



SENTENCE TYPES, ACTIVE-PASSIVE VOICE AND DIRECT-INDIRECT SPEECH



GOALS

1. Recognise and understand the connotation/usage of given grammatical structures in written and spoken form.
2. Analyse the grammatical structure of sentences, using grammatical terms correctly.
3. Demonstrate knowledge of grammatical structure of sentences contributing to the coherence of paragraphs and texts.
4. Use grammatical structures meaningfully and accurately in oral and written work.
5. Identify and rectify errors when using grammatical structures.

LEARNING OBJECTIVES

- ◆ Understand the importance of grammar in language learning.
- ◆ Distinguish between phrase, clause and sentence.
- ◆ Gain knowledge of types of phrase and clauses.
- ◆ Recognise components of a sentence.
- ◆ Identify types of sentences based on functionality and structure.
- ◆ Understand subject verb agreement and tenses.
- ◆ Differentiate between active and passive voice.
- ◆ Learn direct-indirect/reported speech.



INTRODUCTION

Grammar comprises rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation. The systematic description of the features of a language is also a grammar. These features are as follows:-

1. Phonetics- Phonetics is the branch of linguistics which deals with the production, transmission, and reception of speech sounds.
2. Morphology- The study of formation of words (internal construction).
3. Syntax- The arrangement of words and phrases to create well-formed sentences in a language.
4. Semantics- is the branch of linguistics and logic concerned with meaning. The two main areas are *logical semantics*, concerned with matters such as sense and reference and presupposition and implication, and *lexical semantics*, concerned with the analysis of word meanings and relations between them.
5. Pragmatics- The branch of linguistics dealing with language in use and the contexts in which it is used.

Grammar is the system/structure of a language governed by rules. However, language development did not begin with formation of rules. People started communicating through sounds. Gradually words, phrases and sentences were evolved and language got developed. No language is static. It evolves and changes over time. Likewise, the set of rules or grammar also undergo a change. Therefore, it can be simply defined as a set of rules that people follow to interact at a particular time.

Knowledge of grammar of a language is not necessary to speak it. All of us speak a language or multiple languages without any awareness of its rules and structures. On the other hand, if we want to learn a foreign language, grammar helps to attain proficiency quickly and efficiently. Familiarity with grammatical rules is an aid in building proficiency in the written and spoken formats.



PHRASE, CLAUSE AND SENTENCE

Phrase, clause and sentence are the three structural units that create meaning in a language. They comprise groups of words with meaning. Understanding these basic units is the foundation of learning English grammar.

Phrase: A phrase is a **group of words that does not makes complete sense**. It is not a stand-alone unit but can be used as a part of a sentence. For example-

1. in the kitchen
2. a beautiful dress
3. at five o'clock

There are several types of phrases :

1. **Prepositional phrase:** A prepositional phrase is a group of words that begins with a preposition and is generally followed by a noun or pronoun or anything that acts as a noun, for example, a gerund.

Examples:

- She gave the book **to him**.
- My car is stuck **in the pot hole**.
- My mother prepares food **for the entire family**.

Prepositional phrases are usually used as adjectives or adverbs. If the phrase is being used as an adjective, it comes after the noun or pronoun it is describing.

- The beautiful fountain is part *of the shopping complex*. (*of* is the preposition; *shopping complex* is a noun and is the object of the preposition. The phrase describes the word *part*.)

In a prepositional phrase, the objective case of a pronoun is used.-*me, her, him, us, them, whom*. You is the same in the subjective and objective case.

2. **Noun phrase: A phrase that does the function of a noun is a noun phrase.** Noun phrases are composed of a noun (or pronoun) and its modifiers. They are used as subjects, objects, or complements.

- *The strange, creaking sounds* scared the inmates of the house. (noun phrase as subject)
- Sarita eats *a lot of food at lunch*. (noun phrase as object)
- The beach is *a great place for a picnic*. (noun phrase as complement)

3. **Verb phrase: A verb phrase consists of a main verb and one or more helping verbs linked together.** They *serve as the predicate of a sentence or clause*. The verb phrase defines the different times of the action.

