

PHONEMIC/ PHONETIC TRANSCRIPTION

UNIT -IV

PHONETIC TRANSCRIPTION

- It is not possible to exactly represent speech sounds with letters of the alphabet because the letters do not always correspond with the sounds in the language.
- (for example, the letter ‘a’ can represent the sounds /a:/, /æ/, /et/or/Λ.) To identify sounds, we make use of different system of written symbols called the international phonetic Alphabet (IPA).
- While some of the IPA symbols are the letters of the English alphabet, there are other special symbols as well.
- You would have noticed that dictionaries give the pronunciation of every word, using phonetic symbols.
- This kind of exact representation of the pronunciation of words is called phonetic transcription, which could be a useful tool in learning to pronounce words correctly.
- As examples, some words and their phonetic transcriptions are given below. Look at these and practice saying the words aloud.

<u>Word</u>	<u>phonetic transcription</u>
Gain	/geɪn/
Short	/ʃɔ:t/
Vote	/vəʊt/

Coil	/kɔɪl/
Find	/faɪnd/

STRESS

Stress, or accent, is an important feature of English, and clarity in the language depends to a large extent on the speaker's ability to use the English stress system. Stress is a means of making a syllable or a word appear more prominent than others to which it is linked in speech. The three signals of stress in English are:

Loudness (or greater breath force)

Length of the vowel in a syllable

Pitch change

Stress is a meaningful feature at the levels of both words and sentences.

Word stress

The articulation of words in English gives prominence to one or more syllables in them. (A syllable is a unit of sound consisting of a vowel and/or one or more consonant sounds that can be produced in one effort. For example, 'tea' is

monosyllabic, 'coffee' is disyllabic and 'camera' is trisyllabic.) This prominence is called word stress. Monosyllabic words, consisting of one syllable, when uttered in isolation, are spoken with force, but in a word consisting of two syllables either the first or the second or both the syllables are stressed. All the syllables in a multi-syllabic word do not have the same degree of stress. For example, 'teacher' is a two-syllable word with the first syllable louder than the second. The vowel in the first syllable, which is stressed, is also longer than in the second syllable. In dictionaries, a vertical bar /' is placed above and in front of the syllable that carries the primary stress (or the main stress) of the word. For example, the words 'teacher' and 'letter' would be marked for stress as 'teach.er' and let.ter. Some words also have secondary stress (a weaker stress) on another syllable. The vertical bar /, is usually placed below and in front of a syllable with a weaker stress. For example, 'misspell' will be marked for accent as mis.'spell with the secondary stress placed before the first syllable and the primary stress before the second. However, at this stage you need to learn only about the placement of primary stress. The first problem that a learner of English faces is the seemingly irregular ways in which the syllables are accented in disyllabic and polysyllabic words. Let us look at a few examples.

Stress in disyllabic words

In words with two or more syllables, it is often difficult to say which syllable is the loudest, or which receives the primary stress. Some disyllabic words, like 'single,' mother and 'heaven, receive the primary stress on the first syllable, while other disyllabic words, like a' gain, re'mark and ho'tel, have the main stress on the second syllable. Look at the following examples of how disyllabic words are stressed. In each case, listen to your teacher pronounce the word and repeat it, placing the stress on the right syllable.

Stress on the first syllable

'Eng.lish	'a.ble	'la.zy	'dam.age
'Private	'cap.tain	'bis.cuit	'ac.tor
'pa.tient	'ea.ger	'car.ton	'cei.ling
'ad.verb	'an.gry	'en.gine	'fro.zen
'da.ta	'de.cent	'i.tem	'jack.et
'gath.er	'har.vest	'la.bour	'lim.it
'jeal.ous	'kid.ney	'na.tion	'neigh.bour
'man.y	'market	'ped.al	'pep.per
'o.pen	'o.ral	'scrib.ble	'trol.ley
'quar.rel	'rain.y		
'doc.tor	'bag.gage		

Stress on the second syllable

ad. 'dress	a. 'bout	de. 'sign	be. 'cause
pre. 'tend	ca. 'nal	de. 'mand	de. 'ceive
pre. 'vent	ef. 'fect	im. 'pose	en. 'rol
be. 'come	con. 'sult	con. 'tain	ex. 'cept
ex. 'pand	gi. 'raffe	i. 'deal	in. 'crease

ne. 'glect	ob. 'tain	oc. 'cur	re. 'ceive
re. 'late	re. 'lax	re. 'mind	sham. 'poo
trans. 'late	un. 'fit	de. 'light	de. 'sire
de. 'pend	po. 'sess	pre. 'dict	u. 'nite
in. 'clude	as. 'sist	a. 'gain	a. 'larm

stress on both syllables

'fif. 'teen

'non. 'sense

Stress in polysyllabic words

Stress in polysyllabic words varies considerably. There are trisyllabic words like 'permanent, 'register, 'interval, which receive the accent on the first syllable, but in other trisyllabic words like per'mission, re'flection, de'velop, the accent is placed on the second syllable or on the third syllable, as in words like ciga'rette, disap'point and under'stand. In polysyllabic words with prefixes and suffixes, the stem part of the word, which is more important the point of view of meaning, is always stressed, while prefixes and suffixes (except the negative markers are not. However, each word should be treated independently. Listen to your teacher pronounce the following words and repeat them, placing stress on the right syllables.

oc. 'ca.sion	dis.con. 'nect
re. 'ac.tor	fa. 'mi.liar
im. 'pos.si.ble	dis.em. 'bark
sul. 'phur.ic	des. 'crib.ing
in. 'fla.tion	half. 'fi.nished
fi. 'nan.cial	in.ex. 'pe.ri.enced
pro. 'duc.tion	in.sin. 'cere
de. 'pen dent	il. 'lo.gi.cal

stress shift in derived words

Another difficulty faced by the non-native speaker of English has to do with the change in the accented syllables of derived words. Some typical examples are given below. There are of course some exceptions to such shifts in stress, e.g., *con'clude*, *con'clusive*, *con'clusion* in which the derived words have the accent on the same syllable as the main word. Listen to your teacher pronounce the following words and repeat them, placing stress on the right syllable.

'democrat (primary accent on the first syllable)

de'mocracy	(primary accent on the second syllable)
demo'cratic	(primary accent on the third syllable)
'demonstrate	(primary accent on the first syllable)
de'monstrative	(primary accent on the second syllable)
demon'stration	(primary accent on the third syllable)
'photograph	(primary accent on the first syllable)
Pho'tographer	(primary accent on the second syllable)
Photo'graphic	(primary accent on the third syllable)

INTONATION

The pitch at which stressed syllables are uttered in natural speech can be high, low or it can change from high to low or low to high. Any change in the pitch of accented syllables in spoken sentences is known as intonation or tone. Like stress, intonation is a very meaningful feature of English, that every second language learner will need practice in. This is because intonation indicates the sentence type (e.g., statement or question) as well as the attitude of the speaker. The main intonation patterns in English are: the falling tone, the rising tone and the falling, rising tone.

Falling tone

A falling tone is marked by the symbol [ˋ] in front of the accented syllable where the change in pitch begins. It is used in making ordinary statements as in the sentences below.

We're later for \office.

The child is \hungry.

Mother is sending an \email.

I live in an \apartment.

It is six o' \clock.

The sea is rough \today.

The falling tone is also used in commands and in questions beginning with the words 'what', 'why', 'where', 'when', 'which' and 'how', asked to seek some information. For examples of this, look at the sentences below.

Open the \door.

Stop the \car.

Give her the \money.

What is your \name?

Why did you \leave?

Where is the \spoon?

When will Nikhil \return?

Which book did she \choose?

How is the \patient?

Question tags take a falling tone when they are used to seek agreement.

You are my friend \aren't you? (The speaker is sure of what she is saying.)

Rising tone

A rising tone is marked by the symbol [/] in front of the accented syllable where the change in pitch begins. It is used firstly in questions which seek a yes-no answer.

Is the water/cool?

Are you /coming?

Was the film /good?

Do they speak / Telugu?

Has she bought/a car?

Will you water the /Plants?

(note that the rising tone is sometimes used in interrogative sentences with question words like 'how' and 'what'. This is done to convey a sense of warmth or friendliness as, for example, in 'What is the matter?')

The rising tone is also used to make polite requests.

Could you explain this,/please.

Please come to the /party.

Would you drop me / home?

Question tags take a rising tone when used to seek confirmation.

The man has left, / hasn't ne? (the speaker is not sure he is right.)

Finally, the rising tone is used to convey sarcasm.

The man is /powerful. (and, for example, can do as he pleases)

The earth is ours to /pollute. (when it is not really so)

Falling-rising tone

A falling-rising tone is marked by the symbol [v] placed in front of the accented syllable (s) concerned. It is used to convey more than the literal meaning of the sentence and these implied meanings are speaker's attitudes such as doubt, sarcasm, reassurance and apology. Examples are give below.

The situation is not v completely bad. (reassuring)

The cook can surely make us a v cup of coffee. (sarcastic)

You can v manage. (doubtful)

Although we lost the order, I v did try hard. (apologetic)

POLITENESS MARKERS IN SPEECH

Politeness is the hallmark of civilized society. By being polite, you show that you respect people, and people are more willing to interact or work with a polite person than with someone who is rude. Every language has evolved its own forms of polite speech which are used as markers of respect or in formal situations. Learning how to

Speak politely will always be useful to you and once you move from college into the world of work, you will find that politeness will make colleagues and clients see you as a refined and cultured human being.

Give below are a number of expressions related to situations you come across commonly in your daily life. Study them and try to use them as often as possible so that they become a part of your speaking style.

Hello.

Good morning.

Good afternoon.

Good evening.

How are you?

How are you doing?

Fine. How about you?

I'm very well, thank you.

Fine, thank you.

I'm doing all right/fine.

Okay. Thanks.

INTRODUCING ONESELF AND OTHERS AND RESPONDING

I'm...

She/he is....

(It's) nice to meet you.

(It's) nice meeting you.

(It's) good to meet you.

Note that after you have been introduced to someone, it is polite to ask a few general questions to get acquainted. For example:

Where are you from?

What do you do?

Where do you live?

How long have you been here?

Do not ask:

A person's age/date of birth

Weight

Marital status

Salary

Details of savings

CLOSING A CONVERSATION

It's been nice talking to you.

It was great talking to you.

I really enjoyed meeting you.

It was nice meeting you.

I'm sorry, but I have to go now.

I'm afraid I have to leave now.

Thanks for the information/your time.

Thanks for taking the time to talk to us.

I look forward to seeing you again.

We must meet again soon.

See you.

Goodbye.

Bye, bye.

EXPRESSING THANKS AND RESPONDING

Thanks.

Thank you.

I really appreciate you're....

Thanks so much for your help/time.

Thank you very much for the nice gift.

Thank you. /Thanks.

You're welcome.

Welcome.

It was a pleasure.

My pleasure.

WELCOMING SOMEONE WHO HAS JUST ARRIVED AND RESPONDING

Welcome

Welcome back!

Please come in.

It's good to meet you.

(First time only)

It's good to see you again.

(After the first time)

I hope you had a nice flight/trip.

Thank you. It's good to be here.

It feels good to be here. Thank you.

SEEING SOMEONE OFF AND RESPONDING

Have a nice day.

Have a good/nice weekend.

Have a good/nice trip.

Take care.

Come again soon.

Thanks for coming.

I'm glad you come.

Thanks for inviting me.

I had a really good time.

ENCOURAGING

Good luck!

Good luck for your test/exam.

All the best!

GIVING SUPPORT AND REASSURANCE

Don't worry. Things will work out, you'll see.

I'm sure everything will be fine.

Just call if you need help.

You know you can count on us, don't you?

RESPONDING TO GOOD NEWS

That's great/wonderful news!

That's wonderful!

That's really good news.

I'm glad/happy to hear that.

Congratulations!

Well done!

RESPONDING TO BAD NEWS

That's too bad.

That's really sad.

That's terrible!

I'm so sorry to hear that.

Please accept my deepest sympathy.

MAKING SUGGESTIONS AND RESPONDING

I think you should....

I don't think you should...

Maybe you should...

Why don't you/we...?

Let's...

Perhaps you could...

It might be a good idea to...

That's a good idea.

Thanks for the advice.

Good suggestion.

That sounds like a good idea.

Yes, that sounds good...

ASKING FOR HELP AND RESPONDING

(Introductory phrases you can use when asking for help)

Excuse me.

I'm sorry, but...

Sorry to bother you, but...

Could you please...?

Would you please...?

Would you mind...?

Could you possibly...?

Do you have a minute?

Could you do me a favour?

Okay, that's no problem.

Sure, I'd be glad to.

Sorry, I'm a little busy now.

I'm afraid I don't have time right now. Perhaps a little later?

SHORT RESPONSES TO KEEP A CONVERSATION GOING

It is always a good idea to respond when a person is talking to you. Very often a nod of the head or a ‘mm’, ‘uh’ will do. In addition, there are some phrases you could use, such as:

Oh, really?

That’s interesting.

Is that right?

Of course.

Sure.

Oh, no!

Absolutely.

I know.

Sometimes you can use short questions as responses to statements the person you are talking to makes. Here are a few examples.

I just bought a new car.

You did?

Kishore is in hospital.

He is?

I’m going to Mumbai.

