

Bachelor of Computer Applications (BCA)

**English - I
(OBCAAE105T24)**

**Self-Learning Material
(SEM 1)**



**Jaipur National University
Centre for Distance and Online Education**

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COURSE INTRODUCTION

“The difference between the almost right word and the right word is really a large matter—it's the difference between the lightning bug and the lightning.”

- Mark Twain

This intensive course is designed to equip Bachelor of Computer Applications (BCA) students with advanced English grammar skills essential for success in the tech industry. Recognizing the unique linguistic challenges faced by IT professionals, this course goes beyond general English instruction to focus on the specific grammatical constructions and writing styles prevalent in technical documentation, software development, and professional communication within the tech sector. The course has 3 credits and divided into 9 units.

In the realm of computer applications, where each line of code can make the difference between success and failure, the importance of precise communication cannot be overstated. As aspiring tech professionals, you are embarking on a journey where your ability to convey complex ideas clearly and accurately will be just as crucial as your programming skills.

This book is your guide to mastering the intricacies of English grammar, tailored specifically for the world of technology. It is designed to equip you with the linguistic tools necessary to excel in your studies and future careers.

This book is not just about rules and structures; it's about empowering you to wield language with the same precision and elegance that you bring to your code. It's about transforming your communication from mere functionality to impactful clarity.

As you delve into these pages, remember that each grammatical concept you master is another tool in your professional toolkit. In a world where technology evolves at lightning speed, your ability to articulate your ideas clearly and accurately will set you apart.

Welcome to the journey of linguistic mastery in the tech world. Let's transform your communication from a lightning bug into lightning.

Course Outcomes:**At the completion of the course, a student will be able to:**

1. Recall various grammatical concepts like tenses, modals, active & passive etc.
2. Differentiate between tenses, modals, prepositions etc.
3. Apply the knowledge of grammar in their day to day conversation.
4. Develop language proficiency by practicing speaking, listening, reading and writing skills.
5. Build a capacity to learn new words to enhance their vocabulary.

Acknowledgements:

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UNIT : 1
SENTENCES

LEARNING OBJECTIVES:

1. Understand the elements of a sentence
2. Learn the types of sentences
3. Read with examples
4. Practice

STRUCTURE:

- 1.1 Sentences
- 1.2 Parts of a Sentence
- 1.3 Object
- 1.4 Verb
- 1.5 Types of Sentences
- 1.6 Summary
- 1.7 Keywords
- 1.8 Self-Assessment Questions
- 1.9 References

1.1 Sentences

A sentence is an arrangement of words that typically includes a verb and expresses a notion as a statement, question, directive, or exclamation.

One must use a specific word order while creating sentences. They are made up of words, phrases, and clauses that must be put for them to make sense. In most circumstances, the verb comes after the subject, whether it has a determiner or not.

A complete sentence consists of a subject and a predicate. The subject is frequently misunderstood to be the noun or the beginning of the phrase. However, a subject can be a part of the whole clause.

1.2 Parts of a Sentence

1. **Subject:** A noun, noun phrase, or pronoun that performs the action described in the sentence is called a subject. The Cambridge Dictionary defines a subject as "the thing being discussed, considered, or studied".
2. **Predicate:** The remaining part of the sentence that begins with a verb. The Merriam-webster dictionary defines predicate as "the part of a sentence or clause that expresses what is said of the subject and that usually consists of a verb with or without objects, complements, or adverbial modifiers".

For example,

Rahul sleeps under the sun.

Rahul, which is a Noun, is the subject in this sentence and the remaining part, which explains the action of the subject, will be the predicate, i.e., 'sleeps under the sun'.

Difference between an Object and a Subject

Subject and predicate play exact opposite roles in a sentence. The one who performs an action is the subject of discussion. Objects are opposite; rather than acting, they are acted upon.

For example, "The landlord gave her the warming". Now, here 'the landlord' is the subject but 'her', despite being a pronoun, can be easily confused as a subject, but it is an object because she is receiving something.

1.2.1 Types of Subject and Predicate

a. Subject

- **Simple Subject:** It is that part of the sentence which only has a subject. For example, Amaan is dancing at the party. ‘Amaan’, here is the subject.
- **Complete Subject:** It is that part of the sentence with a subject with a modifier. For example, the old lady started narrating the story after a break. Here the ‘old lady’ is the subject.
- **Compound Subject:** It is that part of the sentence with two or more subjects joined with the help of a conjunction or linking word. For example, Ananya and Rahul were playing the best. Here Ananya and Rahul are the two subjects joined together with ‘and’.

b. Predicate

- **Simple Predicate:** The part of the sentence only has a verb. For example, Kitty was running through the park.
- **Complete Predicate:** Here, the sentence has a verb with a modifier. For example, Aryan and his brother Shivam *never needed costly gifts and preferred simple things.*
- **Compound Predicate:** The sentence has two or more verbs linked with conjunction. For example, I love how she dances, but her athletic running is phenomenal.

1.2.2 Examples of Subject & Predicate

Sentence	Subject	Predicate
The woman is dancing.	The woman	dancing.
A dog barks loudly	A dog	barks loudly.
The girl is wearing a blue dress.	The girl	is wearing a blue dress.
My younger brother works in a restaurant.	My younger brother	works in a restaurant.
The woman and her husband were working in their garden.	The woman and her husband	were working in their garden.
My mother and her sister are	My mother and her sister	are trained classical

trained classical dancers.		dancers.
Will you wait for me?	You	will wait for me.
We can tolerate this.	We	can tolerate this.
Instead of leaves, needles covered the tall tree.	Needles	covered the tall tree.
The shoemaker's window caught the attention of a wealthy merchant passing by.	the shoemaker's window	caught the attention of a wealthy merchant passing by.

1.3 Object

In a sentence, the object, usually a noun or pronoun, receives the action performed by the subject and typically appears after the verb in a simple sentence structure like Subject, Verb, Object.

a. Direct Object

Direct object is a noun, pronoun, or noun phrase that receives the action the subject performs. In most circumstances, the direct object comes right after the verb. Ask a question like “what” to find out the direct object.

The boy ate the cake. ‘Cake’ here is the direct object.

b. Indirect Object

An indirect object is a noun, pronoun, or noun phrase that receives the action or what is given. Simply put, it's the someone or something for whom the action is done. Ask questions like “for whom” or “to whom” while reading the sentence, and you will find the indirect object. For example- My sister loaned Aryan 200 Rs. So “Aryan’ here is the indirect object.

Sentence	Direct Object	Indirect Object
She gave me a book for my birthday.	Book	Me

The waiter served us delicious food at the restaurant.	Food	Us
He bought his daughter a new bicycle.	Bicycle	His daughter,
The teacher, assigned the students an interesting project.	Project	The Students
They sent their parents a postcard from their vacation.	Postcard	Their parents
The company awarded its employees bonuses for their hard work.	Bonuses	Its employees
I showed my friend the picture I took on my trip.	Picture	My friend
The doctor prescribed her medication for her illness.	Medication	Her
The manager offered the team members new growth opportunities.	Opportunities	Team Members
We brought the kids some toys from the toy store.	Toys	The Kids

1.4 Verb

The Oxford Learners' Dictionary mentions a 'verb' as "a word or group of words that express an action (such as *eat*), an event (such as *happen*) or a state (such as *exist*)".

These are often called 'action words'.

Types of Verbs

1. Auxiliary Verbs

As the name implies, auxiliary or helping verbs are employed to make another verb sound natural and relevant. It alters the other verb's voice, mood, or tense. Some helping verbs are- Is, Am, Are, Has, Have, Will, etc.

2. Modal Verbs

The potential, probability, capability, or need of something happening are all indicated by modal verbs. Contrary to other auxiliary verbs, modal verbs cannot serve as the primary verb in a phrase.

Some modal verbs are- Can, Could, Will, May Might, etc.

3. Phrasal Verbs

Phrasal verbs combine more than two parts of speech to generate phrases. It has the same purpose as a verb in a sentence. Usually, it's created by putting together a verb with a preposition. Some examples are: Fed up, Taken aback, Mix up, Look up, Pop in, Log in, etc.

4. Linking Verbs

A linking verb is a verb that, as its name implies, connects the subjects of a phrase to its other components to give the statement its meaning. It connects the subject to an adjective or even a prepositional phrase, along with the object. Linking verbs, such as forms of 'to be' and verbs like 'seem' and 'become,' perform this function.

Example- The girls were in the park. The verb 'were' is a linking verb between the subject 'girls' and the prepositional phrase 'park'.

1.5 Types of Sentences

1. **Simple Sentence:** A short sentence with a subject and a predicate is called a simple sentence. In other words, one primary clause can be present. A phrase and a clause may be used together. For example- I love books.
2. **Compound Sentence:** A sentence with more than one primary clause is called a compound sentence. It must have two major sentences, which can be combined with coordinating conjunctions or conjunctive adverbs. For example- I love to read books, and my sister enjoys singing.

3. **Complex Sentence:** A complex sentence should have a primary and supporting clause. A subordinating conjunction or correlative conjunction can be used to join the two sentences. Example- Once I complete my assignment, I will go for a walk.

● **Examples of Simple Sentence**

1. Elinor is singing a song.
2. He woke up late in the afternoon.
3. His sister speaks slowly.
4. I have flew an airplane.
5. I eat pizza.
6. I am buying a new guitar.
7. Do you write novels?
8. I have become an army officer.
9. They have a computer.
10. He is going to take swimming lessons.
11. She has been watching movies.
12. We are planning a new trip.
13. The teacher teaches in the classroom.
14. I am working hard during exams.
15. She loves to play with dogs.
16. Did he cook dinner?
17. He usually speaks German.
18. They broke the glass.
19. We won the match.
20. I walked in the morning

1.6 Summary

- ❖ A sentence is an arrangement of words that typically includes a verb and expresses a notion as a statement, question, directive, or exclamation.
- ❖ A complete sentence consists of a subject and a predicate.
- ❖ A noun, noun phrase, or pronoun that performs the action described in the sentence, is the subject.
- ❖ The remaining part of the sentence that begins with a verb is Predicate.

- ❖ The "doer" of the action is the subject of discussion. Objects are opposite; rather than acting, they are acted upon.
- ❖ In a sentence, the object is a noun or pronoun that the subject's action affects. It comes after the verb in a simple sentence structure like Subject, Verb, Object.
- ❖ A noun, pronoun, or noun phrase that receives what is done or given is an indirect object.
- ❖ A short sentence with a subject and a predicate is called a simple sentence.
- ❖ A complex sentence should have a primary clause and a supporting clause.

1.7 Keywords

1. **Complete Sentence:** A complete sentence includes a subject and a predicate expressing the entire notion.
2. **Simple Sentence:** A simple sentence expresses a complete idea in a single independent clause. Usually, it includes a subject and a predicate.
3. **Complex Sentence:** A sentence with one independent clause (the main clause) and one or more dependent clauses (the supporting clauses) is known as complex. It blends several concepts or ideas, frequently illuminating the connections between them.
4. **Primary Clause:** A main clause, also referred to as an independent clause, is a complete sentence that can stand alone. It expresses a full idea and contains both a subject and a predicate.

1.8 Self-Assessment Questions

- A. Identify the Subject in the following sentences.
 1. The dog chased the cat.
 2. The tall building is an architectural marvel.
 3. The students completed their assignments.
 4. The new research study reveals important findings.
 5. The professor explained the complex concept to the students.

- B. Identify the Predicate in the following sentences.
 1. She is studying for her exams.
 2. The team won the championship.

3. The book is an insightful analysis of the topic.
4. They are going to the concert tonight.
5. The company launched a new product.

C. Tick the Simple Sentences from the following.

1. He walked to the store.
2. The cat meowed loudly.
3. She played tennis and soccer.
4. While I was studying, the phone rang.
5. I eat breakfast every morning.

D. Identify Objects from the following sentences.

1. She gave him a gift.
2. They sent me a postcard from their vacation.
3. The teacher assigned the students an important project.
4. He bought his sister a new phone.
5. We showed the guests our new house.

Answers

A.

1. The dog
2. The tall building
3. The students
4. The new research study
5. The professor

B.

1. is studying for her exams
2. won the championship
3. is an insightful analysis of the topic
4. are going to the concert tonight
5. launched a new product

C.

1

2

5

D.

1. a gift

2. a postcard

3. an important project

4. a new phone

5. our new house

1.9 REFERENCES

1. Wren and Martin-English Grammar

UNIT : 2

TYPES OF SENTENCES

LEARNING OBJECTIVES:

- Learn about the types of sentences
- Read with examples
- Practice

STRUCTURE:

- 2.1 Compound Sentences
- 2.2 Complex Sentences
- 2.3 Transforming Sentences
- 2.4 Summary
- 2.6 Keywords
- 2.7 Self-Assessment Questions
- 2.8 References

2.1 Compound Sentences

A compound sentence is formed by joining two separate clauses (or complete sentences) with a coordinating conjunction.

Although compound phrases are frequently overused, coordinating conjunctions are essential for joining sentences. Although coordinating conjunctions can sometimes indicate a relationship between the two independent clauses in the sentence, there are times when they do not. For example, the conjunction "and" merely joins one independent clause to another without demonstrating the logical connection between the two components of the sentence. If there are too many compound sentences, it produces low quality writing.

Examples:

The sun was shining brightly, so we decided to have a picnic in the park.

They cooked dinner together, and they watched a movie afterwards.