- Shyam *has eaten* a chocolate.
- Shyam *was eating* a chocolate.
- Shyam *has already eaten* a chocolate.
- Shyam *must have been eating* a chocolate.

The pattern for a verb phrase can be as long as this: auxiliary/modal verb + auxiliary verb + auxiliary verb + main verb (as in the sentence above)

4. **Adjective phrase:** A group of word that has an adjective as its head is called adjective phrase. An adjective phrase can be formed out of an intensifier and adjective.

- Merry is *slow and steady*.
- The *dazzingly beautiful* woman walked down the street.

Clause: A group of words which **contains a subject (noun phrase) and a verb (verb phrase) is called a clause**. A clause is a stand-alone unit , on its own or may form a part of a sentence.

There are two types of clauses-

Main or Independent clause: A main clause has a subject and a predicate and expresses a complete thought. It can stand by itself as a complete sentence.

Examples:

- ◆ He has a chain of gold.
- ◆ Reena lives in London.

Subordinate or dependent clause: A subordinate clause also consists of a subject and predicate but does not make complete sense on its own. It is dependent on the main clause to express a complete thought.

Examples:

- ◆ He has a chain, *which is made of gold.*
- ◆ This is the place *where the accident happened.*

The words in italics are the subordinate clauses.

Types of dependent clauses:

- ◆ **Noun clause** is a dependent clause that functions like a noun; a **noun** is a person, place, or thing. In the example sentence:

That it will rain, seems likely.

The subordinate clause, 'that it will rain,' serves as the subject of the sentence. This sentence is considered a complex sentence because it has both, an independent clause '(It) seems likely' and a dependent clause, 'that it will rain.'

- ◆ **Adjective clause** is a dependent clause that functions like an adjective; an **adjective** modifies or describes a noun. In this sentence:

The star performer at the concert chose dresses, *which would look good on her.*

The dependent clause *which would look good on her* functions as an adjective to modify 'dresses.'

- ◆ **Adverb clause** is a dependent clause that functions like an adverb; an **adverb** modifies or describes a verb, an adjective or another adverb. In the example sentence:

When the food arrived, the children ate everything,

The subordinate clause 'when the food arrived' functions as an adverb to modify 'ate.'

Sentence: A sentence is a group of words that make complete sense to a reader. It expresses a complete thought. It typically contains a subject and predicate. It begins with a capital letter and ends with a full stop, question mark or exclamation mark. A finite verb is an essential component of a sentence.

A sentence can be short/brief, or long and complicated. Adding objects, complements, phrases and clauses makes it structurally and semantically complicated.

Examples:

- ◆ I like films.

- ◆ I like horror films.
- ◆ I like horror films which are based on true stories.
- ◆ I like horror films which are based on true stories and terrify me completely.

All four examples above are sentences.

Subject and predicate are the two primary structures on which a sentence stands. However, it is imperative to understand all the components of a sentence to grasp the basics of grammar.

The basic parts of a sentence are:

- ◆ Subject
- ◆ Predicate
- ◆ Direct object
- ◆ Indirect object
- ◆ Object of the preposition
- ◆ Verbs
- ◆ phrases
- ◆ Complements

Subject: The **subject** is the person or thing about which something is stated.

Predicate: The **predicate** is the part of a sentence that tells us something about the subject.

Examples:

- ◆ **My brother** works in Dubai.
- ◆ **The train** arrived late.
- ◆ **The old woman** was walking down the street.
- ◆ **This** is my bag.
- ◆ **The weather in Mumbai** is hot and humid.

The words in bold indicate a person, place or thing about which/ whom something is being said. They are the subjects.

The second part of the sentence, which states something about the subject, is the predicate.

Direct object: A direct object is **a person or thing that is affected by the action (verb) of the subject**. You could say that the direct object 'receives the action of the verb.'" It follows the verb and *answers the question 'what'*.

Examples:

- ◆ Ram kicked **the ball**.
- ◆ The ball hit **Sheila**.

- ◆ Ruhi repaired **the computer** yesterday.
- ◆ We built **a castle** on the beach.
- ◆ I have baked **a cake**.

The ball, Sheila, computer, castle and cake receive the action from the subject.

The sentence structure is Subject +verb + object.

