



Notes

# 4

## GRAMMAR FOR COMMUNICATION

English has become a household name and is required for communication between friends, colleagues and at places. It has become synonymous with multinational companies. If you know English it can certainly take you places, you can get a great job instead of settling for an average one, with low salary.

It is not important for you to copy any accent. It is important, however, to speak clearly with a great diction so that anyone can understand what you are trying to say. This lesson will enable you to speak correctly (without making obvious errors).

Grammar is the backbone of English, and like the backbone it helps you to perform many functions. Grammar helps you to understand what's wrong with the language that you speak. It will help you to correct minor errors you make while speaking.



### OBJECTIVES

After reading this lesson, you will be able to:

- list parts of speech;
- identify tenses;
- use articles.

#### 4.1 IMPORTANCE OF GRAMMAR

Grammar is a study of the rules of a language. It forms the backbone of a language and it acts as cement that puts bricks of language together. In a nutshell, it provides you the structure you need, to organize in order to coherently put your thoughts

across. The knowledge of grammar enables you to speak correctly. It helps you to correct common errors that are made while speaking.

Grammatical errors can easily confuse meaning. Some of the most common errors in–

- sentence structure
- subject/verb agreement
- tenses
- other basic mechanics and parts of speech.

You must realise that something as simple as a misplaced preposition can completely change the meaning of a sentence. For example, “I will sit anywhere beside her” vs. “I will sit anywhere besides her!”

The effective usage of grammar is vital in every aspect of life whether it is your school, workplace, friends, family and employers. It is also equally important that we speak grammatically correct language at home where children learn their grammatical structures from us. This increases the need for improvisation as our future generation might learn incorrectly.

Usage of appropriate grammatical structures is essential for understanding English as a second language; this helps us in using it effectively. While correct grammar is very important for you to succeed in many areas of your life, it is not meant to create any gaps in the social world. It does not segregate, instead it opens doors by helping us understand and be understood more effectively. While correct grammar is an advantage in a job interview, it never causes segregation from the masses in casual conversation for you.

To conclude, just as some discipline is necessary in our day to day life, rules of grammar and structures are essential in our everyday life for creating effective communication.



#### INTEXT QUESTIONS 4.1

I. Fill in the blanks with words given in the box:

essential tenses, grammatical understanding,  
sentence structure, rules sense, confuse meaning

- a. Grammatical errors can easily \_\_\_\_\_ and obscure \_\_\_\_\_.
- b. Grammar is a study of the \_\_\_\_\_ of a language that makes \_\_\_\_\_ of the words.
- c. Usage of appropriate \_\_\_\_\_ structures is essential for \_\_\_\_\_ English.
- d. Grammar rules and structures are \_\_\_\_\_ in our everyday life.
- e. Two of the most common errors are \_\_\_\_\_ and \_\_\_\_\_.



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## 4.2 PARTS OF SPEECH- OVERVIEW

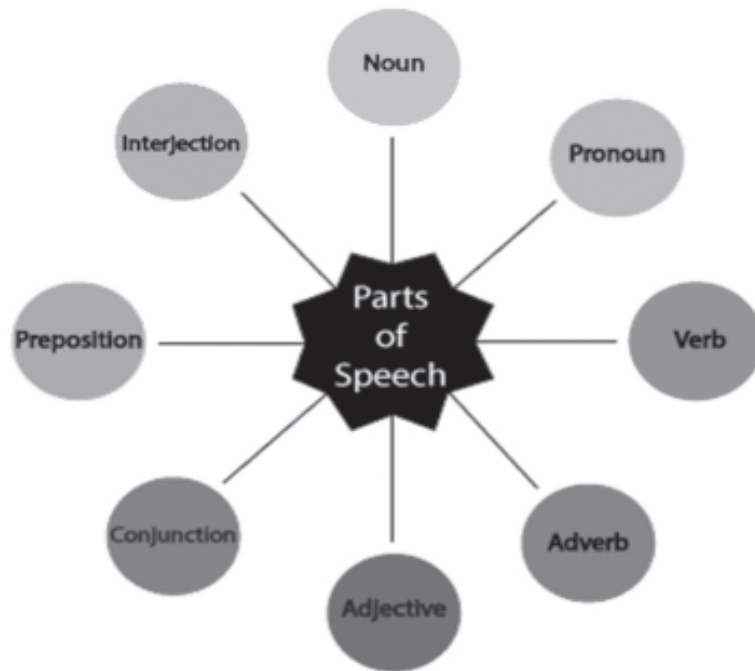


Fig. 4.1 : Parts of Speech

### 1. Noun

This part of a speech refers to words that are used to name, person, things, animals, places, ideas, or events. You come across nouns everywhere, in your day to day conversation.