You are?

- ♣ The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and expresses action, events, or states of being.
- ♣ The verb or compound verb is the critical element of the predicate of a sentence. Verbs are a necessary component of all sentences.
- ♣ Verbs have two important functions: some verbs put static objects into motion while other verbs help to clarify the objects in meaningful ways. Look at the

examples below:

1. My grumpy old teacher smiled at my essay. My grumpy old teacher=static object; smiled=verb.
 2. The daredevil cockroach splashed into Sara's soup. The daredevil cockroach=static object; splashed=verb.
- ♣ If you are unsure whether a sentence contains an action verb or not, look at every word in the sentence and ask yourself, "Is this something that a person or thing can do?"

- ♣ In each of the following sentences, the verb or compound verb is highlighted:

Examples:

- ♣ The girl plays football.
- ♣ The verb plays describes the girl's action.
- ♣ Vinita will sing at the show tonight.
- ♣ Here the compound verb will sing describes an action that will take place in the future.
- ♣ My guide was Professor Atkins, and I remember his lectures vividly.

- ♣ In this sentence, the verb was (the simple past tense of is) identifies a particular person and the verb remember describes a mental action.
- ♣ Many trees were washed away in the recent floods. In this sentence, the compound verb were washed away describes an action which took place in the past.

1. AUXILIARY VERBS

An auxiliary (also called helping verb, or verbal auxiliary) is an verb functioning to give further information about the main or full verb following it. The extra meaning an auxiliary verb imparts alters the basic form of the main verb to have one or more of the following function:

Passive: Animals were washed away

Progressive: She is singing a song

Perfect: I think Karthik has fallen in love with Shruti.

Modal: He could do it.

Dummy: I don't know the way

The most common auxiliary verbs are be, do and have, and we may also use these verbs on their own. We use will and shall to express future time. In each of the following examples, a verb commonly used as an auxiliary verb appears as a simple predicate:

He is the boss here.

The pans are on the shelf.

He does not like to drink coffee.

We do our homework everyday.

She has her own car.

They have three children.

Other common auxiliaries are: can, could, may, might, must, ought, shall, should, will and would. A verb like these is called a modal auxiliary and expresses necessity, obligation, or possibility. The highlighted word in each of the following sentences is a modal auxiliary:

1. Pamy was happy that she could successfully pass the exam.
2. I assured him that I would meet him at the cafeteria.
3. We shall gather at the club at 6 o'clock.
4. The teacher told us that we ought to have our identity cards made immediately.
5. We might go to the cinema tomorrow.
6. You must complete this task by today.

Several words may intervene between the auxiliary and the verb which goes with it, as in the following sentences:

1. You have not delivered the parcel on time.
2. The treasure was never found.
3. The principal has recently decided that all parents should possess identity cards in order to enter the school premises.
4. Will you walk me across the street, please?

2. COMPOUND VERBS

Every subject in a sentence must have at least one verb. But that doesn't mean that a subject can have only one verb. Some subjects can have two, three, four or more verbs. When a subject has two or more verbs, you can say that the subject has a

compound verb. It is formed by the combination of an auxiliary verb followed by the main verb. We are talking about yesterday's incident. In this sentence are talking is a compound verb made up of the auxiliary verb are followed by the main verb talking. It is also possible to use two auxiliaries:

We have been talking about yesterday's incident. Here have and been are auxiliaries. We use an auxiliary verb with the verb in order to create the tenses available in English. In each of the following sentences, the compound verb appears highlighted:

Examples:

Many trees were washed away in the recent floods. The compound verb in this sentence is made up of the auxiliary were and the past participle washed away. The pen dad was looking for, is in the drawer. Here the compound verb is made up of the auxiliary verb was and the present participle looking. We will meet you at the next station. In this example the compound verb is made up of the auxiliary verb will and the verb meet. That child has been crying for hours; I wonder if someone will call her mother. In this sentence the first compound verb is made up of the two auxiliary verbs (has and been) and a present participle (crying). The second compound verb is made up of the auxiliary verb "will" and the verb "call."

3. TRANSITIVE AND INTRASITIVE VERBS

I opened the windows to let in fresh air.

My sister laughed.

Can you figure out the difference between the use verbs 'opened' and 'laughed' in the above sentences? How are these two verbs grammatically different?

The first verb, opened has another word after it. The second verb, laughed does not have another word after it. Generally speaking, we can say that all verbs can be divided into two groups:

Those that have a word (or words) after them

Words that do not have any word after them

This rule is simplified right now, but we shall learn more about it later. Let's look at the two different kinds of verbs. Depending on the type of object they take, verbs may be transitive, intransitive or linking. The meaning of the transitive verb is incomplete without a direct object, as in the following examples:

1. He threw (Incomplete)
2. He threw the ball, (complete)
3. The band played (Incomplete)
4. The band played a new tune. (Complete)
5. The girl sang (Incomplete)
6. The girl sang a song. (complete)

An intransitive verb, on the other hand, cannot take a direct object:

Example: This tree has survived on the hillside.

The compound verb has survived is intransitive and takes no direct object in this sentence. The prepositional phrase on the hillside acts as adverb describing where the tree survives.

Example: The monk travelled through the woods to reach the hermitage.

The verb travelled is used intransitively in this sentence and takes no direct object. The prepositional phrase through the woods acts as an adverb describing where the monk travelled.

Example: Mohit arrived two hours late.

The intransitive verb arrived takes no direct object, and the noun phrase two hours late acts as an adverb describing when Mohit arrived.

Example: Since the music was good and the food delicious, we lingered in the restaurant for many hours.

The verb lingered is used intransitively and takes no direct object. The prepositional phrase in the restaurant for many hours acts as an adverb modifying lingered.

Example: The dress was put on the hanger.

The compound verb was put is used intransitively and the sentence has no direct object. The prepositional phrase on the hanger acts as an adverb describing where the dress was put. Many verbs can be either transitive or intransitive, depending on their context in the sentence. In the following pairs of sentences the first sentence uses the verb transitively and the second uses the same verb intransitively.

Transitive

Example: You must leave this parcel on the table.

In this example, the verb leave takes a direct object, the noun phrase this parcel.

Intransitive

Example: It is getting late and we must leave.

In this example, the verb leave does not take a direct object.

Transitive

The audience attentively heard the latest composition of Rehman. In this example, the verb heard is used transitively and takes the noun phrase the latest composition of Rehman as a direct object.

Intransitive

Example: The dog watched as the robber entered the room.

In this example, the verb watched is used intransitively and takes no direct object.

Intransitive

Example: He looked closely to find out what the men were up to.

Here the verb looked is used as an intransitive verb and takes no direct object.

Transitive

Example: he moved the search light from left to right.

In this sentence moved is used as a transitive verb and takes the noun phrase the search light as a direct object.

Exercise 6.1:

This exercise is relatively simple. Say whether the verb is transitive or intransitive.

- | | | | | |
|--------|-----------|------------|-----------|----------|
| 1. Run | 2. Live | 3. Throw | 4. Sell | 5. Eat |
| 6. Buy | 7. Evolve | 8. Develop | 9. Happen | 10. Feed |

11. Exist 12. Occur 13. Follow 14. Feed on 15. take place

Exercise 6.2:

Say whether the highlighted verb or compound verb is used transitively or intransitively:

1. The old woman struggled up the hill, pulling a grocery cart behind her.
2. The lad is editing his uncle's memories.
3. Michael danced without inhibitions.
4. At the beginning of the play, the entire cast dances across the stage.
5. Stella is reading her storybook.
6. This term I am reading all of the works of Shakespeare.
7. Once the table is set, we will eat heartily.
8. Vipin opened up his lunch and ate his dessert first.
9. The Sexena sisters are both very talented; Kavita paints and Savita sings.
10. When I was three years old, early one morning, I painted my baby sister's face green.

4. LINKING VERBS

A linking verb links the relationship between the agent and the rest of the sentence. It explains the connection between the subject and its complement or that which completes the subject's description. The most common linking verb is to be. Some other linking verbs are:

- | | | | |
|----------|------|--------|-------|
| Appear | feel | remain | sound |
| become | grow | seem | stay |
| continue | look | smell | taste |

Examples:

(a) The play seems highly melodramatic to me. Highly melodramatic describes the subject play but it does not express an action that play performs.

(b) He appeared jubilant at the news of the inheritance.

(c) I am unable to keep up the pace.

(d) He is a doctor of pathology.

Note that while a doctor answers the question what. The verb is not an action verb, but rather a state of being verb. Therefore, is is not a transitive verb. It links the subject (he) with his state of being (doctor). Remember, however, if what follows the verb can provide an answer to the question what then the verb is not a linking verb.

Compare:

(a) He tastes the soup as he cooks it.

Tastes is transitive: he tastes what?

(b) The fruit tastes rotten.

Rotten describes or complements the state of the fruit, and therefore, tastes links the agent (fruit) and its condition (rotten).

A linking verb connects a subject to a subject complement that identifies or describes the subject. Take a look at the following sentences:

(a) The book is Pickwick papers.

In this sentence, the linking verb is links the noun phrase the book to the identifying phrase Pickwick and papers, which is called a subject complement.

(b) All of us thought that the play was very good.

In this sentence, the verb was links the subject complement very good to subject the play.

(c) Everybody thought the film became boring in the second half.

In this sentence, the linking verb became links the subject the film to the subject complement boring. The phrase in the second half functions as an adverb modifying the clause the film became boring.

(d) He appeared demoralized at the outcome of the result.

Here appeared is functioning as a linking verb that connects the subject he to its subject complement demoralized.

(e) The argument seems absurd to me.

The subject the argument is joined to its subject complement absurd by the linking verb seems.

Linking verbs are either verbs of sensation (feel, look, smell, sound, taste) or verbs of existence (act, appear, be, become, continue, grow, prove, remain, seem, sit, stand, turn).

Many linking verbs (with the significant exception of be) can also be used as transitive or intransitive verbs. In the following pairs of sentences, the first

sentence uses the highlighted verb as a linking verb and the second uses the same verb as either a transitive or an intransitive verb:

Linking:

Example: everybody felt that the food at the party was pathetic.

In this sentence, the adjective pathetic is a subject complement that describes a quality of the food.

Transitive:

Example: I ate the pudding once I finished the main course. Here the noun phrase the pudding identifies what I ate. The pudding is the direct object of the verb ate.

Linking

Example: Her voice sounds rather funny despite several hours of practice.

In this example, the phrase rather funny is a subject complement that describes or identifies the nature of the voice.

Transitive:

Example: the dog was nowhere to be found, the little boy then sounded his whistle.

Here the verb sounded takes a direct object, the noun phrase his whistle.

Linking:

Example: Stuart feels uncomfortable whenever he eats crabs. In this sentence, the adjective uncomfortable is a subject complement that describes Stuart.

Transitive:

Example: the woman carefully feels the fabric of the dress material. Here the noun phrase the fabric of the dress material is the direct object of the verb feels and identifies what the woman feels.

Exercise 6.3:

Say whether the highlighted verb in each of the following is used as a linking verb:

1. Tom is the name of the cat not the mouse.
2. I tasted several types of tea.
3. My aunt grows raspberries.
4. The broth tastes delicious.
5. After eating the toffee, Alice turned blue.
6. The dog smelled the food placed before it.
7. The farmers grow rice during the rainy season.
8. The curry tastes strange, it must be stale.
9. She turned around the corner as fast as she could.
10. Aristotle was a very prominent eighteenth – century philosopher.

UNIT---9

VERB TENSES

A verb indicates the time of an action, event or condition by changing its form. Through the use of a sequence of sentences in a sentence or in a paragraph, it is possible to indicate the complex temporal relationship of action, events and conditions.

There are many ways of categorizing the twelve possible verb tenses. The verb tenses may be categorized according to the time frame: past tenses, present tenses and future tenses.

Verb Tense: Time

The four present tenses

1. The simple present (I sing)
2. The present progressive (I am singing)
3. The present perfect (I have sung)
4. The present perfect progressive (I have been singing)

Note that the present perfect and present perfect progressive is in present and not in past tenses the idea is that the speaker is currently in the state of having gone or having been going.

The four past tenses

1. The simple past (I sang)
2. The past progressive (I was singing)
3. The past perfect (I had sung)
4. The past perfect progressive (I had been singing)

The four future tenses

1. The simple future (I will sing)
2. The future progressive (I will be singing)
3. The future perfect (I will have sung)
4. The future perfect progressive (I will have been singing)

Verb Tense: Aspect

Verb tenses may also be grouped according to aspect. Aspect refers to the nature of the action described by the verb. There are three aspects:

Indefinite (or simple),

Complete (or perfect),

Continuing (or progressive).

The three indefinite tenses or simple tenses describe an action but do not state whether the action is finished:

- The simple past (I sang)
- The simple present (I sing)
- The simple future (I will sing)

A verb in the indefinite aspect is used when the beginning or ending of an action, an event, or condition is unknown or unimportant to the meaning of the sentence. The indefinite aspect is also used to indicate a habitual or repeated action, event or condition.

The three complete tenses, or perfect tenses describe a finished action:

- The past perfect (I had sung)
- The present perfect (I have sung)
- The future perfect (I will have sung)

A verb in the complete aspect indicates that the end of the action, event or condition is known and is used to emphasize the fact that the action is complete. The action may, however, be completed in the present, in the past or in the future.