Indirect Object: An indirect object is a person or thing for whom the action is done. The indirect object usually comes just before the direct object and can be called the receiver of the direct object. It directly follows the verb and *answers the question 'whom'*.

The sentence structure is **Subject +Verb +Indirect Object+ Direct Object.**

Examples:

- ◆ I made **Neha** pasta for lunch.
- ◆ We built **him** a castle on the beach.
- ◆ Preeti is writing **me** a letter right now.
- ◆ I have made **my mom** a promise.
- ◆ Ms. Nair teaches **us** English grammar.

Neha, him, me, my mom, and us are the ones for '**whom**' something is done. They are the indirect objects.

The Object of the Preposition: The *object of a preposition* is a noun, noun phrase or pronoun that follows a preposition and completes its meaning. In contemporary language studies, the object of a preposition is sometimes described as a *prepositional complement*.

Example 1:

- ◆ The dog is looking at

This sentence is incomplete. We do not know what the dog is looking at.

The complete sentence is –

- ◆ The dog is looking at **the mouse**.

"the mouse" is the object of the preposition "at."

Example 2:

- ◆ You are going to.....

This sentence is incomplete. We do not know where you are going.

The complete sentence is-

- ◆ You are going to Kolkata.

"Kolkata" is the object of the preposition "to."

Do not confuse the indirect object with the object of the preposition!

Take a look at the following examples:

1. Lalit gave **Rima** the pen.
2. Lalit gave the pen **to Rima**.

In the first sentence, Rima is the indirect object.

In the second sentence, Rima is the object of the preposition 'to'.

The two sentences have the same meaning but are structurally different.

How can you distinguish between an indirect object and the object of the preposition?

- ◆ The object of the preposition comes immediately after the preposition.
- ◆ The indirect object does not come immediately after a preposition.
- ◆ The indirect object is usually followed by the direct object, whereas the object of the preposition does not follow this principle.

Verbs: A verb is customarily defined as a part of speech that describes an **action or occurrence or indicates a state of being**. In every sentence, the most important word is the **verb**.

There are various types of verbs, according to their function, in the structure of the sentence.

1. **Finite verbs:** A finite verb is limited by its subject. **It agrees with its subject in number and person. It also changes according to the tense of the sentence.** It forms the main clause.

Examples:

- **I am** a teacher.
 - **He is** a teacher.
 - **She goes** to school every day.
 - **They go** to school every day.
2. **Non – Finite verbs:** A *non-finite verb* is a form of the verb that does not change according to the person, number or tense of the sentence. It cannot stand alone as the main verb in a sentence. There are three kinds of non finite verbs-
 - i. **Infinitive:** It is a base form of the verb. The word '**to**' is frequently used in front of infinitive. E.g.:
to walk, to run
 - **To err** is human.
 - Sunita loves **to dance**.
 - ii. **Participle (past and present):** A participle is that form of the verb, which acts as both a verb and an adjective.
Present participle ends with **-ing**, whereas the past participle ends with **-ed (walked) or past form of the verb (burnt)**.
*He sat on a **broken** chair.*

We met a girl **carrying** a bag of fruit.

- iii. Gerunds – A gerund is that form of the verb which ends in ‘-ing’, and acts as a noun..

Playing cricket is not allowed here.

I like **reading** religious texts.

Although both the present participle and the gerund are formed by adding -ing to a verb, the participle acts as an adjective while the gerund acts as a noun.

3. **Auxiliary verbs:** These are the helping verbs. The forms of verbs *am, is, are, was, were, has, have, had, does, do, did*, when used with ordinary verbs to make tenses, passive forms, questions and negatives are called auxiliaries or helping verbs.

Examples:

He **is** working on a project.

The gate **was** opened by the postman.

4. **Modals:** A modal is a verb that combines with another verb to indicate mood or tense. They are used before ordinary verbs and express meanings such as permissions, possibilities, certainty, and necessity.

can, could, may, might, must, shall, should, will and would are 9 core modals.