2.2 Complex Sentences

A complex sentence consists of an independent clause and one or more dependent clauses that are related. Although a dependent clause lacks one element necessary for a complete sentence, it shares the same structure as an independent or complete sentence.

While dependent clauses cannot function as complete sentences on their own, they can be joined with an independent clause to form more complex sentences. Dependent clauses are introduced by subordinating conjunctions.

In a sentence, the independent clause can follow the dependent clauses, as illustrated in the example below:

“Because Harshita and Samantha arrived at the bus station before noon, I did not see them at the station.”

Here are some more examples of Complex Sentences-

After she finished her homework, she went to bed.

"After she finished her homework" is the dependent clause (supporting clause), and " she went to bed. " is the independent cause (primary clause).

When she arrived home, she found that her cat had knocked over a vase.

" When she arrived home " is the dependent clause (supporting clause), and " she found that her cat had knocked over a vase." is the independent clause (primary clause).

The students who completed their assignments early were rewarded.

"Who completed their assignments early" is the dependent clause (supporting clause), and "The students were rewarded" is the independent clause (primary clause).

2.3 Transforming Sentences

1. Changing Simple to Compound Sentence

Simple Sentence	Compound Sentence
She came here to see me.	She came here and saw me.
In spite of his hard work, the boy didn't succeed.	The boy worked hard, but he didn't succeed.
The teacher praised the boy for his diligence.	The boy was diligent, so the teacher praised him.
In spite of his popularity , he cannot be considered as a great writer.	He is popular but he cannot be considered as a great writer.

2. Changing Simple to Complex Sentences

Simple Sentence	Complex Sentence
Because of the rain, we decided to stay back home.	As it was raining, we decided to stay back home.
Besides being a good doctor, Arya is a great artist.	Not only is Arya a good doctor but also a great artist.
Without accepting your mistakes, you	You will be able to move forward in life

will not be able to move forward in life.	only if you accept your mistakes.
Stretching itself, the dog crawled into a comfortable position on the couch.	As the dog stretched itself, it crawled into a comfortable position on the couch.

3. Compound to Complex Sentence

Compound Sentence	Complex Sentence
I finished my homework and went out to play with my friends.	After I finished my homework, I went out to play with my friends.
He cooked dinner while she set the table for guests.	While he cooked dinner, she set the table for the guests.
We must practice well, or you will not be able to perform well.	If we do not practice well, you will not be able to perform well.
You must follow the traffic rules, or you will be punished.	If you do not follow the traffic rules, you will be punished.

2.4 SUMMARY

- A compound sentence is created by joining two separate clauses (or complete sentences) with a coordinating conjunction.
- The conjunction "and" merely joins one independent clause to another without demonstrating the logical connection between the two components of the sentence.
- A complex sentence consists of an independent clause and one or more dependent clauses that are related.
- Though dependent clauses cannot stand alone as sentences, they can be combined with an independent clause to create more complex sentences.

2.5 Keywords

1. **Compound sentence:** A compound sentence consists of two separate clauses or entire sentences connected by a coordinating conjunction, enabling the expression of two related yet distinct ideas.
2. **Coordinating conjunction:** A type of conjunction (e.g., "and," "but," "or") that joins words, phrases, or independent clauses of equal importance within a sentence.
3. **Complex sentence:** A sentence consisting one independent clause (a complete thought) and more than one dependent clauses (incomplete thoughts). The dependent clauses depend on the independent clause to convey a complete meaning.
4. **Dependent clause:** A dependent clause lacks the ability to operate independently as a complete sentence because it does not express a full idea. It relies on an independent clause to finalize a sentence and offer additional information or context.
5. **Independent clause:** An independent clause can function as a complete sentence since it presents a full idea. It comprises both a subject and a predicate and does not rely on other clauses to communicate a meaningful concept.

2.6 Self-Assessment Questions

Transform the given sentences from Simple to Compound Sentences.

The bird chirped in the tree.

She smiled at her friend.

He finished his homework on time.

They visited their grandparents over the weekend.

The car broke down on the highway.

She ran to catch the bus.

The rain poured heavily.

He ate his lunch quickly.

They went for a walk in the park.

I enjoy playing soccer.

B. Transform the following sentences from Compound to Complex.

She loves to dance, but she doesn't have time to join a dance class.

The students studied hard for the exam, so they were well-prepared.

He bought a new car, and he also got it insured.

They went to the beach, but it started raining, so they had to leave.

I enjoy playing soccer, yet I find basketball equally exciting.

The team won the championship, so they celebrated their victory.

She cooked dinner, and her brother set the table.

He worked late, but he still couldn't finish all his tasks.

They went on a hike, yet they got lost in the forest.

I studied hard for the test, so I was confident in my knowledge.

C. Transform the following sentences from Simple to Complex.

1. She likes to read books.
2. The cat chased the mouse.
3. He finished his work early.
4. They went to the beach.
5. The flowers bloomed in the garden.
6. I ate dinner at the restaurant.
7. The sun shines brightly.
8. She plays the piano beautifully.
9. He ran a marathon.
10. They watched a movie last night.

D. Identify sentences as Simple, Compound and Complex from the following.

1. I love to swim in the ocean.
2. She worked hard for the competition, yet she still didn't get in.
3. The children played in the park, but it started to rain, so they ran home.
4. She went to the store to buy clothes, and she also picked up some make-up for the wedding.
5. The cat is sleeping on the mat.

6. She runs every morning.
7. Although it was raining, they decided to go for a picnic.
8. After they finished their dinner, they went to watch a movie.
9. As the sun set, the sky turned vibrant shades of orange and pink.
10. I enjoy listening to music.
11. He likes to play soccer.
12. They went for a walk in the park.
13. Since she had to work late, she couldn't attend the party.
14. Because he studied diligently, he was able to ace the exam.
15. The sun was setting, and the moon began to rise.

E. Identify compound sentences from the following.

I enjoy playing badminton, and my sister prefers football.

He went to the ground, and he played soccer with his friends.

She bought groceries, and he cooked dinner for the family.

Since they were tired, they decided to take a nap before continuing the journey.

After the concert ended, they went out for dinner.

They worked hard on the project, and they achieved excellent results.

He wore a jacket to stay warm, and she brought an umbrella for the rain.

Even if it's challenging, I want to learn a new language.

Since it was a holiday, they planned a trip to the beach.

The concert was cancelled, so they decided to go to the movies instead.

Answers

A.

1. The bird chirped in the tree, and the wind rustled the leaves.
2. She smiled at her friend, and they exchanged a warm greeting.
3. He finished his homework on time, so he rewarded himself with some free time.
4. They visited their grandparents over the weekend, and they had a wonderful time together.
5. The car broke down on the highway, but they managed to call for assistance.
6. She ran to catch the bus, yet it had already departed.
7. The rain poured heavily, and people hurried to find shelter.

8. He ate his lunch quickly, then he resumed his work.
9. They went for a walk in the park, and they enjoyed the beautiful scenery.
10. I enjoy playing soccer, for it keeps me active and brings me joy.

B.

1. Although she loves to dance, she doesn't have time to join a dance class.
2. Since the students studied hard for the exam, they were well-prepared.
3. After he bought a new car, he also got it insured.
4. They went to the beach, but when it started raining, they had to leave.
5. While I enjoy playing soccer, I find basketball equally exciting.
6. Because the team won the championship, they celebrated their victory.
7. While she cooked dinner, her brother set the table.
8. Despite working late, he still couldn't finish all his tasks.
9. Although they went on a hike, they got lost in the forest.
10. Because I studied hard for the test, I was confident in my knowledge.

C.

1. Since she likes to read books, she often visits the library.
2. While the cat chased the mouse, the dog barked loudly.
3. After he finished his work early, he decided to take a break.
4. Although they went to the beach, it started raining, so they had to leave.
5. When the flowers bloomed in the garden, their vibrant colors filled the air.
6. After I ate dinner at the restaurant, I treated myself to a delicious dessert.
7. Even though the sun shines brightly, it can be scorching hot in the summer.
8. While she plays the piano beautifully, she dreams of performing on a grand stage.
9. After he ran a marathon, he felt a great sense of accomplishment.
10. Since they watched a movie last night, they stayed up later than usual.

D.

Simple Sentences:

1. The cat is sleeping on the mat.
2. She runs every morning.
3. I enjoy listening to music.
4. He likes to play soccer.

5. They went for a walk in the park.

Compound Sentences:

1. She worked hard for the competition, yet she still didn't get in..
2. The children played in the park, but it started to rain, so they ran home.
3. She went to the store to buy clothes, and she also picked up some make-up for the wedding.
4. The sun was setting, and the moon began to rise.

Complex Sentences:

1. Although it was raining, they decided to go for a picnic.
2. After they finished their dinner, they went to watch a movie.
3. As the sun set, the sky turned vibrant shades of orange and pink.
4. Since she had to work late, she couldn't attend the party.
5. Because he studied diligently, he was able to ace the exam.

E.

I enjoy playing badminton, and my sister prefers football..

He went to the ground, and he played soccer with their friends.

She bought groceries, and he cooked dinner for the family.

They worked hard on the project, and they achieved excellent results.

He wore a jacket to stay warm, and she brought an umbrella for the rain.

Since it was a holiday, they planned a trip to the beach.

The concert was cancelled, so they decided to go to the movies instead.

2.7 References

Wren and Martin-English Grammar

UNIT : 3

TRANSLATION OF SENTENCES

LEARNING OBJECTIVES:

- Know about the transaction of sentences
- Learn to convert direct sentences
- Learn about indirect sentences

STRUCTURE:

3.1 Direct and Indirect Narration

3.2 Active and Passive Voice

3.3 Summary

3.4 Keywords

3.5 Self-Assessment Questions

3.6 References

3.1 Direct and Indirect Narration

Direct speaking quotes the same phrases. We put the said words in quotation marks (") while writing in direct speech. For example- My teacher said, "You are doing well in your studies".

Indirect speech is used when we don't use the speaker's precise words. In simple English, indirect speaking is when we use our own words to communicate something already said. Indirect speech won't make use of inverted commas. 'That' conjunction will be used in place of commas.

For example, My teacher said I am doing well in my studies.

3.1.1 Rules of Conversion

Rule 1. Inverted Comma

Remove the inverted commas and replace them with the word "that" when converting direct speech to indirect speech.

Example

Direct: Tanmay says, "There are eight planets".

Indirect: Tanmay said that there are eight planets.

In reported speech, the tense does not change in the following situations:

The reported speech, enclosed within inverted commas, indicates whether it represents a universal truth or common behavior.

The tense of the sentence remains unchanged if the reporting verb is in the present tense

For instance, Arya tells, "The earth is round".

Indirect: Arya told that the earth is round.

Rule 2. Tense

Indirect speech transforms reported speech into the past tense if the reporting verb is in the past tense

For example, Aman said, "I will go".

Indirect: Aman said that he would go.

As the reporting verb in the previous sentence is in the past tense, we transformed reported speech into the past tense in indirect speech, employing the "will-would" construction.

Tense	Converted into
Simple Present (Subject + V1st + Object)	Simple Past (Subject + V2 + Object)
Present Continuous (Subject + is/am/are + V1 +ing+ Object)	Past Continuous (Subject + was/were + V1 +ing+ Object)
Present Perfect (Subject + has/have + V3 + Object)	Past Perfect (Subject + had + V3 + Object)
Present Perfect Continuous Subject + has/have + been + present participle verb (-ing) + object.	Past Perfect Continuous Subject + had + been + present participle verb (-ing) + object
Simple Past (Subject + V2 + Object)	Past Perfect (Subject + had + V3 + Object)
Past Continuous (Subject + was/were + V1 +ing+ Object)	Past Perfect Continuous (Subject + had been + V1 +ing+ Object)

Rule 3. Change in Pronoun

If the subject or pronoun of the reporting verb is at the beginning of the phrase it will determine the change in the pronoun or subject of the reported speech. The possessive pronouns (his, hers, and mine) can also alter depending on whether the pronoun is personal or objective.

For example, Amit said, "I eat a banana".

Indirect speech: Amit said that he ate a banana.

In the example above, the reporting verb (first part) transforms "I" into "he," and the tense also changes as the reporting verb (first part) is in the past tense.

Rule 4. Change in Time

The indirect speech will change if a time-related word appears in the statement.

Direct	Indirect
Tomorrow Night	Following Night
Tomorrow	Next Day or Following Day
Yesterday	Previous Day
Now	Then
Tonight	That Night
Yesterday Night	Previous Night
Today	That day

Rule 5. Interrogative Sentences

If a direct speech sentence begins with a question word (what, where, when), there is no need for a conjunction because the "question word" functions as a conjunction.

For example, Aryan asked me, "Where are you going?"

Indirect: Aryan asked me where I was going.

Remove the question mark "?" while converting the interrogative statement into indirect speech.

Rule 6. Yes/No Interrogative

If an auxiliary verb or assisting verb comes first in a direct speech phrase, the joining clause will become either if or whether.

For example, Aunt Sara asked me, "Do you want coffee?"

Indirect: Aunt Sara asked/enquired me if I wanted coffee.

Reporting verbs (verbs used in the first section) like "said/said to" change to "enquired," "asked," or "demanded" while modifying the interrogative sentence.

Rule 7. Request, Command and words alike

Some verbs are employed in indirect communication, including requested, ordered, urged, and advised. The word forbidden is used to describe negative comments. As a result, in indirect communication, the infinitive word takes the role of the imperative mood that is present in direct speech.

For example, My friend said to me, "Please finish your work".

Indirect: My friend urged me to finish my work.

