them the most in a real-talk-time-situation . Just for a moment , think about , how do you think ? You think with the help of words and you think in your mother tongue because you know a lot of words in your mother tongue and by using them you can convey any kind of idea that you have inside you . Remember , your chances of touching the maximum thinking heights is more when your vocabulary level is more . Your creativity as a speaker or a writer is severely dented when you have a less vocabulary . In the same way , when you do not have visible ideas (ideas which are made visible by weaving a group of words together) your fluency or flow of words while you speak is severely dented . When you do not have necessary visible ideas beforehand , what will happen ? Then you are compelled to create them while you are speaking in front of your listener on the spot . The time taken for this will severely obstruct the free flow of speech . In other words , you will be considered as somebody who is not fluent . The question is , when are you going to weave your ideas into visible ideas ? Are you going to construct them in front of your listener or while you are at your home during your free time ? Yes , you got it right . If you are an intelligent person , you will make all necessary visible ideas during your free time and definitely not in front of your listener . We can construct all the visible ideas with the help of **phrases** , **idioms** , and with the help of group of words weaved together using **SAV grammar rule** . Regarding **SAV grammar rule** I have mentioned about it in a separate book . (Grammar part) .

Rule 3 :

"Girls can speak faster than they think".

This saying is by a famous person . He means that girls can speak more words than required by compromising on their thinking time .

This saying can also be interpreted in a different way :

If you think less

you can talk fast . (Fast refers to **free flow of words** and not to the rate of speed at which somebody speaks .) (*Remember each one of us have our own natural speed, do not try to alter this speed .*)

This **free flow of words** is best attained by not thinking about anything while you are speaking . You should not think about constructing the sentences ; You should not think about the right usage of words (try to speak whatever word that readily comes to the surface of your mind) ; You should not worry about who is listening to you . On the whole , free flow of words will be more when your interference is less . When you attack somebody brutally, you don't think about anything and the consequences. When you dance , do you think ? Certainly not . In the similar way , you cannot think and at the same time talk also .Only one thing has to be done at a time .

The main three differences between spoken language and written language by a person who wants to improve his fluency skills should notice :

TIME DIFFERENCE :

You have some time to execute the written language but whereas in spoken language you have no time for relaxation . This is a fast moving world . You can think looking towards the sky and write your exams . But you cannot do this while you are speaking . Thinking means stopping . When you stop in between before completing a whole or a part of the idea what you wanted to say then it is a clear indication that you are not a fluent speaker .

SUPERVISION :

While you are speaking , there is a superior sitting opposite to you to increase your anxiety and to find faults thus obstructing the quality of your natural performance . But whereas , when you write , there is no one around you to increase your tension . This is the reason , why , many of the candidates fail in their interviews though they talk fluently outside . It is as if somebody is sitting in front of you and watching whether you will steal or not . They are trying to measure your quality .

ONCE COMMITTED IS COMMITED :

Spoken form is a honest form of language . Once you are committed , then you are committed . You cannot take back your words . When it comes to speech , whatever is there in your mind , it will come out . There is no eraser in this world that can erase a spoken form when you have all kinds of erasers to erase written form , of course, before it goes to print .

FORMS OF VERBS :

There are three forms of verbs . They are **BASIC OR PRESENT FORM** , **PAST FORM** and **PAST PARTICIPLE FORM** .

	<u>PRESENT FORM</u>	<u>PAST FORM</u>	<u>PAST PARTICIPLE FORM</u>
<u>Classification 1:</u>	CUT	CUT	CUT
<u>Classification 2:</u>	DRINK	DRANK	DRUNK
<u>Classification 3:</u>	ASK	ASKED	ASKED

In the first classification , the present form of the verbs do not change their forms and remain the same in their past form and past participle form .

In the second classification , the present form of the verbs do change their forms completely in their past form and past participle form . But sometimes , they don't change in their past participle forms , as in the case of verb come (come --- came --- come)

In the third classification , the present form of the verbs end in ed when they are converted into past form and past participle form .

FIRST CLASSIFICATION

<u>BASICFORM</u>	<u>PASTFORM</u>	<u>PASTPARTICIPLE FORM</u>
BET	BET	BET
BURST	BURST	BURST
COST	COST	COST
CUT	CUT	CUT
HIT	HIT	HIT
HURT	HURT	HURT
LET	LET	LET
PUT	PUT	PUT
READ	READ	READ
SET	SET	SET
SHUT	SHUT	SHUT
SPLIT	SPLIT	SPLIT
SPREAD	SPREAD	SPREAD
UPSET	UPSET	UPSET

SECOND CLASSIFICATION

<u>BASICFORM</u>	<u>PASTFORM</u>	<u>PASTPARTICIPLEFORM</u>
ARISE	AROSE	ARISEN
AWAKE	AWOKE	AWOKEN
BEAR	BORE	BORNE

BEAT	BEAT	BEATEN
BECOME	BECAME	BECOME
BEGIN	BEGAN	BEGUN
BEND	BENT	BENT
BIND	BOUND	BOUND
BITE	BIT	BITTEN
BLOW	BLOWN	BLOWN
BREAK	BROKE	BROKEN
BEHOLD	BEHELD	BEHELD
BESEECH	BESOUGHT	BESOUGHT
BLEND	BLENT	BLENT
BRING	BROUGHT	BROUGHT
BUILD	BUILT	BUILT
BURN	BURNT(BURNED)	BURNT(BURNED)
BUY	BOUGHT	BOUGHT
BREED	BRED	BRED
BLEED	bled	bled
CATCH	CAUGHT	CAUGHT
CHOOSE	CHOSE	CHOSEN
COME	CAME	COME
CREEP	CREPT	CREPT
CLING	CLUNG	CLUNG
DIG	DUG	DUG
DRAW	DREW	DRAWN
DRINK	DRANK	DRUNK
DRIVE	DROVE	DRIVEN
DREAM	DREAMT(DREAMED)	DREAMT(DREAMED)
DEAL	DEALT	DEALT
EAT	ATE	EATEN
FALL	FELL	FALLEN
FEED	FED	FED
FIGHT	FOUGHT	FOUGHT
FEEL	FELT	FELT
FIND	FOUND	FOUND
FLING	FLUNG	FLUNG
FLY	FLEW	FLOWN
FORGET	FORGOT	FORGOTTEN
FREEZE	FROZE	FROZEN
FLEE	FLED	FLED
FORSAKE	FORSOOK	FORSAKEN
FORBID	FORBADE	FORBIDDEN
FORGIVE	FORGAVE	FORGIVEN
GET	GOT	GOT
GIVE	GAVE	GIVEN
GO	WENT	GONE
GROW	GREW	GROWN
GRIND	GROUND	GROUND
HANG	HUNG(HANGED)	HUNG(HANGED)

MEANING OF FLUENCY :

The ability to speak easily (without any difficulty for the speaker to speak) and nicely (without any difficulty for the listener to understand). On the whole , it should be an effortless affair for both the speaker and the listener . Fluency means , there should be no obstruction in the **free flow of words** .

My name is C.V.Ramakrishnan. (there is no obstruction in the free flow of words)
My name is C.V.Ramakrishnan . (gaps indicate the pauses that you make in your speech indicating obstruction in the free flow of words)

Three basic rules that you should practise in order to become a fluent speaker:

Rule 1 :

If you are in the habit of speaking in order to convey your idea or ideas , then there is no problem . But if you are in the habit of speaking in order to convey to the other person about your vocabulary skills then really you have a big problem . In other words , do not try to impress the other person with your speech or do not try to tell the other person that you know a particular language and the words composing it . Instead , concentrate on , how well , you can convey an idea to the other person rather than conveying an idea to the other person that you know a good number of words of that particular language that you speak . Your concentration is shifted from ideas to the composition of words representing a particular idea . That means , you are worrying more about the package than the product itself .

Rule 2 :

You have an idea . But it is not visible to the other person unless you dress it up with the help of words . But the question is when will you dress it up ? Do you ever dress up in front of other people defeating the very purpose of dressing . The mere idea itself sounds very indecent . In the same way , you should never try to dress up your ideas in front of other people . In the normal course of dressing , what would you do? You hide behind a screen while you are dressing . Similarly , your listener should not see that you are trying to dress up your ideas in front of him . You bring out dressed up ideas and not the ideas in the course of dressing . The course of dressing should happen on the **back stage** and definitely not on the stage . You keep it a secret .
About this back stage I will speak later .

Rule 13 : When the subject of the verb is a relative pronoun , care should be taken to see that the verb agrees in number and person .

I , whom **am** your friend , will help you .

You , who **are** my friend should not worry about me .

He , who **is** my friend should support me .

This is the only one of the local papers that **prints** a weekly horoscope .

She is one of the best mothers that **have** ever lived .

Rule 14 : When nouns expressing **periods of time** ; **amounts of money** ; **quantities** ; are considered as a single unit , singular verbs are used .

Three months **is** too long .

Ten rupees **is** too much for the job .

Yes , 5 metres **is** ample for a suit .

HEAR	HEARD	HEARD
HIDE	HID	HIDDEN
HOLD	HELD	HELD
KEEP	KEPT	KEPT
KNEEL	KNELT	KNELT
KNOW	KNEW	KNOWN
LAY	LAID	LAID
LEAD	LED	LED
LEAP	LEAPT	LEAPT
LEARN	LEARNT(LEARNED)	LEARNT(LEARNED)
LEAVE	LEFT	LEFT
LEND	LENT	LENT
LIE	LAY	LAIN
LIE	LIED	LIED
LIGHT	LIT(LIGHTED)	LIT (LIGHTED)
LOSE	LOST	LOST
LEAN	LEANT	LEANT
MAKE	MADE	MADE
MEAN	MEANT	MEANT
MEET	MET	MET
MELT	MELTED	MELTED
MISLEAD	MISLED	MISLED
MISTAKE	MISTOOK	MISTAKEN
MISUNDERSTAND	MISUNDERSTOOD	MISUNDERSTOOD
OUTGROW	OUTGREW	OUTGROWN
OUTDO	OUTDID	OUTDONE
OVERCOME	OVERCAME	OVERCOME
OVERHEAR	OVERHEARD	OVERHEARD
OVERSEE	OVERSAW	OVERSEEN
OVERSLEEP	OVERSLEPT	OVERSLEPT
OVERTAKE	OVERTOOK	OVERTAKEN
OVERTHROW	OVERTHREW	OVERTHROWN
PARTAKE	PARTOOK	PARTAKEN
PAY	PAID	PAID
PROVE	PROVED	PROVED(PROVEN)
RIDE	RODE	RIDDEN
RING	RANG	RUNG
RISE	ROSE	RISEN
RUN	RAN	RUN
SEE	SAW	SEEN
SELL	SOLD	SOLD
SEND	SENT	SENT
SIT	SAT	SAT
SAY	SAID	SAID
SEEK	SOUGHT	SOUGHT
SHRINK	SHRUNK	SHRUNKEN
SLAY	SLEW	SLAIN
SHAVE	SHAVED	SHAVEN

SLIDE	SLID	SLID
SLING	SLUNG	SLUNG
SHEAR	SHEARED	SHORN
SINK	SANK	SUNK
SLINK	SLUNK	SLUNK
SHOW	SHOWED	SHOWN
STINK	STANK	STUNK
SPOIL	SPOILT	SPOILT
SPIT	SPAT	SPAT
SMITE	SMOTE	SMOTE
SPEAK	SPOKE	SPOKEN
SPEED	SPED	SPED
SPILL	SPILT	SPILT
SEW	SEWED	SEW/N
SHAKE	SHOOK	SHAKEN
SHINE	SHONE	SHONE
SHOOT	SHOT	SHOT
SING	SANG	SUNG
SLEEP	SLEPT	SLEPT
SMELL	SMELT	SMELT
SOW	SOWED	SOWN
SPELL	SPELT	SPELT(SPELLED)
SPEND	SPENT	SPENT
SWELL	SWELLED	SWOLLEN
SPIN	SPAN	SPUN
SPRING	SPRANG	SPRUNG
STAND	STOOD	STOOD
STEAL	STOLE	STOLEN
STICK	STUCK	STUCK
STING	STUNG	STUNG
STRIKE	STRUCK	STRUCK
SWEAR	SWORE	SWORN
SWEEP	SWEPT	SWEPT
SWIM	SWAM	SWUM
SWING	SWUNG	SWUNG
TAKE	TOOK	TAKEN
TEACH	TAUGHT	TAUGHT
TEAR	TORE	TORN
TELL	TOLD	TOLD
THINK	THOUGHT	THOUGHT
THROW	THREW	THROWN
UNDERSTAND	UNDERSTOOD	UNDERSTOOD
UNDERGO	UNDERWENT	UNDERGONE
UNDERTAKE	UNDERTOOK	UNDERTAKEN
WAKE	WOKE (WAKED)	WOKEN(WAKED)
WEAR	WORE	WORN
WEAVE	WOVE	WOVEN
WEEP	WEPT	WEPT

If a parenthetical (given as an extra information) **each** follows a plural noun or pronoun , the verb should be plural .