The three incomplete tenses or progressive tenses describe an unfinished action:

- The past progressive (I was singing)
- The present progressive (I am singing)
- The future progressive (I will be singing)

A verb in the continuing aspect indicates that the action, event, or condition is ongoing in the present, the past or the future.

It is also possible to combine the complete tenses and the incomplete tenses to describe an action that was in progress and then finished:

- The past perfect progressive (I had been singing)
- The present perfect progressive (I have been singing)
- The future perfect progressive (I will have been singing)

The Function of Verb Tenses

A. The Present Tense

1. The Simple Present

The simple present tense is used to describe an action, an event or condition that is taking place in the present, at the moment of speaking or writing. The simple present is used when the precise beginning or ending of a present action, event, or condition is unknown or is unimportant to the meaning of the sentence.

Each of the highlighted verbs in the following sentences is in the simple present tense and each sentence describes an action that is taking place in the present:

1. Raj waits patiently while Vinay repairs the car.
2. The nurse holds the saline as the patient is moved on the stretcher.
3. The cat moves stealthily without making any noise.
4. Geeta writes the composition as quickly as possible.
5. The noise annoys the student who is preparing for his examinations.

The simple present is used to express general truths such as a scientific fact, as in the following sentences:

1. Rectangles have four sides.
2. The moon circles the earth once every 28 days.
3. Calcium is important for the formation of strong bones.
4. Oxygen is essential for survival of all living things.

The simple present is used to indicate a habitual action event or condition:

1. Amit goes to the park every day.
2. My parents go to the hills each summer.
3. Michael goes to church on Sundays.

The simple present is also used when writing about works of art:

1. Mona Lisa is one of the most valued paintings in the world.
2. Panchatantra is the first collection of stories for children.
3. The play ends with an epilogue spoken by the fool.

The simple present can also be used to refer to a future event when used in conjunction with an adverb or adverbial phrase:

1. The gate opens in 30 minutes.
2. The prime minister arrives on Tuesday.
3. The college closes next week.
4. The lunar eclipse begins in exactly 34 minutes.

2. The Present Progressive (Continuous) tense

While the simple present and the present progressive are sometimes used interchangeably, the present progressive emphasizes the continuing nature of an act, event or condition.

Each of the highlighted verbs in the following sentences is in the present progressive tense. In each sentence, the on-going nature of the action is emphasized by the use of the present progressive rather than the simple present:

1. Shama is looking for a special gift for her son.
2. Hari is driving through a busy street.
3. The crowd is waiting for the arrival of the pop star.
4. The president is addressing the nation on the television just now.
5. Children are waiting for the bus to arrive.

The present progressive is occasionally used to refer to a future event when used in conjunction with an adverb or adverbial phrase, as in the following sentences.

1. The gate opens in 30 minutes.
2. The prime minister arrives on Tuesday.
3. The college closes next week.
4. The circus begins in exactly 10 minutes.
5. The college distributes hall tickets next Monday.

EXERCISE 9.1:

Fill in the blanks with the correct forms of the verbs shown in brackets.

Examples:

- (i) He -----well. (to play)
He is playing well.
- (ii) They -----anxious. (to feel)
They are feeling anxious.

1. I -----the windows. (to close)
2. You-----a raincoat. (to wear)
3. We-----for the bus stop. (to look)
4. He-----his friend. (to call)
5. He-----a dog house. (to build)
6. They-----dinner. (to cook)
7. We-----a story. (to tell)
8. You-----for the train. (to wait)
9. I-----a magazine. (to read)
- 10.They-----flowers. (to pick)

Exercise 9.2

Fill in the blanks with the correct forms of the verbs shown in brackets.

Examples:

- (i) Mother -----the vegetables. (to chop)
Mother is chopping the vegetables.
- (ii) The tractor----- on the field. (to move)
The tractor is moving on the field.
- (iii) She-----the groceries. (to carry)
She is carrying the groceries.

1. She -----a story. (to write)
2. They-----about the play. (to talk)
3. He-----jam. (to make)
4. The pet-----.(to die)
5. We----- to school. (to hurry)
6. She-----us to do it. (to encourage)
7. The dog-----on the mat. (to lie)
8. He -----the problem. (to solve)
9. I -----now. (to leave)
- 10.They-----to help us. (to try)

EXERCISE 9.3:

Fill in the blanks with the correct forms of the verbs shown in brackets.

Examples:

- (i) We -----to go abroad. (to plan)
We are planning to go abroad.
- (ii) They-----the lawn. (to water)

They are watering the fields.

(iii) It------(to drizzle)

It is drizzling

1. We-----down our monthly budget. (to cut)
2. She-----about yesterday's incident. (to fret)
3. They-----this round. (to win)
4. She-----the box. (to wrap)
5. She-----strawberries. (to grow)
6. He-----for a stick. (to look)
7. I-----a sweater for the baby. (to knit)
8. They-----the wood. (to saw)
9. She-----the dishes. (to clean)
10. We-----the floor. (to scrub)
11. I-----the toaster. (to fix)
12. He-----his cold drink. (to sip)
13. They-----the hedge. (to trim)
14. You-----the pigeons (to feed)
15. She-----her head. (to nod)

EXERCISE 9.4:

Each of the following sentences is preceded by a bare infinitive, the most heavily stressed syllable of which is highlighted. Paying attention to whether or not the final consonant should be doubled before ing is added, fill in the blanks with the present participles corresponding to the bare infinitives.

Examples:

- (i) She is-----to their friend. (whisper)
She is whispering to her friend.
- (ii) He was -----to yesterday's meeting. (refer)
He was referring to your letter.

1. I am-----the letter. (open)
2. She is -----her paintings on the wall. (display)
3. He is-----his report tomorrow. (submit)
4. The police is -----the amount of fine to be paid. (limit)
5. We are not-----them to leave the premises. (permit)
6. They are-----their pencils. (sharpen)
7. She is -----with her lawyers. (confer)
8. He is -----the camera. (focus)
9. They are-----the opposition. (attack)
10. I am -----the steps. (shovel)
11. The untimely rain is -----the crops. (destroy)
12. They are -----the toy helicopter. (propel)
13. He is -----his money. (squander)
14. We are -----on you for the arrangement of the party. (depend)
15. The child is -----the picture. (colour)
16. We are-----the clock. (wind)
17. Jet engines are -----the plane. (propel)
18. The pansies are -----(flower)
19. They are-----about yesterday's event. (think)
20. The children are-----to music. (listen)

EXERCISE 9.5

Change the following affirmative statements into questions:

EXAMPLES:

- (i) It is raining.
Is it raining?
- (ii) You are being careful.
Are you being careful?

1. I am learning English.
2. She is carrying a parcel.
3. It is growing hotter.
4. They are living in Karachi.
5. We are running a race.
6. He is drinking coffee.
7. Neha is shopping for presents.
8. The boy is cleaning the window.
9. We are buying vegetables.
10. Boys are playing cricket.

EXERCISE 9.6: Change the affirmative statements given in exercise 9.5 into negative statements.

EXAMPLES:

It is snowing.

It is not snowing.

They are being cautious.

They are not being cautious.

EXERCISE 9.7: change the affirmative statements given in Exercise 9.5 into negative questions. Except when the subject of the verb is I, write both the form without contractions and the form with contractions.

EXAMPLES:

It is snowing.

Is it not snowing?

Isn't it snowing?

They are being cautious.

Are they not being cautious?

Aren't they being cautious?

EXERCISE 9.8: Add negative tag questions to the affirmative statements given in Exercise 9.5. Except when the subject of the verb is I, use contractions for the tag questions.

EXAMPLE:

It is snowing.

It is snowing, isn't it?

They are being cautious.

They are being cautious, aren't they?

EXERCISE 9.9: For each of the following sentences, say whether the simple present tense or the present continuous tense is more appropriate, and fill in the blank with the correct form of the verb given in brackets.

EXAMPLE:

(i) We know that he-----petty. (to be)

We know that he is being petty.

(ii) She -----to office every day. (to walk)

She walks to office every day.

1. At the moment, I -----dinner, (to cook)

2. He -----the paper every weekday. (to read)

3. We-----right now. (to study)

4. She-----every day. (to study)

5. Now it ----- . (to rain)

6. They -----to Simla every summer. (to travel)

7. Just now we-----the cleaning. (to do)

8. She always-----correctly. (to answer)

9. You-----never late. (to be)

10. I-----to the radio. (to listen)

11. Each Sunday, we-----the flea market. (to visit)

12. At present, I-----for work. (to look)

3. The Present Perfect Tense:

The present perfect tense is used to describe an action that began in the past and continues into the present or has just been completed at the moment of speaking. The present perfect is often used to suggest that a past action still has an effect upon something happening in the present. Each of the highlighted compound verbs in the following sentences is in the present perfect tense.

EXAMPLE: You have not delivered the letter.

This sentence suggests that the letter was not delivered in the past and that it is still undelivered.

EXAMPLE: The principal has decided that all students should attend the morning prayers.

The present perfect is used in order to suggest that the decision made in the past is still of importance in the present.

EXAMPLE: The government has increased personal income limits; consequently, we are encouraged to spend more.

Here both actions took place sometime in the past and continue to influence the present.

EXAMPLE: The heat wave has lasted three weeks.

In this sentence, the present perfect is used to indicate that a condition (the heat wave) began in the past and continues to affect the present.

EXAMPLE: Leo has made toys with magic clay.

Here the action of making has begun in the past and continues into the present.

4. **The present Perfect Progressive (Continuous) Tense:**

Like the present perfect, the present perfect progressive is used to describe an action, event or condition that has begun in the past and continues into the present. The present perfect progressive, however, is used to stress the on-going nature of that action, condition or event.

Each of the highlighted verbs in the following sentences is in the present perfect progressive tense and each sentence suggests that the action began in the past and is continuing into the present.

1. That child has been crying for hours.
2. I have been writing this story for the past one year.
3. They have been publishing my stories all these years.
4. We have been watching these boys fight with the residents almost every day.

EXERCISE 9.10: Fill in the blanks with the correct forms of the verbs given in brackets.

EXAMPLE:

(i) They -----the race. (to enter)

They have entered the race.

(ii) She -----the task. (to complete)

She has completed the task.

1. They -----a meal. (to order)

2. It -----to rain. (to start)

3. You -----the question. (to answer)

4. I -----the eggs. (to fry)

5. We -----the soup. (to heat)

6. He -----the room. (to clean)

7. She -----the car. (to start)

8. They -----on the door. (to knock)

9. You-----on the lights. (to turn)

10.She-----them to come. (to ask)

EXERCISE 9.11: Rewrite the following sentences, using the contracted form of the auxiliary to have.

EXAMPLE:

- (i) It has started.
It's started.
- (ii) We have arrived.
We've arrived.

1. I have agreed.
2. You have moved.
3. He has looked.
4. We have argued.
5. They have explained.
6. You have waited.
7. She has answered.
8. We have finished.
9. It has cooled.
10. I have ordered.

EXERCISE 9.12:

EXERCISE 9.12: Fill in the blanks using the Present Perfect tense of the regular verbs given in brackets.

Examples:

- (i) She -----hard. (to work)
She has worked hard.

- (ii) She -----her parents. (to contact)
She has contacted her parents.

1. We -----them for a game of poker. (to challenge)
2. She -----volleyball for five years. (to play)
3. You -----for admission into college. (to apply)
4. We -----the eggs. (to fry)
5. They -----six people. (to employ)
6. He -----the wall with paint. (to spray)
7. I -----my mother. (to call)
8. They -----unusual intelligence. (to display)
9. It -----our chances. (to destroy)
10. You -----very well today. (to perform)

EXERCISE 9.13: Fill in the blanks using the Present Perfect tense of the regular verbs given in brackets. Remember to check the spelling of the past participles.

EXAMPLES:

- (i) The teacher -----the rod. (to spare)
The teacher *has spared* the rod.

- (ii) The fire -----his skin. (to scar)
The fire *has scarred* his skin.

1. He -----his friend. (to apologize)
2. We -----the soup. (to stir)
3. They-----paying rent. (to stop)

4. We -----what happened at the party. (to explain)
5. They -----a party next weekend. (to plan)
6. You -----the glass. (to wipe)
7. We -----our hopes on the home team. (to pin)
8. She -----a dance class. (to join)
9. They -----a rare species of cat on the hillside. (to spot)
10. It -----every day. (to rain)
11. He -----the horse too hard. (to whip)
12. She -----everything for the party. (to arrange)

EXERCISE 9.14: Fill in the blanks with the Present Perfect tense of the irregular verbs given in brackets. Refer to the table of irregular verbs if necessary.

EXAMPLE:

You children-----tall like you. (to grow)

Your children *have grown* tall like you.

He -----science at college. (to choose)

He *has chosen* science at college.

He -----science at college. (to choose)

He has chosen science at college.

