

UNIT—I

Basics of Applied Grammar and Usage

1.1. TENSES

Tenses in English Grammar there are past tense, present tense and future tense.

The table below shows a chart of tenses in English:

	Past	Present	Future
Simple	I wrote a letter yesterday.	I write a letter every day.	I will write a letter tomorrow.
Continuous	I was writing a letter yesterday at 2 p.m.	I am writing a letter right now.	I will be writing a letter tomorrow at 2 p.m.
Perfect	I had written a letter before you arrived.	I have written a letter.	I will have written a letter tomorrow by 2 p.m.
Perfect Continuous	I had been writing letters for one hour when you arrived.	I have been writing letters for one hour.	I will have been writing letters for one hour tomorrow by 2 p.m.

1.2. ACTIVE/PASSIVE VOICE

1.2.1. Active Voice

In most English sentences with an action verb, the subject performs the action denoted by the *verb*. Such examples depict that the *subject* is *doing* the verb's action.

The girl must have broken five sticks.

The girl (subject) is doing the breaking (verb).

John posted the letter.

John (subject) is doing the posting (verb).

Wild cats live in the forests.

Wild cats (subject) are doing the living (verb).

Example of active voice : The boy is eating French fries.

- The boy is the subject in the above stated line

Example of passive voice : French fries have been eaten by the boy.

- Because the subject does or “acts upon” the verb in such sentences, the sentences are said to be in the passive voice.

1.2.2. Passive Voice

A person can change the normal word order of active sentences (those with a **direct object**) so that the subject is no longer *active*, but is, on the contrary, being *acted upon* by the verb.

Note in these examples how the subject-verb relationship has changed.

- French fries have been eaten by the boy.

French fries (subject) are being eaten (verb).

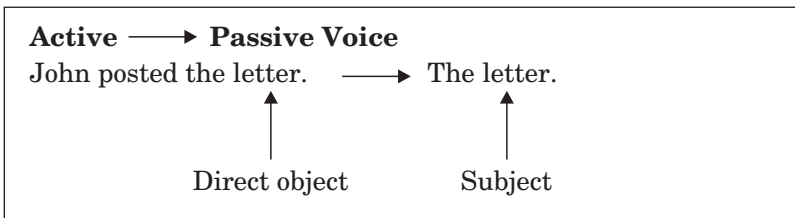
- The letter was posted.

The letter (subject) is being posted (verb).

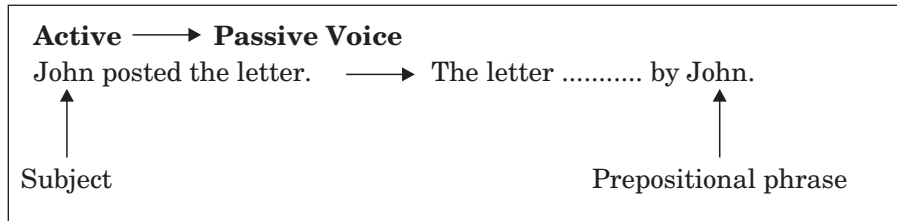
Because the subject is being “acted upon” (or is *passive*), such sentences are said to be in the **passive voice**.

To change a sentence from active to passive voice, do the following:

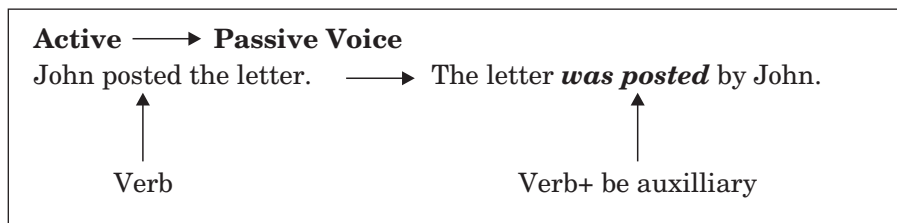
1. Move the active sentence’s direct object into the sentence’s subject slot



2. Put the active sentence's subject into a phrase beginning with the *preposition* *by*



3. Add a form of the *auxiliary verb* *be* to the main verb and change the main verb's form

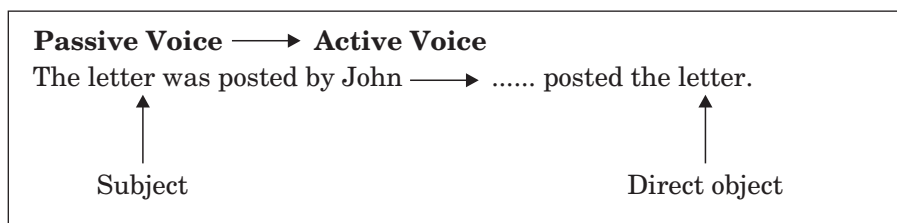


As passive voice sentences imperatively add words and rectify the normal *doer-action-receiver of action* direction, they may drive the reader to work harder in order to understand the intended meaning.