Rule 8. Exclamatory Sentence

Interjections Exclamatory statements that express (grief, sadness, happiness, or acclaim) are changed into assertive sentences by taking the words out of them.

For Example, He exclaimed, "Hurrah! I cleared the exam".

Indirect: He exclaimed with happiness that he had cleared the exam.

Rule 9. Optative Sentence

Optative sentences convey a wish, prayer, or expression of hope. An exclamation point is typically placed at the end of an optional sentence.

For Example, May you get well soon!

Indirect: He prayed that I might get well soon.

The exclamation mark is removed, and 'may' is changed to 'might'.

3.2 Active and Passive Voice

The voice of a verb indicates whether the subject of the sentence is the performer of the action or the receiver.

Every verb has two voices- Active Voice and Passive Voice.

1. **Active Voice:** In active voice, the verb portrays an action performed out by the subject. It is employed to establish a clearer and more direct connection between the subject and the verb.
2. **Passive voice:** is employed when the subject undergoes the action expressed by the verb. It is used when the actor is not known, and the primary focus of the sentence is the action not the subject.

3.2.1 Conversion

Rule 1.

Locate the (S+V+O) Subject, Verb, and Object to change an active statement to the passive voice.

Example- She drives a Car.

Rule 2.

The object in the active sentence becomes the subject in the passive sentence if the roles of both subject and object are reversed.

Example- She knits a sweater.

Passive Voice: The sweater is knitted by her.

Rule 3.

The subject can be omitted in passive voice sentences if the sentence's meaning is sufficiently conveyed without it.

For example- Milk is sold in litres.

Rule 4.

Change the basic verb from the active sentence into the past participle in a passive statement preceded by (By, With, to, etc.). Passive voice sentences never employ base verbs.

Example- She cooks dinner.

Passive Voice: The dinner is cooked by her.

Rule 5.

Employ the suitable auxiliary or helping verb (is, am, are, was, etc.). Different rules apply to each tense regarding the usage of auxiliary verbs in passive voice constructions.

Example- The letter is written by her

Mangoes are being eaten by them.

3.3 Summary

Direct speaking quotes the same phrases.

Indirect speech is used when speaker's words are not used as it is.

If the reporting verb is in the present tense the tense will remain unchanged.

When the reported speech (the part of the sentence enclosed in inverted commas) represents universal truth or regular behavior, tense does not change.

☞ Indirect speech will change reported speech into the past tense, if the reporting verb is in the past tense.

If a direct speech sentence begins with a question word (what, where, when), there is no need for a conjunction because the "question word" functions as a conjunction.

In indirect communication, the infinitive word takes the role of the imperative mood that is present in direct speech.

A verb's voice indicates whether the action in the sentence is performed by the subject or received by it.

3.4 Keywords

- **Indirect speech:** Reporting or paraphrasing someone's words without using their exact words, often done to convey information or express someone else's statements or thoughts indirectly.
- **Tense:** The grammatical form that indicates the time of an action, event, or state of being. It determines whether the action is happening in the present, past, or future.
- **Reporting verb:** A verb used to report or convey someone's speech or thoughts. It is often used to introduce indirect speech and indicates the manner in which the information is presented.
- **Universal truth:** A statement or fact that is considered true at all times and in all situations, representing something that is generally accepted as a reality or a fundamental principle.
- **Conjunction:** A word or phrase used to connect words, phrases, clauses, or sentences together. It helps to establish logical relationships and coherence between different parts of a sentence or discourse.

3.5 Self-Assessment Questions

- Convert the following Active Sentences into Passive Voice.
- The dog chased the ball in the park.
- She cooked a delicious meal for her family.
- He wrote a heartfelt letter to his best friend.
- They built a sandcastle on the beach.
- We planted flowers in the garden.
- The teacher explained the lesson to the students.
- The mechanic repaired the car's engine.
- The children played soccer on the field.

- She sang a beautiful song at the concert.

The artist painted a vibrant landscape on the canvas.

B. Convert the following Passive Voice Sentences into Active Voice.

The book was read by millions of people around the world.

The cake was baked by my grandmother for my birthday.

The new building was constructed by a team of skilled architects.

The news was delivered to the public by the journalist.

The problem was solved by the experienced IT team.

The movie was directed by a renowned filmmaker.

The package was delivered to my doorstep by the courier.

The report was prepared by the research team.

The concert tickets were sold out within minutes.

The artwork was admired by art enthusiasts at the gallery.

C. Convert the following sentences into indirect voice.

1. She said, "I am going to the store."
2. He said, "I will finish the project tomorrow."
3. They said, "We have completed the assignment."
4. Mary said, "I can help you with your homework."
5. John said, "I saw her at the party last night."
6. The teacher said, "You need to study for the exam."
7. Sarah said, "I want to travel to Europe."
8. Tom said, "I have finished my work."
9. They said, "We are going on vacation next week."
10. The coach said, "You need to practice harder."

D. Convert the following sentences into Direct Voice.

She exclaimed with delight that it was such a beautiful sunset.

He wished that I would have a wonderful journey.

They asked if I had finished the project.

Mary requested me to help her with her homework.
John stated that he would attend the meeting.
The children exclaimed joyfully that they had had such a fun day.
She expressed her wish that I would find success in my endeavors.
He inquired if I could pass him the salt.
The teacher requested us to submit our assignments by the following day.
They announced that they had decided to start a new business.

Answers

A.

The ball was chased by the dog in the park.
A delicious meal was cooked for her family by her.
A heartfelt letter was written to his best friend by him.
A sandcastle was built on the beach by them.
Flowers were planted in the garden by us.
The lesson was explained to the students by the teacher.
The car's engine was repaired by the mechanic.
Soccer was played by the children on the field.
A beautiful song was sung at the concert by her.
A vibrant landscape was painted on the canvas by the artist.

B.

1. Millions of people around the world read the book.
2. My grandmother baked the cake for my birthday.
3. A team of skilled architects constructed the new building.
4. The journalist delivered the news to the public.
5. The experienced IT team solved the problem.
6. A renowned filmmaker directed the movie.
7. The courier delivered the package to my doorstep.
8. The research team prepared the report.
9. The concert tickets sold out within minutes.
10. Art enthusiasts admired the artwork at the gallery.

C.

She said that she was going to the store.

He said that he would finish the project the next day.

They said that they had completed the assignment.

Mary said that she could help me with my homework.

John said that he had seen her at the party the previous night.

The teacher said that we needed to study for the exam.

Sarah said that she wanted to travel to Europe.

Tom said that he had finished his work.

They said that they were going on vacation the following week.

The coach said that we needed to practice harder.

D.

"It is such a beautiful sunset!" she exclaimed with delight.

"Have a wonderful journey," he wished.

"Have you finished the project?" they asked.

"Help me with my homework," Mary requested.

"I will attend the meeting," John stated.

"We had such a fun day!" the children exclaimed joyfully.

"I wish you find success in your endeavors," she expressed.

"Can you pass me the salt?" he inquired.

"Submit your assignments by the following day," the teacher requested.

"We have decided to start a new business," they announced.

3.6 References

1. Wren and Martin-English Grammar

UNIT : 4

NOUN

LEARNING OBJECTIVES:

- Learn the concept of Noun
- Understand its types
- Learn about Pronoun
- Practice

STRUCTURE:

- 4.1 Noun
- 4.2 Nouns Used as Different Components in a Sentence
- 4.3 Pronoun
- 4.4 Summary
- 4.5 Keywords
- 4.6 Self-Assessment Questions
- 4.7 References

4.1 Noun

Words that describe people, places, animals, things, and ideas are termed nouns. Additionally, nouns can function as verbs and adjectives.

Examples-

- **People-** Amit, Sam, Arya
- **Places-** Delhi, Jaipur, New York
- **Animal/Birds-** Tiger, Dolphin, Sparrow
- **Things-** Car, Umbrella, Book
- **Ideas-** Evolution, Equality, Liberty

4.1.1 Types of Nouns

1. Proper Noun

Words that specify a particular human being, place, or object are proper nouns. They always begin with capital letters.

Examples-

- I am Aryan. (Aryan: name of human being)
- I love Cats and my cat is Kitty. (Kitty: a particular pet animal)
- Sam is going to London. (London: a particular place)
- Gucci is a luxurious brand. (Gucci: a particular clothing brand)

2. Common Noun

Words that denote general types of things, persons, or locations are common nouns. They are not used to identify specific individuals, places, or things like proper nouns do. A common noun is written in capital letters unless it is the first word of a phrase.

Examples-

- I bought a dress yesterday. (Common object)
- I am going to Church. (Commonplace)
- Only twelve labourers showed up to work today. (Common group)
- The car is out of fuel. (Common items)

3. Singular Noun

The names used to describe a particular individual, location, animal, bird, or thing. Are singular nouns.

Examples-

- A little girl is standing on the roof. (Single person)
- Is he your son? (Single person)
- A bird was flying through the woods. (Single bird)
- I have one single pen. (Single object)

4. Plural Noun

A plural noun denotes a collection of individuals, places, creatures, or objects. Nouns can be made plural by adding 's', 'es', 'ies', or 'ves' to the root words. While it's true that all nouns ending in 's' are typically plural, the way they form their plural forms varies: some nouns maintain the same spelling in both singular and plural, while others undergo a complete spelling change.

Examples-

- I love Mangoes.
- Did she deliver the boxes?
- I sold apples to the local market.
- We saw some tigers in the sanctuary.

5. Countable Noun

Nouns that can be numbered or measured are referred to as countable nouns.

Examples-

- We packed twelve packets of potato chips for the trip. (specific number – twelve)
- I have four pens in my bag. (specific – four)
- They adopted a kitten from the animal shelter. (specific – a means one)

6. Uncountable Noun

Uncountable nouns encompass both concrete and abstract nouns and cannot be quantified individually.

Examples-

I have a lot of homework to do. (Not specific)

I have a cup of coffee. (Cannot count)

We are facing terrible weather today. (Cannot count)

7. Collective Noun

A collective noun refers to a grouping of things, creatures, or humans.

Examples-

❖ For groups of animals

A herd of cattle

A flock of birds

A pack of wolves

A school of fish

❖ For groups of people

A team of athletes

A crowd of spectators

A staff of employees

A choir of singers

❖ For a number of things/objects

A pair of heels

A chain of mountains

A fleet of ships

A bunch of grapes

8. Concrete Noun

Objects that are tangible and can be perceived by the human senses are concrete nouns.

Examples-

- The ball is on the floor.
- I will have a bag of chips.
- Arun closed the door.
- Sita drives an Audi.

9. Abstract Noun

Objects that cannot be perceived by the human body's five senses are described by abstract nouns.

Examples-

- Empathy is rare now days.
- Standing up against injustice requires a great deal of courage.
- You should respect your liberty.

4.2 Nouns as different part of a Sentence

As a subject

If a noun is used as the subject of a sentence, it frequently appears at the beginning. You can determine it if you ask "Who?"

Examples-

- **Vanshika** is going to the mall.
- **My friend** told me to play with her.
- **The Tiger** was roaming free on the streets.

As an Object

Nouns also perform function of an object if used at the end of a sentence. You can identify them if you ask "What?"

Examples-

- We wrote two **diaries**.
- These are my **pens**.
- We found **yesterday's pamphlet**.

As a Direct Object

Asking "what" will show a noun used as a direct object.

Examples-

Would you like a toffee? (What would you like? – a toffee)

I had affection for my sandals. (What did you love? – my sandals)

As an Indirect Object

To identify a noun used as an indirect object, inquire, "Who is it for?"

Examples-

- Ram cooked breakfast for his wife. (Who did Ram cook breakfast for? – his brother)
- Aryan purchased a gift for Simran. (Who did Aryan purchase a gift for? – Simran)

As a Complement

A noun serves as a compliment when it describes or modifies another noun.

1. As a subject complement: Positions and professions could function as a complement to a subject.

Examples-

- Her sister is an **Artist**.
- Barak Obama was the first black **President** of America.

2. As an Object Complement: Nouns that come after another noun to further describe or specify it are referred to as object complements. Names, occupations, and positions can serve as the complement to an object.

Examples-

- I call my cat **Archie**.
- She painted the wall green.

6. As a Verb

Some words can serve as both nouns and verbs. Additionally, some nouns can be transformed into verbs by making slight adjustments to their spelling.

Examples-

- Their **selection** is final. (Used as a noun)

They are **selected**. (Used as a verb)

I'll record our conversation (Used as a noun)

We'll listen to the **recording**. (Used as a verb)

7. As an Adjective

Nouns can occasionally be employed as adjectives by adding a suffix to the base word or changing the spelling slightly.

Examples-

- Harsh noticed some **suspicion**. (Used as a noun)

What you are trying to do is **noticeable**. (Used as an adjective)

- It was raining **heavily**. (Used as a noun)

It was a **rainy** day. (Used as an adjective)

4.3 Pronoun

To prevent repetition of a noun within a paragraph or piece of writing, a pronoun can serve as an alternative, replacing the noun after its initial mention. Both singular and plural pronouns can be employed, with the verb in the sentence adjusted accordingly to match the specific form of the pronoun used. There are generally three main categories into which pronouns can be classified

Person	Singular Noun	Plural Noun
First Person	I, Me	We, Us
Second Person	You, Your	You
Third Person	He, She, It, Him, Her	They, Them, Their

4.3.1 Types of Pronouns

Pronouns can be divided into multiple categories according to how they are used.