Example: Delhi, chair, lion, Sita

### 2. Pronoun

A pronoun is a part of speech which functions as a replacement for a noun.

Example: I, it, he, she, mine, his, her, we, they, theirs, and ours.

### 3. Adjective

This part of speech is used to describe a noun or a pronoun. Adjectives can specify the quality, size, and number of nouns or pronouns.

Examples: Smart, intelligent, small, new

### 4. Verb

This is the most essential part of speech, for without a verb, a sentence would not exist. Simply put, this is a word that shows an action (physical or mental) or state of being of the subject in a sentence.

Examples: eat, like, walk, sleep, run



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## 5. Adverb

Just like adjectives, adverbs are also used to describe words; they describe an adjective, verbs, and other adverbs.

Examples: slowly, fast, briskly

**Very** smart (Here very is an adverb modifying the adjective smart)

Walk **slowly** (here it modifies a verb)

**Quite** fast (here it modifies an adverb)

## 6. Preposition

This part of speech refers to words that specify place and time.

Examples – in, on, beside, at

## 7. Conjunction

Conjunction is a part of speech which links words, phrases, or clauses.

Examples – and, but, however

## 8. Interjection

This part of speech refers to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation mark.

Examples – Alas! Hurray! Oh!

### 4.2.1 PARTS OF SPEECH IN DETAIL

#### a) Noun

Let us begin with defining a noun.

You use the noun to identify a person, place, thing, event substance or quality.

Let us start with your name. Your name is classified as proper noun; the name of your place is also a proper noun. All the things that you use daily are common nouns like chairs, tables, pens etc.

*Examples:*

- I am married to **Amit** [person].
- **Lucknow** is a beautiful city [place].
- Looking at **ships** makes me nauseous [thing].



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- **Gold** is a precious metal [substance].
- Your **competence** has not gone unnoticed [quality].

There are different kinds of nouns. Let's discuss briefly.

- **Proper Nouns** refer to the names of people and places.
  - **Sachin Tendulkar** is one of the greatest cricket players in the world.
  - **The Taj Mahal** is one of the seven wonders of the world.
  - The best engineers are in **Tata Consultancy Services**.
- **Common Nouns** refer to the names of things that belong to the same group.
  - The **buildings** were destroyed in the waves.
  - The main **points** on the **contract** have to be finalized.
  - The **assignments** will require a lot of hard work.
- **Abstract Nouns** refer to things that are not concrete or tangible.
  - **Honesty** is the best policy.
  - He displayed a lot of **courage** in saving the child's life.
  - I have never received such **affection** before.
- **Collective Nouns** represent a group of things or people.
  - The **team** has not performed really well this month.
  - The **committee** has decided to revoke the company's license.
  - We have not met the **jury** as yet.

**Another classification of Nouns is Countable & Uncountable Nouns** - The nouns that can be counted are called countable nouns and those that cannot be counted are called uncountable nouns. Countable nouns can have numerical values prefixed before them while units of measure are required to quantify uncountable nouns

- **Water** is quickly becoming a scarce resource. [Uncountable]
- There are a lot of **mouse pads** in this training bay. [Countable]
- There are so many **stars** in the sky. [Uncountable]
- The **papers** were strewn about on the table. [Countable]

**One and Many - Singular / Plural:** You are familiar with one thing and many things. Whenever Nouns denote a single person, place, thing, event, substance or quality are called singular nouns. **Note:** It is important for you to note that when these nouns are used in the present tense, the verb that is used along with them would always have an 's'.

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## Notes

- **Amrita** walks in the park during the week. (Singular)
- This **chair** is made of plastic. (Singular)
- **Pencils** are nowadays made of recyclable material. (Plural)
- Singular nouns can be changed into plural nouns by adding 's', 'es', 'ies' or 'ves'.
  - **Tree** → **Trees**
  - **Trench** → **Trenches**
  - **Baby** → **Babies**
  - **Life** → **Lives**
- There are a few singular nouns which have irregular plural forms.
  - **Man** → **Men**
  - **Louse** → **Lice**
  - **Woman** → **Women**
  - **Child** → **Children**

## b) Pronouns

Whenever you use another word in the place of a noun it is called a pronoun. We cannot keep on repeating the name of the subject over and over again, it will sound very funny, and that's why we replace it with a pronoun.