Examples:

- I **can** drive a car. (ability)
- You **may** come in. (permission)
- We **should** obey laws. (obligation)

Semi-modals are used to imply a range of possibilities, obligations, necessity, or advice such as ‘*need to, ought to, used to, dare to, etc.*’

5. **Transitive verbs:** A **transitive verb** is one that performs its action on an object. These verbs always have direct objects, which means someone or something receives the action of the verb.

Examples:

Meher **spoke** the truth.

The driver **stopped** the car.

The donkey **kicked** the man.

6. **Intransitive verbs:** It denotes an action that does not pass over to an object. An **intransitive verb** is the opposite of a **transitive verb** in the sense it does not require an object to act upon.

Examples:

- He ran a long distance. (action)
- The baby sleeps twelve hours a day. (state)
- There is a flaw in this design. (being)



COMPLEMENTS

A word or word group that completes the meaning of a subject, an object, or a verb is called a complement.

1. **Subject complement:** Follows a verb and modifies or refers to the subject. It may be a noun or an adjective.
 - Kamla is *pretty*. (The adjective *pretty* is a subject complement; it describes the subject, *Kamla*.)
 - Ms. Monica Sharma is an *English teacher*. (The noun phrase *English teacher* is also a subject complement; it describes *Monica Sharma*.)
2. **Object complement:** Follows and modifies or refers to a direct object.
 - I consider Indian television *negative*. (*television* is the direct object. *Negative* describes television; it is the object complement.)
 - The judges elected her *Miss Universe, 2016*. (*Miss Universe* is the object complement, describing the direct object *her*.)
3. **Verb complement:** This is a direct or indirect object of a verb. It may be a noun, pronoun, or word or word group acting as a noun.
 - Sushma gave *Shaily my chocolate*. (*Shaily* is the indirect object, *my chocolate* is the direct object of the verb *gave*. Both are considered verb complements)



TYPES OF SENTENCES

Sentences are classified according to function and structure.

1. **Classification of Sentences according to Function:**

There are four types of sentences based on function:

 - a. Declarative Sentences
 - b. Imperative Sentences
 - c. Interrogative Sentences
 - d. Exclamatory Sentences
- a. **Declarative sentences:** Declarative sentences simply make a statement or express an opinion. In other words, they make a declaration. These sentences can be positive or negative statements, a proverb, a universal truth or a suggestion. These sentences end with a full stop (.).

Examples:

- It is raining. (declaration)
- The child is going to school. (simple statement)
- Honesty is the best policy. (universal truth)

- Barking dogs seldom bite. (proverb)
- She should not shout at elders. (negative)
- My friend is a good actor. (opinion)

b. **Imperative sentences:** Sentences that express an instruction, order, command, advice, request, proposal or a suggestion are called imperative sentences. They can end with a full stop (.) or exclamation (!), depending on the imperative mood.

Examples:

- Please listen to me. (request)
- Get lost. (command)
- Let us go for a long drive. (suggestion)
- Make sure you pack your warm clothes. (advice)
- Please get out of the room! (command)
- Preheat the oven. (instruction)

c. **Interrogative Sentences:** Sentences that ask a question are interrogative sentences. Usually 'wh' words are used to frame questions, e.g. which, what, when, where, who, why, whom, how. A verb always follows a question word while framing a question sentence. They end with a question mark (?).

Examples:

- What is your name?
- Where do you live?
- Can you help me solve the puzzle?
- Why did you shout?
- Do you know where Sita lives?

d. **Exclamatory Sentences:** Sentences that express strong feelings or emotions such as joy, sorrow, regret, surprise, wonder etc., are called exclamatory sentences. They end with an exclamation mark (!).

Examples:

- What a beautiful piece of art! (wonder)
- Hurray! We won the match. (joy)
- Alas! The pet died. (sorrow)
- Oh my god! When did you come? (surprise)
- What a shame! (regret)

2. Classification of Sentences according to Structure:

- a. Simple sentences

- b. Compound sentences
- c. Complex sentences
- d. Complex Compound sentences

Simple Sentences: A **simple sentence** structure consists of only **one subject and one predicate**. It has just **one finite verb**. In other words, it consists of a single main clause. It expresses a single complete thought that can stand on its own.

- ***I walk.***

This two-word **simple sentence** has **one main clause** that consists of **the subject 'I'** and a verb (**the predicate**) **'walk' that expresses a complete thought**.