As the examples above illustrate, a sentence in active voice flows more smoothly and is easier to understand than the same sentence in passive voice.

To change a passive voice sentence into an active voice sentence, simply reverse the steps shown above.

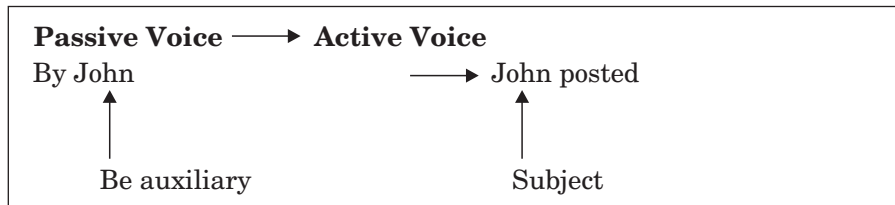
1. Move the passive sentence's subject into the active sentence's direct object slot:



2. Remove the auxiliary verb *be* from the main verb and change main verb's form if needed :



3. Place the passive sentence's object of the preposition *by* into the subject slot :



As it is easier, most writers prefer to use the active voice whenever and where ever possible.

The passive voice can be a better option, however, when:

- the doer of the action is unneeded unknown, unwanted, or uncalled in the sentence.

Examples

- The balloons have been counted.
- Sometimes our achievements are not fully appreciated.

Through the passive voice the writer wishes to emphasize the action of the sentence rather than the doer of the action

Examples

- The high-jump record was finally broken last evening.
- One student was counselled for four ours continuously.

Parts of Speech. There are eight parts of speech in English grammar. They are as follows:

1. **Nouns** — Nouns are names of people, places, things, animals or ideas. Examples- John, Agra, pen, love, dogs etc.
2. **Pronouns** — Pronouns are used in the place of nouns. Examples- he, she, they, it etc.

3. **Verbs**—Verbs show actions or states of being. Examples- dancing, singing, barking etc.
4. **Adjectives**—Adjectives describe, or *modify* nouns and pronouns. Examples- great, small, pretty, red, black etc.
5. **Adverbs**—Adverbs modify verbs, adjectives, and other adverbs. Examples- sweetly, nicely etc.
6. **Prepositions**—Prepositions show the relationship between a noun or a pronoun and some other word in the rest of the sentence. Examples- on, under, over, above etc.
7. **Conjunctions**—Conjunctions join two or more words, phrases, clauses or sentences. Examples-
8. **Interjections**—Interjections depict excitement or emotion. They are not grammatically related to the rest of the sentence. Examples- Oh! *how pretty!* Ouch! *How dumb!*

1.3. ARTICLES

An article is a word that modifies or describes the noun. It is used before the noun to show whether it refers to something specific/particular or not.

1.3.1. Types of Articles

There are two types of articles in the English language. They are as follows:-

Definite article: Definite means to be clear, exact or obvious about something. It is called definite because it is used in relation to a specific thing or person. “**The**” is the definite article in English language, it is used to refer to particular nouns. The definite article shows that the noun is someone or something in particular. The speaker talks about a specific thing. For example:-

The rat sat on the sofa.

The thief attacked me ferociously.

In both the sentences stated above the reference is not at all left indefinite. It is clear that a particular rat sat on the sofa in the first sentence and a specific thief had attacked the speaker in the second example.

Indefinite articles : Indefinite certainly means anything which is not clear, obvious or exact. Indefinite articles are called indefinite because these articles leave

unclear identity of the thing or person being spoken or talked about. The **indefinite article depicts** that the noun is not someone or something in particular. The indefinite articles in English are “a” and “an” For example:-

Do you have a notebook?

I saw an owl.