The members (each) **feel** their responsibility .

They (each) **have** their own problems .

Ten (each) of the books **are** required .

Rule 9 : After such expressions as **one half of ; two thirds of ; a part of ; a majority of ;** use a singular verb if a singular noun follows the of ; and use a plural verb when a plural noun follows the of .

The majority of our staff members **live** in the town .

Part of the walls **are** to be painted .

Two-thirds of our workers **live** in the suburbs .

Rule 10 : The expression **the number** has a single meaning and requires a singular verb ; whereas the expression **a number** has a plural meaning and takes a plural verb .

The number of board members **is** very small .

A number of board members **were** absent .

A number of staff **are** going on leave .

Rule 11 : **Either of ; neither of ; many a ;** must be followed by a singular verb .

Either of the applicants **was** suitable .

Neither of the boys **is** eligible .

Neither boy **is** eligible .

Many a man **does** not know his own good deeds . (only a singular noun with *many*)

Rule 12 : **One of ; One of the** must be followed by a singular verb .

One of the reasons for his demotion **is** his carelessness .

One of the pens **is** missing from my table .

One of those who or **One of the things that** must be followed by a plural verb .

He **is** one of those managers who **favour** increasing the staff .

He **is** one of our employees who **are** always alert .

However , when **only** precedes **one of / one of those** , a singular verb is used .

Rajesh **is** the only one of our employees who **is** always alert .

Mrs. Ravi, with her son and daughter, is going to ooty this evening.
His lands, together with his house, are worth many crores.
Ram, as well as his brothers, goes to town high school.

Rule 5 : Two or more singular subjects connected by **or**, **nor**, **either ...or**, **neither...nor**, take a verb in the singular.

Our happiness or our sorrow is largely due to our actions.
Ravi or Rama **has** the pen.

Neither Rama nor his sister **was** there.

Either Ravi or Raju **has** stolen the watch.

Neither food or water **was** to be found there.

Rule 6 : If the subject is made up of both singular and plural words connected by **or**, **nor**, **either ...or**, **neither ...nor**, **not only but also**, the verb agrees with the nearer part of the subject.

Neither the quality nor the prices **have** changed.

Neither the prices nor the quality **has** changed.

Either he or I **am** mistaken.

Either you or he **is** mistaken.

Not only the principal but also the teachers **are** angry.

Not only the teachers but also the principal **is** angry.

Rule 7 : The following words and their compounds are always singular and require a singular verb.

Body : anybody, everybody, nobody, somebody.

Thing : anything, everything, nothing, something.

One : anyone, everyone, someone, no one.

Everybody in the office **has** tickets.

Everything is wrong with him these days.

No one **has** the right to order me.

Everyman, every woman and every child **was** lost.

Everybody and every girl **was** given a packet of sweets.

Rule 8 : Each of, each one of, everyone of, are followed by a plural noun or pronoun, but the verb is usually a singular.

Each (one) of the houses **was** slightly different.

Everyone of the boys **loves** to ride cycle.

Each of these substances is found in India.

WIN	WON	WON
WIND	WOUND	WOUND
WITHDRAW	WITHDREW	WITHDRAWN
WRING	WRUNG	WRUNG
WRITE	WROTE	WRITTEN
WITHHOLD	WITHHELD	WITHHELD
WITHSTAND	WITHSTOOD	WITHSTOOD

DIFFERENT FORMS OF PRIMARY VERBS : BE, HAVE, and DO.

<u>PRESENTFORM</u>	<u>PASTFORM</u>	<u>PASTPARTICIPLE FORM</u>
IS(S)	WAS	BEEN
AM	WAS	BEEN
ARE(P)	WERE	BEEN
HAS(S)	HAD	HAD
HAVE (P)	HAD	HAD
DO	DID	DONE
DOES	DID	DONE

<u>MODAL AUXILIARIES</u>	<u>PAST EQUIVALENTS</u>
CAN	COULD
WILL	WOULD
SHALL	SHOULD
MAY	MIGHT
MUST	HAD TO

CONTRACTIONS	
CONTRACTION	MEANING
I'm	I am
I've	I have
I'll	I will
I'd	I had / I would
We're	We are
We've	We have
We'll	We will
We'd	We had / We would
You're	You are
You'll	You will
You'd	You had / You would
He's	He is / He has
He'll	He will
He'd	He had / He would
She's	She is / She has
She'll	She will
She'd	She had / she would
It's	It is / It has
It'd	It had / It would
They're	They are
They've	They have
They'll	They will
They'd	They had / They would
There's	There is / There has
There'll	There will
There'd	There had / There would
ain't	am not / are not / is not / have not / has not
aren't I	I am late , aren't I (not am I not)

ERROR OF PROXIMITY :

A verb must agree with its proper subject in number (singular and plural) and in person (first person , second person , third person) . Instead , the verb is made to agree in number , with a noun near it . This should be avoided .

Note : (singular verbs or auxiliaries end in s)

The quality of the mangoes **was** not good .

The box of Nestle's chocolates **is** missing .

His experience as teacher to boys and girls **gives** him understanding .

The prices of the new model **vary** from town to town .

The bat like other birds **has** teeth .

Mohan's parents rather than Mohan himself **are** keen on his marrying .

Mohan rather than his parents **is** keen on taking a job .

Mr. Chandra along with his two sons **is** going on an excursion .

We follow certain rules in order to avoid the error of proximity .

Rule 1: Two or more singular nouns or pronouns joined by **and** require a plural verb .

Gold and silver **are** costly metals .

He and I **were** playing .

He and his friends **have** arrived .

Gopal , Govind and Rahul **go** to the same school .

Rule 2 : If a subject consisting of two singular nouns connected by **and** refers to the same person or thing , a singular verb is used .

My best friend and advisor **has** changed his mind again .

The novelist and poet **is** dead .

(note that the article is used only once when the nouns refer to the same person . If different persons are referred to , the article would be used before each noun , and the verb would be plural ; The novelist and the poet **are** dead .)

Rule 3 : If two subjects together express one idea , the verb may be in the singular .

Bread and milk **is** his only food .

The horse and the carriage **is** at the door .

Slow and steady **wins** the race .

Time and Tide **waits** for no man .

Rule 4 : Words like **with** , **together with** , **along with** , **besides** , **as well as** , **including** , **in addition to** etc do not affect the number of the verb .

The house , with its contents , **was** damaged .

PUNCTUATIONSCOMMA :

- a. It is used to separate words of address .
e.g.:- Raju, come here .
- b. Comma separates subordinate clauses from its main clause when these are put at the beginning of the sentence .
e.g.:- If you do not want to marry , I will not force you .
- c. Comma separates words , phrases , clauses which we otherwise put the brackets to show that they are not part of the sentence .
e.g.:- He is , at least in my opinion , a dishonest person .
- d. Comma separates participial phrases .
e.g.:- Looking out of the window , he shouted .
- e. Comma separates words in a series .
e.g.:- oil , water , ghee and sugar .

FULL STOP :

- a. To mark the end of a sentence .
e.g.:- He is a good boy .
- b. After initials and abbreviations .
e.g.:- C.V. Rama Krishnan / Dr. Ravi / M.L.A.

QUOTATION MARK OR INVERTED COMMAS : " "

- a. We use inverted commas to indicate the exact words of a speaker .
e.g.:- The minister replied " I shall issue the orders by this evening ."
e.g.:- " I have come to ask for a scholarship , " the boy said .
- b. If a indirect speech occurs within an indirect speech , the inner indirect speech is marked by single inverted commas .
e.g.:- Sham said to me , "My mother says , 'you should not play with Ravi ' ."

SEMICOLON :

This crocodile is a friendly type ; he will not charge at you . (when the thoughts of two short sentences are very closely related , a semicolon can take the place of the full stop between them .)

DASH : -

- a. To indicate a sudden stop or sudden change of thought . e.g.:- If my father was alive – but why go into the past ? b. To resume a scattered subject . e.g.:- Friends, companions, relatives –all left him. (colon is : and we use this colon along with dash in the words like **for example** :-)

HYPHEN : -

It is shorter than the Dash. It is used to connect the parts of a compound word .
e.g.:- son-in-law .

PARTS OF SPEECH :

Let us consider a big cake . Is it possible for us to eat the cake without cutting the cake into pieces ? No , it is not possible for us to eat the cake without cutting it into pieces . In the same way , language is also a big cake and for convenience sake , we cut this big cake into eight pieces or eight parts called eight parts of speech . And to every piece or part , we give separate names and this we call as noun , pronoun adjective , adverb , preposition , conjunction , interjection and verb .

NOUN:

Give a name to anything and it becomes a noun in the world of English grammar . You identify something only with the name .

We classify nouns into two . Concrete nouns and Abstract nouns .

Concrete nouns:

Concrete nouns are nouns that can be touched and held . Where to find them? Whenever you touch something you can find them .

Abstract nouns:

Abstract nouns are nouns that cannot be touched or held . Where to find them? They exist only in our minds as ideas and feelings .e.g.:- love , fear , anger , honesty , enmity , truth , regrets , bravery , speech , division , physics , English etc

Kinds of concrete nouns :1. Collective nouns :

When anything stands as a group consisting of same variety , we can call it as a collective noun . e.g.:- bouquet ; crowd ; family ; army etc .

2. Material noun :

Raw materials existing in nature and which is used for making something else form a material noun .e.g.:- milk (sweet) ; wool (sweater) ; cotton (cotton shirt) etc .

3. Proper noun :

Names of persons , places , or things (living things and nonliving things) constitute a proper noun .

My name is Krishna . If anybody calls me ishna , I will get angry and I will shout at them . I will warn them to call me by my proper name . Hence , my name is a proper noun . Whenever you pronounce proper nouns badly , people will get angry at you because of their emotions attached to it .This way is the easiest way to find whether

a noun is a proper noun or common noun. Always write the proper nouns in capital letters. e.g.:- Krishna, Valasarawakkam, India, Bible, Jesus, names of festivals.

exceptions: names of months and days are also considered to be proper nouns

4. Common noun: though we are not attached to them emotionally

Names of persons, places, or things (living things and nonliving things) constitute a common noun.

Common means belonging to everybody (common toilets). If you pronounce the common nouns wrongly also, nobody will get angry at you. Have you ever seen pay- and- use common toilets kept clean? In the same way you will not hurt anybody even if you pronounce common nouns wrongly. This is the best way to identify a common noun. e.g.:- man, girl, place, country, book, horse, grape, fruits, animals etc.

PRONOUN:

When we don't use nouns, we use pronouns.

Types of pronouns:

1. Basic or personal pronoun:

i, we, you, he, she, it, they.

2. Emphatic pronoun:

Emphatic means strong and forceful. e.g.:- They did it --- They did it themselves; I did it ---- I did it myself.

3. Reflexive pronoun:

Action done by the subject reacts upon the subject itself. e.g.:- I was careless with my knife, I hurt myself.

4. Demonstrative pronoun:

With your fingers you demonstrate. e.g.:- This is a book/ These are books (Remember this and these are used for nearer objects); That is a book / Those are books (Remember that and those are used for far away objects.)

5. Reciprocal pronoun:

The word 'reciprocal' means, two people or groups who agree to behave in the same way to each other. e.g.:- The sisters fought with each other; The four sisters fought with one another. (Remember each other is used when it is between two people and one another is used when it is more than two people)

FORMATION OF DEGREES OF COMPARISON FOR ADVERBS:

Adverbs of one syllable and a few of two syllables take er and est to form the comparative and superlative degrees respectively.