- ***Shyamalee ran after her little brother.***

This **simple sentence** has **one main clause**.

The **subject** is **'Shyamalee'**, and the **predicate**, **'ran after her little brother**. The predicate is a **verb phrase** that consists of more than one word.

- ***In great anger, the man shouted and yelled at his lazy son.***

This **simple sentence** has **one main clause** with a single **subject**, **'man'**, and single **predicate**, **'shouted and yelled at his lazy son'**.

This **predicate** has **two verbs**, known as a **compound verb**: **shouted and yelled**.

Note: This **compound verb** should not be confused with a compound sentence. **'In great anger'** and **'At his lazy son'** are **prepositional phrases**.

Compound Sentences: A **compound sentence** is *composed* of **two or more main/independent clauses**. It **does not have a dependent clause**. The clauses are connected by a **coordinating conjunction**, a **comma**, a **semicolon** and even a **colon**.

Basically, a compound sentence contains two simple sentences.

(**Coordinating conjunctions** such as **for, and, nor, but, or, yet, and so**, connect grammatically similar elements—two nouns, two verbs, two modifiers, two independent clauses).

Correlative conjunctions work in pairs to join words and groups of words of equal weight in a sentence. There are many different pairs of correlative conjunctions: **either...or**, **not only...but (also)**, **neither...nor**, **both...and**, **whether...or**, **just as...so**, **no sooner...than**, **rather...than**.)

Examples:

- ***The robber tried to escape but the police caught him.***
- Both sides of the conjunction "but" are complete sentences. "The robber tried to escape" can stand alone and so can "the police caught him." Therefore, this is a compound sentence.
- ***I will decide what I must do; you are requested not to interfere.***
- ***The law has been passed: from 1 July, all businesses will have to comply with GST norms.***

- *The fire raged on for days; consequently, the whole forest was destroyed*
- *The night came on, the rain fell heavily and we all got very wet.*

Complex Sentences: A **Complex sentence** has one main clause and **one or more Dependent clauses (also called subordinate clauses)**.

The subordinating conjunction performs **two important functions** within a sentence.

First, demonstrate the importance of the independent clause and second, provide a link between two ideas in the same sentence by indicating a time, place, or cause and therefore affecting the relationship between the clauses.

The subordinating conjunctions include the following:

Indicating Time: after, before, since, when, whenever, while, until, as, once, as long as.

Indicating Place: where, wherever.

Indicating Manner: as if, as though, how.

Indicating Reason: because, since, so that, why, in order that, now that, as, so.

Indicating Condition: if, unless, until, in case (that), provided that, only if/ if only, that

Indicating Concession: although, though, even though, while, whereas, rather than.

Examples:

- The boy ran away *when he saw the lion.* (one main clause+ one subordinate clause)
- *When he saw the bear,* he climbed the nearest tree, *because he was terrified.* (one main clause+ two subordinate clauses)
- I think *that you should ask him personally, if it is convenient for him, before you call on him.* (one main clause+ three subordinate clauses)

In complex sentences, subordinate clauses function within the sentence as adjectives, adverbs, or nouns.

Complex compound sentences: A sentence with two or more independent clauses plus one or more dependent clauses is called compound-complex or complex-compound.

In the following examples independent clauses have been underlined.

- *He smiled brightly and laughed delightedly,* *when he saw his new bicycle.*
- *Although I like to watch movies,* *I haven't been able to see any lately,* *and* *there haven't been any interesting ones released recently.*
- *The door of the room was open* *as I crossed the hall and* *I saw the most beautiful arrangement of flowers.*
- *I usually use a wooden spoon,* *whenever I cook in nonstick ware, but sometimes* *I prefer to use my plastic spatula.*



SUBJECT-VERB AGREEMENT

Subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural). It is also known as *subject-verb concord*.

The principle of subject-verb agreement applies to finite verbs in the present tense and, in a limited way, to the past forms of the verb *to be* (*was* and *were*).

Rules to remember:

1. **Basic Rule:** Subject and verb must agree in number. This is the cornerstone rule that forms the background of the concept.

The **lion** *roars* when he is angry.