Difference between “A” and “An”

Indefinite articles ‘a/an’ are used as follows:

‘A’ is used before a word beginning with **consonant sounds**. Consonant letters in the English alphabet are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

For example : A toy, a rat, a pen, a fan, a gym, a horse, a joke, a kettle, a lion, a mirror, a jet, a pan, a quilt, etc.

‘An’ is used before a word beginning with **vowel sounds**. Vowel sounds in the English alphabet are A, E, I, O, U.

For example: An axe, an elephant, an ink-pot, an orange, an umbrella, etc.

On the basis of sound and not only the letter the word starts with.

For example:

“An hour”

“An honest woman”

“A peacock”

The **usage of articles in English language is on the basis of sound**. The words ‘hour’ and ‘honest’ both begin with a vowel sound, as the consonant ‘h’ is not pronounced. Similarly, the word ‘peacock’ begins with the consonant sound of ‘p’. Thus it, is written as ‘a peacock, not ‘peacock’.

We use “a” and “an” only before a singular noun. We can’t use “a” and “an” before a plural noun. For example:

A bat- correct

An angel - correct

English Use: Subject-Verb Agreement (Concord)

Basic Rule. A singular subject (he, Peter, bike) takes a singular verb (is, goes, runs), whereas a plural subject takes a plural verb.

Example: The list of holidays is/are on the desk.

In case you know that list is the subject, then you will choose is for the verb.

Rule 1. A subject will come before a phrase beginning with of. This is a thumb rule for understanding subjects.

Incorrect: A bouquet of white lilies lend fragrance and colour to the room.

Correct: A bouquet of white lilies lends fragrance and colour to the room.

Rule 2. Two singular subjects connected by or, either/or, or neither/nor take a singular verb.

Examples:

My *brother* or my *sister* **is** *arriving* by bus today.

Neither *Rita* nor *Shyam* **is** available.

Either *Kim* or *Tom* **is** *helping* today with competition preparation.

Rule 3. The verb in an or, either/or, or neither/nor sentence agrees with the noun or pronoun closest to it.

Examples:

Neither the spoons nor the serving forks go on that shelf.

Neither the serving spoon nor the fork goes on that shelf.

This rule can lead to bumps in the road. For example, if I is one of two (or more) subjects, it could lead to this odd sentence:

Awkward: Neither she, my friends, nor I am going to the funeral.

If possible, it's best to reword such grammatically correct but awkward sentences.

Better: Neither she, I, nor my friends are going to the funeral.

OR

She, my friends, and I are not going to the funeral.

Rule 4. As a key rule, use a plural verb with two or more subjects when they are connected by and.

Example: A pen and a pencil are my means of livelihood.

But note these exceptions:

Exceptions:

Cheating and talking is against the rules.

The *decor and milieu* was charming.

In those sentences, *cheating and talking* and *decor and milieu* are compound nouns.

Rule 5a. Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Examples:

The *poet*, along with the newsmen, *is expected* shortly.

Happiness, as well as pride, is the cause of her joy.

Rule 5b. Parentheses are not part of the subject.

Example: Jill (and his trusty mutt) **was** always welcome.

If this seems awkward, try rewriting the sentence.

Rule 6. In sentences beginning with *here* or *there*, the true subject follows the verb.

Examples:

There *are* four *hurdles* to jump.

There *is* a high *hurdle* to jump.

Here *are* the *keys*.

Rule 7. We use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Examples:

Ten miles **is** too far to walk.

Four years **is** a very long time.

Twenty riyals **is** a high price to pay.

BUT

Ten pounds (*i.e.*, pound bills) **were** scattered on the floor.

Rule 8. We must remember that words that indicate portions—*e.g.*, a lot, a majority, some, all—Rule 1 given earlier in this section is reversed, and we are guided by the noun after *of*. If the noun after *of* is singular, we use a singular verb. If it is plural, we use a plural verb.

Examples:

A lot of the **tart** *has disappeared*.

A lot of the **tarts** *have disappeared*.

A *third* of the country *is* devastated.

A *third* of the people *are* devastated .

All of the **tart** *is* gone.

All of the **tarts** *are* gone.

Some of the **tart** *is* missing.

Some of the **tarts** *are* missing.

Rule 9. With collective nouns such as group, jury, family, audience, population, the verb might be singular or plural, depending on the writer's intent.