<u>POSITIVE DEGREE</u>	<u>COMPARATIVE DEGREE</u>	<u>SUPERLATIVE DEGREE</u>
as fast as	faster	fastest

Other adverbs take more and most to form the comparative and superlative degrees respectively. For negative meanings, less and least are used.

<u>POSITIVE DEGREE</u>	<u>COMPARATIVE DEGREE</u>	<u>SUPERLATIVE DEGREE</u>
as fortunately as	more fortunately	most fortunately
as bravely as	more bravely	most bravely
as satisfactorily as	more satisfactorily	most satisfactorily

Some adverbs have irregular ways of forming the comparative and superlative degrees.

<u>POSITIVE DEGREE</u>	<u>COMPARATIVE DEGREE</u>	<u>SUPERLATIVE DEGREE</u>
well	better	best
badly	worse	worst
more little	less	least
much	more	most

FORMATION OF DEGREES OF COMPARISON FOR ADJECTIVES :

Adjectives of one syllable and a few adjectives of two syllables which do not end in /e/ , form the comparative degree by adding er and form the superlative by adding est .

<u>POSITIVE DEGREE</u>	<u>COMPARITIVE DEGREE</u>	<u>SUPERLATIVE DEGREE</u>
as high as	higher	highest
as tall as	taller	tallest

When an adjective of one syllable ends in /e/ , add r and st to form the comparative and superlative degrees respectively .

<u>POSITIVE DEGREE</u>	<u>COMPARITIVE DEGREE</u>	<u>SUPERLATIVE DEGREE</u>
as brave as	braver	bravest
as true as	truer	truest

When an adjective of one syllable ends in a single consonant , the final consonant is doubled before er and est are added to form the comparative and superlative degrees respectively .

<u>POSITIVE DEGREE</u>	<u>COMPARITIVE DEGREE</u>	<u>SUPERLATIVE DEGREE</u>
as hot as	hotter	hottest
as thin as	thinner	thinnest

When an adjective of two syllables ends in /y/ and if the /y/ follows a consonant , the /y/ is changed to i before er and est are added to form the comparative and superlative degrees respectively .

<u>POSITIVE DEGREE</u>	<u>COMPARITIVE DEGREE</u>	<u>SUPERLATIVE DEGREE</u>
as easy as	easier	easiest
as lovely as	lovelier	loveliest

Adjectives of two syllables which do not take /er/ or /est/ , and adjectives of more than two syllables , take more and most to form the comparative and superlative degrees respectively .

<u>POSITIVE DEGREE</u>	<u>COMPARITIVE DEGREE</u>	<u>SUPERLATIVE DEGREE</u>
as cunning as	more cunning	most cunning
as beautiful as	more beautiful	most beautiful
as difficult as	more difficult	most difficult

A number of adjectives form the degrees of comparison in certain irregular ways .

as good as	better	best
as bad as	worse	worst
as little as	less	least

6. Indefinite pronoun :

When we speak about persons or things in a general way , we used indefinite pronouns . e.g.:- everybody , all , everything , none etc .

7. Distributive pronoun :

The word distribution means , the way that something is shared ; For sharing something , you need more than one person or thing . e.g.:- There were three partners . They lost three thousand rupees each ; Each of them has a car ; We (each) have a car ; There are ten diamond rings . Each diamond ring is worth five lakhs ; Either of these girls is telling a lie ; Neither of you is a sportsman .
(Remember that either means : one or the other of the two ; neither means : not the one and not the other of the two)

8. Relative pronoun :

They perform two functions at the same time . They do the work of pronouns as well as conjunctions .

- Who : Who is used for human beings only . It may refer to a singular noun or plural noun . e.g.:- Those are the students who stole my watch .
- Whom : Whom is used for human beings only . It may refer to a singular noun or plural noun . e.g.:- Those are the students whom the headmaster punished
- Whose : Whose is used in speaking of human beings , animals and also things without life . e.g.:- I saw the writer whose book won the first prize ; Show me the cow whose skin is blue ; Show me the house whose window is broken .
- Which : Which refers to animals and things and never to people . It may refer to a singular or plural noun . e.g.:- The horse which I recently bought is an arab horse ; The time which is lost is lost for ever ; The book which you gave me yesterday is here .
- That : That refers to people , animals or things . It may refer to singular or plural noun . e.g.:- The people that I spoke to were very helpful ; This is the best that we can do .
- What : What refers to inanimate objects ; never to people or things . e.g.:- The scientist knew what he was talking about .
- Where : Where refers to places or locations . e.g.:- This is the city where I lost my brother .
- When : When refers to time . e.g.:- They do not know the time when the bus will come .
- Why : Why refers to reason . e.g.:- No one knows the reason why boss killed his wife ; I don't know the reason why he is doing like this .
- How : (more of an adverb) (in what manner) : e.g.:- This is how you should do .

- k. As : As is used along with such and same . e.g.:- These mangoes are not such as I ate yesterday ; This is not the same as that .
- l. Compound Relative pronouns : e.g.:- Whoever wants to come with me , line up here ; Take whichever you want ; I will take with me whomever (whomsoever) you choose ; Whatever he does , he does well ; You can do it however you like ; Please bring it wherever it is ; Inform me whenever he comes .

MODIFIER :

Modifier is a word when added into a sentence , the meaning of that total sentence changes . When you put this modifier at the side of a word , the meaning of that particular word totally changes .

ADJECTIVE :

In grammar adjective is a modifier . It modifies the meaning of noun or a pronoun .

TYPES OF ADJECTIVES :

1. DESCRIPTIVE ADJECTIVE :

Descriptive adjectives tell us what kind a person or thing is . (Adjective of quality)
e.g.:- Ravi is a black boy . (black is the adjective)
(concept : I tell my daughter that I have seen a boy for her . My daughter will smile and she is happy . But if I tell her that I have seen a black boy for her marriage , then she becomes unhappy . The whole situation changes from happiness to sorrow . That is why I said , adjective is a modifier , it can change the meaning of the situation .)
e.g.:- Take this hot spoon and keep it inside your mouth . (hot is the adjective .)
(concept : If you give a spoon , anybody can keep it inside their mouth but if you give them hot spoon nobody will take it and keep it inside their mouth . The situation changes from acceptance to rejection because of the modifier .)
e.g.:- I am thirsty . (thirsty is the adjective)
concept : Thirsty modifies the pronoun I . Thirsty indicates the condition in which I am in now . Won't you take pity and give me water if I use the word thirsty before you ask me to go even if I am a stranger . I am a thirsty man will win sympathy when compared to just a man . Here the situation changes into sympathy from fear .)

2. LIMITING ADJECTIVE :

Adjectives express a certain limiting qualification of the nouns or pronouns they modify .

e.g.:- I want more food . (more is the adjective) (Adjective of quantity)
(concept : Mummy I am hungry . I want more food . That means , if you give me less food , I will not take it and I will take it only if you give me more food . Even if you

DEGREES OF COMPARISON :

There are three stages of comparison . They are positive degree , comparative degree and superlative degree .

POSITIVE DEGREE:

In this stage , we compare two persons or things which have the same degree of the quality .

COMPARITIVE DEGREE :

In this stage , we compare two persons or things unequal in quality .

SUPERLATIVE DEGREE :

In this stage , we compare three or more persons or things . The superlative degree is the highest degree of comparison . An object in the superlative degree holds the greatest or least degree of the quality .

WAYS TO MAKE COMPARISONS FOR ADJECTIVES :

POSITIVE DEGREE: (We use as as)

Santhosh is as clever as Geetha .
This street is as bad as that .

COMPARITIVE DEGREE : (We use than)

Your house is larger than mine .

SUPERLATIVE DEGREE :

She is the most beautiful girl in the class .

WAYS TO MAKE COMPARISONS FOR ADVERBS :

POSITIVE DEGREE: (We use as as)

Santhosh types as fast as Geetha .
He spoke as loud as he could .

COMPARITIVE DEGREE : (We use than)

Santhosh types faster than Geetha .
I have done more satisfactorily in today's paper than yesterday's .

SUPERLATIVE DEGREE : (We use prepositional phrases like of all , in the hall etc)

Of all , he behaves most decently .
He ran fastest of all .
This painting is the most decent in the exhibition hall .

67CA)

<u>Tense</u>	<u>Conversion of Auxiliaries and verbs from active into passive .</u>	<u>Examples</u>
simple future	will+verb→will+be+PP	Active: They will tell us . Passive: We will be told by them .
	Shall+verb→shall+be+PP	Active: He shall win the match . Passive: The match shall be won by him .
future continuous	not possible	
future perfect	will have+verb→ will have+been+PP	Active: My brother will have seen the film by Sunday . Passive: The film will have been seen by my brother by Sunday .
	shall have+verb→ shall have+been+PP	Active: They shall have told us about the fees by then . Passive : We shall have been told about the fees by them by then .
future perfect continuous	not possible	

give me the right amount of food also , I will not take it . If at all , if you want to give me food , give me more food . Here , I am trying to limit all other options except more food . Here , I am trying to limit all other options except more connected with the noun food .)

e.g.:- Give me three pens . (three is the adjective) (Adjective of number)
(concept : If you give me two pens , I will not take it . If you give me four pens , I will not take it . I will take only if you give me three pens . Here , am trying to limit all other options except three connected with the noun pen .)

e.g.:- I like your house . (your is the adjective) (Possessive Adjective)
(concept : I like only your house and not your sister's or brothers' house .)

e.g.:- Give me sunday newspaper .(sunday is the adjective)
(concept : I want only sunday newspaper and I don't want none of the other papers . The option is limited . Sunday is the limiting adjective .)

e.g.:- This cycle is mine . (This is the adjective) (Demonstrative adjective)
(concept : Only this cycle is mine and the rest of the cycles are not mine .)
(Remember This is a good cycle . Here This is a Demonstrative pronoun ; This cycle is good . Here This is a Demonstrative adjective . If a noun comes after a demonstrative pronoun , that pronoun would be doing the job of an Demonstrative adjective .)

Adverbs :

In the world of grammar , Adverb is also an modifier . Adverbs modify the meaning of a verb , an adjective and even other adverbs .

Adverbs modifying the meaning of a verb :

a. The bird was singing outside .

The adverb outside answers to the question (where) .

b. The bird sang today .

The adverb today answers to the question (when)

c. The bird sang loudly .

The adverb loudly answers to the question (how) (in what manner)

d. The bird sang continuously .

The adverb continuously answers to the question (to what extent) (in what degree)

e. The bird sang twice .

The adverb twice answers to the question (how often) (Frequency)

Adverbs modifying the meaning of an adjective :

a. This is a sweet mango .

This is a very sweet mango . (to what extent)

In this sentence , sweet is the adjective , the adverb very answers to the question to what extent the mango is sweet .

b. Ramu is tall .

Ramu is extremely tall . (to what extent)

In this sentence , tall is the adjective , the adverb extremely answers to the question

to what extent Ramu is tall .

c. Raju was careless .

Raju was too careless . (to what extent)

In this sentence , careless is the adjective , the adverb too answers to the question to what extent Raju was careless .

d. I am happy .

I am so happy . (to what extent)

In this sentence , happy is the adjective , the adverb so answers to the question to what extent I am happy .

Adverbs modifying the meaning of an adverb :

a. The guide spoke slowly .

The guide spoke very slowly . (to what extent)

In this sentence , slowly is the adverb , the adverb very answers to the question to what extent the guide spoke slowly .

b. We will go today .

We will go later today . (when)

In this sentence , today is the adverb , the adverb later answers to the question when we will go today .

c. Raju sings superbly .

Raju sings quite superbly . (to what extent)

In this sentence , superbly is the adverb , the adverb quite answers to the question to what extent Raju sings superbly .

POSITION OF ADVERBS:

1. (HOW) (IN WHAT MANNER):

These adverbs are usually placed after the direct object . If there are no direct object, they are placed after the verb .

She writes poetries excellently .

They do their job honestly .

It was not raining heavily .

The train was going slowly .

2. (WHERE):

These adverbs are usually placed after the direct object . If there is no direct object, they are placed after the verb .

Keep the book there .

I saw the doctor yesterday .

She will come here at anytime .

I searched everywhere .

Verb → were + PP

Active: They closed the shops .

Passive: The shops were closed by them .

past was + verb - ing → was + being + PP

Active: My teacher was preparing a new time table .

continuous

Passive: A new time table was being prepared by my teacher .

were + verb - ing → were + being + PP

Active: They were beating the children .