## Example

- **Anand** reached the milestone within the stipulated time-frame. **He** will now send his work for review to the higher management.

*In the above sentence, the noun Anand is being replaced by the pronoun 'he'. Though there are many kinds of pronouns, we will discuss the more important ones that you will be using frequently.*

## Types of Pronouns

- **Personal Pronouns:** The pronouns that represent the three person forms are called personal pronouns.

Examples: I, we, you, he, she, it, they.

Of course, in terms of speaking,

- **I and we** – refer to the person[s] who is/are talking
- **You** – refers to the person being spoken to
- **He, she, it, they** – refer to the people being spoken about



**Notes**

- **Demonstrative Pronouns:** Pronouns that are used to specifically single out objects which they refer to are called demonstrative pronouns.

Example

- **This** analysis is very crucial to our domain. (near)
- **That building** is very old. (far)

- **Indefinite Pronouns:** are used to refer to indefinite number of people or objects

Example

- **Most** of the topics in the lesson plan have been covered.
- **All** the approvals are in place to change the systems.

Some of the indefinite pronouns in the language are:

- Something
- Anything
- Everything
- Everybody
- Someone
- **Interrogative Pronouns:** Pronouns used to ask questions such as ‘Who’, ‘What’, ‘Which’ are called interrogative pronouns.
  - **Who** is responsible for submitting this file?
  - **What** happened to the project report that you were working on?

**c) Verbs**

A verb is the most important component of a sentence. Verbs help you to talk about the action or the state of a noun or subject. You cannot create a sentence without a verb. It would be incomplete.

**For example:**

- **He ran** to the store. - Here the verb **ran** describes the action of the subject ‘he’
- She **is** a creative person. - Here, there is no action being done. Instead the main verb ‘**is**’ shows the state of the subject ‘she’ as being ‘creative’.

There are different types and classifications of verbs; some of the most important ones are listed below:

**Action Verbs**

These verbs talk about what the subject is doing in the sentence. Action verbs are one of the most easily identifiable types of verbs. To recognize them, you simply have to look for the word in the sentence that answers the question ‘**What is the subject doing?**’  
example -

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- Rose is **painting** the kitchen walls.

The subject here is Rose, and **what is Rose doing?** Rose is **painting**. Hence **painting** is our action verb.

- My dog is **sleeping** on the sofa.

The subject here is dog, and **what is the dog doing?** The dog is **sleeping**. So **sleeping** is our action verb.

### Non-Continuous Verbs

Stative verbs are verbs that describe a state rather than an action. When describing states, they never take the continuous ('-ing') form. Here are some examples of stative verbs and instances of their correct and incorrect usage.

STATIVE VERB	CORRECT USAGE	INCORRECT USAGE
Like	I like you.	I am liking you.
Love	I love you.	I am loving you.
Hate	I hate you.	I am hating you
Appear	It appears to be cloudy.	It is appearing to be cloudy.
Believe	I believe in God.	I am believing in God.
Fit	This shoe fits me.	This shoe is fitting me.
Remember	I remember everything.	I am remembering everything.

### Auxiliary/Helping Verbs

There are certain verbs that are used with other verbs in the following cases:

- To form tenses
- To form the sentence in the passive form
- To form questions
- To form negative sentences

These verbs are also called helping verbs, as they **'help'** the main verb to denote the actions of the subject. They help in making compound tenses of the main verb and also help in making negative statements, questions and passive voice statements.

Given below are the auxiliary verbs.

Be- verb is manifested as is,am,are (present) Was, were (past)	Do	Have
is, am, are	does	has, have
was, were	do	had
being, been	did	having



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### Modal Verbs

Modal verbs are a special category of verbs. They have two main characteristics:

There are 10 modal verbs in the English language:

- Can
- Could
- May
- Might
- Will
- Would
- Must
- Shall
- Should
- Ought to (rarely used now)
- These verbs do not take an 's'  
Example: Bhaskar can finish the assignment today.
- The word '**not**' is used to **make the modal verbs negative in nature**.  
Example: Bhaskar cannot finish the assignment today.