1. **Relative Pronouns:** Relative pronouns are those that establish a connection between different parts of a sentence. Examples of relative pronouns: that, which, where, when, why, what, whom, and whose.
2. **Possessive Pronouns:** These pronouns indicate possession. Examples include mine, yours, his, hers, theirs, and its.
3. **Reflexive Pronouns:** Reflexive pronouns, such as myself, yourself, herself, himself, itself, ourselves, themselves, and yourselves, pertain to the subject of the sentence.
5. **Demonstrative Pronouns:** Demonstrative pronouns, like this, that, these, and those, indicate specific objects or entities.
6. **Interrogative Pronouns:** Interrogative pronouns, including who, what, when, why, and where, are used to pose questions.
7. **Indefinite Pronouns:** Indefinite pronouns lack specific reference to any particular person, place, or thing. Someone, someone, someplace, something, anyone, anyone, anywhere, anything, no one, nobody, nowhere, everyone, everybody, everywhere, everything, each, none, few, and many are a few examples of indefinite pronouns.
8. **Simple pronouns:** Personal pronouns serve as replacements for proper names. Examples include him, her, us, them, you, he, she, we, etc.
9. **Subject Pronouns:** Subject pronouns, such as he, she, it, they, and one, are responsible for performing the action of a sentence.
10. **Object Pronouns:** Object pronouns, like me, us, him, her, and them, receive the action in a sentence.
11. **Reciprocal Pronouns:** Reciprocal pronouns express a reciprocal relationship. Each other and one another are common pronoun examples.
12. **Intensive Pronouns:** The only distinction between intensive and reflexive pronouns is that you can delete the intensive pronoun if the sentence makes sense.

4.4 Summary

- Nouns are the terms employed to identify individuals, locations, creatures, objects, and concepts.
- Words that denote a particular person, place, or thing are proper nouns.
- We always use capital to start proper nouns.
- A common noun is typically not capitalized unless it begins a sentence or phrase.
- Words used to indicate a group of objects, animals, or individuals is collective noun.

- Relative pronouns relate one phrase component to another.
- Reflexive pronouns are those that relate to the sentence's subject
- Interrogative pronouns are those that ask questions.
- Personal pronouns substitute for specific names. Examples include I, you, he, she, we, and they, as well as him, her, us, and them.
- Intensive and reflexive pronouns differ in a way that if the sentence still makes sense, you delete the intensive pronoun from the phrase.

4.5 Keywords

1. **Proper noun** - A proper noun denotes a particular person, place, or thing with particularity. It will always be in capital letters. Examples: John, London, Eiffel Tower.
2. **Common noun:** A common noun is a nonspecific noun that doesn't denote any particular person, place, or thing. It is not capitalised unless it is the first word of a sentence or part of a proper noun. Examples: dog, city, table.
3. **Collective noun** – Noun words that refer to a collection or bunch of things, creatures, or people. Examples: flock, team, herd.
4. **Relative pronoun** - Relative pronouns establish a connection between different parts of a phrase or sentence. They are used to introduce relative clauses. Examples: who, whom, whose, which, that.
5. **Reflexive pronoun** - Reflexive pronouns are employed when the subject of a sentence acts upon itself. They are related to the sentence's subject. Examples: myself, yourself, himself, herself, ourselves, themselves.

4.6 Self-Assessment Questions

A. Identify Nouns from the following Sentences.

John is a talented musician.

The cat is sleeping on the couch.

The tree has beautiful blossoms.

Love can conquer all obstacles.

The flock of birds flew across the sky.

I bought three books at the bookstore.

She drank a glass of water.

The skyscraper dominated the city skyline.

Sarah's car is parked in the driveway.

Running is her favourite form of exercise.

B. Identify nouns in the following sentences and name the type of noun.

John lives in New York City.

The dog chased the ball in the park.

I have two apples in my bag.

I need some information about the topic.

I love eating ice cream.

C. Underline pronouns in the following sentences.

She is going to the store.

That book is mine.

He hurt himself while playing basketball.

This is my favourite movie.

Who is coming to the party?

Everyone enjoyed the concert.

The person who won the contest is my friend.

They helped each other complete the project.

I witnessed the event.

Each of you will receive a gift.

D. Replace the given nouns with the appropriate Pronoun in the following sentences.

1. Did Sarah finish Sarah's homework?
2. Where is the cat hiding?
3. Have you seen John and Mary recently?
4. Who is the winner of the competition?
5. Whose car is parked outside?
6. Did you invite Sam and Emily to the party?
7. Which book did you borrow from the library?
8. Have you met the new neighbours?

9. Who left their umbrella in the hallway?
10. To whom did you give the gift?

Answers

A.

1. John, musician
2. cat, couch
3. tree, blossoms
4. Love, obstacles
5. flock, birds, sky
6. books, bookstore
7. glass, water
8. skyscraper, city, skyline
9. Sarah, car, driveway
10. Running, form, exercise

B.

1. John - Proper noun
2. New York City - Proper noun
3. dog - Common noun
4. ball - Common noun
5. park - Common noun
6. bag - Common noun
7. apples - Common noun
8. information - Common noun
9. topic - Common noun
10. ice cream - Common noun

C.

1. She
2. That
3. He, himself
4. This

5. Who
6. Everyone
7. The person, who
8. They, each other
9. I
10. Each, you

D.

1. Did she finish her homework?
2. Where is it hiding?
3. Have you seen them recently?
4. Who is the winner?
5. Whose car is parked outside?
6. Did you invite them to the party?
7. Which book did you borrow from the library?
8. Have you met them?
9. Who left their umbrella in the hallway?
10. To whom did you give the gift?

4.7 References

1. Wren and Martin-English Grammar

UNIT : 5
VERBS AND ADVERBS

LEARNING OBJECTIVES:

- Understand Verbs
- Learn about Adverbs
- Learn their Rules
- Understand their functions

STRUCTURE:

- 5.1 Verbs
- 5.2 Forms of Verb
- 5.3 Adverb
- 5.4 Summary
- 5.5 Keywords
- 5.6 Self-Assessment Questions
- 5.7 References

5.1 Verbs

Verbs play a crucial role in all languages, English included, as they are essential for expressing actions performed by the subject. All actions, whether driven by feelings or emotions, are included. Verbs come in diverse forms and types, enabling them to fulfill multiple roles in conveying complete meanings.

The Oxford Learners' Dictionary defines a 'verb' as "a word or group of words that express an action (such as eat), an event (such as happen) or a state (such as exist)".

They are also called action words, as action verbs describe some kind of movement presented in the sentence.

5.1.1 Types of Verbs

1. Auxiliary Verbs

As the name implies, auxiliary or helping verbs make another verb sound natural and relevant. It alters the other verb's voice, mood, or tense. As a result, whenever an auxiliary verb is used, another verb is present as the sentence's primary verb.

These include- were, have, has, do, will, can, am, is, are, was

2. Modal Verbs

The potential, probability, capability, or need of something happening are all indicated by modal verbs. Contrary to other auxiliary verbs, modal verbs cannot serve as the primary verb in a phrase.

These include- would, may, might, should, must, ought to, can, could, will, etc.

3. Phrasal Verbs

Verbs that combine two or more parts of speech to generate phrases that serve the same purpose as a verb in a sentence are known as Phrasal Verbs. A phrasal verb generally includes verb and a preposition.

These include- Run away, Go out, Think though, Fed up, Rid of, Log in, Lay off, etc.

4. Linking Verbs

A linking verb is a verb that, as its name implies, connects the subjects of a phrase to its other components to give the statement its meaning. It connects the subject with an adjective, and even with a prepositional phrase or an object. Verbs in the form of 'to be', along with verbs such as 'seem' and 'become', can all serve as linking verbs. For example- This book on science fiction seems interesting.

5.1.2 Categories of Verbs

Depending on how they act when used in a context, verbs can be categorised into various groups.

1. Regular and Irregular Verb

When the subject of a phrase is acting, the verb can be employed in various ways to express that. A regular verb can change its form to indicate whether an action happened in the past or is currently happening.

Typically, regular verbs form their past tense by adding "ed" to the base verb. In contrast, there are irregular verbs that do not follow this pattern, each having its own unique past tense form.

- Rohan searched for his white shirt in his cupboard but did not find it. (Root verb – search)
- Did you find the book you were looking for?

Example- The word "searched" in the instances above denotes the continuous form of the regular verb "look" by adding an "ing" to the end of the root verb, while the verb "looking" denotes the continuous form of the regular verb "search" by adding an "ed".

2. Transitive Verbs and Intransitive Verbs

Verbs' actions with direct and indirect objects are indicated by their transitive and intransitive forms.

Example- Rahul gave a box of apples to his sister. (Indirect object – his sister, Direct object – a box of apples)

Transitive verbs require a direct object, whereas intransitive verbs do not take either a direct or indirect object. Ditransitive verbs are another class that can take direct and indirect objects.

5.2 Forms of Verb

1. Root Verb

The root verb is the original form of a verb, appearing in English without any inflections or conjugations.

Examples- Eat, Sit, Fry, Shift

2. Simple Present- Third Person Singular

Usually, the third-person singular present tense form of a verb is the singular form. When third-person singular pronouns like "he," "she," and "it," or nouns replaceable by these pronouns, are used, the verb is singular. This often involves adding an "s" to the root verb, ensuring agreement between the verb and the subject of the sentence.

Examples- She **hates** going to work on weekends.

3. Present Participle

To depict an ongoing action in the present, past, or future, the continuous form of tenses uses the present participle. These forms are formed by adding the suffix "-ing" to the root verb. For verbs ending in "e," the present participle is typically formed by dropping the final "e" and adding "-ing." Example- Arayana is **watching** a web series along with her cousin. (Present Continuous Tense)

4. Simple Past

When utilizing the root verb to indicate the simple past tense, its spelling typically undergoes alterations. The method for expressing a verb in the simple past tense varies depending on the specific verb. For instance, verbs like "give" and "bring" necessitate a modified spelling in the past tense, whereas others such as "cut" and "put" remain unchanged. However, for the majority of verbs, appending "ed" to the end of the base verb facilitates the transformation into the past tense.

Example-

- The doctor **told** me to take medicines for ten days. (The root verb here is 'tell')
- Aman **purchased** the car he **examined** last month. (The root verbs in this sentence are 'purchase' and 'examine'.)

5. Past Participle

The past participle form of a verb indicates the perfect tense forms in a sentence. Yet, some verbs exhibit distinct spellings when used as a simple past tense verb and a past participle. Conversely, in other cases, the past tense and the past participle remain identical.

Example- Ganga had **read** the book already.

In the example provided, the root verb is "read," and the verb indicating the perfect tense in the sentence is also "read," serving as the past participle. Here, all the verb tenses share the same spelling but differ in pronunciation.

6. Gerunds

Adding the suffix "-ing" to any verb forms a gerund. Gerunds can function as nouns when used independently. When coupled with an auxiliary verb, a gerund acts as a verb, indicating an action that is currently in progress at a specific moment.

Examples-

Swimming is my favorite hobby.

He enjoys **reading** novel.

7. Infinitives

Infinitives, like gerunds, can transform verbs into nouns by adding the preposition "to" before the original verb.

For example- I like to dance after I finish my work.

5.3 Adverb

An adverb furnishes additional details about the verb or action within a sentence, akin to how an adjective enhances our understanding of a noun. Moreover, it can modify another adverb or adjective.

According to the Oxford Learner's Dictionary, it is "a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb."

5.3.1 Types of Adverbs

1. Adverb of Manner

Adverbs of manner in sentences provide additional insights into how the subject is carrying out the action, often identified by asking "how."

- Shivani deeply regretted the damage caused by her sister.
- I can write and listen to music simultaneously.

Some Adverb of manners include-

Extravagantly	Gently	Comfortably
Passionately	Loudly	Lovingly
Superficially	Slowly	Generously
Quickly	Earnestly	Rapidly
Briefly	Anxiously	Barely
Badly	Carefully	Boldly
Carelessly	Busily	Calmy
Foolishly	Gracefully	Greedily
Enormously	Eventually	Fiercely
Hardly	Hungrily	Joyously
Jovially	Madly	Mysteriously
Neatly	Nervously	Obediently
Perfectly	Politely	Quietly
Poorly	Powerfully	Promptly
Regularly	Reckelessly	Roughly
Seriously	Suspiciously	Successfully
Well	Widely	Wisely
Violent	Warmly	Wastefully
Violently	Warmly	Wastefully
Tremendously	Truthfully	Unexpectedly
Tenderly	Tightly	Tactfully

2. Adverb of Time

As its name implies, a time adverb can indicate the timing of an action addressed in a sentence. The word "when" can be used to determine it. Although they function best at the conclusion of a phrase, you can move the adverb to emphasise a point.

Examples-

- She arrived **yesterday**.

- They have been waiting **patiently**.

Soon	Daily	Weekly
Monthly	Yearly	Annually
Quarterly	Tomorrow	Yesterday
Today	Day before yesterday	Day after tomorrow
Recently	Now	Often
Then	Always	Currently
Momentarily	Rarely	Everyday
Immediately	Later	Last year
Last month	Last week	Earlier

3. Adverb of Place

Adverbs of place are adverbs that are used in a sentence to indicate a specific location or the scene of an activity. They respond to the where query. They are typically seen in sentences after the primary verb or the object. They may also be used to describe separations or the motion of an object in a specific direction.

Examples-

The boy was asked to keep the cups **here**.

Are you going **out** today?

Some examples of adverb of place are mentioned in the table below.