Passive: The children were being beaten by them .

past had + Verb → had been + PP

Active: They had announced the results .

perfect

Passive: Results had been announced by them .

Past perfect not possible

continuous

simple past modal auxiliary + verb →

Active: He could drive the car .

with modal auxiliaries modal auxiliary + be + PP

Passive: The car could be driven by him .

present perfect	has+Verb→has been+PP	Active: He has closed the shop . Passive: The shop has been closed by him .
	have+verb→have been+PP	Active: They have closed the shops. Passive: The shops have been closed by them .

present perfect continuous not possible

simple present with modal auxiliaries	modal auxiliary+verb→ modal auxiliary+be+PP	Active: He can drive the car . Passive: The car can be driven by him .
---------------------------------------	--	---

(note : PP stands for Past Participle form the Verb)

Tense Conversion of Auxiliaries and verbs from active into passive . Examples

simple past	was,were→not possible	Active: Rahul was a good boy . Passive: not possible .
	had→was+had	Active: Rahul had a dog . Passive: A dog was had by Rahul .
	Verb→was+PP	Active: My servant cooked good food Passive: Good food was cooked by my servant . Active: They closed the shop . Passive: The shop was closed by them .

3. (WHEN) :

These adverbs are normally placed at the very beginning or at the very end .
The minister is coming tomorrow .
My uncle will come next week .
Then the meeting came to an end .

4. (TO WHAT EXTENT) (IN WHAT DEGREE) :

These adverbs are placed before the adjective or adverb they modify .
The film was fairly good .
These mangoes are almost ripe .
The boy sang very badly .

5. (HOW OFTEN) (FREQUENCY) :

These adverbs are put between the subject and the verb .
His wife never goes to temple .
We usually go to movies on Sundays .
She has often told me to go and see a doctor .
If the verbs are (primary auxiliaries without ordinary verbs) Frequency adverbs are placed after the (primary auxiliaries without ordinary verbs) .
The manager is always late to the office .
I was never scared of cockroaches .
She is always honest .
I often have to go school on foot .

6. ADVERB CLUSTERS :

When there are two or more adverbs after a verb and its object , the normal order is how , where , when :
The bullocks pulled the cart slowly to the distant river during the night .

7. ADVERB - ENOUGH :

The adverb enough is always placed after the word it modifies (verbs , adjectives and adverbs)
I did not prepare enough for the exam .
She was beautiful enough to become an actress .
The little girl sang loudly enough to be heard by the audience .

8. ADVERB - ONLY :

As a general rule , the adverb only should be placed immediately before the word it modifies .
I worked only two sums .
He has written only three lines .

FORMULA

In spoken English, however, it is usually put before the verb. The required meaning is obtained by stressing the word which the only modifies.

I only did *one sum*. (stress on *one sum*)

He has only done *one sum*. (stress on *one sum*)

PRESENT PARTICIPLES DOING THE WORK OF ADJECTIVES : (Remember for making present participle add ing to a verb)

A rolling stone gathers no moss.

He played a losing game.

That was an interesting film.

He found the child crying.

His words left me thinking.

I saw him swimming in the river.

The exercise was tiring.

The film was interesting.

The book lying on the table is Raju's.

The man standing in that corner is a policeman in plain clothes.

The train arriving now is an express train.

PRESENT PARTICIPLES DOING THE WORK OF ADVERBS :

The child came running into the house.

The man went away laughing.

He spoke sitting.

PAST PARTICIPLES DOING THE WORK OF ADJECTIVES : (Remember for making past participles add ed to a verb)

He had a surprised look.

The child was looking into a broken mirror.

The wounded men were crying for water.

The men were tired.

The shops are closed.

He became discouraged.

I am not interested.

The mangoes bought yesterday are still unripe.

The men injured in the accident were taken to hospital.

The articles stolen from Raju's house have been recovered.

PAST PARTICIPLES DOING THE WORK OF ADVERBS :

He walked out displeased.

The patient left the hospital completely cured.

Mr. Raja came home greatly upset.

(Remember **Gerund** also is formed by adding ing to the verb : A. **Gerund as a subject** : Reading improves the mind ; Smoking does harm to the body . B. **Gerund as an object** : I loved reading ; I love singing ; you stop talking . C. **Gerund as an object of preposition** : They are thinking of starting their own business ; I thought of calling my friend .)

TENSE	CONVERSION OF AUXILIARIES	EXAMPLES
simple present	am, is, are → not possible	Active: Rahul is a good boy . Passive: not possible .
	has → is + had	Active: Rahul has a dog . Passive: A dog is had by Rahul .
	have → are + had	Active: They have many cows . Passive: Many cows are had by them
	Verb → is + PP	Active: My servant cooks good food . Passive: Good food is cooked by my servant .
	Verb → am + PP	Active: He helps me . Passive: I am helped by him .
	Verb → are + PP	Active: Rahul sells cars . Passive: Cars are sold by Rahul .
present continuous	am + verb - ing → is + being + PP	Active: I am helping him . Passive: He is being helped by me .
	is + verb - ing → is + being + PP	Active : My teacher is preparing a new time table . Passive: A new time table is being prepared by my teacher .
	are + verb - ing → is + being + PP	Active: They are showing a film . Passive: A film is being shown by them . Active: They are showing telugu films . Passive: Telugu films <u>are</u> being shown by them .

ACTIVE AND PASSIVE VOICE

ACTIVE VOICE :

A verb in the active voice expresses an action performed by its subject .

e.g.:- The fire destroyed the painting .
 S V object

PASSIVE VOICE :

A verb in the passive voice expresses an action done to its subject .

e.g.:- The painting was destroyed by the fire .
 S V prepositional phrase

RULES TO CONVERT AN ACTIVE VOICE SENTENCE INTO PASSIVE VOICE SENTENCE :

1. If an active voice sentence does not have an object , you cannot convert it into passive voice sentence .
2. In a passive voice sentence , notice that , the object of the active voice sentence becomes the subject of the passive sentence . The subject of the active sentence is now given only as a prepositional phrase which could even be omitted .
3. In a passive sentence , the verb is changed to **past participle form** .
4. In a passive sentence , a new auxiliary is added to the past participle form .
5. The preposition **by** is added before the object in the passive form .

WHEN THE PASSIVE VOICE IS USED :

1. The passive voice emphasizes the person or thing receiving the action rather the one performing the action .
2. When the performer is difficult to specify .
 e.g.:- The chief minister was re-elected by a huge margin . (performer difficult to specify)
3. When you do not know who performed an action .
 e.g.:- My brother's book was stolen yesterday . (performer unknown)
4. When you do not want to give away the performer's identity .
 e.g.:- Unwanted rumours have been spread about him . (performer deliberately concealed)

PREPOSITIONS :

Prepositions are connectors which connect verbs with the noun or noun phrases that follow them .

PREPOSITIONS SHOWING PLACE :

- They walked **along** the road .
 I looked **around** the house .
 I will meet you **at** the bank .
 I live **at** valasarawakkam in Chennai .
 The little girl hid **behind** the screen .
 He sat **beside** me .
 Valasarawakkam comes **between** Vadapalani and Porur .
 You don't go **beyond** this point .
 He comes **from** Japan .
 He is living **in** London .
 The TV is **in** the room .
 They are **inside** the house .
 The student stepped **into** the classroom .
 The cat is **on** the wall .
 The building is **on** the left side .
 He stepped down **from** the train **onto** the platform .
 She walked **past** me .
 The disease spread **throughout** the world .
 The girl hid the box **under** the table .
 He has a house **by** the sea (**by** the side of the sea)
 We reached Valasarawakkam **via** Porur .
 The water came **above** our knees .
 The shop is **near** my house .
 Please do not write **below** this line .
 He was standing **on** the middle of the road .
 I am going **to** school .
 He walked **towards** the temple .
 They held a large umbrella **over** her .
 He slapped **on** my face .
 She swam **across** the river .
 We climbed **up** the stairs .
- #### PREPOSITIONS SHOWING TIME :
- We will go **after** dinner
 She came to my house **at** seven o'clock .
 He came **before** me .
 I am behind **in** my work .
 The party will continue **beyond** midnight .
 Try to finish the work **by** next week .
 We eat ice cream **during** the summer .
 I am going **to** Ooty for two days .

I am going to Ooty for a few days .
 This incident happened in march .
 We will come to India in 2030 .
 I will come in an hour .
 He works as a security guard during the night .
 My birthday is on Sunday .
 I will meet you on 18th .
 It was past two o'clock .
 I have been waiting here since three o'clock .
 I have known him since two years .
 She will stay until Friday .
 I will be here till six o'clock .
 We work from Monday to Friday .
 We work from 10 a.m to 10 p.m .
 It is five to ten .
 I will call you within five minutes .
 It rained towards evening .
PREPOSITIONS SHOWING CONDITION :
 The boy changed into a girl .
 He tore the letter into pieces .
 Vice president is below President .
 If you are in doubt don't do this .
 If you are in hurry don't do this .
 The house is under construction .
 The house is on fire .
 Keep the ice outside , it will change into liquid quickly .
SOME MORE PREPOSITIONS :
 The money was shared between two people .
 The money was shared among five people .
 To travel by train is safe .
 To travel by sea is not safe .
 The play was written by him .
 The house prices went up by ten percent .
 Hold the cooker by the handle .
 We work everyday except Sundays .
 Speak in English .
 Speak in a loud voice .
 They came in thousands .
 The boy in the blue shirt has impressed everybody .
 He was talking on the phone .
 She will not tell over the phone .
 Don't fight over silly things .
 It took under an hour (less than hour) to reach the place .
 Under 18 are not allowed .

" PAST PERFECT "	(changed into)	" PAST PERFECT "
" FUTURE "	(changed into)	" PAST " equivalents .
" FUTURE PERFECT "	(changed into)	" PAST PERFECT "

e When the reporting verb is in the present tense or future tense (and not in the past tense) , the tense of the verbs in the indirect speech are not changed .

f. TIME : today — that day ; yesterday — the previous day or the day before ; the day before yesterday — two days before ; tomorrow — the next day or the following day ; day after tomorrow — in two day's time ; next week (year) — following week (year) ; last week (year) — the previous week (year) ; ago — before ; now — then ; last night — the previous night ; evening — night or evening ; tonight — that night ; this + time (week) — that + time (week) ;

PLACE : here — there .

EXAMPLES :-

DIRECT : He says , " I am going to Bombay tomorrow . "

INDIRECT : He says that he is going to Bombay the next day .

DIRECT : He said , " I am going to Bombay tomorrow . "

INDIRECT : He said that he was going to Bombay the next day .

DIRECT : They said , " we heard the news over the radio . "

INDIRECT : They said that they had heard the news over the radio .

DIRECT : He said , " I had waited for half an hour for the bus . "

INDIRECT : He said that he had waited for half an hour for the bus .

DIRECT : He said , " I have seen the Taj Mahal . "

INDIRECT : He said that he had seen the Taj Mahal .

DIRECT : He said to me this morning , " I will come here this evening . "

INDIRECT : He said to me this morning that he would come here this evening .

(If , however the reporting is done on the same day , or at the same place , the phrase expressing time or place is not changed .)

DIRECT : The teacher said , " the earth pulls objects towards its centre . "

INDIRECT : The teacher said that the earth pulls objects towards its centre .

(No change — general truth or universal truth .)

DIRECT : He said , " when the chief minister arrived everybody stood up . "

INDIRECT : He said that when the chief minister arrived everybody stood up .

(There is no change in the tense of the verb in the reported speech when there are two past actions taking place at the same time .)

DIRECT SPEECH :

When we quote the actual words of a speaker , it is called direct speech .

e.g.:- " I like this book , " the boy said .

INDIRECT SPEECH :

When we report the substance of what was said without quoting the exact words it is called indirect speech or reported speech .

e.g.:- The boy said that he liked that book .

In indirect speech , we drop the inverted commas , exclamation points and the question mark .

Direct : He said , " I like this book . "

Indirect : He said that he liked that book .

Direct : He says , " I like this book . "

Indirect : He says that he likes that book .

REMEMBER THE FOLLOWING THINGS :-

a. The tense of the reporting verb of the direct speech is never changed in the indirect speech

e.g.:- Direct : He **said** , " I like this book . "

Indirect : He **said** that he liked that book .