Examples:

*All of my **group** has arrived/have arrived.*

*Most of the **army** is here/are here.*

Rule 10. The word 'were' replaces 'was' in sentences that express a wish or are contrary to fact:

Example: If I **were** the director, you'd be sorry.

The sentence demonstrates the **subjunctive mood**, which is used to express things that are, wishful, imaginary, hypothetical or contradictory. The subjunctive mood pairs singular subjects with what we usually think of as plural verbs.

Examples:

I wish it **were** Sunday.

She requested that he **praise** his friend.

In the first example, a wishful statement, not a fact, is being expressed; therefore, were, which we usually think of as a plural verb, is used with the singular it. (Technically, it is the singular subject of the object clause in the subjunctive mood: it were Sunday.)

Normally, he praise would sound unpleasant to the reader. However, in the second example, where a request is being expressed, the subjunctive mood is correct.

1.4. SUBJECT-VERB ACCORD (CONCORD)

Communication is done through the medium of speech or writing. To achieve excellence in oral and written communication, the knowledge of grammatical elements such as concord, active/passive structure, and direct/indirect structure, etc. is crucial.

1.4.1. Concord

Concord means agreement between the subject and the verbs as well as other elements of the clause structure/sentence. The idea of concord in the grammar of English language suggests that for an English sentence to be correct and meaningful, its constituent parts (i.e. subject, verb, object, adverbial) must be in perfect agreement with all the other elements. Some rules of agreement are stated below:

1. Subject/Verb Agreement: This is the agreement between the subject and the predicator or verb. The rule here states that:
 - When the subject is singular, the verb should be singular *e.g.* Tom is a lover of music.
 - When the subject is plural, the verb too is expected to be plural, *e.g.* Australians are lovers of wild life.

Some specific rules of concord are:

(a) “A – pair – of” Agreement

When the phrase “a – pair – of” is used as a subject, it is treated as singular and it attracts a singular verb, *e.g.*

A pair of jeans is on the clothes line.

(b) Rule of Proximity

The rule of proximity states that ‘when there is a list of nouns or pronouns acting as the subject in an ‘or’ a ‘nor’ sentence—it is the nearest noun or pronoun to the position of the verb that will determine the choice of the verb, *e.g.*

- If the student fails, the parents, his friends or the teacher is to blame.
- If the student fails; the teacher, his friends or his parents are to blame.

(c) “Collective Noun” Concord

A collective noun is a noun which stands for many units constituting a single form, *e.g.* team, which stands for a group of people. A collective noun functioning as the subject of a sentence usually takes a singular verb. For example:

- The band is eight years old. (singular verb)
- Their team is actually poor. (singular verb)

However, in notional terms a collective noun functioning as the subject of a sentence may take a plural verb, *e.g.*

- The jury meet once in a year. (plural verb)
- The police are now up to the task of protecting lives in India. (plural verb)

(d) “More – than” Concord.

When “more than” is used in the position of the subject, the word that comes after it determines whether the verb to be used will be singular or plural, *e.g.*

- More than one person knows the ticket to achievement here.
- More than seventy people know the ticket to achievement here.

(e) Indefinite Pronoun Concord

Indefinite pronouns such as everyone, everything, everybody, nobody, anyone, someone, somebody, something, etc. always attract singular verbs, *e.g.*

- Somebody is in Tom’s study.
- Someone wants to hurt his esteem.

In recent studies on gender however, the singular ‘they’ concept has been introduced which neutralizes the pronouns in terms of gender. For example:

- Everybody should bring their lab file tomorrow.
- Everybody should wear their tie.

(f) “Pluralia tantums” Concord

Nouns that have final ‘s’ such as physics, measles, mathematics, economics, etc. are singular and take singular verbs, *e.g.*

- Diabetics is a life-style disease.
- Physics is a difficult subject.

(g) Co-ordinate Subject Concord

When two nouns are joined together by ‘and’ to form the subject of a sentence, the verb to be used should be plural, *e.g.*

- Tina and Esha are in this class now.
- The trainer and the learner are inside the workshop.

(h) Double – title Subject Concord

When two subjects are joined together by ‘and’ but refer to only one person or thing (*i.e.* refer to the same entity) the verb to be used should be singular, *e.g.*

The Army and head of Special Task Force department is a public figure.