Somewhere	Here	There
Everywhere	Nowhere	Northwards
Eastwards	Southwards	Westwards
Backwards	Towards	Forward
Below	Down	Around
Behind	Abroad	Upstairs
Up	Away	Anywhere
Nearby	Miles apart	Some place

4. Adverb of Frequency

An adverb of frequency provides additional information about a verb, adjective, or another adverb within a sentence. When there's only one verb, adverbs of frequency typically follow the subject noun or pronoun and precede the verb. The frequency adverb can be used before the main verb if a sentence contains more than one verb (for example, an auxiliary verb).

For example- Aunt Carie **always** buys groceries from the supermarket.

Some examples of adverb of frequency are mentioned in the table below.

Never	Seldom	Always
Every hour	Everyday	Often
Constantly	Ever	Eventually
Daily	Frequently	Hourly
Yearly	Generally	Monthly
Occasionally	Regularly	Sometimes
Rarely	Usually	Normally
Hardly ever	Scarcely	Now and then

5. Adverb of Degree

When describing the strength or degree of an adjective, verb, or other adverbs in a sentence, an adverb of degree is used. Usually, it responds to the query "to what extent." They are typically placed before the word they are altering, which is typically an adjective.

Example- It is **extremely** cold this time of the year.

Some examples of adverb of degree are mentioned in the table below.

Too	Very	Extremely
Horribly	Unusually	Wonderfully
Almost	Completely	Deeply

Barely	Absolutely	Fully
Quite	Somewhat	Fairly
Hardly	Terribly	Incredibly
Enough	Largely	Pretty
Really	Scarcely	Insanely
Remarkably	Badly	Greatly
Highly	Most	Little
Less	Much	Least
Just	Intensely	Purely
Strongly	Thoroughly	Utterly

6. Conjunctive Adverbs

Conjunctive adverbs are words that are intended to be conjunctions but are instead used as adverbs. It can be used to indicate cause and effect, sequence, and contrast between the two clauses or sentences and to connect them.

Some examples are -

Conjunctive Adverbs	Uses
However	used to indicate opposing views, ideas, or assertions
Besides	
Instead	
Anyway	
Nonetheless	
Nevertheless	
Meanwhile	
Also	Used to add ideas

Furthermore	
Besides	
Additionally	
Moreover	
Similarly	used to compare two thoughts, or to indicate comparable ideas and statements
Likewise	
Indeed	used to make a point more emphatically
Certainly	
Undoubtedly	
Of course	
Consequently	used to illustrate causes and consequence Used to demonstrate that something is occurring as a result of something, to show entire agreement with anything that is happening or being offered
Otherwise	
Accordingly	
Then	
Therefore	
Thus	
Finally	
Hence	

Rules while using Conjunctive words

- If a conjunctive adverb is used to connect or divide an independent clause from a dependent phrase, a comma should always follow. Conjunctions such as and, or, so, or but must be used before the conjunctive adverb in order to follow this rule.
- Make sure to separate two independent clauses with a comma after the conjunctive adverb when employing it to connect or demonstrate the relationship between the two of them.

- A period can be placed in between them, and the second clause would start with the conjunctive adverb when conjunctive adverbs are employed to separate or link two independent clauses that can stand alone as separate sentences.
- Use a comma after the conjunctive adverb if it comes at the start of the second clause of a sentence. A comma is not necessary if the conjunctive adverb at the start of the second sentence is a monosyllabic adverb.
- A comma should come before and after the conjunctive adverb if it is employed in the middle of a clause. However, this need not always be the case, particularly when conjunctive adverbs are used in brief phrases

5.4 Summary

- The Oxford Learners' Dictionary defines a 'verb' as "a word or group of words that express an action (such as eat), an event (such as happen) or a state (such as exist)".
- Phrasal verbs bring together multiple parts of speech to form phrases that function as verbs within a sentence.
- A linking verb, as the name suggests, joins the subjects of a phrase with other elements to convey the statement's meaning.
- A regular verb can change forms to show whether an action happened in the past or is happening presently.
- Verbs' actions with direct and indirect objects are indicated by their transitive and intransitive forms.
- Adverbs of manner are used in sentences to give the listener or reader extra details about the action the subject is performing.
- Adverbs of place are adverbs that are used in a sentence to indicate a specific location or the scene of an activity.

5.5 Keywords

- **Verb** - A word or group of words that signifies an action, event, or state. Examples include "eat," "happen," and "exist."
- **Phrasal verb** - A combination of two or more parts of speech that form a phrase with a verb-like function in a sentence. Examples: take off, put up with, give in.
- **Linking verb** - A verb that connects the subject of a phrase to its other components, providing meaning to the statement. Examples: be, seem, appear.

- **Regular verb** - A verb that can be conjugated to indicate past or present tense. Examples: walk (past tense: walked), talk (past tense: talked).
- **Transitive and intransitive verbs** - Verbs indicating actions with direct and indirect objects are categorized as transitive and intransitive. Transitive verbs necessitate an object to convey complete meaning, while intransitive verbs do not. For instance, "give" is a transitive verb (e.g., "I gave him a book"), while "sleep" is an intransitive verb (e.g., "He sleeps").

5.6 Self-Assessment Questions

Underline verbs in the following sentences.

1. Sarah runs every morning to stay fit.
2. The flowers in the garden are beautiful.
3. I have been studying for the exam all night.
4. Lisa baked a delicious cake for her sister's birthday.
5. The baby giggled uncontrollably.
6. You should take your umbrella because it might rain.
7. Mark turned off the lights before leaving the room.
8. He walked to the store and bought some groceries.
9. The cat sat on the mat and watched the birds.
10. The river flows steadily through the forest.

B. Fill in the blanks with suitable verbs as indicated after each sentence.

- Please _____ the window. (use an appropriate action verb)
- The book _____ interesting. (use an appropriate linking verb)
- She _____ going to the party. (use an appropriate auxiliary verb)
- Please _____ the window. (use an appropriate action verb)
- The book _____ interesting. (use an appropriate linking verb)
- She _____ going to the party. (use an appropriate auxiliary verb)
- Please _____ the window. (use an appropriate action verb)
- The book _____ interesting. (use an appropriate linking verb)
- She _____ going to the party. (use an appropriate auxiliary verb)

- The students _____ for their exams. (use an appropriate regular verb)

C. Identity the adverbs and their types in the following sentences.

1. She sings beautifully in the choir.
2. The dog barked loudly at the mailman.
3. He quickly finished his homework and went out to play.
4. They walked slowly along the beach, enjoying the sunset.
5. The car drove dangerously fast on the highway.
6. She carefully placed the fragile vase on the shelf.
7. The children eagerly opened their presents on Christmas morning.
8. He calmly dealt with the difficult situation.
9. They happily danced to the lively music.
10. The birds chirped cheerfully outside the window.

Answers

A.

1. runs, stay
2. are
3. have been studying
4. baked
5. giggled
6. should take, might rain
7. turned off, leaving
8. walked, bought
9. sat, watched
10. flows

B.

1. Please open the window. (action verb)
2. The book is interesting. (linking verb)
3. She is going to the party. (auxiliary verb)
4. Please close the window. (action verb)
5. The book seems interesting. (linking verb)
6. She will be going to the party. (auxiliary verb)
7. Please clean the window. (action verb)

8. The book appears interesting. (linking verb)
9. She has been going to the party. (auxiliary verb)
10. The students study for their exams. (regular verb)

C.

She sings beautifully in the choir.

beautifully (adverb of manner)

The dog barked loudly at the mailman.

loudly (adverb of manner)

He quickly finished his homework and went out to play.

quickly (adverb of manner)

They walked slowly along the beach, enjoying the sunset.

slowly (adverb of manner)

The car drove dangerously fast on the highway.

dangerously (adverb of manner)

She carefully placed the fragile vase on the shelf.

carefully (adverb of manner)

The children eagerly opened their presents on Christmas morning.

eagerly (adverb of manner)

He calmly dealt with the difficult situation.

calmly (adverb of manner)

They happily danced to the lively music.

happily (adverb of manner)

The birds chirped cheerfully outside the window.

cheerfully (adverb of manner)

5.7 References

1. Wren and Martin-English Grammar

UNIT : 6
ADJECTIVES

LEARNING OBJECTIVES:

- Understand the concept of Adjectives
- Learn its forms
- Understand Conjunctions
- Know its types

STRUCTURE:

- 6.1 Adjectives
- 6.2 Types of Adjectives
- 6.3 Conjunctions
- 6.4 Summary
- 6.5 Keywords
- 6.6 Self-Assessment Questions
- 6.7 References

6.1 Adjectives

A noun or pronoun acting as the subject within a sentence can be modified or enhanced with an adjective, which provides additional description. Adjectives can appear either before the noun they modify or after the verb.

According to the Cambridge Dictionary, words that provide description to a noun or pronoun is an adjective. The Collins Dictionary offers a more detailed explanation.

Forms of Adjectives:

Positive Degree of Comparison: The original form of an adjective is referred to as its positive degree of comparison.

Comparative Degree of Comparison: When comparing two subjects engaged in the same activity or possessing the same quality, the comparative form of the adjective is used.

Superlative Degree of Comparison: When comparing two or more subjects with the same quality, the superlative degree of comparison is employed to indicate which subject excels at executing the action compared to the others.

6.2 Types of Adjectives

1. Possessive Adjectives

Possessive adjectives include words that subject one's ownership or possession of something.

Examples-

Arham is my brother.

Uncle Smith said he met your son in Chennai.

Can you please fill my water bottle?

Interrogative Adjectives: An interrogative adjective, like "whose," "what," or "which," modifies a noun or pronoun by asking a question. Examples:

Have you discovered whose keys those were?

What type of books would you recommend for my students?

Demonstrative Adjectives: Demonstrative adjectives directly indicate the position of someone or something. Examples:

This hospital is where I was born.

He's currently unable to lend you money at this moment.

Compound Adjectives: Compound adjectives are formed by the combination of two or more words and function as adjectives within a phrase. They can be created by combining a noun, a present participle, or a past participle with an adjective. Examples:

The room, brightly lit, uplifted everyone's spirits.

All these cosmetics are both cruelty-free and affordable.

6.2.1 Distinction between Possessive Adjectives and Possessive Pronouns

Possessive Adjectives	Possessive Pronouns
When a noun acts as the subject or object within a phrase, a possessive adjective is employed to indicate ownership and provide additional information about the noun.	Alternatively, a possessive pronoun replaces a noun to indicate that something or someone belongs to someone.
Definite articles accompanied by adjectives can be situated at the beginning, middle, or end of a sentence.	Possessive pronouns are not being used at the start of a sentence, unlike possessive adjectives.
Examples- his, her, my, its, your and their.	Examples- include mine, yours, his, hers and theirs.

6.2.2 Other Functions of Adjectives

Adjectives Serving as Complements

Adjectives can serve as complements to modify the subject or object of a noun. An adjective functions as an object complement when it explains the object in a sentence and as a subject complement when it explains the subject. For instance, in the sentence "The book made Karthik sleepy," the word "sleepy" describes the subject, "Karthik," thus functioning as an object complement.

Adjectives in Coordination

Coordinate adjectives are utilized when multiple adjectives are employed to describe the same noun within a sentence. Often, a comma or the conjunction "and" is used to separate coordinate adjectives. For example, "My friend is tall and thin."

6.3 Conjunctions

To merge two items, phrases, or clauses, utilize conjunctions, also known as connectors for their linking function between phrases. When used to connect clauses, they usually appear towards the end of a sentence. Conjunctions, which are words that join words, phrases, or sentences, can occur at the beginning, middle, or end of a sentence depending on the placement of the objects or phrases. This is according to the definition provided by the Oxford Learner's Dictionary.

Examples- For, and, but, yet, nor, so, or.

6.3.1 Types of Conjunctions

Coordinating Conjunctions:

A coordinating conjunction is a concise term employed to link or unite two or more elements within a sentence that hold equal grammatical and syntactic significance.

Cumulative Coordinating Conjunction: These conjunctions add to another statement, phrase, or word.

Alternate Coordinating Conjunction: They express or connect different ideas or objects and can also present alternatives for the reader to consider.

Adversative Coordinating Conjunctions: These indicate opposing viewpoints or statements.

Subordinating Conjunction:

A subordinating conjunction links dependent and independent clauses within a sentence, facilitating the creation of complex sentences. Examples of subordinating conjunctions include "as long as," "because," "even if," "before," "since," "though," and others.

Some examples of subordinating conjunctions are mentioned in the table below.

After	When	Before
As soon as	Because	As
Since	Though	Although
Even though	If	Unless
Until	Even if	Once
While	Than	Till
Now that	Whenever	In order that
Wherever	As though	As long as
Provided	So that	That

1. Correlative Conjunctions

A correlative conjunction is used in pairs, working together to connect and give equal importance to the ideas in a sentence. Examples include either-or, neither-nor, rather-than, such-that, and so on.

6.4 Summary

- ❖ An adjective gives additional information about a noun or pronoun that serves as the subject of a sentence.
- ❖ When comparing two subjects engaged in the same activity or possessing the same quality, the comparative form of the adjective is used.

- ❖ Possessive adjectives are words that indicate ownership or possession.
- ❖ Interrogative adjectives, such as "whose," "what," or "which," changes a noun or pronoun through asking a question.
- ❖ An adjective modifies a noun's subject or object as a complement.
- ❖ When combining two items, phrases, or clauses, use conjunctions. They can also be called connectors, as they connect phrases.