### d) ADJECTIVES

If we did not have adjectives in grammar, language would be very boring. An adjective adds colour, size, quality, texture, and shape to any particular subject. You need to know where and how to use an adjective to give your language a flair. An adjective is a word that describes or qualifies a noun or a pronoun.

- This is a **wonderful** piece of work.
- He/She is very **patient**.
- Ramya is a **diligent** worker.

### Types of Adjectives

- **Adjectives of Quality:** short, tall, ugly, stupid, intelligent, beautiful
- **Adjectives of Quantity:** some, little, enough, any
- **Adjectives of Number:** third, five, nine, fourth
- **Demonstrative Adjectives:** this, that, these, those
- **Interrogative Adjectives:** what, which, whose
- **Possessive Adjectives:** my, our, your, his, her, their



## Notes

- Adjectives have three forms. These are called **degrees of comparison**.

There is the base or positive form, the comparative form and the superlative form.

Example: Base form *-Tall*; Comparative – *Taller*; Superlative – *Tallest*

A few guidelines govern the way these forms should be constructed and we shall understand them in brief.

○ **Guideline 1:**

If the positive form of the adjective has just **one syllable**, the comparative and superlative forms are constructed by **adding ‘er’ and ‘est’**.

Positive	Comparative	Superlative
tall	taller	tallest
short	shorter	shortest

○ **Guideline 2:**

If the positive form of the adjective has **two syllables** and ends with a vowel sound, then the comparative and superlative forms would be constructed by **adding ‘ier’ and ‘iest’**.

Positive	Comparative	Superlative
happy	happier	happiest
skinny	skinnier	skinniest

○ **Guideline 3:**

If the positive form of the adjective has **two syllables** and ends with a consonant sound, then the comparative and superlative forms would be constructed by adding **‘more’ and ‘most’ before the words**.

Positive	Comparative	Superlative
stupid	more stupid	most stupid
honest	more honest	most honest

○ **Guideline 4:**

If the positive form of the adjective has **three or more than three syllables** [regardless of the sounds that it ends with], the comparative and superlative forms would be constructed by adding **‘more’ and ‘most’ before the words**.

Positive	Comparative	Superlative
intelligent	more intelligent	most intelligent
beautiful	more beautiful	most beautiful



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### 4.3 TENSES

You can speak correct English, if you know grammar and can use tenses correctly. Tenses help you to tell the time of the action, possession or state of being. The verb in the sentence reflects the time. It is very important in the case of tenses to know how the verb changes to reflect the tense.

There are two types of verbs that exist in the three forms that we had discussed earlier.

They are called **regular** and **irregular verbs**. A few examples are given below.

- **Regular Verbs:**

- The verbs to which we add 'ed' to get the 2nd and 3rd forms are called regular verbs.

- **Irregular Verbs:**

- The verbs that do not require 'ed' to form the 2<sup>nd</sup> and 3<sup>rd</sup> forms are called irregular verbs.

PRESENT [ 1 <sup>st</sup> ]	PAST [ 2 <sup>nd</sup> ]	PARTICIPLE [ 3 <sup>rd</sup> ]
Consult/Consults	Consulted	Consulted
Increase/Increases	Increased	Increased
Inquire/Inquires	Inquired	Inquired
Trade/Trades	Traded	Traded

#### Simple Present Tense

In this tense, the verb always has an 's' if the subject is in the third person. No helping verb is required in this tense.

**Important:** The verb used in this tense is always in the **first form**.

**Usage:** This tense is used when we are talking about one of the following things -

- A fact - The company **is** headed by Shyam. [Fact]
- A habit - We **finish** our projects on time. [Habit]
- When describing something - The presentation **has** vivid colours. [Description]
- When giving directions - **Reboot** the system first. [Direction. The subject 'you' is implied]
- Discussing a schedule - The meeting **begins** at 10 a.m. [Schedule]
- Narrating the story of a book or a movie - The book on Java **begins** with an interesting anecdote. [Narration]

#### Present Continuous

As the name suggests, the action is going on. One thing you need to remember is that the action does not necessarily have to happen in the forefront, can be happening

in the background example; I am completing my Graduation. In this tense, the main verb always has an 'ing'.

A helping verb (auxiliary verb) is always present, which is either singular or plural, depending on the subject.

**Note:** The verbs are always in the following form: **am/is/are + verb [ing]**

**Usage:** This tense is used in the following situations –

- When the event is happening at the time of speaking - I **am typing** right now.
- When something is in progress - We **are developing** a new software.
- When something is going to happen in the future that one is very sure of - Victor **is going** to Birmingham tomorrow.
- When one is describing the irritating habits of someone - They **are** always **arguing** amongst themselves.