(i) Plural Number Concord

Amounts or units such as “five hundred times”, ‘twelve percent’, ‘two hundred days’, etc. are generally treated as singular subjects when in the nominative case, and should take singular verbs, *e.g.*,

- Five percent is too small for me.
- Three million dollars is a lot of money.

(j) “Every” Concord

When “every” comes before a plural noun to form the subject of a sentence, a plural verb should be used, but when ‘every’ takes a singular noun, a singular verb should be used, *e.g.*

- Every first three people to arrive at this Inn are entitled to free drinks. (Plural noun follows “every” and it attracts a plural verb).
- Every man likes power (singular noun follows “every” and it attracts a singular verb).

(k) “Categorisation” Concord

When the subject is a collective noun denoting category, it is taken as plural and it always takes a plural verb. *e.g.*

- The rich are relishing.
- The poor are sometimes rated low.

(l) “All” Concord

All is either used to mean “everything” or “all of the people”, and the meaning determines the verb that should be used with it. When “all” means “everything”, a singular verb should be used, but when it “means all the people”, a plural verb should be used, *e.g.*

- All is well with her. (*i.e.* everything is well with her).
- All are seated in the classroom already. (*i.e.* all the students are seated....).

(m) Accompaniment Concord

When any of: as well as, together with, in association with, with, including, in collaboration with, etc. is found in a sentence, the subject, which usually comes before the marker of accompaniment determines the verb to be used. Therefore, if it is singular, a singular verb is required and if plural, a plural one is required, *e.g.*

- The little boys together with their mother are here.
- The boy as well as his friends is in the room.

1.5. AFFIXATION

It is the process by which new words are formed through the additions of bound morphemes to words. Through this process a variety of lexical items can be created. For instance the word **‘engagement’** is **formed** from the **root word ‘engage’** by the **prefix ‘en’** and the **suffix ‘ment’**.

1.5.1. Prefixes

Prefixes are a letter or group of letters added to the beginning of words to change their meaning or usage. -Mis, dis, dys, mal, in, and un are all prefixes one can affix to words to create antonyms.

Examples:

- Official becomes unofficial.
- Flexible becomes inflexible.
- Functional becomes dysfunctional.
- Behave becomes misbehave.
- Expensive becomes inexpensive

1.5.2. Suffixes

Suffixes are a letter or group of letters added at the ending of words to change their meaning or function. Examples are -s, and -ed, ity, -ty or can be larger additions such as -ation, and -ious.

Common Suffixes in English are as follows:

Suffix	Meaning	Example
<i>-ity, -ty</i>	<i>quality of</i>	<i>purity, veracity, disparity, serenity</i>

<i>-ment</i>	<i>condition of</i>	<i>placement, argument, endorsement, engagement</i>
<i>-ness</i>	<i>state of being</i>	<i>happiness, greatness, rudeness, redness</i>

1.6. VOICES

In grammar, the quality of a verb that indicates whether its subject acts (active voice) or is acted upon (passive Voice). Compare the following sentences. Tina helps Palak. Palak is helped by Tina . Though, both the sentences express the same meaning, there is a difference in their construction, the difference of Voice. In sentence I, the subject Tina is the doer of the action and thus it is in Active voice, the verb is in the Active Voice. In sentence II, the subject is Palak to whom the action is done and thus the verb is in the Passive Voice. Given below are some examples of active and passive voice sentences:-

<i>Active Voice</i>	<i>Passive Voice</i>
The maid opened the door.	The door was opened by the maid.
Some girls were helping the old beggar.	The old beggar was helped by some girls.
She will finish the task in a decade.	The task will be finished by her in a decade.
She handed him a flower.	A flower was handed to him by her.

Given below are the rules for transformation of voice.

<i>Tense</i>	<i>Active voice</i>	<i>Passive voice</i>
Simple present	take/takes	is/am/are taken
Present continuous	is/am/are	is/am/are being taken
Present perfect	has/have taken	has/have been taken
Simple past	took	was/were taken
Past continuous	was/were taking	was/were being taken
Past perfect	had taken	had been taken
Simple future	will/shall take	will/shall be taken

1. When changing a passive voice sentence to an Active voice sentence if the agent is absent in the given sentence we can use any unknown agents such as someone, they, people etc. e.g.,
2. My book has been stolen. (Passive)
3. Someone has stolen my book. (Active)