1. They----- all the mangoes. (to eat)
2. The girls-----the floor. (to sweep)
3. She -----at a concert. (to sing)
4. They-----to work. (to go)
5. You -----you books. (to lose)
6. He -----earlier than usual. (to rise)

7. We -----to everyone. (to speak)
8. I -----a shooting star. (to see)
9. They -----each other since a long time. (to know)
10. We -----fresh jasmines to Dubai this year. (to fly)
11. He -----very helpful. (to be)
12. The tailor-----the expensive cloth (to cut)
13. I -----several letters to her. (to write)
14. We -----the match. (to win)
15. She -----no one. (to tell)
16. It -----a long time to find this place. (to take)
17. You -----to send me your e-mail ID. (to forget)
18. I -----it before. (to hear)
19. She -----college. (to leave)
20. He-----the problem. (to understand)

EXERCISE 9.15: Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions.

EXAMPLE:

I have read this book.

Have I read this book?

I have not read this book.

Have I not read this book?

Haven't I read this book?

I have read this book, haven't I?

He has found the answer.

Has he found the answer?

He has not found the answer.

Has he not found the answer?

Hasn't he found the answer?

He has found the answer, hasn't he?

1. They have eaten the cookies.
2. She has told the truth.
3. He has run fast.
4. We have watered the plants.
5. You have hurried.

EXERCISE 9.16: Fill in the blanks using the correct forms of the verbs given in brackets.

I -----all day. (to work)

I have been worked all day.

He-----cricket since morning. (to practice)

He has been practicing cricket since morning.

1. We -----all day for you. (to wait)
2. They -----a club since last august. (to run)
3. He -----a novel. (to read)
4. You -----a story. (to write)
5. I -----the table. (to set)
6. It-----for day. (to rain)

7. We -----here since last December. (to live)
8. She-----about this to everyone. (to speak)
9. You-----presents all through the festive season. (to buy)
- 10.They -----a holiday since last summer. (to plan)

B. PAST TENSE

1. The Simple Past Tense

The simple past is used to describe an action, an event, or condition that occurred in the past, sometime before the moment of speaking or writing.

Each of the highlighted verbs in the following sentences is in the simple past tense and each sentence describes an action taking place at some point in the past.

1. I saw a movie yesterday.
2. I didn't see a match yesterday.
3. Last year, I travelled to Alexandria.
4. Last year, I didn't travel to Malaysia.
5. Did you have dinner at this restaurant last night?
6. He washed his car before driving out.
7. He didn't wash his car today.

2. The Past Progressive (Continuous) Tense.

The past progressive tense is used to describe ongoing actions in the past. These actions often take place within a specific time frame. While actions referred to in the present progressive have some connection to the present, actions referred in the past progressive have no immediate or obvious connections to the present. The on-

going actions took place and were completed at some point before the time of speaking or writing. Each of the highlighted verbs in the following sentences is in the past progressive tense.

1. I was watching TV when you called.
2. When the phone rang, she was writing a letter.
3. While we were having our practice, it started to rain.
4. What were you doing when the earthquake happened?
5. I was listening to my I pod, so I didn't hear the fire alarm.
6. You were not listening to me when I told you to turn the fan off.
7. While John was sleeping last night, someone stole his car.
8. She was waiting for us when we got off the plane.
9. While I was writing the email, the computer suddenly went off.
10. I was watching TV when you called.

This sentence describes an action that took place over a period of continuous time in the past. The cat's actions have no immediate relationship to anything occurring now in the present.

Example:

I was listening to an iPod, so I didn't hear the fire alarm.

Here the action (was listening) took place in the past and continued for some time in the past.

Example:

When the phone rang, she was writing a letter.

This sentence describes actions (rang and was writing) that took place sometime in the past, and emphasizes the continuing nature of one of the actions (was writing).

Example:

The students were waiting for the announcement. Here the ongoing action of waiting occurred at some time unconnected to the present.

Example:

Between 1942 and 1946, the freedom fighters were demanding total independence.

In this sentence, the action of demanding took place over an extended period of time and the continuing nature of the demanding is emphasized.

Exercise 9.17:

Use the Simple Past tense to fill in the blanks with the correct forms of the verb.

Examples:

- (i) I -----calm.
I was calm.
- (ii) You-----right.
You were right.

1. He -----content.
2. We-----students at that time.
3. They -----undisciplined.

4. You-----clever to hide the prize.
5. It -----hot.
6. I-----busy.
7. We-----patient with the unruly child.
8. She-----a baby then.
9. They-----intelligent.
- 10.He-----in a hurry.

Exercise 9.18:

Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions.

Examples:

- (i) You were on time.

Were you on time?

You were not on time.

Were you not on time?

Weren't you on time?

You were on time, weren't you?

- (ii) It was warm enough.

Was it warm enough?

It was not warm enough.

Was it not warm enough?

Wasn't it warm enough?

It was warm enough, wasn't it?

1. I was late.

2. They were in a hurry.
3. He was an artist.
4. We were right.
5. She was there.

Exercise 9.19:

Fill in the blanks with the Simple Past of the regular verbs given in brackets. Pay attention to your spelling.

Examples:

- (i) It -----raining. (to stop)
It stopped raining.
- (ii) I -----myself at the fair. (to enjoy)
I enjoyed myself at the fair.

1. She-----through the pages of the report. (to flip)
2. We-----the rush hour traffic. (to avoid)
3. You -----the books properly. (to arrange)
4. He -----about his feats. (to brag)
5. I-----myself to avoid recognition. (to disguise)
6. He -----the ration. (to supply)
7. I-----the little child. (to reassure)
8. We-----for them at the airport. (to wait)
9. They-----the goods overseas. (to ship)
10. She-----too much. (to worry)

Exercise 9.20:

Fill in the blanks with the Simple Past tense of the irregular verbs given in brackets. Refer to the table of irregular verbs if necessary.

Example:

- (i) She-----a story. (to write)
She wrote a story.
- (ii) All of us -----when we heard the story. (to weep)
All of us wept when we heard the story.

1. She -----the paperwork. (to do)
2. They-----for a walk. (to go)
3. He-----the parcel. (to take)
4. I -----the beds. (to make)
5. They-----through the woods. (to run)
6. She-----up quickly. (to get)
7. He-----the bitter medicine. (to drink)
8. The baby-----soundly. (to sleep)
9. He-----his glasses. (to forget)
10. I-----the house quietly. (to leave)

Exercise 9.21:

Paying attention to the correct forms of the bare infinitives, change the following affirmative statements into questions.

Examples:

- (i) He opened the door.
He did not open the door.
- (ii) She flew down to Chennai.
She did not fly down to Chennai.

1. We enjoyed ourselves.
2. She pasted the notice on the board.
3. I fanned myself with a newspaper.
4. He emptied his bags.
5. They replied at once.
6. He went to work.

7. We swam across the river.
8. They took the bus.
9. I shut the windows.
10. You ran fast.

Exercise 9.23:

Change the following affirmative statements into negative questions. Give both the forms without contractions and the forms with contractions.

Examples:

- (i) You walked quickly.
Did you not walk quickly?

- (ii) He burst the balloon.
Did he not burst the balloon?
Didn't he burst the balloon?

1. You watched the play.
2. I climbed the tree.
3. We pleased the visitors.
4. They canned the mangoes.
5. He received the letter.
6. You saw the fireworks.
7. The book cost fifty rupees.
8. She hit the ball.
9. He did his chores.
10. They cut the ribbon.

Exercise 9.24:

Rewrite the following sentences, changing the verbs from the Simple Past to the form with used to followed by the infinitive.

Example:

- (i) We took the bus to the mall.
We used to take the bus to the mall.
- (ii) She travelled a lot.
She used to travel a lot.

1. It rained heavily.
2. I came to the church often.
3. We were neighbors.
4. He wrote many novels.
5. They walked to work.
6. He teased her.
7. She told us stories about his childhood.
8. He rode a bicycle.

3. The Past Perfect Tense.

The past perfect tense is used to refer to actions that took place and were completed in the past. The past perfect is often used to emphasize that one action, event or conditions ended before another past action, event or condition began. Each of the highlighted verbs in the following sentences is in the past perfect.

1. Smita arrived at 7:00 p.m. and the show had started.
- 2.
2. After we located the restaurant that Priyanka had raved about, we had dinner there.
3. I had never seen such a beautiful reserve before I went to Kaziranga.
4. I did not have any money because I had lost my wallet.
5. Neeraj knew Berlin well because he had visited the city before.
6. Had Karin studied Hindi before she travelled to India?
7. I understood the movie because I had read the book.
8. Venkat had never been to a pub before last night.
9. We did not get a hotel room because we had not booked in advance.

Example: Smita arrived at 7:00 p.m. and the show had started.

The events in this sentence took place in the past, but the act of starting the show takes place before Smita arrives.

Example: After we located the restaurant that Priyanka had raved about, we had dinner there.

Here (had raved) precedes the finding (located) of the restaurant. Both actions took place sometime before the moment of speaking or writing.

Example: I understood the movie because I had read the book.

In this sentence, both actions take place in the past, but the reading of the book (had read) preceded the understanding of the movie (understood).

Example: The cold wave had lasted two full weeks. While the sentence, the cold wave had lasted two full weeks suggests describes an action that began sometime back and ended sometime in the drecent past (had lasted). By using the past perfect it is indicated that the heat wave has no connection to any events occurring in the present.

Example: After she had learned to drive, Katrina felt more independent.

Here the learning took place and was completed at a specific time in the past. By using the past perfect rather than the simple past (learned), it is emphasized that the learning preceded the feeling of independence.

4. The Past Perfect Progressive (Continuous) Tense

The past progressive is used to indicate that a continuing action in the past began before another past action began or interrupted the first action. Each of the highlighted compound verbs in the following sentences is in the past perfect progressive tense.

They had been talking for over an hour before it started to rain.

She had been working here for the past three years.

How long had you been waiting for that bus?

Sita wanted to sit down because she had been standing all day at work.

Aniket had been teaching at the school for more than a decade before he left for Canada to settle down.

How long had you been studying Portuguese before you moved to Portugal?

The girl had been chopping vegetables for some time before she realized that she had minced her apron strings along with the vegetables.

Read the following examples carefully:-

Example: They had been talking for over an hour before in started to rain.

Here the action (had been talking) is taking place in the past and precedes the action of rain (arriving) which also takes place in the past.

Example: Aniket had been teaching at the school for more than a decade before he left for Canada to settle down.

Here, the action (had been teaching) took place in the past and occurred over a period of time. The (leaving) was followed by the action of (settling down).

Example: How long had you been studying Portuguese before lyou moved to Portugal?

In this sentence the action (moved occurred in the past but after the repeated action of reading (had been studying).

Example: The girl had been chopping vegetables for some time before she realized that she had minced her apron strings along with the vegetables.

This sentence is a bit more complex in that it contains three different past verb tenses. The sequence of tenses conveys a complex set of information. The past perfect progressive (had been chopping) is used to emphasize the ongoing nature of the past act of chopping. While a second past perfect progressive (had been mincing) could be used, the past perfect (had minced) is used to suggest that the act of mincing was completed. The simple past (realized) is used to describe the action closest to the present, an action that followed both the chopping and the mincing.

EXERCISE 9.25:

Using the Past Continuous tense, fill in the blanks with the correct forms of the verbs given in brackets.

Example:

- (i) I -----a cake. (to bake)
I was baking a cake.
- (ii) They -----to find some boots. (to try)
They were trying to find some boots.

1. He -----the newspaper. (to read)
2. We-----money. (to save)
3. She-----the meeting. (to attend)
4. It-----cats and dogs. (to rain)
5. They-----for the examination. (to study)
6. We-----ourselves. (to wash)
7. They-----the procession. (to lead)
8. You-----by bus. (to leave)
9. We-----through the snow. (to plod)
10. You-----your destination. (to reach)

EXERCISE 9.26:

Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions.

Examples:

You were learning Hindi.

Were you learning Hindi?

You were not learning Hindi.

Weren't you learning Hindi?

You were learning Hindi, weren't you?

1. We were starting a stamp collection.
2. He was waiting outside.
3. She was singing.

EXERCISE 9.27:

Using the Past Continuous tense, fill in the blanks with the correct forms of the verbs given in brackets.

Examples:

(i) -----you ----- last night? (to study)
Were you studying last night?

(ii) It -----not----- . (to rain)
It was not raining.

(iii) They -----home. (to hurry)
They were hurrying home.

1. We-----for the examination. (to prepare)
2. -----she-----notes? (to take)
3. I-----not-----long. (to wait)
4. They-----at the mall. (to shop)
5. -----it not -----out side? (to freeze)
6. She-----in Brigade Road last year. (to live)
7. -----you-----supper when the phone rang? (to eat)
8. He-----asleep by the time the party was over. (to fall)
9. -----we not-----about this yesterday? (to discuss)
- 10.They-----their books away when teacher arrived. (to put)
- 11.You-----not-----the lesson. (to follow)

12.-----the baby-----too much noise? (to make)

EXERCISE 9.28:

Use the Past Perfect tense to fill in the blanks with the correct forms of the verbs given in brackets.

Examples:

(i) I-----the parcel. (to open)

I had opened the parcel.

(ii) They -----to the opera. (to be)

They had been to the opera.

1. She-----a dress. (to buy)

2. He -----to eat. (to start)

3. You-----the message. (to understand)

4. We-----the appointment. (to forget)

5. They-----her. (to assure)

6. She-----the ring. (to find)

7. He-----the tie. (to tear)

8. You-----your breakfast. (to finish)

9. We-----to play. (to go)

10.They-----the cookies. (to make)

EXERCISE 9.29:

Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions.

Examples:

He had attended the concert.