Direct : He **says** , " I like this book . "

Indirect : He **says** that he likes that book .

b. All indirect sentences are complex sentences (because of the presence of **that** conjunction) and always remember that complex sentences are governed by the *sequence of tense formula*)

c. Pronouns and Possessive Adjectives usually change from first person or second person to third person except when the speaker is reporting his own words .

e.g.:- Direct : I said , " I like my new house . "

Indirect : I said that I liked my new house . "

d. When the reporting verb is in the past tense , **verbs** in the indirect speech are changed as follows : (**verbs** inside the exclamation points " ")

<u>Verbs in the direct speech</u>	(are changed into)	<u>Verbs in the indirect speech</u>
" PRESENT "	(changed into)	" PAST "
" PRESENT PERFECT "	(changed into)	" PAST PERFECT "
" PAST "	(changed into)	" PAST PERFECT "

The wall collapsed under the strain .

The decision was based upon three things .

I came to know about it via Ramu .

Cut the apples with a knife .

A man with a suitcase will come here .

A book with pictures will be easy for children .

Let us go for a walk . (purpose)

We are for the proposal . (proposal)

We are against the proposal .

There is a letter for you .

I am suffering from fever . (reason)

I got the news from Suresh . (source)

The store sells everything from chocolates to pins . (range)

She saved him from drowning . (prevent)

I want a cup of coffee . (consists of)

It is a book on Engineering . (about)

The car goes 15 kilometres per litre . (each)

Please give the prize to Ravi .

I prefer hockey to cricket . (comparison)

Our attitude towards death should change .

The money will go towards a new school building .

Ten people are working under her .

She lives with her uncle .

I argued with my boss .

Do not go without your coat .

We found the house without any difficulty .

A Preposition is usually placed before its object but sometimes it follows the object .

As in the case of Interrogative pronouns :

What is he looking at ?

Whom is she speaking of ?

What are they thinking of ?

Where is the girl you were complaining against ?

Which of these boys you were mentioning about ?

Which of these chairs did she sit on ?

What does he want so much money for ? *For what does he want so much money ?*

How many children did they start the school with ? *With how many children did they start the school with ?*

As in the case of Relative pronouns :

These are the keys that she was searching for .

Those are the boys whom I was mentioning about .

These are the tools I work with

The following things I insist on . (emphasis) *I insist on the following things .*

CONJUNCTIONS :

Conjunctions are words that connect words , phrases , clauses or sentences . There are two kinds of conjunctions in English . They are SUBORDINATING CONJUNCTIONS and COORDINATING CONJUNCTIONS .

SUBORDINATING CONJUNCTIONS:**1. Subordinating conjunction of time:**

When I was a little boy + I lived in that house .
 While I was playing + my brother was studying .
 Before you go to see him + you phone me .
 After you went + he came .
 Till you come + I will wait here .
 I have not seen him + since January .
 She has been worrying + since the letter arrived .

2. Subordinating conjunction of reason :

I scolded him + because he did not do his work .
 Since you tell me + I am giving the book to Raju .
 As he was not there + I spoke to his father .
 It was painful + so I went to see a doctor .

3. Subordinating conjunction of condition :

If you talk to him + I will not talk to you .
 Unless she learns computer + she will not get a job .

4. Subordinating conjunction of comparison :

Subhash is stronger than Govind .

5. Subordinating conjunction of concession :

Though she came late + they allowed her inside .

6. Subordinating conjunction of place :

He found his watch + where he had left it .

7. Subordinating conjunction of purpose :

Go to the examination hall early + so that you could revise .

8. Subordination conjunction - THAT :

He told me that he was tired .

TENSE IN THE MAIN CLAUSE	TENSE IN THE SUBORDINATE CLAUSE (purpose of the subordinate clause)	EXAMPLES
Simple present	To show same-time action, use the present tense .	I am eager to go to the picture because I love the hero .
	To show earlier action, use past tense .	I know that he stole the book .
	To show a period of time extending from some pint in the past to the present, use present perfect tense.	She knows that her husband has cheated her .
	To show action to come, use the future tense .	The minister says that he will order an enquiry .
Simple past	To show another completed past action, use the past tense .	She wanted to go home because she was tired .
	To show an earlier action , use the past perfect tense.	She knew that she had made the wrong choice .
	To state a general truth , use the present tense .	My teacher told me that the earth is round .
Simple future	To show action happening at the same time , use the present tense .	I will be happy if you write your homework .
	To show an earlier action , use the past tense .	You will get first rank if you studied hard .
	To show future action earlier than the action of the main clause , use the present perfect tense .	The school will close its doors next year if enrolments have not increased .
Present perfect or Past perfect	For any purpose , use the past tense .	She has not spoken to me since she came back from London .
		The students had turned nasty before the teacher came .
Future perfect	For any purpose , use the present tense or present perfect tense .	Most students will have attained 18 years of age by the time they finish plus two .

SEQUENCE OF TENSES :

There is a difference between the time expressed in the main clause and the time expressed in the subordinating clause . A complex sentence has main clause and subordinate clause .

- If the verb in the main clause of a sentence is in the past tense , verbs in the subordinate clause must be in the past tense (past family) .
- If the verb in the main clause of a sentence is in the present or future tense , the verbs in the subordinate clauses may be of any tense .
- If the subordinate clauses expresses a universal truth , a past tense in the main clause may be followed by a present tense in the subordinate clause .

e.g.:- The teacher showed us how acid turns blue litmus paper into red ; Galileo said that the sun does not move round the earth ; Galileo said that the earth moves round the sun

d. In spite of a past tense being present in the main clause , any tense can follow it in the subordinate clause if the latter is introduced by the word **than** .

e.g.:- He liked her **than** he likes me ; In those days I worked much harder **than** I work now ; The king helped the strangers more **than** he helps his own men .

e. **Infinitive verbs** and **gerunds** are not affected by the sequence of tense rule .

e.g.:- He wants **to go** to London ; He wanted **to go** to London ; He likes **riding** ; He liked **riding** .

TENSE OF INFINITIVE	ROLE OF INFINITIVE	EXAMPLES
Present infinitive	To show same -time action or action later than the verb .	She <i>would have liked</i> to see more workers returning .
Perfect infinitive	To show action earlier than the verb .	The fans <i>would like</i> to have seen some improvement this year .
		They <i>consider</i> the boys to have been coached very well . (passive)
TENSE OF PARTICIPLE	ROLE OF PARTICIPLE	EXAMPLES
PRESENT	To show action occurring at the same time as that of the verb .	Working on the fundamentals , the student <i>began</i> to improve maths.
Past participle or Present perfect participle	To show action occurring earlier than that of the verb .	(Experimented) (Having experimented) with several game plans , the coach <i>devised</i> a new plan.

COORDINATING CONJUNCTIONS :1. **Additive function : (cumulative or copulative)**

They just add one statement to another .
I want a chair **and** a table .
Rajesh **and** I went to cinema .

2. **Contrasting function : (adversative)**

They express opposition (very different in styles)
I ran fast **but** I missed the bus .
He studied well **but** he failed .
That boy is naughty **yet** he is very intelligent .

3. **Alternative function : (adjunctive)**

They express a choice between two alternatives .
We can travel by sea or by land .
You must study or you will fail . (warning)
(Remember we can use **otherwise** also instead of **or**)

Interjection :

A sound or emotion which comes out involuntarily is called an interjection .

- Hi (how nice to see you) (surprise)
- Hurrah (That's the winning goal) (pleasure)
- Ugh (what a dirty kitchen) (disgust)
- Gee (what a surprise) (happiness)
- Hush (The baby is sleeping) (silence)
- Ah (i should have been there) (sorrow)
- Alas (We have lost the battle) (grief)

SAV GRAMMAR RULE :

SAV stands for subject , auxiliary , and verb . We all know the meaning for the word **subject** in the world of grammar .

SUBJECT:

The subject tells about whom we are speaking or about what we are speaking.

e.g.:- Ramesh is throwing stones .(Ramesh is the subject because we are speaking about Ramesh .)

e.g.:- The sweetness of mango is not so good . (The sweetness of mango is the subject because we are speaking about the sweetness of the mango .)

We all know the meaning for the word verb in the world of grammar .

VERB :

Verb is an action word . The forms of verb are present form , past form and past participle form . e.g.:- eat , ate , eaten .

We all know the meaning for the word auxiliary .

AUXILIARY :**THE ROLE OF AUXILIARIES IN A SENTENCE :**

1. They help ordinary verbs

e.g.:- I am sleeping . (can you write sleeping without am)(sleep is the ordinary verb)

2. They help to make tenses .

e.g .:- The above example is a present continuous tense without the auxiliary am this tense is not possible .

3. They help to make questions .

e.g.:- Am I right ?

KINDS OF AUXILIARIES :

There are two kinds of auxiliaries :

Modal Auxiliaries : can , could , may , might , will , would , shall , should , must etc .

Primary Auxiliaries : am , is , are , was , were , have , has , had , do , does , did , be .

DIFFERENCES BETWEEN MODAL AUXILIARIES AND PRIMARY AUXILIARIES :

(Remember this is absolutely an imaginary concept which you cannot find in a standard grammar book .)

We all know that the role of auxiliaries in a sentence is to help ordinary verbs . Both modal auxiliaries and primary auxiliaries started their careers as somebody whose duty is to help ordinary verbs . Modal auxiliaries did just that .Whenever a person helps other person without any selfishness , he becomes a role model to society . In the same way , modal auxiliaries by helping ordinary verbs without any selfishness , they earned the title **modal auxiliaries** (modal auxiliaries) . Each modal auxiliary has different meanings depending on the situations . These different meanings tend

KINDS OF SENTENCES :**SIMPLE SENTENCE :**

A Simple sentence is one which has one subject and one predicate .

e.g.:- He is going to hotel .

S P

A simple sentence should have only one verb . The second verb will be an infinitive verb ie add **to** to the present form of the verb .

e.g.:- He is going to hotel to eat .

infinitive verb

COMPOUND SENTENCE :

A Compound sentence is made up of two or more main clauses . It is linked by coordinating conjunctions .

e.g.:- The boy was very tired but he continued to play .

main clause

coordinating
conjunction

main clause

e.g.:- The moon was bright

main clause

and
coordinating
conjunction

we could see our way .
main clause

COMPLEX SENTENCE :

A complex sentence has one main clause and one or more subordinate clauses . The subordinating conjunctions introduces the subordinate clauses . Sometimes , relative pronouns also introduce subordinate clauses .

e.g.:- They rested when the evening came .

main clause

subordinating conjunction with a subordinate clause .

COMPOUND COMPLEX SENTENCE :

This sentence contains both subordinating conjunctions and coordinating conjunctions . It contains two or more independent clauses .

e.g.:- Ramu crossed the road and gave the book to the girl who was standing near the hotel .

Ramu crossed the road ----- main clause

He gave the letter to the girl ----- main clause

Who was standing near the hotel ----- subordinate clause .



இந்தியத் தனிப்பட்ட அடையாளம்

இந்திய அரசாங்கம்
Unique Identification Authority of India
Government of India

பதிவு அடையாளம் / Enrollment No. : 1111/50807/10675

28/09/2014

To
C.V.Ramakrishnan
சி வி ராமகிருஷ்ணன்
S/O: C H Harinarayana
188
KRISHNAMACHAR NAGAR
VALASARAVAKKAM
Valasaravakkam
Awarthirunagar, Tiruvallur
Tamil Nadu - 600087
9092584518



KH029159805FT

2915980



உங்கள் ஆதார் எண் / Your Aadhaar No. :

2516 8595 1592

ஆதார் - சாதாரண மனிதனின் அதிகாரம்

to change the mood of the situation . Generally , modal auxiliaries indicate permission , possibility , certainty and necessity .
But whereas primary auxiliaries though they started their career for helping ordinary verbs like that of modal auxiliaries , in the middle , they became selfish because of their **primary or basic quality of selfishness** . They decided not to help ordinary verbs because they did not have any literal meaning of their own when they were along with the ordinary verbs . They wanted to have some meaning for their existence . And they were able to get that some meaning when they were alone in a sentence without the ordinary verbs . When the ordinary verbs were along with them, the meaning of the sentence was completely depended on the ordinary verbs and the primary auxiliaries did not carry much importance . Thus primary auxiliaries present themselves in some of the sentences without the ordinary verbs along with them and their presence indicate meanings like condition of somebody or something, existence of somebody or something in a particular place and possession of somebody or something by somebody or something .