6.5 Keywords

- **Adjective** - A word that describes or gives additional information about a noun or pronoun. Example: beautiful, tall.
- **Comparative** - The comparative form of an adjective is employed when comparing two subjects engaged in the same activity or possessing the same quality. Examples include "taller" and "more beautiful."
- **Possessive adjective** - Words that express ownership or possession of something. Example: his, her, their.
- **Interrogative adjective** - Words such as "whose," "what," or "which" modify a noun or pronoun by posing a question. For instance, "whose car," "what book," or "which color."
- **Conjunction** - Words used to combine two items, phrases, or clauses. They serve as connectors. Example: and, but, or.

6.6 Self-Assessment Questions

Underline Adjectives in the following sentences.

1. The fluffy cat napped lazily on the sunlit windowsill.
2. The diligent student completed all of her assignments on time.
3. The ancient ruins stood tall and majestic against the evening sky.
4. The delicious aroma of freshly baked bread filled the bakery.
5. The tiny, sparkling stars dotted the vast night sky.
6. The boisterous crowd cheered loudly at the thrilling football match.
7. The graceful dancer moved with elegance and poise on the stage.
8. The enormous, roaring waves crashed against the rocky shore.
9. The cozy cabin nestled in the peaceful, verdant mountainside.

10. The intelligent scientist made groundbreaking discoveries in her field.

B. Identify adjectives in the following sentences and mention the type of adjective.

John is taller than his younger brother.

This book is more interesting than the previous one.

Mount Everest is the highest peak in the world.

She is the smartest student in the class.

My car is parked in the garage.

Their house is located by the lake.

This dress is beautiful.

Those shoes are expensive.

Which movie did you watch last night?

Whose pen is this?

Many people attended the concert.

Some students prefer studying in groups.

The excited child jumped up and down.

The broken window needs to be fixed.

She has a well-written essay.

The fast-paced action movie kept us on the edge of our seats.

I love Italian cuisine.

The Japanese tea ceremony is a beautiful tradition.

The view from the mountaintop was breathtaking.

The storm left the city in complete darkness.

Answers

A.

The fluffy cat napped lazily on the sunlit windowsill.

fluffy, lazily, sunlit

The diligent student completed all of her assignments on time.

diligent, all, her, on time

The ancient ruins stood tall and majestic against the evening sky.

ancient, tall, majestic, against, the evening

The delicious aroma of freshly baked bread filled the bakery.

delicious, freshly baked, the

The tiny, sparkling stars dotted the vast night sky.

tiny, sparkling, vast, the

The boisterous crowd cheered loudly at the thrilling football match.

boisterous, loud, thrilling, the

The graceful dancer moved with elegance and poise on the stage.

graceful, elegance, poise, on the

The enormous, roaring waves crashed against the rocky shore.

enormous, roaring, against, the, rocky

The cozy cabin nestled in the peaceful, verdant mountainside.

cozy, peaceful, verdant, the

The intelligent scientist made groundbreaking discoveries in her field.

intelligent, groundbreaking, in her, the

B.

1. John is taller than his younger brother.

taller (comparative adjective)

2. This book is more interesting than the previous one.

more interesting (comparative adjective)

3. Mount Everest is the highest peak in the world.

highest (superlative adjective)

4. She is the smartest student in the class.

smartest (superlative adjective)

5. My car is parked in the garage.

parked (participle adjective)

6. Their house is located by the lake.

located (participle adjective)

7. This dress is beautiful.

beautiful (descriptive adjective)

8. Those shoes are expensive.

expensive (descriptive adjective)

9. Which movie did you watch last night?

last (descriptive adjective)

10. Whose pen is this?

this (demonstrative adjective)

11. Many people attended the concert.

- Many (quantitative adjective)
12. Some students prefer studying in groups.
Some (quantitative adjective)
13. The excited child jumped up and down.
excited (descriptive adjective)
14. The broken window needs to be fixed.
broken (descriptive adjective)
15. She has a well-written essay.
well-written (descriptive adjective)
16. The fast-paced action movie kept us on the edge of our seats.
fast-paced (descriptive adjective)
17. I love Italian cuisine.
Italian (descriptive adjective)
18. The Japanese tea ceremony is a beautiful tradition.
Japanese, beautiful (descriptive adjectives)

6.7 References

1. Wren and Martin-English Grammar

UNIT : 7

TENSE-1

LEARNING OBJECTIVES:

- Understand the concept of tenses
- Learn their usage
- Understand Differences
- Practice

STRUCTURE:

7.1 Introduction

7.2 Simple Past Tense

7.3 Simple Present Tense

7.4 Simple Future Tense

7.5 Past Continuous Tense

7.6 Summary

7.7 Keywords

7.8 Self-Assessment Questions

7.9 References

7.1 Introduction

The Oxford Learner's Dictionary defined 'tense' as "any of the forms of a verb that may be used to show the time of the action or state expressed by the verb."

'Tense' refers to the characteristics of the verb in a sentence. A verb's tense can be used to indicate the precise moment that an event is occurring.

Tenses are frequently regarded as their core and essential concept. Everything seems absurd without tension. You can describe acts that occur at various periods by using multiple tenses. It aids in making your context and the facts you're trying to convey clear. You may also create sophisticated sentence constructions using it.

There are three primary tenses in English grammar. They are divided into four forms for twelve tenses. Three major tenses are- Past, Present, and Future.

1. Present Tense

When we talk about actions or events happening now or at the moment, we use the present tense. It shows what the subject is doing or feeling in the present situation.

Types of Present Tense

- Simple Present
- Present Continuous
- Present Perfect
- Present Perfect Continuous

2. Past Tense

Just like its name suggests, the 'past tense' form of a verb explains an action that occurred in the past. Though, it's worth noting that not all verbs requires the addition of "ed" to change to the past tense.

Types of Past Tense

- Simple Past

- Past Continuous
- Past Perfect
- Past Perfect Continuous

3. Future Tense

Words which indicates an action that will happen in the future or will continue into the future are denoted by future tense.

Types of Future Tense

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

7.2 Simple Past Tense

“The simple past tense in English is employed to narrate actions or events that occurred in the past”. Typically, adding 'ed' or 'd' to the base verb forms the simple past tense.

7.2.1 Structure and Use of Simple Past Tense

Subject + **Verb + ed / verb in the past tense** + the rest of the sentence

Examples-

I watched a movie last night.

She finished her homework before dinner.

They travelled to Europe last summer.

He played soccer with his friends yesterday.

We went for a walk in the park this morning.

Simple Past Tense: Formation			
Positive	Negative	Interrogative	Negative Interrogative

Subject + Verb in the past form (base form of the verb + ed/d for regular verbs or past tense form of the irregular verbs)	Subject + Didn't + Verb in the base form	Did + Subject + Verb in the base form	Didn't + Subject + Verb in the base form
Example: I graduated from the university last year.	Example: She did not attend the wedding yesterday.	Example: Did you submit the project yesterday?	Example: Didn't you take the medicine in the morning?

Use

We can use Simple Past tense to:

Mention an act or occurrence from the past

Talk about something true once upon a time.

Describe an incident that occurred more than once in the past.

Rules

1. Conjugating regular verbs - You only need to add "-ed" to the end of a regular verb that ends in "e" or "-d" to the end of a regular verb that ends in "d" to present the primary verb in the phrase.

Examples- Like-Liked, Kick-Kicked, Dance-Danced, etc.

2. Verbs that don't change - Some verbs change in the past tense but keep the exact spelling as the root verb.

Examples- Put-put, Cut-cut, Sit-sit, etc.

3. Verbs having variety of spelling conventions – The rule to explain why irregular verbs appear to follow diverse spelling patterns does not exist.

Example- Buy-Bought, Think-Thought, See-Saw.

7.3 Simple Present Tense

The simple present tense in sentences indicates actions or events that are currently happening or have recently happened within the statement's context. The simple present tense is also known as present indefinite tense

7.3.1 Structure and Use of Simple Present Tense

Simple Present Tense: Formation			
Positive	Negative	Interrogative	Negative Interrogative
Subject + Verb in the base form/third person plural form	Subject + Do not/Don't/Does not/Doesn't + Verb in the base form/third person plural form	Do/Does + Subject + Verb	Don't/Doesn't + Subject + Verb
Example: I drink coffee every day.	Example: I do not drink coffee every day.	Example: Do you drink coffee every day?	Example: Don't you drink coffee every day?

Use

Present tense can be used for several purposes and it help in following ways:

- Used for wide-ranging factual statements and experiential data.
- Used for everyday behaviors that occurs every day.
- Used for regular occurrences.
- Used for instructions or directions
- Used for predetermined agreements
- Used for future constructions

Rules

The base form of the verb is commonly used.

When a third-person pronoun or subject enters a sentence, the verb needs to be pluralized to accommodate this change.

Examples-

We leave for the trip next week.

The train departs from platform 3.

Open the door and enter the room.

The seasons change throughout the year.

I wake up at 6 a.m. every morning.

Water boils at 100 degrees Celsius.

7.4 Simple Future Tense

Words used to describe actions that will occur in the future are simple future tense. In this, action begins and ends in the future itself, which is a truth you should keep in mind.

7.4.1 Structure and Use of Simple Future Tense

Simple Future Tense: Formation			
Positive	Negative	Interrogative	Negative Interrogative
Subject + Helping verb (will) + Base form of the verb + the rest of the sentence	Subject + Will not/Won't + Base form of the verb + the rest of the sentence	Will + Subject + base form of the verb + the rest of the sentence	Will + Subject + not + Base form of the verb + the rest of the sentence (or) Won't + Subject + Base form of the verb + the rest of the sentence
Example: I will visit my parents next weekend.	Example: I will not visit my parents next weekend.	Example: Will I visit my parents next weekend?	Example: Won't I visit my parents next weekend?

Use

Here are some examples of how the simple future tense can be employed in different contexts.

To symbolize upcoming events or acts that will take place soon.

To hazard a guess or make a forecast regarding somebody or something in the future.

To make a factual future assertion or articulate such a statement.

To enquire about future actions being taken by something or someone.

To consider potential outcomes, circumstances, or scenarios in the future.

To deliver instructions or demands in the form of imperative sentences.

Rules

1. The base form of the verb and the auxiliary verb (will) should always be present in the simple future tense form of the verb.
2. Will is a supporting verb in interrogative sentences and follows the subject and the main verb's base form.
3. If auxiliary verb "will" is followed by the word "not," the phrase is negative.

Examples

I will meet you at the park in 10 minutes.

They will start the presentation shortly.

She will probably win the competition.

The weather forecast says it will rain tomorrow.

The sun will rise at 6 a.m. tomorrow.

The new movie will release next month.

Will you attend the party tomorrow?

What time will the train depart?

If it rains, we will stay indoors.

She will be happy if she gets the job.

Please be on time for the meeting tomorrow.

Remember to take your umbrella with you.

7.5 Past Continuous Tense

Words that are used to describe an activity or event that occurred in the past are denoted by past continuous tense. Put differently, it reflects the ongoing nature of an action or occasion at a particular moment in the past. Hence, the past continuous tense is also known as the "past progressive tense."

7.5.1 Structure of Past Continuous Tense

Past Continuous Tense: Format			
Positive	Negative	Interrogative	Negative Interrogative
Subject + was/were + present participle (verb+ing) + the rest of the sentence	Subject + was/were + not + present participle (verb+ing) + the rest of the sentence	Was/were + subject + present participle (verb+ing) + the rest of the sentence	Wasn't/weren't + subject + present participle (verb+ing) + the rest of the sentence (Or) Was/were + subject + not + present participle (verb+ing) + the rest of the sentence
Example: I was studying for my exam yesterday evening.	Example: I was not studying for my exam yesterday evening.	Example: Was I studying for my exam yesterday evening?	Example: Wasn't I studying for my exam yesterday evening?

Rules

1. Both a helping verb (either "was" or "were") and a main verb are required in the past continuous tense.
2. Main verb in its present participle form (also known as the gerund form, which is the base verb + 'ing') is placed after the auxiliary verb.
3. The topic should come first if the sentence is positive or negative.

4. The helping verb should come first in an interrogative or negative interrogative sentence, then the subject, and then the main verb.

7.6 Summary

- ❖ The Oxford Learner's Dictionary defined 'tense' as "any of the forms of a verb that may be used to show the time of the action or state expressed by the verb."
- ❖ 'Tense' refers to the characteristics of the verb in a sentence. A verb's tense can be used to indicate the precise moment that an event is occurring.
- ❖ The action or event that happened or is currently happening in the present is referred to as being in the present tense.
- ❖ The fusion of a verb to signify an action that is set to happen in the future or will persist into the future characterizes the "future tense" form of the verb.
- ❖ An 'ed' or a 'd' is typically added at the back of the underlying verb to create the simple past tense.
- ❖ Verbs that don't change - Some verbs change in the past tense but keep the exact spelling as the root verb. Examples- Put-put, Cut-cut, Sit-sit, etc.
- ❖ To depict an activity or event that took place in the past, the past continuous tense is used.

7.7 Keywords

- **Tense** - Refers to the characteristics of a verb that indicate the time of the act or state expressed by the verb.
- **Present tense** - Refers to the verb form that indicates an action or event currently happening in the present.
- **Future tense** - Refers to the verb form that indicates an action or event that will occur in the future or continue in the future.
- **Simple past tense** - Refers to the verb form created by addition of 'ed' or 'd' to the end of the underlying verb to show an action or incident that occurred in the earlier period.
- **Past continuous tense** – Is that form of the verb which describes an activity or event that was happening in the past.

7.8 Self-Assessment Questions

Identify the tenses used in the given sentences.