4. I was asked my address. (Passive)
5. They asked me my address . (Active)
6. Hindi is spoken all over the country. (Passive)
7. People speak Hindi all over the country . (Active)

1.7. NARRATION

Narration refers to a speech. The word narration comes the Latin word ‘Narrat’ that means relating or telling something to somebody Narration is of two types:

- (a) Direct Narration
- (b) Indirect Narration

(a) **Direct Narration:** In direct narration, we quote the exact words of a speaker without making any rectification in it. Here we use comma quotation for the Reported Speech. Julie said, “I read the Holy Bible everyday” (The Reported Speech) Preeti said to me, “I am beautiful.” (The Reporting Verb) Suman said, “I want a pen.” Nancy said to Kim, “I must leave the place now” (The Reported Verb)

(b) **Indirect Narration:** But in the indirect narration, we modify the speech of a speaker in our own way in order to report it to other person or people. Here we leave out the comma quotation (“?.”) and use ‘that’ as conjunction and we must change the persons. Julie said that she read the Holy Bible everyday. Preeti told me that she was beautiful. Suman said that she wanted a pen. Nancy told Kim that she had to leave the place then. Note: The use of ‘that’ as conjunction after the Reporting Verb in the Reported Speech is optional.

REQUIRED CHANGES IN TENSES TO CHANGE NARRATION

<i>Direct Speech</i>	<i>Indirect Speech</i>
Present Indefinite Tense	Past Indefinite Tense
Present Continuous Tense	Past Continuous Tense
Present Perfect Tense	Past Perfect Tense
Present Perfect Continuous Tense	Past Perfect Continuous Tense
Past Indefinite Tense	Past Perfect Tense

Past Continuous Tense	Past Perfect Continuous Tense
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Note: 'Past Perfect Tense' and 'Past Perfect Continuous' 'Past Tense' in the Reported Speech do not undergo any change with the exception of persons.

REQUIRED CHANGES IN WORDS

<i>Direct</i>	<i>Indirect</i>	<i>Direct</i>	<i>Indirect</i>
Can	Could	Ago	Before
May	Might	Thus	So/that way
Shall	Should/Would	Here	There
Will	Would	Today	That day/yesterday
Come	Go	Tomorrow	The next day
Next week/year	The following week/year	Yesterday	The previous day
Last week/year	The previous week/year	Last night	The previous night
A year ago	A year before/the previous year	The day before yesterday	Two days before
This	That	The day after tomorrow	In two days of time
These	Those	Hence	Thence
Tonight	That night	Now	Then
Must	Had to/Must (Factual Truth)		

He said, "I went to the opera last night." He said that he had gone to the opera the night before. He said, "I am having a party next weekend." He said that he was having a party the next weekend.

He said, "I am staying here until next month." He said that he was staying there until the following month. Tony said, "I came over from Malaysia two years ago." Tony said that he had come over from Malaysia two years before. The teacher said,

“Students must obey their parents.” The teacher said that students must obey their parents. (The verb is not changed because it is a factual truth.)

Conditional sentences are sentences that express one thing contingent on something else, *e.g.* “If it rains, the party will be cancelled”. Conditional are so called because the result of the main clause of the sentence is conditional on the dependent clause. A full conditional thus contains two clauses: the dependent clause expressing the condition, called the antecedent (or protasis); and the main clause expressing the consequence, is called the consequent (or apodosis).

It is to be noted that the forms of verbs used in the antecedent and consequent are often subject to particular rules as regards their tense, aspect and mood.

Examples

If it had rained, you wouldn't have come.

You would not have come **if** it had rained.

You would have passed your test **if** you had worked harder.

If you had worked harder, you would have passed your test.

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They indicate something like: “Is that right?” or “Do you agree?” They are very common in English.

The basic structure of a tag question is:

Positive Statement	Negative Tag
<i>Coal is black,</i>	<i>isn't it?</i>

Negative statement	Positive tag
<i>You don't like me,</i>	<i>do you?</i>

Notice that the tag repeats the auxiliary verb (or main verb when *be*) from the statement and changes it to negative or positive.

Positive Statement Tag Questions

Look at these examples with positive statements. You will see that most of the time, the auxiliary verb from the positive statement is repeated in the tag and changed to negative.