The **lions** *roar* when they are angry.

2. **Subordinate clauses that come between the subject and verb do not affect their agreement.**

The **dog**, who is chewing on my jeans, *is* usually very good.

3. A prepositional phrase cannot contain the subject of the sentence. Do not be confused when a prepositional phrase (a phrase that begins with *of*, *in*, *between*, and so on) comes between the subject and the verb. In such cases, the object of the preposition appears to be the subject of the sentence when in reality it is not.

Prepositional phrases between the subject and verb usually do not affect agreement.

- The **colours** of the rainbow *are* beautiful.
- **Food** between the teeth *results* in decay.
- **Water** in the fuel lines *causes* an engine to stall.

4. When sentences start with "**there**" or "**here**," the subject will always be placed after the verb. Some care needs to be taken to identify each part correctly.

• There *is* a **problem** with the balance sheet.

• Here *are* the **papers** you requested.

5. Subject does not always come before verbs in **questions**. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Where *are* the **pieces** of this puzzle?

6. **If two subjects are joined by 'and', they typically require a plural verb form.**

• The **cow** and the **pig** *are* jumping over the moon.

• My friend and his mother *are* in town.

7. **The verb is singular if the two subjects separated by 'and' refer to the same person or thing as a whole.**

Red beans and **rice** *is* my mom's favorite dish.

8. **If one of the words 'each', 'every', or 'no' comes before the subject, the verb is singular.**
No **smoking** or **drinking** *is* allowed.
Every **child** **has** **right** to education.
9. **If the subjects are both singular and are connected by the words 'or' 'nor', 'neither/nor' 'either/or', or 'not only/but also', the verb is singular.**
Either **Jessica** or **Christian** *is* to blame for the accident.
10. The only time the object of the preposition decides plural or singular verb forms is when noun and pronoun subjects like 'some', 'half', 'none', 'more', or 'all' are followed by a prepositional phrase. Then the object of the preposition determines the form of the verb.
- All of the **chicken** *is* gone.
 - All of the **chickens** *are* gone.
- Some of the books** *were* missing.
All of the cookies *were* eaten.
11. **The singular verb form is usually reserved for units of measurement of distance, periods of time, sum of money, quantity etc.**
- **Four** quarts of oil *was* required to get the car running.
 - **Three miles** *is* too far to walk.
 - **Ten dollars** *is* a high price to pay.
12. If the subjects are both plural and are connected by the words 'or', 'nor', 'neither/nor', 'either/or', or 'not only/but also', the verb is plural.
- Not only **dogs** but **cats** *are* also available at the animal shelter.
 - Neither Riya nor Siya **is** available.
13. If one subject is singular and the other is plural, and the words are connected by the words 'or', 'nor' 'neither/nor', 'either/or' or 'not only/but also' use the verb form of the subject that is nearest the verb.
- Either the bears or the **lion** *has* escaped from the zoo.
 - Neither the lion nor the **bears** *have* escaped from the zoo.
14. **Indefinite pronouns** typically take singular verbs (with some exceptions).
- **Everybody** *wants* to be loved.
 - **Is** anyone home?
15. The exceptions to the above rule include the pronouns 'few', 'many', 'several', 'both', 'all' and 'some' These always take the plural form.
- **Few** **were** left alive after the flood.
 - Many children **are** coming to Rohan's birthday party.

16. If two infinitives are separated by 'and', they take the plural form of the verb.
To walk and **to chew** gum *require* great skill.
17. When gerunds are used as the subject of a sentence, they take the singular form of the verb. However, when they are linked by 'and', they take the plural form.
- **Standing** in the water *was* a bad idea.
 - **Swimming** in the ocean and **playing** drums *are* my hobbies.
18. A collective noun, such as 'team' or 'staff' can be either singular or plural depending upon the rest of the sentence. Typically, they take the singular form, as the collective noun is treated as a cohesive single unit.
- The **herd of cows** *is* stampeding.
 - The **committee** unanimously has taken the decision.



PRACTICE EXERCISE

Complete the editing exercise below. Several (but not all) of the following sentences contain errors in subject-verb agreement. When you spot an error, correct it. If a sentence is free of errors, identify it as *correct*.