1. She completed her assignment yesterday.
2. I eat breakfast every morning.
3. She works as a teacher at the local school.
4. He scored a goal in yesterday's match.
5. "She was cooking dinner when the power went out."
6. They visited their grandparents last summer.
7. "I was studying for my exams while my friends were watching a movie."
8. They are going to travel to Europe next month.
9. He will start his new job next week.
10. The sun rises in the east.
11. I will meet you at the cafe tomorrow.
12. "They were playing basketball when it started raining."

B. Change the following sentences into the simple present tense.

1. She travelled to Paris last year.
2. They finished the project yesterday.
3. He studied French in college.
4. We visited the museum last weekend.
5. The team won the championship last season.
6. She visited her grandparents last month.
7. They went on a vacation to Hawaii last year.
8. He studied art history in college.
9. We attended a concert last weekend.
10. The company launched a new product last quarter.

C. Change the following sentences into Past Continuous.

1. She watched TV.
2. They played basketball.
3. He wrote a letter.
4. We cooked dinner.
5. The dog barked loudly.

6. She finished her homework.
7. They danced at the party.
8. He played the guitar.
9. We studied for the test.
10. The rain stopped.

Answers

A.

She completed her assignment yesterday. - Simple past tense

I eat breakfast every morning. - Present tense

She works as a teacher at the local school. - Present tense

He scored a goal in yesterday's match. - Simple past tense

"She was cooking dinner when the power went out." - Past continuous tense

They visited their grandparents last summer. - Simple past tense

"I was studying for my exams while my friends were watching a movie." - Past continuous tense

They are going to travel to Europe next month. - Future tense

He will start his new job next week. - Future tense

The sun rises in the east. - Present tense

I will meet you at the cafe tomorrow. - Future tense

"They were playing basketball when it started raining." - Past continuous tense

B.

1. She travels to Paris every year.
2. They finish the project today.
3. He studies French in college.
4. We visit the museum every weekend.
5. The team wins the championship this season.
6. She visits her grandparents every month.
7. They go on a vacation to Hawaii every year.
8. He studies art history in college.

9. We attend a concert every weekend.
10. The company launches a new product this quarter.

C.

She was watching TV.

They were playing basketball.

He was writing a letter.

We were cooking dinner.

The dog was barking loudly.

She was finishing her homework.

They were dancing at the party.

He was playing the guitar.

We were studying for the test.

The rain was stopping.

7.9 References

1. Wren and Martin-English Grammar

UNIT : 8

TENSE – I

LEARNING OBJECTIVES:

- Understand the concept of tenses
- Learn different types of tenses
- Know their use
- Practice

STRUCTURE:

8.1 Present Continuous Tense

8.2 Future Continuous Tense

8.3 Past Perfect Tense

8.4 Present Perfect Tense

8.5 Future Perfect Tense

8.6 Summary

8.6 Keywords

8.7 Self-Assessment Questions

8.8 References

8.1 Present Continuous Tense

The present continuous tense, as its name implies, is employed to illustrate actions that are currently in progress or unfolding at the moment. Given that they portray actions taking place in the present, they are also referred to as the present progressive tense.

8.1.1 Structure and Use

Present Continuous Tense: Format			
Positive	Negative	Interrogative	Negative Interrogative
Subject + am/is/are + present participle (verb+ing) + the rest of the sentence	Subject + am/is/are + not + present participle (verb+ing) + the rest of the sentence	Am/is/are + subject + present participle (verb+ing) + the rest of the sentence	Isn't/aren't + subject + present participle (verb+ing) + the rest of the sentence (Or) Am/is/are + subject + not + present participle (verb+ing) + the rest of the sentence
Example: I am eating lunch right now.	Example: I am not eating lunch right now.	Example: Am I eating lunch right now?	Example: Am I not eating lunch right now?

Uses

The present continuous tense describes an action which happens in the present, similar to the simple present tense.

- Key distinction lies in its indication of an action currently in progress or unfolding—when used, it signifies ongoing activity as the speaker speaks.

Rules:

- Ensure proper sentence structure when using the present continuous tense.
- Always begin with the subject for positive or negative statements. For interrogative sentences, start with the auxiliary verb.

- A phrase in the present continuous tense contains a helping verb (verbs in the 'to be' form) and a main verb.
- The pronoun "I" can be replaced with "am," "is," or "are" depending on the subject.

Please note that "am" cannot be used in the negative form in an interrogative sentence. Instead, "aren't" replaces "ain't."

Examples:

1. Currently, she is engrossed in reading a book.
2. They are enjoying a game of soccer in the park.
3. This week, I am participating in a conference.
4. Tonight, we are dining at an upscale restaurant.
5. Right now, he is immersed in studying for his exam.
6. The cat is playfully chasing a mouse around the house.

8.2 Future Continuous Tense

Words that portray an event or action that is anticipated to occur at a specific time in the future are future continuous tenses. It indicates an ongoing activity or event that will be happening at a designated time in future.

8.2.1 Structure and Use

Future Continuous Tense: Format			
Positive	Negative	Interrogative	Negative Interrogative
Subject + Helping verb (will + be) + Past participle form of the verb + the rest of the sentence	Subject + Will not be/Won't be + Past participle form of the verb + the rest of the sentence	Will + Subject + Be + Past participle form of the verb + the rest of the sentence	Will + Subject + not + be + Past participle form of the verb + the rest of the sentence OR Won't + Subject + be + Past participle form of the verb + the rest of the sentence
Example: Aryan will be working on this project tomorrow afternoon.	Example: Aryan will not be working on this project tomorrow afternoon.	Example: Will Aryan be working on this project tomorrow afternoon?	For example: Won't Aryan be working on this project tomorrow afternoon?

Uses

The future continuous tense typically serves the following purposes:

- Signaling a future activity scheduled for a specific time.
- Describing an action that will unfold gradually over time rather than all at once.
- Evaluating the present and the future in comparison.
- Suggesting that multiple actions will occur simultaneously at a specific future moment.

Rules:

- The future continuous tense consists of the helping verbs "will" and "be," followed by the main verb's present participle form just like the present continuous tense and the past continuous tense.
- The main verb forms its present participle by adding "ing" at the end. To form the negative tense, add "not" after "will."
- In interrogative sentences, the structure begins with "will," followed by the subject, "be," and the main verb's present participle form.
- Please note that only action verbs, not stative verbs, can be used with the future continuous tense. This is because only action verbs can be assigned to a specific time.

Furthermore, it's important to keep in mind that the act explained in this tense would have started earlier but will not have concluded at that specific moment.

Examples:

1. Tomorrow at 8 a.m., they will be heading to the airport.
2. Next week, she will be delivering a presentation at the conference.
3. For the next month, he will be traveling around Europe.
4. Over the next few weeks, we will be renovating our house.
5. While they are currently saving money, they will be purchasing a house soon.
6. Although he is learning Spanish now, he will be fluent in it by the end of the year.
7. I will be cooking dinner while she sets the table.

They will be rehearsing for the play while he designs the set.

8.3 Past Perfect Tense

Both in its structure and its usage within sentences the past perfect tense is different. It distinctly indicates that a single action took place prior to other in the past. Additionally, the past perfect tense is also used to narrate an act that occurred at a previous point in time.

8.3.1 Structure and Uses

Past Perfect Tense: Format			
Positive	Negative	Interrogative	Negative Interrogative
Subject + had + past participle + the rest of the sentence	Subject + had + not + past participle + the rest of the sentence	Had + subject + past participle + the rest of the sentence	Had + subject + not + past participle + the rest of the sentence (or) Hadn't + subject + past participle + the rest of the sentence
Example: Aman had finished his work before the meeting started.	Example: Aman had not finished his work before the meeting started.	Example: Had Aman finished his work before the meeting started?	Example: Hadn't Aman finished his work before the meeting started?

Uses

We apply past perfect tense in the following scenarios:

- To illustrate the chronological order of multiple preceding events.
- To signify the duration leading up to a previous date.
- To convey that a past action, indicated in the simple past tense, occurred at a certain point in the past but was incomplete or unfinished.

Rules:

- Past perfect tense matches the present perfect tense in structure.
- It uses the same auxiliary verb ("had") and the past participle of the main verb as the present perfect tense.

- Regardless of the subject pronoun used (first, second, or third person), the past perfect tense consistently uses the auxiliary verb "had," distinguishing it as the only difference.
- While regular verbs often have the same spelling for their past forms and past participles, most irregular verbs have distinct past forms and past participle forms.

Examples:

1. Before the exam, she had studied, practiced, and reviewed.
2. They had completed their dinner, watched a movie, and then gone to bed.
3. Their relationship had lasted for three years before they got married.
4. Prior to relocating to a new country, she had resided in that city for a decade.
5. He had spent two hours working on the project when his computer crashed.
6. By the time they decided to extend their trip, they had been traveling for a week.

8.4 Present Perfect Tense

Words that are used to depict either an activity that has happened recently and still holds relevance at present, or an act that occurred over an non particular period of time in the past are present perfect tense. Let's have a look at the definitions of this tense in various dictionaries to gain a clearer picture.

8.4.1 Structure and Use

Present Perfect Tense: Format			
Positive	Negative	Interrogative	Negative Interrogative
Subject + have/has + past participle + the rest of the sentence	Subject + have/has + not + past participle + the rest of the sentence	Have/has + subject + past participle + the rest of the sentence	Have/has + subject + not + past participle + the rest of the sentence (or) Haven't / hasn't + subject + past participle + the rest of the sentence
Example: She has travelled to many countries.	Example: She has not travelled to many countries.	Example: Has she travelled to many countries?	Example: Hasn't she travelled to many countries?

Uses

Present perfect tense can be deployed:

- For signifying a past act or event which began or had a lasting impression, remaining relevant today or connected to the current topic.
- To depict a past event that is presently recurring or being repeated.
- To establish a connection between ongoing events and historical incidents.

Rules:

- Usually, forming a past participle in English involves adding "ed" to the base form of the verb. However, irregular verbs often have unique spellings and do not follow this regular pattern.
- A phrase in the past perfect tense contains two: a helping verb and a main verb. Auxiliary verbs "have" and "has" are also used.
- "Have" is used if the subject of the sentence is "I," "you," "they," or multiple nouns. "Has" is used when the subject is the singular nouns "he," "she," or "it."

Examples:

1. I have visited that museum before, so I know what to expect.
2. They have faced challenges in the past, shaping their approach to current difficulties.
3. He has frequented that restaurant numerous times and continues to dine there regularly.
4. They have played soccer together in the past and are now engaged in the game again.
5. This new technology has transformed the industry, building on previous innovations.
6. The research findings have illuminated a longstanding mystery.

8.5 Future Perfect Tense

We apply future perfect tense for detailing actions or events slated to occur within a defined future timeframe. It denotes an action or event with a specified completion time or date.

8.5.1 Structure and Use

Future Perfect Tense: Format			
Positive	Negative	Interrogative	Negative Interrogative
Subject + will + have + past participle + the rest of the sentence	Subject + will + not + have + past participle + the rest of the sentence	Will + subject + have + past participle + the rest of the sentence	Will + subject + not + have + past participle + the rest of the sentence (or) Won't + subject + have + past participle + the rest of the sentence
Example: Sheena will have her work finished by the end of the day.	Example: Sheena will not have her work finished by the end of the day.	Example: Will Sheena have her work finished by the end of the day?	Example: Won't Sheena have her work finished by the end of the day?

Uses

When conversing, you can employ the future perfect tense to:

- Depict a sequence of actions or events that will conclude before a specific future moment.
- Describe something anticipated to occur or conclude prior to another event in the future.
- Express certainty about an event scheduled for a specific time.

Rules:

Always remember that the future perfect tense is made by integrating the past participle of the main verb with the auxiliary verbs "will" and "have."

Examples:

1. She will have completed the project before the deadline.
2. By the time you wake up, I will have already gone to work.

3. By the time we arrive, they will have already departed.
4. She will have completed writing her book before the deadline.
5. By tomorrow, he will have visited five different cities.
6. By the time they return from their vacation, we will have redecorated the entire house.

8.6 Summary

- ❖ The present continuous tense, as its name suggests, portrays ongoing actions happening at the present moment.
- ❖ The present continuous tense is commonly employed to depict actions occurring in the present just like simple present tense.
- ❖ The future continuous tense is typically utilized to illustrate forthcoming actions or events scheduled for a specific time.
- ❖ The future continuous tense is made up of the auxiliary verbs "will" and "be," followed by the main verb's present participle form.
- ❖ Actions described in the future continuous tense will have started earlier but will not have finished at a specific moment.
- ❖ The past perfect tense has slight differences from both the simple past tense and the past continuous tense in terms of its form and usage within sentences.
- ❖ In sentences, the present perfect tense is used to portray either recent activities still impacting the present or actions reflecting a on particular period of time in the past.
- ❖ The future perfect tense depicts actions or events scheduled to occur within a specific future time frame.

8.7 Keywords:

1. **Present continuous tense:** A verb tense used to depict actions that are ongoing or happening simultaneously.
2. **Future continuous tense:** A verb tense which describes a future occurrence or activity that will take place at a specific time.
3. **Past perfect tense:** A verb tense that differs from the simple past tense and past continuous tense and describes an action that occurred before another past action or a specific point in the past.
4. **Present perfect tense:** A verb tense used to express an activity that occurred recently and continues to affect the present, or an action that encompasses an undefined period in the past.

5. **Future perfect tense:** A verb tense which describes actions or events that will be completed within a specific period of time in the future, indicating that they will have already happened by a certain point.