Had he attended the concert?

He had not attended the concert.

Had he not attended the concert?

Hadn't he attended the concert?

He had attended the concert, hadn't he?

1. You had entered the contest.
2. I had wanted to come.
3. We had arrived on time.

Exercise 9.30:

Using the Past Perfect tense, fill in the blanks with the correct forms of the verbs given in brackets.

Examples:

- (i) He-----hard. (to practice)
He had practiced hard.
- (ii) -----they-----a good job? (to do)
Had they done a good job?
- (iii) I-----not-----the news. (to hear)
I had not heard the news.
-
1. You-----the proposal carefully (to consider)
 2. She-----her way in the woods. (to lose)
 3. -----he not-----his hands? (to wash)
 4. -----they -----the notice? (to read)
 5. I-----not-----the story. (to forget)
 6. We-----to take a break. (to decide)
 7. -----he not-----the even? (to organize)
 8. They-----not-----a holiday in a long time. (to have)
 9. She-----to talk to us. (to stop_
 - 10.He-----not yet -----(to arrive)
 - 11.-----you-----to meet him? (to plan)
 - 12.I-----not-----her in the last three years. (to see)

EXERCISE 9.31:

Using the Past Perfect Continuous tense, fill in the blanks with the correct forms of the verbs shown in brackets.

Examples:

- (i) We-----for an apartment. (to search)
We had been searching for an apartment.
- (ii) She-----extra courses. (to take)
She had been taking extra courses.
1. We-----the crop. (to cut)
2. You-----at the paintings. (to look)
3. They-----you the message. (to give)
4. He-----for the bus. (to wait)
5. She-----a small business. (to run)
6. It-----all night. (to rain)
7. We-----the team. (to encourage)
8. You-----on the beach. (to lie)
9. They-----for the exclusive resort. (to search)
10. He-----behind. (to lag)

EXERCISE 9.32:

Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions.

Examples:

She had been keeping a diary.

Had she been keeping a diary?

She had not been keeping a diary.

Had she not been keeping a diary?

Hadn't she been keeping a diary?

She had been keeping a diary, hadn't she?

1. We had been collecting the leaves.
2. You had been visiting your cousins.
3. They had been swimming in the lake.

EXERCISE 9.33:

Using the Past Perfect Continuous tense, fill in the blanks with the correct forms of the verbs given in brackets.

Examples:

(i) We----- . (to argue)

We had been arguing.

(ii) -----he-----well? (to feel)

Had he been feeling well?

(iii) I-----not-----much walking. (to do)

I had not been doing much walking.

1. You-----the attic. (to clean)

2. She-----not-----yesterday. (to come)

3. -----they not-----on you? (to count)

4. We-----for the puppy (to look)
5. -----it not -----that day? (to snow)
6. I-----for groceries. (to shop)
7. -----he not-----to the radio? (to listen)
8. They-----not-----to hurt her. (to intend)
9. -----we-----on time? (to intend)
- 10.-----you -----him today? (to expect)
- 11.They-----a movie. (to watch)
- 12.He-----not-----long when his father came to pick him up. (to wait)

Exercise 9.34:

For each of the following sentences, paying attention to whether the underlined auxiliary is a form of to be, to do or to have, fill in the blank with the bare infinitive, present participle, or past participle of the verb given in brackets, as appropriate.

Examples:

- (i) He was -----medicine. (to study)
He was studying medicine.
- (ii) You have -----the food. (to bring)
You have brought the food.
- (iii) We had been -----a long time. (to wait)
We had been waiting a long time.
- (iv) Does she -----classical music? (to like)

Does she like classical music?

1. She was-----a picture. (to draw)
2. We have-----our work. (to finish)
3. I have been -----for them. (to wait)
4. Do you-----a car? (to own)
5. We were-----coffee. (to drink)
6. Did he -----the movie? (to enjoy)
7. They were-----us. (to expect)
8. You had -----a gem. (to find)
9. He was-----the truth. (to tell)
10. It had been -----all morning. (to snow)
11. We had-----the window. (to open)
12. I am -----potatoes. (to peel)

13. You did not-----my question. (to answer)

14. It does not----- . (to matter)

15. I have -----this girl before. (to see)

EXERCISE 9.35:

Change the following statements to emphasize the action.

Examples:

- (i) He likes cats.
He does like cats.

(ii) You have finished.
You have finished.

(iii) They were here.
They were here.

(iv) We are not ready.
We are not ready.

1. I enjoy reading.
2. They do not like apples.
3. It rained.
4. I have found my pen.
5. She cooks well.
6. You listened to the radio.
7. They found the answer.

8. He was right.
9. She understands.
10. They had locked the door.
11. He did not arrive late.
12. You sang.

C. THE FUTURE TENSE

1. The Simple Future Tense:

The simple future is used to refer to actions that will take place after the act of speaking or writing.

Each of the highlighted verbs in the following sentences is in the simple future tense.

1. They will meet us at the Café Day in half an hour.
2. Will you come over tonight?
3. At the meeting, we will discuss this in detail
4. Rita will call you tomorrow with all the relevant papers.
5. Aamir will not change his cast at any cost.

2. The Future Progressive (Continuous) Tense

The future progressive tense is used to describe actions that would take place in the future. The future progressive is used to refer to continuing action that will occur in the future.

Each of the highlighted compound verbs in the following sentences is in the future progressive tense.

1. I will be working till at least 7 in the evening tomorrow.
2. Don't call me between five and seven. I will be studying for the examination tomorrow.
3. I will be living in pune by this time next year.
4. I will be watching cricket on TV tomorrow evening.
5. When your plane arrives at the airport tonight, I will be waiting for you.

6. At 6:00 this evening, the President's address to the nation will be broadcasted.
7. Our plane will be taking off in a few minutes.
8. At this time next week, we will be holidaying in Pattaya.
9. When I get up tomorrow morning, the sun will be shining on that window.

3. The Future Perfect Tense

The future perfect is used to refer to an action that will be completed sometime in the future before another action takes place.

Each of the highlighted verbs in the following sentences is in the future perfect tense.

1. By next November, I will have achieved my target.
2. By the time he gets home, she will have cleaned the entire house.
3. I may have finished this test by 3 o'clock if the questions were not so tough.
4. Will she have learned enough English before she moves to UK?
5. Venu is probably going to have completed the report by the time he leaves this afternoon.
6. By the time I finish this course, I will have taken more than ten tests.
7. How many countries are you going to have visited by the time you turn 50?

Read the following examples carefully:

Example: By next November, I will have achieved my target. In this sentence, the action (will have achieved) takes place in the future in November.

Example: The plumber will have fixed all the new joins before they leave for the day.

Here, the plumber's act of fixing ("will have fixed") will precede the act of leaving (leave).

By the time you get back from the shop, we will have finished laying the table.

In this sentence, the act of getting from the shop (get back) takes place after the act of laying (will have finished laying) the table.

I will have done my holiday homework before my brother starts his.

In this example, the act of doing (will have done) occurs well before the act of starting (starts).

He will have taken his breakfast by the time we get out of bed.

Here, the act of getting out of bed occurs sometime after taking of the flight.

4. The Future Perfect Progressive (Continuous) Tense.

The future perfect progressive tense is used to indicate a continuing action that will be completed at some specified time in the future. This tense is rarely use.

Each of the highlighted verbs in the following sentences is in the future perfect continuous tense.

1. They will have been talking for over an hour by the time the clock strikes 12.
2. She is going to have been working here for three years when the company finally revises salaries.
3. Srinath will have been teaching at the school for more than a decade by the time he leaves for USA.

4. How long will you have been studying by the time you complete your masters?
5. We are going to have been driving for over a day straight when we get to Aligarh.

Example: I will have been studying French for three years by the end of this term.

In this sentence, the future perfect progressive is used to indicate the ongoing nature of the future act of studying. The act of studying (will have been studying) will occur before the upcoming end of term.

Example: By the time the match is over, the referee will have been consulting about whether to take the match into extra time.

Similarly in this sentence, the ongoing nature of a future act (“will have been consulting”) is emphasized by the use of the future perfect continuous. The act of sustained consulting will take place before the match is over.

When the year ends, the new staff will have been working for three months.

Here the ongoing action of working will precede (will have been working) the act of the year ending.

EXERCISE 9.36:

Using either the auxiliary shall or the auxiliary will for the first person, fill in the blanks with the Simple Future of the verbs shown in brackets.

Examples:

- (i) I----- (to agree)
I shall agree or I will agree.

(ii) You -----the results. (to publish)

You will publish the results.

1. We ----- . (to proceed)

2. They -----the site. (to excavate)

3. He -----the papers. (to study)

4. We ----- . (to hurry)

5. I -----the rules. (to follow)

6. It -----a surprise. (to be)

7. He -----us. (to call)

8. She -----tomorrow. (to depart)

9. I -----by my grandmother's side. (to remain)

10. They -----today. (to come)

EXERCISE 9.37:

Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag questions.

Examples:

She will notice us.

Will she notice us?

She will not notice us.

Will she not notice us?

Won't she notice us?

She will notice us, won't she?

1. You will wash the windows.
2. They will help you.

EXERCISE 9.38:

Using either the auxiliary shall or the auxiliary will for the first person, fill in the blanks with the Simple Future of the verbs shown in brackets. Use shall in the first person for questions in which a request for permission is implied.

Examples:

- (i) I -----out soon. (to go)
I shall go out soon. Or I will go out soon.
- (ii) -----we -----now? (to leave)
Shall we leave now?
- (iii) -----they-----France? (to visit)
Will they visit France?
- (iv) It -----not -----long. (to take)
It will not take long.

1. We-----you at the venue. (to meet)
2. -----you-----me a hand? (to lend)
3. -----I -----the game? (to win)
4. She -----not-----to come. (to forget)
5. -----he not-----the boat? (to sail)
6. You-----the movie. (to enjoy)
7. -----I -----this? (to order)
8. -----you not-----for me? (to wait)
9. We-----not-----late. (to be)
- 10.He-----us the news. (to send)

11. I-----not-----such a precious gem. (to lose)
12.-----they-----the television? (to watch)

EXERCISE 9.39:

Using the Simple conjugation which express determination and compulsion, fill in the blanks with the verbs shown in brackets.

Examples:

- (i) We-----the exam. (to pass)
We will pass the exam.
(ii) You -----the work on time. (to finish)
You shall finish the work on time.

1. They -----the house. (to buy)
2. I-----home. (to go)
3. He-----our coach. (to be)
4. You-----with me. (to come)
5. I-----you. (to remind)
6. She-----us. (to call)
7. We-----the orchestra. (to play)
8. They-----the party. (to arrange)
9. I-----you. (to help)
10. It-----not-----the path. (to obstruct)
11. We-----it. (to find)
12. You-----not-----the decision. (to regret)

EXERCISE 9.40:

The following sentences refer to future events. Complete each sentence by filling in the blank with the correct form of the Present Continuous tense of to go, followed by the infinitive of the verb given in brackets.

Examples:

(i) She-----swimming. (to teach)

She is going to teach swimming.

(ii) -----we -----home? (to walk)

Are we going to walk home?

(iii) He-----not-----us. (to find)

He is not going to find us.

1. -----he -----horseback riding? (to learn)

2. I -----in the park. (to play)

3. ----- you----- with us? (to come)

4. It-----not-----raining today. (to be)

5. -----he not-----the question? (to answer)

6. We-----to the library. (to go)

7. -----she-----the new dress? (to try)

8. -----you not-----us. (to call)

9. I-----not-----late. (to stay)

10.They -----turkey for Christmas. (to cook)

EXERCISE 9.41:

Using either the auxiliary shall or the auxiliary will for the first person, fill in the blanks with Future Continuous of the verbs given in brackets.

Examples:

(i) We-----you tomorrow. (to see)
We shall be seeing you tomorrow. or We will be seeing you tomorrow.

(ii) He-----school next year. (to attend)
He will be attending school next year.

1. You -----tomorrow. (to come)
2. It -----today. (to snow)
3. They----- new furniture. (to buy)
4. She-----the clock. (to wind)
5. I-----downtown. (to go)
6. You-----the car. (to driving)
7. They-----the hymns. (to sing)
8. We-----the temple. (to visit)

EXERCISE 9.42:

Rewrite the following affirmative statements as questions, negative statements, negative questions without contractions, negative questions with contractions, and affirmative statements followed by negative tag question.

Examples:

They will be serving the desert.

Will they be serving the desert?

They will not be serving the desert.

Will they not be serving the desert?

Won't they be serving the desert?

They will be serving the desert, won't they?

1. He will be talking to them.
2. They will be living here.

EXERCISE 9.43:

Using either the auxiliary shall or the auxiliary will for the first person, fill in the blanks with the Future Continuous of the verbs shown in brackets.

Examples:

- (i) I -----soon. (to leave)
I shall be leaving soon. Or I will be leaving soon.
- (ii) -----you ----- coffee? (to make)
Will you be making coffee?

(iii) He -----not -----the bus. (to use)
He will not be using the bus.