<i>(+) positive statement</i>				<i>(-) negative tag</i>		
<i>subject</i>	<i>auxiliary</i>	<i>main verb</i>		<i>auxiliary</i>	<i>not</i>	<i>personal pronoun same as subject</i>
You	are	playing,		are	n't	you?
We	have	completed,		have	n't	we?
You	do	like	tea,	do	n't	you?
You		like	coffee,	do	n't	you?
They	will	help,		wo	n't	they?
I	can	come,		can	't	I?
We	must	dance,		must	n't	we?
She	should	try	harder,	should	n't	he?
You		are	Afghani,	are	n't	you?
Peter		was	there,	was	n't	he?

1.8. ANTONYMS

Antonyms are words that mean the opposite of other words. The antonym of big is small, official is unofficial etc.

- Fat and skinny
- Happy and sad
- Last and first
- Fast and slow
- Wide and narrow
- Joy and grief
- Dangerous and safe
- Young and old
- Hard and soft
- Foolish and wise
- Warm and cool
- Abundant and scarce
- Dark and light
- Clever and foolish

- Early and late
- Smart and dumb
- Bad and good
- Best and worst
- Soft and hard
- Sane and crazy
- Cool and hot
- Late and early
- Big and small
- Excited and bored
- Empty and full
- Risky and safe
- Pretty and ugly
- Simple and challenging
- Worried and calm
- Rich and poor
- Wet and dry
- Ignorant and educated
- Optimistic and pessimistic
- Dull and interesting

1.9. SYNONYMS

Synonyms are words that share meanings with other words.

Examples of Synonyms

- Annihilation, destruction, carnage, extinction
- Benefit, profit, revenue, yield
- Cunning, keen, sharp, slick
- Destitute, poor, bankrupt, impoverished
- Deterioration, pollution, defilement, adulteration
- Enormous, huge, gigantic, massive
- Fertile, fruitful, abundant, productive
- House, dwelling, abode, domicile
- Intelligent, clever, brilliant, knowledgeable
- Loyal, faithful, ardent, devoted
- Organization, institution, management
- Partner, associate, colleague, companion
- Polite, courteous, cordial, gracious
- Risky, dangerous, perilous, treacherous
- Sleepy, drowsy, listless, sluggish
- Vacant, empty, deserted, uninhabited

1.10. CONDITIONAL SENTENCES

Conditional Sentences are also known as Conditional Clauses or *If* Clauses. They are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled. There are three types of Conditional Sentences.

Conditional Sentence Type 1

- → It is possible and also very likely that the condition will be fulfilled.
- Form: *if* + Simple Present, will-Future
- Example: If I find her address, I'll send her an invitation.
- *more on Conditional Sentences Type I* ►

Conditional Sentence Type 2

- → It is possible but very unlikely, that the condition will be fulfilled.
- Form: *if* + Simple Past, Conditional I (= would + Infinitive)
- Example: If I found her address, I would send her an invitation.
- *more on Conditional Sentences Type II* ►

Conditional Sentence Type 3

- → It is impossible that the condition will be fulfilled because it refers to the past.
- Form: *if* + Past Perfect, Conditional II (= would + have + Past Participle)
- Example: If I had found her address, I would have sent her an invitation.
- *more on Conditional Sentences Type III* ►

Exceptions

Sometimes Conditional Sentences Type I, II and III can also be used with other tenses.

Question Bank Unit-1 (KNC101)

Q.1 Circle the correct article (a/an/the) in each sentence.

- Tina wanted to read a/an book.
- The team went on a/an trip.
- A/an elephant has a long trunk.
- I just ate a/an orange.
- A/an rainbow has seven colours.

Q.2 What are the various rules of concord? Elaborate upon them.

Q.3 What Do you understand by narration in grammar? Explain.

Q.4 Write a note on importance of proper punctuation.

Q.5 Insert the correct form of the verbs in the blank spaces in the following sentences :

1. An interesting game..... a lot. (cost)
2. These two pens one thousand rupees. (cost)
3. Fifteen miles a long distance to walk. (be)
4. Babloo..... next to my apartment. (live)
5. Bread and butter a wholesome food. (be)
6. One of these three boys first in his class. (stand)
7. My kite very high in the sky. (fly)
8. Theysad. (look)
9. All the learners in this college English. (learn)
10. My house..... very beautiful during Diwali. (look)

Q.6 Explain the parts of speech in detail.

Q.7 Elucidate upon tenses in English.

Q.8 Explain in detail the importance of tag questions.