8.8 Self-Assessment Questions

1. Write the following sentences again using the present continuous tense:

- a) She reads a book.
- b) They eat lunch.
- c) I walk to school.
- d) He watches TV.
- e) We play soccer.

2. Complete the sentences by filling in the blanks with the appropriate form of the present continuous tense.

- a) They _____ (run) in the park right now.
- b) She _____ (study) for her exams at the moment.
- c) We _____ (wait) for the bus.
- d) The cat _____ (sleep) on the couch.
- e) I _____ (listen) to music while I work.

3. Complete the sentences with the future continuous tense:

- a) By this time next year, I _____ (work) for a different company.
- b) Tomorrow evening, we _____ (have) dinner with friends.
- c) At 8 PM tonight, they _____ (watch) a movie.
- d) By the time you arrive, I _____ (prepare) dinner.
- e) In a month, she _____ (attend) a prestigious conference.

4. Make questions using the future continuous tense:

- a) What _____ (you/do) this time next week?
- b) _____ (they/work) on the project tomorrow morning?
- c) _____ (he/study) at the library at 9 PM tonight?
- d) Where _____ (we/meet) for dinner next Saturday?
- e) How long _____ (she/travel) to get to the conference?

5. Complete the sentences by filling in the blanks with the appropriate tense (past perfect, present perfect, or future perfect):

- a) By the time I arrived, she _____ (already/leave).
- b) We _____ (visit) that museum last year.
- c) He _____ (never/try) sushi before.
- d) They _____ (finish) the project by next week.
- e) She _____ (live) in that city for five years.

6. Write questions using the past perfect tense:

- a) _____ (you/ever/visit) New York before you went on vacation?
- b) How long _____ (she/study) English before she moved to the United States?
- c) What _____ (they/do) after they had completed their exams?
- d) _____ (he/ever/see) a live concert before that one?
- e) Where _____ (you/go) once you had finished work yesterday?

Answers

1.

- a) She is reading a book.
- b) They are eating lunch.
- c) I am walking to school.
- d) He is watching TV.
- e) We are playing soccer.

2.

- a) They are running in the park right now.
- b) She is studying for her exams at the moment.
- c) We are waiting for the bus.
- d) The cat is sleeping on the couch.
- e) I am listening to music while I work.

3.

- a) By this time next year, I will be working for a different company.

- b) Tomorrow evening, we will be having dinner with friends.
- c) At 8 PM tonight, they will be watching a movie.
- d) By the time you arrive, I will be preparing dinner.
- e) In a month, she will be attending a prestigious conference.

4.

- a) What will you be doing this time next week?
- b) Will they be working on the project tomorrow morning?
- c) Will he be studying at the library at 9 PM tonight?
- d) Where will we be meeting for dinner next Saturday?
- e) How long will she be travelling to get to the conference?

5.

- a) By the time I arrived, she had already left.
- b) We visited that museum last year.
- c) He has never tried sushi before.
- d) They will have finished the project by next week.
- e) She has lived in that city for five years.

6.

- a) Had you ever visited New York before you went on vacation?
- b) How long had she studied English before she moved to the United States?
- c) What did they do after they had completed their exams?
- d) Had he ever seen a live concert before that one?
- e) Where had you gone once you had finished work yesterday?

8.9 References

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UNIT : 9

TENSE – I

LEARNING OBJECTIVES:

- Understand the concept of tenses
- Learn different types of tenses
- Know their use
- Practice

STRUCTURE:

9.1 Past Perfect Continuous Tense

9.2 Present Perfect Continuous Tense

9.3 Future Perfect Continuous Tense

9.4 Summary

9.5 Keywords

9.6 Self-Assessment Questions

9.7 References

9.1 Past Perfect Continuous

9.1.1 Structure and Uses of Past Perfect Continuous Tense

The past perfect continuous tense is used to describe an action that began in the past and continued up to a certain point in the past. It tells us about an action that was ongoing up to a specific moment in the past and also called past perfect progressive tense.

Structure of the Past Perfect Continuous Tense			
Positive	Negative	Interrogative	Negative Interrogative
Subject + had + been + present participle + the rest of the sentence	Subject + had + not + been + present participle + the rest of the sentence	Had + subject + been + present participle + the rest of the sentence	Had + subject + not + been + present participle + the rest of the sentence OR Hadn't + subject + been + present participle + the rest of the sentence
Example: I had been learning Spanish for three years before I became fluent.	Example: "I had not been studying Spanish for three years before I finally became fluent."	Example: "Had I been studying Spanish for three years before I finally became fluent?"	Example: "Had I not been studying Spanish for three years before I finally became fluent?"

Uses

The past perfect continuous tense serves two main purposes:

- To indicate a behavior that led to another behavior or event in the past.
- To narrate a series of events that commenced at a particular moment in the past and extended or unfolded until a specific recent moment.

Rules:

The past perfect continuous tense, much like the present perfect continuous tense, comprises two auxiliary verbs and a main verb.

- The first auxiliary verb is always "had," followed by "been," and then the present participle of the main verb in a positive sentence.

- In interrogative sentences, the pattern is: subject, followed by the auxiliary verb "had," then "been," and finally the present participle of the main verb.

Examples:

1. She had been working hard all week, so she was exhausted when the weekend finally arrived.
2. They had been saving money for months, and finally, they were able to afford their dream vacation.
3. He had been studying engineering for years, which prepared him well for the challenging project he received.
4. The team had been practicing their routines diligently, so their performance at the competition was exceptional.

9.2 Present Perfect Continuous

The present perfect continuous tense is employed to depict an action that commenced in the recent past and is ongoing into the present. Due to the action spanning from the past to the present, it's also referred to as the present perfect progressive tense.

9.2.1 Structure and Use of Past Perfect Continuous Tense

Structure of the Present Perfect Continuous Tense			
Positive	Negative	Interrogative	Negative Interrogative
Subject + have/has + been present participle + the rest of the sentence	Subject + have/has + not + been + present participle + the rest of the sentence	Have/has + subject + been + present participle + the rest of the sentence	Have/has + subject + not + been + present participle + the rest of the sentence (or) Haven't / hasn't + subject + been + present participle + the rest of the sentence
Example: I have been studying for my exams all day.	Example: I have not been studying for my exams all day.	Example: Have I been studying for my exams all day?	Example: Have I not been studying for my exams all day?

Uses

The present perfect continuous tense is required in the following situations:

- To show the development of an incomplete action from its start to the present.
- To represent a completed action that started in the past and just recently ended.
- To describe a temporary or recurring action that began in the past and is still happening now.

Rules:

1. Similar to the present perfect tense, the present perfect continuous tense comprises auxiliary verbs and main verbs.
2. In contrast to the present perfect tense, which involves one helping verb and a main verb in the past participle form, the present perfect continuous tense utilizes two helping verbs and a main verb in the present participle form.
3. The helping verbs 'has' and 'have' are combined with 'been,' followed by the present participle form of the main verb, created by adding 'ing' to the base verb.
4. The selection between 'have' and 'has' depends on the pronoun or subject of the sentence, mirroring the usage in the present perfect tense.

Examples:

- "I have been working on this project for three months."
- "She has been crying because her favorite team lost the match."
- "We have been going to the gym every day since January."
- "He has been practicing the piano for two hours."
- "They have been living in this neighborhood for five years."

9.3 Future Perfect Continuous Tense

The future perfect continuous tense portrays an action that will be ongoing up to a certain point in the future. Also recognized as the future perfect progressive tense, it delineates an action or event that will persist until a specific time in the future.

9.3.1 Structure and Uses of Future Perfect Continuous Tense

Structure of the Future Perfect Continuous Tense			
Positive	Negative	Interrogative	Negative Interrogative
Subject + will + have + been + present participle of the main verb + the rest of the sentence	Subject + will + not + have + been + present participle of the main verb + the rest of the sentence	Will + subject + have + been + present participle of the main verb + the rest of the sentence	Will + subject + not + have + been + present participle of the main verb the rest of the sentence (or) Won't + subject + have + been + present participle of the main verb + the rest of the sentence
Example: "By this time next year, I will have been working at this company for ten years."	Example: "By this time next year, I will not have been working at this company for ten years."	Example: "Will I have been working at this company for ten years by this time next year?"	Example: "Will I not have been working at this company for ten years by this time next year?"

Uses

The future perfect continuous tense are used to:

- Explain a current action or event that will continue until a future event, a particular period, or both.
- Show how a past event or action has led to a current or future event.

Rules

- To prevent confusion, it's important to note that the future perfect continuous tense is comprised of three auxiliary verbs: "will," "have," and "been," followed by the present participle of the main verb.
- Only action verbs, not stative verbs, can be used with the future perfect continuous tense.

Examples

1. He will have been waiting for an hour, by the time I arrive.
2. In next two years, she will have been working as a teacher for a decade.
3. By tomorrow, she will have been living in this city for a month.
4. By the end of the next year, they will have been traveling around the world for six months.

5. By the time they finish the race, the runners will have been running for three hours.

9.4 Summary

- ❖ The past perfect continuous tense is generally used to describe an action that began in the past and continued up to a specific point in the past.
- ❖ The past perfect continuous tense, much like the present perfect continuous tense, comprises two auxiliary verbs and a main verb.
- ❖ The present perfect continuous tense describes an action that started in the recent past and is still ongoing in the present.
- ❖ The future perfect continuous tense describes an action that will continue until a specific future point.
- ❖ To prevent confusion, it's important to note that the future perfect continuous tense comprises three auxiliary verbs: "will," "have," and "been," followed by the present participle of the main verb.

9.5 Keywords

1. **Past perfect continuous tense:** A verb tense employed to depict an action that started in the past and persisted until a specific point in the past.
2. **Present perfect continuous tense:** A verb tense which describes an action that started in the recent past and is still ongoing in the present.
3. **Future perfect continuous tense:** A verb tense describes an action that will go on until a specific future point.
4. **Supporting verbs:** Auxiliary verbs are used in verb tenses to provide additional information or context.
5. **Auxiliary verbs:** Verbs used in combination with main verbs to form various tenses and moods. In the context of these notes, they are used in the past present perfect continuous tense, future perfect continuous tense and perfect continuous tense.

9.6 Self-Assessment Questions

1. Write the following sentences again using the Past Perfect Continuous tense:
 - a) I had been studying for three hours.
 - b) They had been playing soccer all afternoon.
 - c) She had been working on the project since morning.
 - d) We had been waiting for the bus for over an hour.

e) He had been practising the piano for months.

2. Fill in the blanks using the correct form of the Past Perfect Continuous tense:

a) By the time she arrived, he _____ (work) on the report for three hours.

b) They _____ (travel) for days before reaching their destination.

c) I realised I was exhausted because I _____ (run) for a long time.

d) By the time the concert started, the band _____ (rehearsed) for weeks.

e) The team was tired as they _____ (play) multiple matches that week.

3. Write the following sentences again using the Present Perfect Continuous tense:

a) She has been studying all day.

b) They have been working on the project for weeks.

c) I have been waiting for you since morning.

d) We have been practising the dance routine for hours.

e) He has been learning French for a long time.

4. Fill in the blanks using the correct form of the Present Perfect Continuous tense:

a) They _____ (work) on this project for a month.

b) How long _____ (you/study) for the exam?

c) She _____ (paint) the house since morning.

d) I feel tired because I _____ (run) for a while.

e) By the end of this year, I _____ (learn) Spanish for two years.

5. Complete the sentences with the Future Perfect Continuous tense:

a) By this time next year, I _____ (have) been working here for a decade.

b) By the time they arrive, we _____ (have) been waiting for hours.

c) She _____ (study) for five years by the time she graduates.

d) We _____ (travel) for three days non-stop.

e) The project _____ (be) ongoing for a month by the time it concludes.

6. Make questions using the Future Perfect Continuous tense:

a) How long _____ (you/be) working on this project by the end of the month?

b) _____ (they/have) been travelling for a year when they return?

c) By what time _____ (he/complete) the marathon?

- d) How many hours _____ (we/practice) before the performance?
e) How long _____ (she/have) been cooking when the guests arrive?

Answers

1.

- a) I had been studying for three hours.
b) They had been playing soccer all afternoon.
c) She had been working on the project since morning.
d) We had been waiting for the bus for over an hour.
e) He had been practising the piano for months.

2.

- a) By the time she arrived, he had been working on the report for three hours.
b) They had been travelling for days before reaching their destination.
c) I realised I was exhausted because I had been running for a long time.
d) By the time the concert started, the band had been rehearsing for weeks.
e) The team was tired as they had been playing multiple matches that week.

3.

- a) She has been studying all day.
b) They have been working on the project for weeks.
c) I have been waiting for you since morning.
d) We have been practising the dance routine for hours.
e) He has been learning French for a long time.

4.

- a) They have been working on this project for a month.
b) How long have you been studying for the exam?
c) She has been painting the house since morning.
d) I feel tired because I have been running for a while.
e) By the end of this year, I will have been learning Spanish for two years.

5.

- a) By this time next year, I will have been working here for a decade.
- b) By the time they arrive, we will have been waiting for hours.
- c) She will have been studying for five years by the time she graduates.
- d) We will have been travelling for three days non-stop.
- e) The project will have been ongoing for a month by the time it concludes.

6.

- a) How long will you have been working on this project by the end of the month?
- b) Will they have been travelling for a year when they return?
- c) By what time will he have completed the marathon?
- d) How many hours will we have been practising before the performance?
- e) How long will she have been cooking when the guests arrive?

9.7 References

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