### Present Perfect

Whenever you use this tense, it is to suggest that you have just finished some action. This tense usually does not have the timeframe. You must always use the present perfect when the time of action is not important or not specified. In this tense, the helping verbs 'has/have' are always there in the sentence.

The main verb is always in the third form.

**Note:** The verbs are always in the following form: **has/have + verb [third form]**

**Usage:** This tense is used in the following situations–

- When something has just finished or gotten over - We **have** just **finished** the call.
- When something has been over for some time - Alex **has** already **worked** on this slide.
- When an event that started in the past is still going on - Barclays **has had** this contract for 5 years.
- When referring to an unfinished time [using words like so far, until now, this month etc. Example The team **has argued** endlessly on this today.

### Simple Past

You may be confused with Present Perfect and Simple Past as in both there is one common factor that the action is complete. However, in **Simple Past**, the details about the time or place that the action occurred are given or requested. In this tense no helping verb is required.

**Note:** The verb is always in the **second form**.

**Usage:** This tense is used in the following situations–

- When referring to an event in the past - We **finished** the maintenance of the systems last week.



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- When referring to a habit in the past - We **did** a lot of analysis as junior engineers.
- When referring to a habit that used to happen in the past but has stopped now - We **used to do** a lot of analysis when we were junior engineers.

**Past Continuous**

As you can see from the earlier example in Present Continuous, anything that has the word continuous means that the action is going on. The difference between Present Continuous and Past Continuous is that in the Present Continuous the helping verb is in the present tense and in the Past Continuous, the helping verb is in the past. In this tense, the main verb always has an ‘ing’.

A helping verb is always present, which is either singular or plural depending on the subject.

**Note:** The verbs are always in the following form: **was/were + verb [ing]**.

**Usage:** This tense is used in the following situations–

- When referring to an event that was in progress in the past - The team **was trying** to understand the integration of the two programmes yesterday.
- When referring to more than one event taking place simultaneously in the past - While most of the employees **were taking** part in a fire drill, I **was busy supervising** it.

**Past Perfect**

It is very easy for you to identify a Past Perfect tense as the helping verb ‘**had**’ is always there in the sentence with the main verb is always in the third form.

**Important:** The verbs are always in the following form: **had + verb [third form]**.

**Usage:** This tense is used in the following situations–

- When comparing two events - The retail outlet **had shut** by the time **we reached** the mall.
- When referring to a point in time, but not the time period - The entire office **had shut** by 6 p.m.

Important Note: There are many errors with the double past: for example; I did not went to college yesterday. Here the correct sentence will be I did not go to college. You need to be careful when and if you use the double past.

Other examples of incorrect usage;

- didn’t said
  - didn’t knew
  - didn’t spoke
  - didn’t ate
-



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How do you change this? It's simple; the verb will remain in the base or the first form.

Like

- didn't said – didn't say
- Didn't knew – didn't know
- Didn't spoke – didn't speak
- Didn't ate – didn't eat

### Simple Future

You can use the simple Future tense to talk about any action which is going to happen in the future. This is the only simple tense in which helping verbs are required.

**Important:** The verbs can be in two forms:

- **will/may/might + verbs [1<sup>st</sup> form]**

OR

- **am/is/are + going to [or about to] + verb [1<sup>st</sup> form]**

**Usage:** This tense is used in the following situations –

- When referring to an action that one is fairly sure, will happen - We **will get** the sign off from the customer.
- When referring to an action that one is determined to execute - We **are going to get** the sign off from the customer.
- When referring to an action that one is unsure or uncertain of - We **may get** the sign off from the customer.

### Future Continuous

As previously mentioned, the word continuous refers to an action going on, in the future continuous, the action will be happening in the future. In this tense, the main verb always has an 'ing'.

**Note:** The verbs are always in the following form: **will/may/might + be + verb [ing]**

**Usage:** This tense is used in the following situation –

- When referring to an event that will be in progress in the future and another event also takes place - The team **may be showing** the presentation to the client when you come over.
- When referring to an event that will be in progress at a certain time in the future. - We **will be reviewing** the project plan at 1 p.m.