A Cockroach is on the floor .

PRIMARY AUXILIARIES ALONG WITH ORDINARY VERBS before they became selfish .

I am reading a book . (S stands for SUBJECT)
S A V (A stands for AUXILIARY)
(V stands for VERB)

The meaning of the verb read takes the centre stage in this sentence and we find no special meaning for the primary auxiliary am in this sentence .

He is reading a book .
S A V

The meaning of the verb read takes the centre stage in this sentence and we find no special meaning for the primary auxiliary is in this sentence .

We are reading a book .
S A V

The meaning of the verb read takes the centre stage in this sentence and we find no special meaning for the primary auxiliary are in this sentence .

I was reading a book .
S A V

The meaning of the verb read takes the centre stage in this sentence and we find no special meaning for the primary auxiliary was in this sentence .

We were reading a book .
S A V

The meaning of the verb **read** takes the centre stage in this sentence and we find no special meaning for the primary auxiliary **were** in this sentence .

They have gone to beach .
S A V

The meaning of the verb **gone** takes the centre stage in this sentence and we find no special meaning for the primary auxiliary **have** in this sentence .

He has gone to beach .
S A V

The meaning of the verb **gone** takes the centre stage in this sentence and we find no special meaning for the primary auxiliary **has** in this sentence .

They had gone to beach .
S A V

The meaning of the verb **gone** takes the centre stage in this sentence and we find no special meaning for the primary auxiliary **had** in this sentence .

I do not eat ice cream .
S A V

The meaning of the verb **eat** takes the centre stage in this sentence and we find no special meaning for the primary auxiliary **do** in this sentence .

He does not eat icecream .
S A V

The meaning of the verb **eat** takes the centre stage in this sentence and we find no special meaning for the primary auxiliary **does** in this sentence .

He did not eat icecream .
S A V

The meaning of the verb **eat** takes the centre stage in this sentence and we find no special meaning for the primary auxiliary **did** in this sentence .

I will be coming tomorrow .
S A V

The meaning of the verb **come** takes the centre stage in this sentence and we find no special meaning for the primary auxiliary **be** in this sentence .

(Remember in order to make a sentence negative , just add not to the auxiliary . You also add not to the auxiliary if you want to remove a negative meaning which is

ENGLISHWORKSHOPS...we come to your place...call9092584518

NAME OF THE WORKSHOP : How to break the backbone of English in one dayfast track....to improve your basic written and spoken skills....

FEEES FOR THE WORKSHOP : 550 rupees (including study-materials)

DURATION OF THE WORKSHOP : 6 hours (10a.m.- 1p.m. ; 3p.m.- 6p.m)

FUTURE IN THE PAST :

You imagine that you live in the past time period and look towards the future from that past time point . Action is in your mind only . "I will come tomorrow . " (we look into the future from present time — Simple Future .) "My boss might have slapped me for that ." (we look into the future from the past time point — Future in the Past)
 FORMULA : AUXILIARY+HAVE+PASTPARTICIPLE .

CONDITIONAL SENTENCES :

Conditional sentences have two parts : the if- clause and the main clause .
 There are three types of conditional sentences .

FIRST TYPE :

The verb in the if-clause is in the present tense ; the verb in the main clause is in the simple future tense . It doesn't matter which comes first .

e.g.:- The cat will scratch you if you pull her tail .

If he runs he will reach there in time . (Note that the meaning here is present or future , but the verb in the if-clause is in the present tense and not in the future tense .) (This type of sentence implies that the action in the if-clause is quite probable .)

SECOND TYPE :

The verb in the if-clause is in the past tense ; the verb in the main clause is in the (past equivalent) mood of following the rule of complex sentence .

e.g.:- If I had a map I would lend it to you . (The meaning is present)

If someone tried to blackmail me I would tell the police .(The meaning is future)

There is no difference in time between the first example and the second example of the verbs in the main clauses . First example and the second example , both refers to the present or future ; and the past tense in the if-clause is not a true past but a subjunctive , which indicates unreality (as in the example one) or the improbability (as in example two) .

THIRD TYPE :

The verb in the if-clause is in the past perfect tense ; the verb in the main clause is in the 'Future in the past '(AUXILIARY+HAVE+PASTPARTICIPLE) . The time is past and the condition cannot be fulfilled because the action in the if-clause didn't happen.

e.g.:- If I had known that you were coming I would have met you at the airport . (But I didn't know , so I didn't come .)

e.g.:- If we had found him earlier we could have saved his life . (ability)

e.g.:- If we had found him earlier we might have saved his life . (possibility)

e.g.:- If Karthick's daughter had not been there I would have been sitting in front .(Future in the past continuous)

e.g. :- If he had tried to leave the country he would have been stopped at the airport . (But he didn't try .)(passive)(AUXILIARY+HAVE BEEN+PASTPARTICIPLE)

e.g.:- I was wearing a seat belt . If I hadn't been wearing one I would have been seriously injured . (past perfect continuous in the if-clause)(passive)
 (AUXILIARY+HAVE BEEN+PASTPARTICIPLE).

already there in the sentence . e.g.:- He is not a thief . (thief is already a negative meaning by adding not in front of the negative word you remove the negative meaning which is already existing in the sentence .)
 (Remember you put be in the auxiliary slot along with will when it is used as primary auxiliary along with ordinary verbs .)

PRIMARY AUXILIARIES ALONE WITHOUT ORDINARY VERBS after they became selfish .

I am a boy .
 S A(V)

(V) stands for no verb . Remember how do you say when you have gone to college but still you do not have your degree after finishing your college . I was a student of Vivekananda college . My qualification is (B.A.ENGLISH). That means , I have no degree as of right now . once , I write my arrears and pass my exams I can say my qualification is B.A.ENGLISH or I have a B.A.ENGLISH degree with me .

The meaning of the auxiliary am takes the centre stage in this sentence and we find no verb in this sentence . Here am indicates condition of somebody or something . Am indicates that I am in the condition of a boy .

I am in Chennai .
 S A(V)

The meaning of the auxiliary am takes the centre stage in this sentence and we find no verb in this sentence . Here am indicates existence of somebody or something in a particular place . Am indicates my existence in Chennai .

I am his master .
 S A(V)

The meaning of the auxiliary am takes the centre stage in this sentence and we find no verb in this sentence . Here am indicates possession of somebody or something by somebody or something . Am indicates that I am his master .

He is a boy .
 S A(V)

The meaning of the auxiliary is takes the centre stage in this sentence and we find no verb in this sentence . Here is indicates condition of somebody or something . Is indicates that now he is in the condition of a boy .

He is in Chennai .
 S A(V)

The meaning of the auxiliary is takes the centre stage in this sentence and we find no verb in this sentence . Here is indicates existence of somebody or something in a particular place . Is indicates his existence in Chennai .

He is my master .
S A(V)

The meaning of the auxiliary **is** takes the centre stage in this sentence and we find no verb in this sentence . Here **is** indicates possession of somebody or something by somebody or something . **Is** indicates that he is my master .

We are students .
S A(V)

The meaning of the auxiliary **are** takes the centre stage in this sentence and we find no verb in this sentence . Here **are** indicates condition of somebody or something . **Are** indicates that we are in the condition of the students .

We are in Chennai .
S A(V)

The meaning of the auxiliary **are** takes the centre stage in this sentence and we find no verb in this sentence . Here **are** indicates existence of somebody or something in a particular place . **Are** indicates we are existing in Chennai .

We are his students .
S A(V)

The meaning of the auxiliary **are** takes the centre stage in this sentence and we find no verb in this sentence . Here **are** indicates possession of somebody or something by somebody or something . **Are** indicates that we are his students .

I was a student .
S A(V)

The meaning of the auxiliary **was** takes the centre stage in this sentence and we find no verb in this sentence . Here **was** indicates condition of somebody or something . **Was** indicates that I was in the condition of a student .

I was in Chennai .
S A(V)

The meaning of the auxiliary **was** takes the centre stage in this sentence and we find no verb in this sentence . Here **was** indicates existence of somebody or something in a particular place . **Was** indicates that I was existing in Chennai .

I was his master .
S A(V)

The meaning of the auxiliary **was** takes the centre stage in this sentence and we find no verb in this sentence . Here **was** indicates possession of somebody or something by somebody or something . **Was** indicates that I was his master .

CLAUSE :

A Clause is a group of words that contains both a subject and a predicate . Clauses are of two types , **main clause** and **subordinate clause** . A main clause can stand alone and can make sense . A subordinate clause relies on the presence of a main clause to complete its meaning . Subordinate means lesser rank .
e.g.:- Ravi could not pass his exam though he studied well .

Ravi could not pass his exam — Main clause (or independent clause)
Though he studied well — Subordinate clause (dependent clause)

MAIN CLAUSE

SUBORDINATE CLAUSE

There was a tea party

after the game was over .

Everything was quiet

before the bomb exploded .

There will be another ice age

if the sun loses heat .

Hitler committed suicide

when the German army was defeated .

(Note carefully that the subordinate clauses are introduced by various subordinating conjunctions . Subordinating clauses can also be introduced by relative pronouns like who , whom , which , and that .)(Main clause is also known as independent clause and Subordinate clause is also known as dependent clause .)

The doctor will come in the evening .

B. TO EXPRESS THE SPEAKER'S OPINION OR ASSUMPTIONS ABOUT THE FUTURE :

I think he will come back .

C. TO EXPRESS HABITUAL ACTIONS IN THE FUTURE :

The winter season will come .

D. WE CAN USE THIS TENSE WHEN WE DECIDE TO DO SOMETHING AT THE TIME OF SPEAKING :

It is raining . I will take an umbrella .

E. WE USE GOING TO FORM TO TALK ABOUT WHAT SEEMS LIKELY OR CERTAIN , WHEN THERE IS SOMETHING IN THE PRESENT WHICH TALKS ABOUT THE FUTURE :

Look at the clouds . It is going to rain .

F. THE GOING TO FORM MAY ALSO EXPRESS AN ACTION WHICH IS ON THE POINT OF HAPPENING :

Let us go inside the train . It is going to leave .

USES OF FUTURE CONTINUOUS TENSE :

a. We use this tense to talk about actions which will be in progress at a time in the future .

I will be acting in the college drama *at that time* .

We also use this tense to talk about actions in the future which are already planned or which are expected to happen in the normal course of things .

I will be staying here till Sunday .

Post man will be coming soon .

USES OF FUTURE PERFECT TENSE :

The future perfect tense is used to talk about actions that will be completed by a certain point of time in the future .

I shall have seen the doctor by then .

By the end of this year , I will have worked in this school for ten years .

I will have finished my homework by the time you come .

We were students .

S A(V)

The meaning of the auxiliary were takes the centre stage in this sentence and we find no verb in this sentence . Here were indicates condition of somebody or something . Were indicates that we were in the condition of a students .

We were in Chennai .

S A(V)

The meaning of the auxiliary were takes the centre stage in this sentence and we find no verb in this sentence . Here were indicates existence of somebody or something in a particular place . Were indicates that we were existing in Chennai .

We were his students .

S A(V)

The meaning of the auxiliary were takes the centre stage in this sentence and we find no verb in this sentence . Here were indicates possession of somebody or something by somebody or something . Were indicates that we were his students .

They have a pen .

S A(V)

The meaning of the auxiliary have takes the centre stage in this sentence and we find no verb in this sentence . Here have indicates possession of somebody or something by somebody or something . Have indicates that they have a pen .

He has a pen .

S A(V)

The meaning of the auxiliary has takes the centre stage in this sentence and we find no verb in this sentence . Here has indicates possession of somebody or something by somebody or something . Has indicates that he has a pen .

They had a car .

S A(V)

The meaning of the auxiliary had takes the centre stage in this sentence and we find no verb in this sentence . Here had indicates possession of somebody or something by somebody or something . Had indicates that they had a car .

DO HAVE BE DOING THE ROLE OF ORDINARY VERBS

I have underlined some of the primary auxiliaries in the list of primary auxiliaries . Yes , you are right , they are DO HAVE BE . There is a reason for it . And the reason is that these three are not only primary auxiliaries but also they can act as ordinary verbs . We all know that ordinary verbs definitely require an auxiliary if we want to make a sentence negative or for writing continuous tenses and for writing sentences in perfect tenses . Remember the presence of positive do in the auxiliary slot will mean that you are emphasizing the meaning of the verb next to the auxiliary and it is optional .