1. Music soothe me.
2. John bake brownies every Christmas.
3. Diana and Shrutiis arguing again.
4. Avantika never takes the bus to work.
5. The people who own that house has no insurance.
6. One of these mechanics have a set of jumper cables.
7. Richard and his brother is mending the wings of butterflies.
8. Both of my essays is brilliant.
9. The pulses emitted by a neutron star recurs at precise intervals.
10. One of my aunts dances at the Rainbow Cafe.
11. Mr. Bates and his friends has gone to the concert.
12. Both of my daughters are professional doctors.
13. Every one of the workers receive the same benefits.
14. There is two rodents in my bathroom.
15. This box of toys belong in the attic.



ANSWERS

Here are the answers below, with the corrected words in bold.

1. Music **soothes** me.
2. John **bakes** brownies every Halloween.
3. Diana and Shruti **are** arguing again.
4. **Correct**
5. The people who own that house **have** no insurance.
6. One of these mechanics **has** a set of jumper cables.
7. Richard and his brother **are** mending the wings of butterflies.
8. Both of my essays **are** brilliant.
9. The pulses emitted by a neutron star **recur** at precise intervals.
10. **Correct**
11. Mr. Bates and his friends **have** gone to the concert.
12. **Correct**
13. Every one of the workers **receives** the same benefits.
14. There **are** two rodents in my bathroom.
15. This box of toys **belongs** in the attic.



TENSES

Grammar tenses refer to the state of the verb. The state, or tense, of the verb explains the time of the action.

The present tense is used to describe things that are happening right now, or things that are continuous.

The past is used to describe things that have already happened (e.g., *earlier in the day, yesterday, last week, three years ago*).

The future tense describes things that have yet to happen (e.g., *later, tomorrow, next week, next year, three years from now*).

Example:

- ◆ I dance. (Present)
- ◆ I danced. (Past)
- ◆ I will dance. (Future)

There are in total 12 tenses.

Let us study the following table to understand the structure and meaning of sentences in each type of tense.

Simple Present	Simple Past	Simple Future
I read nearly every day.	Last night, I read an entire novel.	I will read as much as I can this year.
Present Continuous	Past Continuous	Future Continuous
I am reading Premchand at the moment.	I was reading William Wordsworth last night.	I will be reading the book, Ikigai soon.
Present Perfect	Past Perfect	Future Perfect
I have read so many books I cannot keep count.	I had read at least 100 books by the time I was twelve.	I will have read at least 500 books by the end of the year.
Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
I have been reading since I was four years old.	I had been reading for at least a year before my sister learned to read.	I will have been reading for at least two hours before dinner tonight.

	Past	Present	Future
Simple	<p>I ate chocolate yesterday.</p> <p>To indicate past habits or an action already completed.</p> <p>Can be used with or without adverbs of time.</p>	<p>I eat chocolate everyday.</p> <p>To express habits or general truth.</p>	<p>I will eat chocolate tomorrow.</p> <p>To indicate an action, condition or circumstance which has not taken place yet.</p>
Continuous	<p>I was eating the chocolate.</p> <p>To indicate uncompleted action of the past (with or without time reference)</p> <p>To indicate persistent habits of the past.</p>	<p>I am eating the chocolate.</p> <p>To indicate action going on at the time of speaking.</p> <p>To indicate temporary action which may not be happening at the time of speaking.</p>	<p>I will be eating the chocolate.</p> <p>To indicate what will be going on at some time in the future.</p> <p>To indicate planned future.</p>

Perfect	I had eaten the chocolate. To indicate a completed action of the past that happened before another event took place.	I have eaten the chocolate. To indicate past action which is not defined by a time of occurrence. To indicate an action which started in the past and has continued up until now.	I will have eaten the chocolate. To indicate an action that will be complete before another event takes place.
Perfect continuous	I had been eating the chocolate. To indicate an action in the past that began before a certain point in the past and continued up until that time.	I have been eating the chocolate. To indicate an action which started at some point in the past and may or may not be complete.	I will have been eating the chocolate. To indicate an action that will have happened for some time and will not be complete yet at a certain point in the future.