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## The 12 Verb Tenses

	Past	Present	Future
<b>Simple</b>	I <b>ate</b> pizza yesterday. s + v <sub>1</sub> + o	I <b>eat</b> pizza everyday. s + v <sub>2</sub> + o	I <b>will eat</b> pizza tomorrow. s + will + vt + o
<b>Continuous</b>	I <b>was eating</b> pizza when you arrived. s + was/were + (v + ing) + o	I <b>am eating</b> pizza. s + am/is/are + (v + ing) + o	I <b>will be eating</b> pizza when you arrive. s + will be + (v+ing) + o
<b>Perfect</b>	I <b>had eaten</b> all of the pizza when you arrived. s + had + v <sub>3</sub> + o	I <b>have eaten</b> all of the pizza. s + have / has + v <sub>3</sub> + o	I <b>will have eaten</b> all of the pizza by the time you arrive. s + will have + v <sub>3</sub> + o
<b>Perfect continuous</b>	I <b>had been eating</b> pizza for 2 hours when you arrived. s + had been + (v + ing) + o	I <b>have been eating</b> pizza for 2 hours. s + have/has been + (v+ing) + o	I <b>will have been eating</b> pizza for 2 hours when you arrive. s + will have been+(v+ing)+ o

S= subject      o = object      v = verb (v<sub>1</sub> = present / v<sub>2</sub> = past / v<sub>3</sub> = past participle)

## Tenses Table

Source: <http://www.easypacelearning.com/all-lessons/grammar/1198-12-verb-tenses-table-learning-english-grammar-tenses>

## 4.4 ARTICLES

You need an article to identify either a singular object or words that are used before nouns or adjectives that are in turn followed by nouns. They play two important roles in the English language i.e. articles tell the listener whether the noun being spoken about is specific or general in context and/or the number of the noun.

- Example. I saw **a** car today.

[General context: It could have been any car, not necessarily a car that I have seen earlier or a car that I know anything about. Also, the car is one in number.]

- **The** car that I saw earlier today belongs to my friend.

[Specific context: The speaker is not talking about any car in general. S/he is talking about a particular car that s/he saw earlier in the day.]

**Note:** ‘The’ can be used with singular as well as plural nouns depending on the context of the sentence. **Example** The woman, the women

- Of course, we are all familiar with the fact that we use ‘a’ before a consonant sound and ‘an’ before a vowel sound.

- A computer
- An office
- A university
- An umbrella



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### Rules of Use

- **Specific Context:** The article 'the' is used when the speaker is talking about something specific or is referring to something that s/he has already mentioned before. This is true regardless of whether the noun happens to be countable or uncountable, singular or plural.
  - Please pass **the sugar** on **the table**.
  - **The sand** on this beach is very dirty.
  - **The ideas** presented in **the meeting** are worth considering.
- **General Context:** In the general context, the rules are a little different for countable and uncountable nouns.
  - **Countable Nouns** – If used in singular form, then 'a' or 'an' can be used, depending on the sound that the word begins with. Example
    - A door
    - An accident
  - If the countable noun happens to be plural in nature, then 'a' or 'an' is not used.
  - **Uncountable Nouns** – If the noun is uncountable, then once again 'a' or 'an' is not used.
- **Other uses of 'The':**
  - **'The' is used before the names of geographical entities like oceans, seas, deserts, rivers.**

Example

    - The Atlantic Ocean
    - The Dead Sea
    - The Arctic Ocean
    - The Kalahari Desert
    - The Ganges
  - **'The' is used before groups of mountains and islands.**
    - The Rocky Mountains
    - The Andaman and Nicobar Islands





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- *'The' is not used before names of mountain peaks.*

- Mount Kilimanjaro

- **'The' is not used before proper nouns in most cases.**

*It is used when one is talking about the proper noun in a very specific manner and is trying to distinguish it from other proper nouns of the same name.*

Example

- Smith, Joseph, Bangalore, XYZ [As they are *Proper nouns* 'The' is not used]
- The NIOS in Delhi has a larger building than the NIOS in Bangalore.

*[Using 'the' to distinguish one building from another]*

- **'The' is used before the names of countries if the words Republic, United, Union, and Kingdom are there in the name.**

*Otherwise, names of countries don't need to be preceded by 'the'.*

Example

- The United Kingdom
- The Republic of India
- The former Soviet Union
- Switzerland, Austria, Belarus

- **If the noun or subject is mentioned or spoken about for the first time, we use the articles 'a' or 'an'.**

When it is subsequently mentioned, the article 'the' is used.