1. He-----a new language. (to learn)
2. -----she-----help? (to need)
3. -----you not-----your car? (to take)
4. He-----not-----here. (to stay)
5. -----we not-----them a card? (to mail)
6. They-----dinner. (to eat)
7. -----you-----to the grocery store? (to go)
8. I-----not-----for the team. (to play)
9. -----she not-----a trip? (to plan)
10. They-----not-----at this time of the day. (to sleep)

EXERCISE 9.44:

Using either the auxiliary shall or the auxiliary will for the first person, fill in the blanks with the Future Perfect of the verbs shown in brackets.

Examples:

(i) She-----by then. (to arrive)
She will have arrived by then.

(ii) We -----by then. (to finish)
We shall have finished by then or we will have finished by then.

1. You -----the report by tomorrow. (to study)
2. He -----the medical reports. (to scan)
3. I -----to make a call. (to care)
4. They-----the proposal. (to consider)
5. It-----the bleeding. (to stop)
6. You-----your plans. (to make)
7. I-----you to the party. (to take)
8. They-----their minds. (to change)

EXERCISE 9.45:

Using either the auxiliary shall or the auxiliary will for the first person, fill in the blanks with the Future Perfect of the verbs given in brackets.

Example:

- (i) He-----it soon. (to finish)
He will have finished it soon.

- (ii) You -----not-----time to read the book. (to have)
You will not have had time to read the book.

- (iii) -----they -----before? (to fly)
Will they have flown before?

1. I -----to the market. (to go)
2. They -----not yet----- . (to arrive)
3. -----she not -----the pie? (to eat)
4. -----you-----the files? (to send)
5. They-----an apartment. (to find)

6. He-----not-----soundly. (to sleep)

7. -----he-----the puzzle? (to solve)

8. We-----the parcel by Monday. (to receive)

9. -----she not-----the baskets? (to sell)

- 10.-----we-----the bus schedules? (to study)

EXERCISE 9.46:

Using either the auxiliary shall or the auxiliary will for the first person, fill in the blanks with the Future Perfect Continuous of the verbs given in brackets.

Examples:

- (i) You-----all night. (to sleep)
You will have been sleeping all night.

- (ii) They -----a good time. (to have)
They will have been having a good time.

1. She-----about the matter. (to argue)
2. We-----the eastern part of Asia. (to tour)
3. He-----what happened. (to wonder)
4. I-----the examination. (to take)
5. It-----for two days. (to rain)
6. They-----to start the car. (to try)
7. You-----by that time. (to travel)
8. We-----by then. (to start)

EXERCISE 9.47:

Rewrite the following affirmative statements as questions, negative statements, negative questions without contraction, negative questions with contractions, and affirmative statements followed by negative tag questions.

Examples:

You will have been studying for the examination.

Will you have been studying for the examination?

You will not have been studying for the examination.

Will you not have been studying for the examination?

Won't you have been studying for the examination?

You will have been studying for the examination. Won't you?

1. He will have been feeding the ducks.
2. They will have been preparing the meal.

EXERCISE 9.48:

Using either the auxiliary shall or the auxiliary will for the first person, fill in the blanks with the Future perfect Continuous of the verbs given in brackets.

Examples:

- (i) They -----the house. (to clean)
They will have been cleaning the house.
- (ii) -----you-----to call? (to try)
Will you have been trying to call?
- (iii) He -----not-----the paper. (to read)
He will not have been reading the paper.

1. She -----her services. (to offer)
2. -----it not-----by then? (to rain)
3. We-----not-----by then? (to plan)
4. -----they-----for better result
5. I-----the patient. (to visit)
6. He-----not-----the pictures. (to develop)
7. -----she-----her hair? (to trim)
8. -----we not-----them often? (to talk)
9. They-----for us? (to wait)
- 10.-----he not-----down? (to lie)
- 11.-----you-----the piano? (to play)
- 12.They-----not-----here long. (to live)

EXERCISE 9.49:

For each of the following sentences, paying attention to the tense of the underlined verb, complete the sentence correctly by filling in the blank with either the Past Perfect or the Simple Present of the verb given in brackets.

Examples:

(i) When I first met him, he -----already -----(to graduate)
When I first met him, he had already graduated.

(ii) We will read the information before we-----a decision. (to make)

We will read the information before we make a decision.

1. They-----already-----by this time. (to arrive)
2. She will help us if we-----for assistance. (to ask)
3. Although I -----him to come, he stayed away. (to beg)
4. He will send for us as soon as he -----the time. (to have)
5. After I -----the garden, it started to rain (to water)
6. When we called, they-----already-----the hotel. (to leave)
7. By the time I-----everything, it was past nine o'clock. (to organize)
8. Even though we-----warm clothes, we became quite cold. (to bring)
9. If it -----yesterday, we would have gone skiing. (to finish)
10. We -----just-----supper, when the phone rang. (to finish)

Using Verb Tenses in Sequence

Using verbs in correct sequence is often difficult, especially for those people whose mother tongue is not English or whose mother tongue does not use a similar tense system. The situation is further complicated by the fact that context, idiom, and style play as large a role in determining tense sequence as grammatical rules.

In order to determine correct verb sequence, you must be able to identify independent and dependent clauses. The sequence of tenses in complex sentences is usually determined by the tense of the verb in the independent clause. (In compound sentences use the tenses that fit the logic of the sentence.)

- a. **Present Tenses in Sequence**: in general, present tenses may be followed by a wide variety of tenses as long as the sequence fits the logic of the sentence. The four present tenses are the simple present, the present (progressive) continuous, the present perfect, and the present perfect continuous. When these tenses are used in an independent clause, the verb in the dependent clause can be a present tense verb, a past tense verb or a future tense verb, as in the following sentences.

Example: Shashi waits while her father books the tickets. The simple present tense is used in both the independent clause and the dependent clause.

Example: They have not delivered the parcel we need. The verb of the independent clause, they have not delivered the parcel, is in the present perfect tense. The verb in the dependent clause we need is in the simple present tense. The simple future could also be used in the dependent clause (we will need)

Example: I have been relying on the bonus to start this new venture. In this sentence, the compound verb of the independent clause (“I have been relying on the bonus to start this new venture”) is in the present perfect progressive. The simple predicate of the dependent clause (to start the new venture) is in the simple present (start). The simple future could also be used (will start).

Example: Even though the doctor has been examining the body found among the bushes since this morning, we still do not know the cause of death. In this sentence the compound verb of the independent clause (we still do not know the cause of death) is in the simple present tense. The simple predicate of the dependent clause (even though the doctor has been examining the body found among the bushes since early this morning) is in the present perfect progressive tense (has been examining).

Example: The schools have increased their fees; consequently, the government asked for an increase in education cess. In this compound sentence, both predicates are in the present perfect. The simple future could also be used in the second independent clause (“consequently, the government will ask for an increase....”) if we want to suggest that the government’s action will take place in the future.

- b. **Past Tenses in Sequence:** When the verb in the independent clause is in the past tense, the verb in the dependent clause is usually in the past tense as well. The past tenses are the simple past, the past continuous, the past perfect and the past perfect continuous. The verb in the dependent clause should accurately reflect the temporal relationship of the two clauses. If the action in the dependent clause occurred before action in the independent clause, the past perfect is usually the most appropriate tense for the dependent clause, as in the following sentences.

Example: Rita arrived at 7:00 p.m. and the show had already started. The action of dependent clause (and the show had already started) is described with a past perfect tense (had started) because the act of starting takes place before the act of arriving. The simple predicate of the independent clause (by the time Rita arrived) is in the simple past.

Example: We fed the baby some porridge because she had not eaten anything the whole day. In this sentence, both actions take place in the past, but the action of the independent clause (feeding porridge) follows the action of dependent clause (not eating) and as a result, the predicate of the dependent clause is in the past perfect (had not eaten).

Example: After she had learned to drive, Anita felt more independent. In this example the predicate of the dependent clause is in the past perfect (had learned) because the act of learning precede the independent clause the act of feeling independent. If the action in the dependent clause occurs at the same time as the action in the independent clause, the tenses usually match. So, if the simple past is used in the independent clause, the simple past may also be used in the dependent clause. When the verb of the independent clause is one of the continuous (progressive) tenses, the simple past is usually the most appropriate tense for the dependent clause, as in the following sentences:

Example: When the bell rang, the teacher was relating an interesting episode from her student days. This sentence describes actions (rang and was relating) that took place sometime in the past and emphasizes the continuing nature of the action

that takes place in the independent clause (was relating). One of the most common sources of verb sequence error arises from a confusion of the present perfect (has said) and the past perfect (had said). Both convey a sense of the past, but the present perfect is categorized as a present tense verb. One of the easiest ways of determining whether you've used the perfect tenses correctly is to examine the auxiliary verb. Remember has and have are present tense auxiliaries and has is a past tense auxiliary. The future tense auxiliary is will.

EXERCISE 9.50: Choose the appropriate verb to complete the following sentence:-

1. Many internet companies did not expect-----changes in their fortunes.
 - a. To have seen
 - b. To see

2. My friend Arjun would have liked-----for an IT company.
 - a. To have worked
 - b. To work

3. Acquainted as they were with previous crashes, many economists-----investors that the real estate prices would fall.
 - a. Had warned
 - b. Warned
 - c. Have warned

4. Many countries reported that a number of economic factors-----against them.
 - a. Had worked
 - b. Have worked

5. Because of my performance at the plus two level exams, I-----to sit for the Medical Entrance.
- Opted
 - Have opted
6. The small business establishment----- them.
- Had hired
 - Hired
 - Have hired
7. Sheila did study hard and hence she did-----to do well.
- Expect
 - Will expect.
 - Expected
 - Will have expected
8. Unless the economic condition improves, computer technicians-----work anytime soon.
- Will not find
 - Will not have found
 - Have not found
9. If the police were prompt in their actions they-----the miscreants from causing such massive damage.
- Could have retrained
 - Could retrain
 - Have retrained

10. Influencing the next generation of Indians, Infosys-----to keep its businesses alive; so far, the gamble has paid off.
- a. Has hoped
 - b. Hoped

Unit-----17

PREPOSITION

A preposition links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

The doll is on the floor.

The carpet is beneath the table.

The walking stick is kept leaning against the wall.

The shop is beside the road.

Hold the umbrella over your head.

You cannot leave the hall during the show.

In each of the preceding sentences, a preposition locates the noun “book” in space or in time.

A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs. A prepositional phrase can function as a noun, an adjective, or an adverb.

Some of the most common prepositions:

About	above	across	after
Against	along	among	around
At	before	behind	below
Beneath	beside	between	beyond
But	by	despite	down
During	except	for	from
In	inside	into	like
Near	of	off	on
Onto	out	outside	over
Past	since	through	throughout
Till	to	toward	under
Underneath	until	up	upon
With	within	without	

Each of the highlighted words in the following sentences is a preposition:

You must speak without fear.

In this sentence, the preposition without introduces the noun fear. The prepositional phrase without fear functions as an adverb describing the location.

We drove along the canal.

The preposition along introduces the noun phrase the canal and the prepositional phrase along the canal acts as an adverb, describing the location.

Prem is hiding under the bed.

Here the preposition under introduces the prepositional phrase under the bed, which acts as an adverb modifying the compound verb is hiding.

I'm looking for the book I left somewhere in his room.

Similarly in this sentence, the preposition in introduces a prepositional phrase in the room, which acts as an adverb describing the location of the book.

EXERCISE: 17.1:

Fill in the blanks with the most appropriate prepositions chosen from those given in brackets.

Examples:

She made a speech-----the freedom struggle. (about, around)

She made a speech about the freedom struggle.

D comes-----C and E in the alphabet. (between, beyond)

D comes between C and E in the alphabet.

1. She travels from Ghaziabad -----Haryana (at, to)
2. We turned the back-----the book. (of, on)
3. She went to London -----Dubai. (versus, via)

4. The gallery is open -----Monday to Friday. (for , from)
5. He looks -----his brother. (despite, like)
6. He opened the box-----a screwdriver. (at, with)
7. Nocturnal animals usually sleep-----the day. (during, underneath)
8. The squirrel ran-----the wall. (along, among)

EXERCISE 17.2:

Paying attention to the uses of the prepositions among, at, beside, besides, between, for, in, on and since, fill in the blanks with the correct prepositions chosen from those given in brackets.

Examples:

They live -----1003, Parliament Street. (at, on)

They live at 1003, Parliament Street.

The meeting will take place -----Tuesday. (at, on)

The meeting will take place on Tuesday.

We have been waiting -----several days. (for, since)

We have been waiting for several days.

She has been working-----early morning. (for, since)

She has been working since early morning.

1. He lives -----118, Peddar Road. (at, on)
2. He and his friend will divide the money themselves. (among, between)
3. I have known that lady-----three years. (for since)
4. Many foods-----milk contain calcium. (beside, besides)
5. He has been gone-----Friday. (for, since)

6. She is leaving-----five minutes. (at, in)
7. The play begins-----seven thirty. (at, on)
8. Columbus crossed the Atlantic-----1492. (at, in)

EXERCISE 17.3:

Fill in the blanks with the missing preposition.

Examples:

Please leave-----once.

Please leave at once.

I brought the umbrella-----mistake.

I brought the umbrella by mistake.

1. Since the restaurant is usually crowded, it is advisable to make reservations -----
-----advance.
2. We do not own a car hence we go everywhere-----foot.
3. We made out the report-----triplicate.
4. Citrus fruits,-----example oranges and lemons, require a long
growing season.
5. The operation seemed to go on forever, but-----last it was over.
6. She always seems to be-----a hurry.
7. He is not a rude man, I advise you to take what he says-----a pinch of
salt.
8. I went to the library, but the video I wanted was out -----hire.
9. To save money, we usually buy flour and rive-----bulk.
10. Little-----little, the clouds dispersed and the sun became brighter.