DO

I do not eat icecream . I do my homework
S A V S A(V)

(in this sentence DO is an auxiliary)

I do eat icecream .
S A V

(in this sentence DO is an auxiliary emphasizing the meaning of the verb)

They do not do their homework regularly .
S A V

(in this sentence DO is an ordinary verb and it is in the verb slot)

HAVE

They have gone to beach .
S A V

(in this sentence have is an auxiliary)

They do not have a pen .
S A V

(in this sentence HAVE is an ordinary verb and it is in the verb slot)

BE

I will be acting in the drama at that time .
S A V

(in this sentence BE is an auxiliary) (we can also use double auxiliary)

You do not be lazy .
S A V

(in this sentence BE is an ordinary verb)

I do my homework
S A(V)
(Do as a primary auxiliary)

I have a pen
S A(V)
(Have as a primary auxiliary)

You be quiet
S A(V)
(Be as a primary auxiliary)

c The past continuous tense is used to draw attention to a continuous activity that went on during a certain period of time in the past . This period is specified by an adverbial phrase .

My friend was sleeping all afternoon .

Raju was studying all night .

d The past continuous tense is used to draw attention to the repetition of an activity during a period of time in the past . Repetition of the activity is shown by adverbials . I was blowing my nose *again and again* and this disturbed the girl sitting beside me .
During those days my mother was always going to her mother s house to see her .

USES OF PAST PERFECT TENSE :

If two actions happened in the past , it may be necessary to show which action happened earlier than the other . First action is indicated with the help of past perfect and the second action is indicated with the help of simple past .

I had finished my home work before Raju came .

When I left the house , I had locked all the rooms .

By the time , my mother came back from the kitchen , my brother had broken it .
I had just poured myself a glass of juice when the telephone rang . When I came back from answering it the glass was empty . Somebody had drunk the juice .

The old neem tree which had stood in the churchyard for 600 years suddenly crashed to the ground .

By five o'clock , the officers had counted all the votes . (before five o'clock)

At twenty years of age , she had acted in fifty movies . (before she was twenty)

Direct speech : He said , " I saw the movie . "

Indirect speech : He said that he had seen the movie .

USES OF PAST PERFECT CONTINUOUS TENSE :

This tense is used to refer to actions or happenings which lasted for a period of time in the past and were completed at a point of time . (continuity of the action and duration of the action) .

I had been staying in Chennai until my son was born .

She had been working as a teacher in our school for ten years when she decided to resign .

USES OF SIMPLE FUTURE TENSE :

A. TO EXPRESS ACTIONS IN THE FUTURE :

(when we use for along with the past tense , it denotes a terminated period of time
e.g.:- We lived there for ten years (but we do not live there now))

USES OF PRESENT PERFECT CONTINUOUS :

We use this tense to refer to an action that began at some time in the past and is still going on . It focuses the attention on the action in progress (**continuity**) as well as its **duration** .

I have been waiting here *since half an hour* .
She has been speaking for an hour now .

USES OF SIMPLE PAST TENSE :

a. The simple past tense is used to indicate an action completed in the past . It often occurs with adverbs or adverb phrases of past time .
The bus went ten minutes ago .
Last night , her mother died .

b. There was a magic show at the school , yesterday . The magician showed a number of wonderful tricks . First , he took off his hat and put it on the table . He covered the hat with a piece of cloth . Then he waved a stick over that hat . He then took the cloth off . Out of the hat came five little rabbits .

In the sentences above the verbs underlined are in the simple past tense . This tense is used here to narrate the past actions or events which form a sequence . This is the commonest use of simple past tense and it is called the "narrative past" (orderly account of something) . When it is not a narrative sequence , the past time is indicated by adverbials .

USES OF PAST CONTINUOUS TENSE :

a. This tense is used to express an action which was continuing at a certain time in the past . The point of time is often specified by an adverbial phrase or clause .
At nine o'clock , my father was digging the mud in our garden .
When she saw me , I was stealing the money from the box .

b. The past continuous tense is used to refer to two contrasted activities (very different in styles) in the past that were in progress at the same time .
while I was sleeping , my brother was studying and he is a successful doctor now .
While my mother was cooking , my sister was watching television without helping her .

Differences between SAV , SV AND SA(V) Sentences.....

I did not go to school .

S A V

I did go to school . (EMPHASIS)

S A V

did + go = went

i went to school .

S V

(No emphasis this is a SV sentence)

I do not drink milk .

S A V

I do drink milk . (emphasis)

do + drink milk = drink

i drink milk .

S V

(No emphasis this is a SV sentence)

I do not have money .

S A V

I do have money . (emphasis)

S A V

do + have = have .

I have money

S V

I know now you are confused but it is bound to happen.

But what to do HAVE can act both as auxiliary and ordinary verb .

In order to get out of this confusion what should we do ?

The answer is very simple

(auxiliary doing the work of verb

(an ordinary verb)

(V)

If the verb has got no brackets then it simply means it is verb .

- If the verb has got brackets then it means no verb .

MEANINGS OF DIFFERENT MODAL AUXILIARIES :

Each modal auxiliary has different meanings depending on the situations . These different meanings tend to change the mood of the situation . Generally , modal auxiliaries indicate permission , possibility , certainty and necessity .

1. MAY :

TO EXPRESS POSSOBILITY: (50 – 50 CHANCES)

It may rain .

He may come .

TO EXPRESS CURSE :

He may be ill .

TO EXPRESS PERMISSION OR TO SEEK PERMISSION :

You may go now .

May I help you .

2. MIGHT

TO EXPRESS THE PAST EQUIVALENT OF MAY :

The peon said that I might use the phone .

TO EXPRESS REMOTE POSSIBILITY : (LESS POSSIBLITY THAN MAY)

It might rain tonight .

TO EXPRESS DISSATISAFATION :

You might come to office on time .

3. CAN

TO EXPRESS ABILITY , CAPACITY , OR CAPABILITY :

Can you read English ?

TO EXPRESS PERMISSION :

You can go only after you finish your work .

TO EXPRESS IMPOSSIBILITY :

USES OF PRESENT CONTINUOUS :

a. This tense is used to express actions or events which are in progress at the moment of speaking . The actions or events began some time ago and they have not yet been completed . They are not indefinitely prolonged actions but actions which are expected to end after some time. For example " My aunty is reading a book " means that she began reading it some time ago and she will stop reading it after some time. But at this particular moment , she is reading it .

b. Sometimes , the present continuous tense is used to express an action which is in progress but which may not necessarily be going on at the moment of speaking . The action or event really consists of a series of actions repeated over a period of time . For example , "My aunty is writing a book" does not mean that she is writing it all the time . She only writes at intervals and will repeat the action until she completes the book . The series of actions is of limited duration .

c. To express one's immediate plans (for an action that has already been arranged to take place in the near future .)

We are going to Delhi day after tomorrow .

The umpire is inspecting the ground at five .

USES OF PRESENT PERFECT :

a. We use the present perfect tense to talk about something that happened in the past and is finished but it still affects the situation now . We have in mind some link which a particular past event has with the present situation .

Your father has come .

(Now the result is) (You can go now .)

I have finished my work .

(Now the result is) (Now I am free , we can play .)

Ravi has written a new novel .

(Now the result is) (He will publish it next month)

The boys have gone for a picnic .

(Now the result is) (They will come back only in the evening .)

I have seen Taj Mahal .

(Now the result is) (comparing to Taj Mahal , this building is nothing)

b. To denote an action beginning at some time in the past and continuing to the present time , we use **since** and **for** phrases and not just any other adverbials like yesterday , last night , on the second of third month , at six o'clock etc .

I have known Suresh for a long time .

Raju has been sick since yesterday .

She has been here since six o'clock .

Ravi has taught in this school for two years .

USES OF SIMPLE PRESENT TENSE :**a. To express actions which are repeated and habits :**

I always pray to god before going to sleep .

b. To express facts which are true of all times :

We use this tense to describe permanent facts , especially observed facts of science .

Ice melts when we keep it outside .

Light is faster than sound .

c. In running commentaries , such as those we hear over the radio , the simple present tense is used to describe events that are going on .

Gavaskar steps forward and hits the ball and Imran khan catches the ball .

d. The simple present tense does not express actions in the present in certain sentences . They express only future actions . We use this tense for the future when we refer to a series of events or actions that form part of a fixed programme .

The prime minister comes to Chennai Monday evening . He takes rest . The next day morning he gives a speech on television . He leaves to Srilanka in the afternoon.

e. We introduce the simple present tense in the course of a narration of past events . This makes the narration dramatic . When the present tense is used in this way , it is called the *historic present* .

It is midnight and the fourteenth of August – 1947 gives way to the fifteenth and India is a free country .

After the class , I went to a hotel to eat my dinner . Then I took a bus and went to my house . But what do I find there ? The door is open . My clothes are scattered on the floor . My laptop , my gold chain and all my things are gone .

f. To express a present or existing state of affair one that is permanent at the time of speaking .

We do not have rains in Chennai .

My wife works in a hospital .

Can any one live for ever ?

TO MAKE A REQUEST :

Can I use your towel ?

(could I use will be more polite)

4. COULD**TO EXPRESS THE PAST EQUIVALENT OF CAN :**

She told me that she could read English .

TO MAKE A POLITE REQUEST :

Could you give this book to Rajesh .

TO EXPRESS A CHARACTERISTIC IN THE PAST TENSE :

My grandmother could be very strict at times .

TO EXPRESS PAST ABILITY :

I could run eat fifty idlies at a time when I was a young man .

5. SHALL :

Shall is used in the first person .:

TO EXPRESS SIMPLE FUTURE :

I shall go to see the doctor next month .

TO EXPRESS SUGGESTION :

Shall we go to a cinema .

TO ACT ACCORDING TO THE WILL OF THE LISTENER :

Shall I take your cycle ?

Shall is used in the second and third person :

TO EXPRESS A COMMAND :

You shall not drink alcohol .

TO EXPRESS A PROMISE :

You shall be rewarded for your honesty .

TO EXPRESS A THREAT :

The offender will be punished .

TO EXPRESS PROHIBITION :

You shall not enter beyond this place .

TO EXPRESS DETERMINATION :

You shall do this work at once .

6. SHOULD**TO EXPRESS THE PAST EQUIVALENT OF SHALL :**

The hotel warden warned us that we should not repeat the mistakes .

TO EXPRESS DUTY OR MORAL OBLIGATION :

We should respect everybody .

TO EXPRESS ADVICE OR SUGGESTION :

You should not eat sweets .

TO EXPRESS GUESS OR ASSUMPTION :

It should be about five hundred rupees or less than that .

TO EXPRESS PROBABILITY OR EXPECTATIONS :

They should be winning the match easily by now .

7. WILL

Will is used in the first person :

TO EXPRESS A PROMISE :**FUTURE PERFECT :**

: S + will have + past participle form of the verb .

SAV

: I will have reached
He will have reached
She will have reached
It will have reached
We will have reached
You will have reached
They will have reached

R

the ground .
the ground .
the ground .
the ground .
the ground .
the ground .
the ground .

R

by that time .
by that time .
by that time .
by that time .
by that time .
by that time .
by that time .

DIFFERENT FORMS OF PRIMARY VERBS : BE , HAVE , and DO .

<u>PRESENTFORM</u>	<u>PASTFORM</u>	<u>PASTPARTICIPLE FORM</u>	<u>SUBJECT</u>
IS,	WAS	BEEN	HE SHE IT
AM	WAS	BEEN	I
ARE	WERE	BEEN	WE YOU THEY
HAS,	HAD	HAD	HE SHE IT
HAVE	HAD	HAD	I WE YOU THEY
DO	DID	DONE	I WE YOU THEY (FOR ONLY DO) I WE YOU THEY HE SHE IT (FOR DID AND DONE)
DOES	DID	DONE	HE SHE IT (FOR ONLY DOES) I WE YOU THEY HE SHE IT (FOR DID AND DONE)

SAV	R	R	R
I had been ringing	the bell	for ten minutes	no one is opening .
We had been ringing	the bell	for ten minutes	no one is opening .
You had been ringing	the bell	for ten minutes .	no one is opening .
He had been ringing	the bell	for ten minutes .	no one is opening .
She had been ringing	the bell	for ten minutes .	no one is opening .
It had been barking		for ten minutes .	no one is caring .
They had been ringing	the bell	for ten minutes .	no one is opening .