Example

- We have a situation here. [*'Situation' is being referred to for the First time*]
- The situation was handled well by the team. [Subsequent mention referring to the previous 'Situation']
- A project is expected to come our way soon. [First time]
- The project got cancelled. [Subsequent mention]

- **'The' is used before ordinals like first, third, tenth etc.**

Example

- This is the third time that the software has crashed.
  - The fifth person on the left is the new employee.
-

- **'The' is used before superlatives.**

Example

- Abbot Inc. is the **best** company to work for.
- This is the **fastest** interface system that we have.



## INTEXT QUESTIONS 4.2

- I. Fill in the blanks in the right tense- from the verbs given in the brackets:**

- a. The boat (sink) \_\_\_\_\_, the steamer \_\_\_\_\_ (not sink) yet.
- b. I (wait) \_\_\_\_\_ for her for two hours before I left for the market.
- c. She (lock) \_\_\_\_\_ the door, however she \_\_\_\_\_ (not lock) the windows yet.
- d. They (clean) \_\_\_\_\_ the sitting-room. They \_\_\_\_\_ (not clean) the bedroom yet.
- e. He (get) \_\_\_\_\_ the first prize in the race.
- f. You \_\_\_\_\_ (leave) your purse behind.
- g. We (pick) \_\_\_\_\_ some roses. We \_\_\_\_\_ (could) pick any lilies yet.
- h. We will be \_\_\_\_\_ (shop) this weekend.
- i. I \_\_\_\_\_ (would) made you some coffee, however I am getting late for work.
- j. We \_\_\_\_\_ (read) this book, before it became a movie.



## WHAT YOU HAVE LEARNT

In this lesson, you have learnt the importance of grammar in order to learn the English language. You are able to understand and differentiate between the various parts of speech. You can understand the differentiation between Noun, Pronoun, Adjectives, Articles and the sequence in a sentence. You have now understood the importance of verbs and the futility of a sentence without it. You can comprehend the various tenses in relation to grammar.



Notes



Notes



## TERMINAL QUESTIONS

### A. Reading Comprehension

Read the passage and answer the questions, in the light of the passage.

#### My Working Day

I am Amrita. My working day starts very early. From Monday to Friday, I get up at half past three and I have a shower and a cup of coffee. I usually leave the house at ten past four because the car always arrives a few minutes early. I get to the studio at about five o'clock and start work.

*Good Morning Delhi* starts at seven o'clock and finishes at nine o'clock. Then I leave the studio at quarter past ten. After that, I get home at twelve o'clock. A maid helps me with the housework and the ironing. I read a newspaper and do some work.

Then my husband gets home at half past five in the evening and I cook dinner. We stay at home in the evening. We don't go out because I go to bed very early. We usually watch television and then I go to bed at half past eight; I'm usually asleep by nine o'clock.

At weekends, I don't get up until ten o'clock. In the evening, we often see some friends or go to the cinema. But I'm always get up early again on Monday morning.

### ANSWER THESE QUESTIONS

1. Describe Amrita's morning routine.
2. What is Amrita's profession?
3. Why does Amrita not go out in the evening?
4. Why does Amrita go to bed early?
5. How does Amrita spend her weekend?
6. How does Amrita spend her time after getting home?

### B. Answer these questions in detail.

- a) Why is grammar important for learning English?
  - b) How many parts of speech are there? Give details.
  - c) Describe some of the most common grammatical errors.
  - d) List the different types of nouns.
  - e) List some indefinite pronouns.
-

**C. Give three examples in each of the below mentioned categories:**

- i. Adjectives of Quality: \_\_\_\_\_
- ii. Adjectives of Quantity: \_\_\_\_\_
- iii. Adjectives of Number: \_\_\_\_\_
- iv. Demonstrative Adjectives: \_\_\_\_\_
- v. Interrogative Adjectives: \_\_\_\_\_
- vi. Possessive Adjectives: \_\_\_\_\_



Notes

**ANSWERS TO INTEXT QUESTIONS****4.1**

- a. confuse meaning
- b. rules, sense
- c. grammatical, understanding
- d. vital
- e. tenses, sentence structure

**4.2**

- I. a. sank, has not sunk
- b. waited
- c. locked, has not locked
- d. cleaned , have not cleaned
- e. got
- f. left
- g. picked, have not picked
- h. shopping
- i. would have
- j. have read