EXERCISE 17.4:

For each underlined word or phrase, substitute an idiom containing the preposition indicated in brackets.

Examples:

She came punctually. (on)

She came on time.

His lecture was brief and relevant. (to)

His lecture was brief and to the point.

1. Incidentally, I met your brother today. (by)
2. What do you do as a profession? (for)
3. The guard left the door open deliberately. (on)
4. There is a great deal to be won or lost. (at)
5. The ship left the harbor and was moving. (under)
6. Her paintings are being exhibited at the library. (on)
7. Occasionally we meet for coffee. (in)
8. There are no new stocks in the shop now. (at)
9. I want to speak to you not in front of other people. (in)
10. I see her occasionally. (from)

EXERCISE 17.5:

Paying attention to the nouns which are usually followed by certain prepositions, fill in the blanks with the correct prepositions chosen from the pairs given in brackets.

Examples:

Do you have any objection-----my plan? (on, to)

Do you have any objection to my plan?

She is dedicated-----her job. (of toward)

She is dedicated toward her job.

1. Who else has access-----the computer files? (of, to)
2. I have no recollection-----the incident. (of ,on)
3. I have confidence-----his ability. (for, in)
4. Pay close attention-----what I am saying. (for, to)
5. She takes an active interest-----social welfare. (in, of)
6. Do you have any proof-----that? (of, to)
7. There is a lack-----information on this subject. (for, of)
8. I received no reply-----my letter. (on, to)
9. They are constantly finding fault-----other people. (of, with)
10. People often make fun-----what they do not understand. (of, to)

EXERCISE 17.6:

Paying attention to the verbs which are usually followed by certain prepositions, fill in the blanks with the correct prepositions chosen from the pairs given in brackets.

Examples:

He likes listening-----music. (on, to)

He likes listening to music.

They exchanged -----one another. (of, with)

They exchanged with one another.

1. Heat and light radiate-----the sun. (from, of)
2. She loves to quote-----Shakespeare's plays. (from, to)
3. The students protested-----the high student fees. (against, from)
4. A balanced meal consists-----vitamins, minerals, proteins and carbohydrates. (of, with)
5. She likes to participate -----extracurricular activities. (in, with)
6. He paid-----the meal. (for, on)
7. He subscribes-----four magazines. (of, to)
8. The dog barked-----the mailman. (at, to)
9. Do you concur-----my conclusions? (for, with)
10. The two children stared-----each other. (at, to)

UNIT---18

THE CONJUNCTION

We use a conjunction to link words, phrases and clauses:

She collected the rice and the dal from the grocery shop.

They started when the rain stopped.

Co-ordinating conjunctions

You use a **co-ordinating conjunction** (**and, but, or, nor, for, so, or yet**) to join individual words, phrases, and independent clauses. We can also use the conjunctions **but** and **for** as **preposition**.

In the following sentences, each of the **highlighted** words is a co-ordinating conjunction:

Boys and girls both took part in the game.

In this example, the co-ordinating conjunction **and** links two **nouns**.

He will do well in the examination, **for** he has been studying diligently since last six months.

In this example, the co-ordinating conjunction **for** is used to link two independent clauses.

My mother is putting away the clothes **and** watching TV at the same.

Here the co-ordinating conjunction **and** links two participle phrases (putting away the clothes and watching TV) which act as adverbs describing the verb.

Subordinating Conjunctions

A **subordinating conjunction** introduces a **dependent clause** and indicates the nature of the relationship among the independent clause (s) and the dependent clause (s).

The most common subordinating conjunctions:

After	although	as	because
Before	how	if	once
Since	than	that	though
Till	until	when	where
Whether	while		

Each of the **highlighted** words in the following sentences is a subordinating conjunction:

After she dropped me at the office, Shilpa went to pick up the children.

The subordinating conjunction after introduces the dependent clause after she dropped me at the office.

If it doesn't rain the meeting will be held on the ground today.

Similarly, the subordinating conjunction if introduces the dependent clause if doesn't rain today.

I had to stop work **when** my brother called.

The subordinating conjunction when introduces the dependent clause when brother called.

Her deposits were confiscated **because** she failed to pay the installments.

In this sentence, the dependent clause because she failed to pay the installments is introduced by the subordinating conjunction because.

Correlative Conjunctions

Correlative conjunctions always appear in pairs you use them to link equivalent sentence elements. The most common correlative conjunctions are “both...and,” “either...or,” “neither...nor,” “not only...but also,” “so ...as,” and “whether...or,” (Technically correlative conjunctions consist simply of a co-ordinating conjunction linked to an adjective or adverb.)

The **highlighted** words in the following sentences are correlative conjunctions:

Both the boss **and** the secretary are absent today.

In this sentence, the correlative conjunction both...and is used to link the two **noun phrases** that act as the **compound subject** of the sentence: the boss and the secretary.

Send **either** a card **or** a gift.

The principal is deciding **whether** to send the boys **or** the girls to represent the school.

Similarly, the correlative conjunction whether... or links the two infinitive phrases to send the boys and to go to send the girls.

EXERCISE 18.1:

Paying attention to the meanings of the sentences, and to the presence of inverted word order, fill in the blanks with the correct coordinate conjunctions chosen from the pairs given in brackets.

Examples:

I would like to come. -----I do not have time. (but, nor)

I would like to come, but I do not have time.

He has not written,-----has he called me. (but, nor)

He has not written, nor has he called me.

1. I opened the door-----peered out. (and, yet)
2. She was not in the school, -----was she at home. (or, nor)
3. The sun had set, -----it was still light outside. (or, yet)
4. Do you know his house-----office? (but, or)
5. He has not arrived yet, -----have they. (and, nor)
6. I saw the film, -----did not understand it. (but, or)
7. We searched everywhere, -----found nothing. (or, yet)
8. I-----my mother went to visit him. (and, but)

EXERCISE 18.3:

Paying attention to the meanings of the sentences, fill in the blanks with the correct subordinate conjunctions or similar expressions chosen from the pairs given in brackets.

Examples:

I went for a walk-----the sun was shining. (because, otherwise)

I went for a walk because the sun was shining.

Do you know-----the stores are open today? (as if, (whether)

Do you know whether the stores are open today?

1. We tried to solve the problem,-----we knew the outcome. (although, in case)
2. He kept reading-----he fell asleep. (for, until)
3. I will enter the stage-----the second act is over. (as soon as, than)
4. It looks-----it will rain. (while, as though)
5. -----she passed out, she became a politician. (after, than)
6. We will not go skiing -----the weather is good. (as if, unless)
7. They have known her-----she was a child. (until, since)
8. I must leave now, -----I have a great deal of work to do. (as, than)
9. The door was open, -----we could hear everything. (in case, so)
10. We must hurry, -----we will be late. (so that, or else)

EXERCISE 18.4:

For each of the following sentences paying attention to the structure of the sentence, fill in the blanks with either the conjunction or the preposition given in brackets.

Examples:

-----my warning, they went ahead with their plan, (Although, Despite)

Despite my warning, they went ahead with their plan.

-----the sun was up, I was still feeling cold. (Although, Despite)

Although the sun was up, I was still feeling cold.

The crop failed-----frost damage. (because, because of)

The crop failed because of frost damage. (because, because of)

1. We walked all the way, -----we were tired. (although, despite)
2. I enjoy the class,-----the professor is a good teacher. (because, because of)
3. She looks -----Monalisa. (as if, like)
4. Please wait-----I make a phone call. (during, while)
5. It looked----- it would rain. (as if, like)
6. We all felt tired-----the long walk. (because, because of)
7. I read a book-----I was on the flight. (during, while)
8. They managed to work together,-----their differences of opinion, (although, despite)
9. I left home early,-----I had to do the cooking (because, because of)
- 10.-----their interest in comets, they decided to study astronomy (Because, Because of)

EXERCISE 18.5:

The following sentences are incorrect, because they contain correlative conjunctions, but do not use parallel construction. Rewrite the sentences correctly, using parallel constructions.

Examples:

He owns both a typewriter and he has a word processor.

Corrected: He owns both a typewriter and a word processor.

I prefer either to read or going hiking.

Corrected: I prefer either to read or to go hiking.

1. The train preceded neither quickly nor was it smooth.
2. The child hates both getting up in the morning and to go to bed at night.
3. She is neither kind nor has patience.
4. He is not only talented, but also he has charm.
5. The lecture was not only very long but also it was very dull.
6. You should either eat less, or should exercise more.
7. I am not only proud to be here, but also feel happy to meet you.
8. The town is both historical and it is picturesque.

UNIT---20

THE ARTICLE

In the English language we used determiners or words in front of a noun to make it clear what the noun refers to.

There are different types of determiners. The type of determiner depends on the type of noun. Singular nouns always need to determiner. In plural nouns the determiner is optional. Again in uncountable nouns the determiner is also optional.

There are about 50 different determiners in the English language they include:

Articles: *a, an, the*

Demonstratives: *this, that, these, those, which* etc.

Possessives: *my, your, our, their, his, hers, whose, my friend's, our friends',* etc.

Quantifiers: *few, a few, many, much, each, every, some, any,* etc.

Numbers: *one, two, three, twenty, forty*

Ordinals: *first, second, 1st, 2nd, 3rd, last, next,* etc.

Distributives: *all, both, half, either, neither, each, every*

Difference words: *other, another*

Question words: *which, what, whose*

An **article** is a word that combines with a noun to indicate the type of reference being made by the noun. The three main articles are **the**, **an** and **a**.

There are 2 kinds of articles:

The **Definite** article **the** is used to refer to a specific instance of the noun, often already mentioned in the context or easy to identify. Definite articles are slightly different from demonstratives, which often indicate the location of nouns with respect to the speaker and audience.

Let us look for a good restaurant.

What about **the** restaurant we ate at last week?

That restaurant was terrible. What about this one on the corner here?

The **indefinite** article, **a** or **an**, is used to refer to a generic or non specific nouns (an apple in the basket, a book on the table or a car on the road).

You must take a bus.

I always eat an apple.

However, “**a**” and “**an**” can function as definite articles as well; in some cases, they’ll be used to emphasize the singularity of the subject.

A single teardrop fell from her eye

An elephant just crossed the road.

A and **an** are indefinite articles is used to refer to a noun that is not something or someone specific such as a pen, an apple, a bus).

It is unknown as to which the noun is referring to (example: a teacher in the hall, a letter in the mail box, a car in the street).

The choice between **a** and **an** is determined by sound.

A is used before a word beginning with a **consonant sound** (not a vowel, a, e, I, o, u).

An is used before a word beginning a **vowel sound** (a, e, I, o, u).

A girl. A student. A foot, a hole, a horse

A university, a union, a European a ewe. A unicorn, a useful ally (because these words—unicorn, union, university etc. begin with a consonant sound **yu**)

An animal, an ink pad, an enemy, an umbrella, an heir, an hour, an honest trader. The words like hour heir honest begin with a vowel sound as the consonant h is not pronounced therefore they take *an*.

I see **a kite** in the sky.

They caught a tiger on **the** other side of the river.

Give me **a** glass of water.

Give me **the** pen kept in the drawer.

He is **a** footballer

He is **the** footballer who scored the winning goal.

Some rules regarding the use *a, an or the*:

a ----indefinite article (not a specific object, one of a number of the same objects) with consonants.

She has a dog.

I work in a NGO

an ----indefinite article (not a specific object, one of a number of the same objects) with vowels (a,e,i,o,u)

Can I have an egg?

He is an English doctor.

The---definite article (a specific object that both the person speaking and the listener know)

The man on the platform is my father.

The first time you speak of something use “a or an”, the next time you repeat that *object use “the”*.

I live in a house. The house is haunted.

We do not use an article with countries, states, counties for provinces, lakes and mountains except when the country is a collection of states such as The United Kingdom.

He lives in a village near Mount Kailash.

They live in Southhall.

We use an article with bodies of water, the rivers oceans and seas

My country borders on the Pacific Ocean

We do not use an article when we are speaking about things in general.

I like Hawaiian coffee.

She likes watching movies.

We do not use an article when we are speaking about meals, places, and transport.

He takes breakfast at home.

I go to office every day.

He comes to work by his own car.

EXERCISE 20.1:

Rewrite each of the following sentences, changing the subject of the verb to the singular, inserting a or an before the subject, as appropriate, and changing the verb to agree with the subject.

Examples:

Violins are difficult to play.

A violin is difficult to play.

Unions have been formed.

A union has been formed.

Answers are always provided.

An answer is always provided.

1. Mangoes are expensive.
2. Windows are an important feature of any house.
3. Umbrellas should be used during rainy season.
4. Horses can be useful in the mountains.
5. Onions can be used for cooking dal.
6. Trucks have many uses.
7. Hours passed.
8. Escalators are useful.
9. Uniforms must be worn.
10. Ideas are always welcome.

EXERCISE 20.2:

Fill in each blank with either the indefinite article (a or an) or the definite article (the). Use a or an with nouns referring to people or things which have not been mentioned previously, and use the with nouns referring to people or things which have been mentioned previously.