FUTURE TENSE

SIMPLE FUTURE TENSE :

: S + will + present form of the verb .

SAV	R
I will come	in the evening .
We will come	in the evening .
You will come	in the evening .
He will come	in the evening .
She will come	in the evening .
It will come	in the evening .
They will come	in the evening .

FUTURE CONTINUOUS :

: S + will be + present form of the verb-ing .

SAV	R
I will be coming	in the evening .
We will be coming	in the evening .
You will be coming	in the evening .
He will be coming	in the evening .
She will be coming	in the evening .
It will be coming	in the evening .
They will be coming	in the evening .

I will help you .

TO EXPRESS WILLINGNESS :

I will give you .

TO EXPRESS DETERMINATION :

I will never agree . (Shall is more stronger)

TO EXPRESS REFUSAL :

I will not come with you .

TO EXPRESS A THREAT :

I will kill you .

Will is used in the second and third person :

TO EXPRESS FUTURE TENSE :

It will die in two days .

TO EXPRESS UNIVERSAL TRUTHS :

Sugar is sweet .

TO EXPRESS A REQUEST :

Will you help me .

TO EXPRESS A HABITUAL TRUTH OR A HABIT :

She will go to sleep only after watching the news .

TO EXPRESS INVITATION :

Will you come to my house tomorrow .

8.WOULD

TO EXPRESS THE PAST EQUIVALENT OF WILL :

He told us that he would do his homework regularly .

TO EXPRESS WISH :

I would like to become rich .

TO EXPRESS A HABIT OR ATTITUDE :

My grandfather would cheat everybody while playing cards .

TO EXPRESS A POLITE REQUEST (FOR SECOND PERSON)

Would you please allow me to go . (may for the first person)

TO EXPRESS POLITE INVITATION :

Would you come to my house today

TO EXPRESS WILLINGNESS OR INTENTION ;

I would die for you .

TO EXPRESS DETERMINATION :

I would never see him hereafter .

TO EXPRESS PROBABILITY :

The guests would have reached their hotel by now .

She did sleep	on the cot .
It did sleep	on the cot .
They did sleep	on the cot .

SV	R
: I slept	on the cot .
We slept	on the cot .
You slept	on the cot .
He slept	on the cot .
She slept	on the cot .
It slept	on the cot .
They slept	on the cot .

PAST CONTINUOUS :

: S + was , were + present form of the verb-ing .

SAV	R
: I was playing	in the ground .
He was playing	in the ground .
She was playing	in the ground .
It was playing	in the ground .
We were playing	in the ground .
You were playing	in the ground .
They were playing	in the ground .

PAST PERFECT:

: S + had + past participle form of the verb .

SAV	R	R
: I had reached	the ground .	by that time .
He had reached	the ground .	by that time .
She had reached	the ground .	by that time .
It had reached	the ground .	by that time .
We had reached	the ground .	by that time .
You had reached	the ground .	by that time .
They had reached	the ground .	by that time .

PAST PERFECT CONTINUOUS:

: S + had been + present form of the verb-ing .

It has been barking

for the past one hour .

PAST TENSE

SIMPLE PAST :

: S + was , were , had + (V)

:S + did not + present form of the verb .

: S + did + present form of the verb . (emphasis)

: S + past form of the verb .

SA(V)

: I was
He was
She was
It was
We were
You were
They were
I had
We had
You had
He had
She had
It had
They had

R

in London .
in London .
in London .
in London .
in London .
in London .
in London .
a car .
a car .
a car .
a car .
a car .
a mark .
a car .

SAV

: I did not sleep
We did not sleep
You did not sleep
He did not sleep
She did not sleep
It did not sleep
They did not sleep

R

on the cot .
on the cot .
on the cot .
on the cot .
on the cot .
on the cot .
on the cot .

SAV

: I did sleep
We did sleep
You did sleep
He did sleep

R

on the cot .
on the cot .
on the cot .
on the cot .

FORMULA FOR S A V RULE :

FORMULA FOR DIFFERENT TENSES:

PRESENT TENSE

SIMPLE PRESENT :

: S + am , is , are , have , has + (V)

: S + do not , does not + present form of the verb .

: S + do , does + present form of the verb . (emphasis)

: S + present form of the verb .

PRESENT CONTINUOUS :

: S + am , is , are + present form of the verb-ing .

PRESENT PERFECT:

: S + have , has , + past participle form of the verb .

PRESENT PERFECT CONTINUOUS:

:S + have been , has been + present of the verb-ing

PAST TENSE

SIMPLE PAST :

: S + was , were , had + (V)

:S + did not + present form of the verb .

: S + did + present form of the verb . (emphasis)

: S + past form of the verb .

PAST CONTINUOUS :

: S + was , were + present form of the verb-ing .

PAST PERFECT:

: S + had + past participle form of the verb .

PAST PERFECT CONTINUOUS:

: S + had been + present form of the verb-ing .

FUTURE TENSE

SIMPLE FUTURE TENSE :

: S + will + present form of the verb .

FUTURE CONTINUOUS :

: S + will be + present form of the verb-ing .

FUTURE PERFECT :

: S + will have + past participle form of the verb .

FUTURE PERFECT CONTINUOUS:

: NOT IN USE .

ILLUSTRATION OF THE FORMULA :PRESENT TENSESIMPLE PRESENT :

- : S + am , is , are , have , has + (V)
- : S + do not , does not + present form of the verb .
- : S + do , does + present form of the verb . (emphasis)
- : S + present form of the verb .

SA(V)	R (R stands for replaceable slot)
: I am	a good boy .
He is	a good boy .
They are	good boys .
I have	a car .
He has	a car .

SAV	R
: I don't steal	other people's property . (pronounce don't as don)
We don't steal	other people's property .
You don't steal	other people's property .
They don't steal	other people's property .
He doesn't steal	other people's property . (pronounce doesn't as doesn)
She doesn't steal	other people's property .
It doesn't bark	during the night .

SAV	R
: I do write	poetries .
We do write	poetries .
You do write	poetries .
They do write	poetries .
He does write	poetries .
She does write	poetries .
It does bark	during the night .

SV	R
: I write	poetries .
We write	poetries .

You write	poetries .
He writes	poetries .
She writes	poetries .
It writes	poetries .
They write	poetries .

PRESENT CONTINUOUS :

- : S + am , is , are + present form of the verb-ing .

SAV	R
: I am sleeping	on the floor .
He is sleeping	on the floor .
She is sleeping	on the floor .
It is sleeping	on the floor .
They are sleeping	on the floor .
We are sleeping	on the floor .
You are sleeping	on the floor .

PRESENT PERFECT:

- : S + have , has . + past participle form of the verb .

SAV	R
: I have seen	Tajmahal .
We have seen	Tajmahal .
You have seen	Tajmahal .
They have seen	Tajmahal .
He has seen	Tajmahal .
She has seen	Tajmahal .
It has seen	Tajmahal .

PRESENT PERFECT CONTINUOUS:

- : S + have been , has been + present form of the verb-ing .

SAV	R	R	R
: I have been waiting	for you	for the past one hour .	
We have been waiting	for you	for the past one hour .	
You have been waiting	for me	for the past one hour .	am I right ?
They have been waiting	for you	for the past one hour .	
He has been waiting	for you	for the past one hour .	
She has been waiting	for you	for the past one hour .	

Transition Words and Clause Connectors

What it Means	Sentence Transition Words *	Choices for Connecting Clauses		Others
		Coordinating	Subordinating**	
Add or move to a similar idea	Also, Additionally Furthermore, ... too In addition, ... as well Moreover, Besides,	..., and ..., nor (<i>does she</i>)		another an additional in addition to besides
Compare	In the same way, Likewise, Similarly, ..., too	..., and not only (<i>is he</i>), ..., but (<i>he</i>), also ...	as as though rather than whenever while as if just as than whether	also as ... as like/alike just like similar to be alike be similar both ... and neither ... nor
Conclude	All in all, Thus, In brief, Consequently, In conclusion, Indeed, In short, In summary, Hence, Finally,			It is clear that ... The evidence suggests that These examples show that ...
Offer a condition or alternative	Alternatively, Otherwise, Providing that,	..., or	if ... then even if ... only if unless	
Contrast or move to an opposite idea	However, Despite this, In contrast, Instead, In/By comparison, Nevertheless, Nonetheless, On the other hand, On the contrary, Still, Conversely,	..., but ..., yet	although even if even though whereas while	despite + noun even so compared to/with be different (from) be dissimilar be unlike differ (v) (from) instead of
Give an example	For example, Namely, For instance Specifically,			such as like an example of ..., e.g., ...
State order of importance	Above all, First and foremost, More/Most importantly/ significantly, Secondly ... Thirdly ...			a more important the most important the primary ... primarily ...
Indicate place	In the front, In the back, Nearby, In the distance,		anywhere everywhere where wherever	
Show purpose			in order that so that that	to + verb
Give reason or cause		..., for	because since as in order that so that	result (v) from be the result of due to because of the effect of the consequence of as a result of as a consequence of

Transitions are phrases or words used to connect one idea to the next. Just like coordinating conjunction or subordinating conjunction, transition is also a connector.

What it Means	Transition Words	Choices for Connecting Clauses		Others
		Coordinating	Subordinating**	
Restate	Indeed, Hence, That is to say, In brief, In sum, To summarize,			... i.e. ... that is
Provide result or effect	Accordingly, As a result, Consequently, Hence, Thus, Therefore,	... so		result (v) in cause (v) have an effect of affect (v) the cause of the reason for
Signal time order	First/Second/(etc.), First of all, Then, Eventually, Next, Currently, Now, Soon, Last/Finally, Meanwhile, Gradually, After that, Afterward, Since then, Subsequently,		after as as soon as before since until till when while now that as long as once whenever	the first the second the next the last the final before lunch after the war since 1999 in the year 2002 (any time expression)

* Notes on Sentence Transition Words

- If the two sentences are closely connected in thought, you can use a semi-colon (;) to connect them.
 - *Costs have increased since the project began; therefore, we need to request more money.*
- Many of these expressions can also come in the middle of the sentence.
 - *Costs have increased since the project began. We, therefore, need to request more money.*

**Notes on Subordinating Clauses

- If the subordinate clause comes at the beginning of the sentence, put a comma after the subordinate clause.
 - *Since the project began, prices have increased.*
- If the subordinate clause comes at the end of the sentence, do not use a comma, unless it expresses a contrast.
 - *Prices have increased since the project began.*
 - *Prices have increased, although the value has remained the same.*

Common Punctuation Structures

a. Simple sentence	<u>Independent clause</u> . <i>Most people like chocolate.</i>
b. Two sentences connected with a comma and a coordinating conjunction (FANBOYS)	<u>Independent clause</u> , and <u>Independent clause</u> . or but nor yet for so <i>Milk chocolate is sweet and creamy, but dark chocolate can be quite bitter.</i>
c. Two sentences connected with a semi-colon. NOTE: The two sentences must be closely related in idea.	<u>Independent clause</u> ; <u>Independent clause</u> . <i>The flavour of dark chocolate is more intense; it contains more cocoa.</i>
d. Two sentences connected with a semi-colon, a conjunctive adverb, and a comma (see the 2 nd column of page 1-1 in the <i>Writing Package</i>)	<u>Independent clause</u> ; therefore, <u>Independent clause</u> . however moreover consequently etc. <i>Children usually prefer milk chocolate, however, adults often prefer darker varieties.</i>
e. An adverbial clause at the beginning of a sentence connected with a comma (see the 4 th column of page 1-1 in the <i>Writing Package</i>)	<u>If + independent clause</u> , <u>Independent clause</u> . Since When Although etc. <i>Since dark chocolate contains more cocoa, it is actually healthier than milk chocolate.</i>
f. A sentence with a non-essential phrase or clause in the middle set off with commas	<u>Independent</u> , on the other hand, <u>clause</u> . in my opinion whom most people respect of course etc. <i>Milk chocolate, which contains a lot of sugar, tends to be more fattening than dark.</i>
g. A sentence followed by a colon and a list of items separated by commas	<u>Independent clause</u> : <u>item 1</u> , <u>item 1</u> , and <u>item 3</u> . <i>There are three main chocolate companies: Lindt, Cadbury, and Hershey.</i>