I have never visited Nehru Park before. Last week I went to -----park and chose-----tour guide. There were twenty tourists and one guide. -----guide asked what we wanted to see. I said I had never seen-----eagle, and I would like to see one. -----child on -----tour said he would like to see -----beaver, since he had heard there were many

in -----park. ----guide said he would do his best. First he led us along----road, and then we turned off onto-----path. To our right was-----marshy pond.

Suddenly----child who had spoken before shouted, “Look! I see ----beaver!” Of course----beaver was startled. It slapped its tail and disappeared into pond.

Our guide pointed to -----pile of sticks and said, “That’s where-----beaver lives. That’s his house.” I had my camera with me, and took-----photograph of-----house.

As we were standing there,----guide was looking across----pond through-----small telescope. After a minute, he tapped my shoulder and handed me-----telescope. He pointed to ----tall tree and said, “Do you see that white speck? That’s-----bald eagle.”

I had difficulty focusing----telescope, but finally I was ----eagle. As I watched,----eagle spread its wings and soared over the water.

It was---wonderful experience for me to see some of the wild creatures that live in ---park.

EXERCISE N 20.3:

Fill in each blank with a, an or the. Be prepared to justify your choice.

Example:

-----moon is full tonight.

The moon is full tonight.

He is ----singer.

He is a singer.

Please sit in ---centre of the boat.

Please sit in the centre of the boat.

1. His aunt is -----professor.

2. -----architect is required to build the house.
3. -----ostrich was spotted in the gaming park.
4. Plants gain energy from the light of ----sun.
5. I woke up in ----middle of the night.
6. She is -----nurse.
7. -----dolphin is an excellent swimmer.
8. Our eyes usually blink several times-----minute.
9. At-----equator, sunrise occurs at the same time each day.
- 10.He is-----author.

MODIFIERS

A **modifier** can be an **adjective**, an adverb, or a **phrase** or **clause** acting as an adjective or adverb. In every case, the basic principle is the same: the modifier adds information to another element in the **sentence**.

In this chapter, you will begin by working with single-word modifiers: adjectives and adverbs. But the information here will also apply to phrases and clauses which act as modifiers.

Using Adverbs and Adjectives

Adverbs are words that modify **verbs**, **adjective**, other adverbs, and sometimes **clauses** and whole **sentences**. **Adjectives** are words that modify **nouns** and **pronouns**. Be careful not to use an adjective where you need an adverb. Consider the following sentences, for instance:

Once the operation was over, Shamim walked **slowly** out of the hospital. (Incorrect)

Once the operation was over, Shamim walked **slow** out of the hospital. (Correct)

The sentence needs an adverb, not an adjective, to modify the verb “walked”.

We tried **real** hard to get the perfect snapshot. (Incorrect)

We tried **really** hard to get the perfect snapshot. (Correct)

The sentence needs an adverb, not an adjective, to modify the adjective “hard.” (note the “really” is an informal substitute for “very”, and you should avoid in the formal essays’.) *Using “good,” “bad,” “well,” and “badly.”*

You might also note the distinctions between “good” and “bad” (which are adjectives) and “well” and “badly” (which are adverbs):

Shelley plays the sitar **well** and the veena **badly**.

The actor’s performance was **good** even though he felt **bad** that night.

“well” is an adjective only when it refers to health or condition:

She protested that she was **well** enough to start playing sports again.

Using Adjectives with Linking Verbs

In the same vein, remember that adjectives modify nouns and pronouns. Do not mistakenly use an adverb to modify these **parts of speech**

For example, after a **linking verb** you may be tempted to use an adverb instead of an adjective. You will recall that the linking verb is a special kind of verb because it links its **subject** to a **subject complement**. A subject complement can be either a noun (renaming the subject) or a **modifier** (describing the subject). When it is a modifier, it must be an adjective because it describes the subject (always a noun or pronoun). It does not modify the linking verb itself and should therefore not be an adverb.

We felt **badly** about having caused the trouble (Incorrect)

We felt **bad** about having caused the trouble. (Correct)

Using Conjunctive Adverbs

The **conjunctive adverb** is a special kind of adverb that often serves as a transition between two **independent clauses** in a sentence. Some common conjunctive adverbs

are “therefore,” “however,” “moreover,” “nevertheless,” “consequently,” and “furthermore.” When using a conjunctive adverb at the beginning of the second independent clause, be sure to precede it with a **semicolon** not a **comma**.

My roommate usually listens to Hindi film music; however, he also likes Jagjit Singh and several other ghazal singers.

Using the Comparative and Superlative

You should use the **comparative** form of an **adjective** or **adverb** to compare exactly two things. You can form the comparative by adding the **suffix** “er” to the modifier (for some short words) or by using the word “more” with the **modifier**:

Of the two designs, the fashion designer is convinced that the panel will select the **more experimental** one. (Comparing two designs)

Now that it is December, the days are getting **shorter**. (Longer now than before)

You should use the **superlative** form to compare three or more things. You can form the superlative by adding the suffix “est” to the modifier (for some short words) or by using the word “most” with the modifier:

This is definitely the **smartest, wittiest, most imaginative** advertisement strip I have ever seen. (Implying that I have seen more than two)

Common Problems with the Comparative and Superlative

There are certain modifiers which you cannot logically use in the comparative and superlative forms. Adjectives like “perfect” and “unique,” for instance, express absolute conditions and do not allow for degrees of comparison. Something cannot be more perfect than another thing: it is either perfect or not perfect.

You should also avoid using a **double comparison** that is, using both a suffix and an adverb to indicate the comparative or superlative:

I am convinced that my son is **more smarter** than your son. (Incorrect)

Laurel and Hardy are the **most funniest** comedians in children film history. (Incorrect)

I am convinced that my son is **smarter** than your son. (Correct)

Laurel and hardy are the **funniest** comedians in children film history. (Correct)

Similarly, although the **double negative** the use of two negative words together for a single negative idea is common in speech and has a long history in the English language, you should avoid using it in formal writing:

We decided there **wasn't no** point in pursuing the matter further. (Incorrect)

I can't get no satisfaction. (Incorrect)

We decided there **wasn't any** point in pursuing the matter further. (Correct)

I can't get any satisfaction. *OR* **I can get no** satisfaction. (Correct)

Double negatives involving “not” and “no” are fairly easy to spot and fix. However, some other adverbs for example, “hardly,” “scarcely,” “barely” *imply* the negative, and you should not use them with another negative:

Even though he has lived in Mumbai for four years, he **does not have hardly any** friends there. (Incorrect)

Even though he has lived in Mumbai for four years, he **has hardly any** friends there. *OR* Even though he has lived in Mumbai for four years, he **does not have many** friends there. (Correct)

[Exercise 21.1:](#)

Adverbs and Adjectives

Choose the correct word in each of the following sentences.

1. Many people have tried to sell us air conditioners, but you are certainly one of the -----salespeople we have met.
 - a. More convincing
 - b. Most convincing

2. The sound quality of this film is poor, and the picture is focused-----
-----as well.
 - a. bad
 - b. badly

3. My brother's roommate this year is -----than the graduate student he lived with last year.
 - a. Louder
 - b. Loudest
 - c. More louder

4. That Lady dresses-----and knows what would suit her best.
 - a. Smart
 - b. Smartly

5. She is-----prompt at making policy decisions.
 - a. Real
 - b. Really

6. Sunita followed the recipe closely, but the cake smelled-----after twenty minutes in the oven.

- a. Strangely
- b. Strange

7. Her husband draws so -----that he has been asked to submit sketches to an ad agency.

- a. Good
- b. Well

8. She felt-----about the whole incident for weeks afterward.

- a. Badly
- b. Bad

Misplaces and Dangling Modifiers

You have a certain amount of freedom in deciding where to place your modifiers in a sentence:

We rowed the boat **vigorously**.

We **vigorously** rowed the boat.

Vigorously we rowed the boat.

However, you must be careful to avoid **misplaced modifiers** ----modifiers that are positioned such that they appear to modify the wrong thing.

In fact, you can improve your writing quite a bit by paying attention to basic problems like misplaced modifiers and dangling modifiers.

Misplaced Words

In general, you should place single-word modifiers near the word or words they modify, especially when a reader might think that they modify something different in the sentence, Consider the following sentence:

After our short discussion, we could understand the rules spoken by our visitors from the Mumbai office **easily** (Incorrect)

After our short discussion, we could **easily** understand the rules spoken by our visitors from the Mumbai office. (Correct)

It is particularly important to be careful about where you put **limiting modifiers**. These are words like “almost,” “hardly,” “nearly,” “just,” “only,” “merely,” and so on. Many writers regularly misplace these modifiers. You can accidentally change the entire meaning of a sentence if you place these modifiers next to the wrong word:

We **almost** ate all of the Diwali sweets. (Correct)

Misplaced Phrases and Clauses

It is important that you place the modifying **Phrase** of **clause** as close as possible to the word or words it modifies:

By accident, he hit the little girl with his stick **in the** eye. (Incorrect)

After the wedding, Suman told us at his party that he would start behaving like a responsible adult. (Incorrect)

By accident, he hit the little girl **in the eye** with his stick. (Correct)

Suman told us at his party that he would start behaving like a responsible adult **after the wedding**. (Correct)

Squinting Modifiers

A squinting modifier is an ambiguously placed modifier that can modify either the word before it or the word after it. In other words, it is “squinting” in both directions at the same time:

Defining your terms **clearly** strengthens your argument. (does defining “clearly strengthen” of does “defining clearly” strengthen?) (Incorrect)

Defining your terms **will clearly** strengthen your argument. *OR* **A clear definition** of your terms strengthens your argument. (Correct)

Split Infinitives

The **infinitive** form of the verb consists of the word “to” followed by the base form of the verb: “to be,” “to serve,” “to chop,” etc. inserting a word or words between the “to” and the verb of an infinitive creates what is known as a **split infinitive**.

In general, you should avoid placing long, disruptive modifiers between the ‘to’ and the verb of an infinitive. However, you must use your judgments when it comes to single-word modifiers. Sometimes a sentence becomes awkward if a single-word modifier is placed anywhere but between the elements of the infinitive.

The marketing team voted to, before they launched the new software, runs an anticipatory ad campaign. (disruptive--- the infinitive should not be split) (Incorrect)

The marketing team voted to run an anticipatory ad campaign **before they launched the new software**. (Correct)

Dangling Modifiers

The **dangling modifier**, a persistent and frequent grammatical problem in writing, is often (though not always) located at the beginning of a sentence. A dangling modifier is usually a phrase or an **elliptical clause**—a **dependent clause** whose **subject** and verb are implied rather than expressed—that functions as an **adjective**

but does not modify any specific word in the sentence, or (worse) modifies the wrong word. Consider the following example:

Raised in Mangalore, it is natural to miss the smell of the sea. The introductory phrase in the above sentence looks as if it is meant to modify a person or persons, but no one is mentioned in the sentence. Such introductory **adjective phrases**, because of their position, automatically modify the first **noun** or **pronoun** that follows the phrase—in this case, “it”. The connection in this case is illogical because “it” was not raised in Mangalore. You could revise the sentence in a number of ways:

For a person raised in Mangalore, it is natural to miss the smell of the sea. (the phrase no longer functions as an adjective)

Raised in Mangalore, **I** often miss the smell of the sea. (the phrase functions as an adjective but now automatically modifies “I,” a logical connection)

A dangling modifier can also appear when you place an **elliptical clause** improperly:

Although nearly finished, we left the show early because we were worried about children left alone in the house.

The way this sentence is structured, the clause “Although nearly finished” illogically modifies “we,” the pronoun directly following the clause. An easy way to rectify the problem is to re-insert the subject and verb that are understood in the elliptical clause:

Al though **the show** was nearly finished, we left early because we were worried about children left alone in the house.

Exercise 21.2:

Misplaced and Dangling Modifiers

Indicate whether each sentence does or does not contain a misplaced modifier or a dangling modifier.

1. Flashing a huge grin, Roshan apologized for being late and then handed his grandmother a bouquet of flowers.
2. The surgeon was able to quickly and painlessly remove the stitches from my palm.
3. After gathering flowers all summer and pressing them between the pages of a heavy book, the dried petals were ready for Namita to make greeting cards to sell at the fair.
4. We had almost watched the entire movie when suddenly the person behind us blurted out, “The nurse did it!”
5. Before buying a new stereo, you should carefully consider what you need and what you can afford.
6. I heard that he got married to a princess with a vast fortune in a small temple in Rajasthan.
7. Covered with bowls of strawberries, plates of bread and cheese, trays of squares and cookies, and huge frosted cakes, the Vishal banquet hall had organized a magnificent tea.
8. After borrowing from all his friends, he had barely enough money to pay his rent.
9. To succeed in the engineering field, some technical writing ability is definite asset.
10. My best friend is starting a weight-gaining regime in two weeks of five meals a day.

Exercise 21.3:

Fixing Misplaced Modifiers

Rewrite each sentence to eliminate misplaced modifiers.

1. Running quickly gives her a headache.
2. Although tired, the sale was so good that we shopped until nine.

3. Raging and blowing from the north, we had a terrible blizzard on Saturday.
4. I gave my niece a photo of her golden retriever in a silver frame.
5. To be considered by the top firms, your resume must look professional.