ACTIVE PASSIVE VOICE

Voice or form of a verb indicates the relation between the participants in a narrated event (subject, object) and the event itself. It shows whether the subject of a sentence is doing the action, or having the action done to it.

1) Active Voice

A verb is said to be in active voice when its form shows that **the subject is performing the action, that is, it is the doer of the action.**

Sentences in the active voice have a strong, direct, and clear tone. **It is preferable to use the active voice whenever possible for clarity, conciseness, and for conveying the message more effectively.** Passive voice sentences often use more words, can be vague, and can lead to a tangle of prepositional phrases.

Examples:

- Rohit wrote a story on the wall. (subject: Rohit; object: wall)
- Sanya sang a song. (subject: Sanya; object: song)
- Radha hit the boy. (subject: Radha; object: boy)
- Amit read the letter. (subject: Amit; object: letter)
- Have you done anything about a room? (subject: you; object: room)
- We have booked a room for you in the Grand hotel. (subject: We; object: room)

2) Passive Voice

A verb is said to be in passive voice when its form shows that the subject is acted on by the verb, **which means subject is the receiver of the action.**

Though active voice is the preferred mode of communication, there are sometimes good reasons to use the passive voice.

- **To emphasise the action rather than the actor**
The GST bill was passed in the parliament.
- **To keep the subject and focus consistent throughout a passage**
A new experimental liver transplant operation was performed successfully yesterday.
- **The speaker is being discreet by not naming the person/persons responsible for any deed/ action.**
The message has been misinterpreted.
- **To describe a condition in which the actor is unknown or unimportant**
The public buildings were damaged in the riots.
- **To create an authoritative tone**
Entry into the restricted area is forbidden.
- **In most newspaper headlines as the news/ action is more important than the doer.**
Nagapada destroyed by cyclone fury.

Examples:

- A story was written on the wall by Rohit.
- A song was sung by Sanya.
- The boy was hit by Radha.
- The letter was read by Amit.
- Company targets are set every year.
- The factory was set up in 1985.
- Production targets were met by the workforce. (The focus is on the production targets, but at the same time we mention who they were met by ,without emphasising it.)

Rules for changing active into passive:

- a) **Change of subject and object:** The object of the active voice becomes the subject of the passive voice and the subject becomes object of the passive voice.

Basic structure of the sentence

Active voice: Subject + Verb + Object

Passive Voice: Object + Verb +Subject

Active voice: **Ram** kicked **the ball**. (S + V + O)

Passive voice: **The ball** was kicked by **Ram**. (O + V + S)

- b) **Change of verb form:** The verb in the active voice is changed into a form of 'be+ past participle' of the verb. (past participle is the third form of the verb)

Active voice: Sita **is taking** the dog for a walk.

Passive voice: The dog **is being taken** by Sita for a walk.

Study the following table to understand the changes:

Tense (or Model) + base (Structure in passive voice)(PG1)	Active voice	Passive voice
Simple present S + Is/am/are + V3 + by +Agent	throw throws	am thrown is thrown are thrown
Present continuous S + is/am/are + being +v3 +by+agent	am throwing is throwing are throwing	am being thrown is being thrown are being thrown
Present perfect S +Has/have+been+v3+by+agent	has thrown have thrown	has been thrown have been thrown
Simple past S + Was/were+v3+by+agent	Threw	was thrown were thrown
Past continuous S +was/were+being+v3+by+agent	was throwing were throwing	was being thrown were being thrown
Past perfect S+had+been+v3+by+agent	had thrown	had been thrown
Simple future S + will/shall+be+v3+by+agent	will throw shall throw	will be thrown shall be thrown
Future continuous S+will/shall+be+being+v3+by+agent	will be throwing shall be throwing	will be being thrown shall be being thrown
Future perfect S+will have+been+v3+by+agent	will have thrown shall have thrown	will have been thrown shall have been thrown
Can/ may/ must etc. +base S+modal+be+v3+agent	can throw must throw	can be thrown must be thrown

c) **Change of Pronouns :**

The nominative/subjective case is used for the **subject** of the verb, i.e. the word that denotes who/what does what the verb says.

The accusative/objective case marks the **object** of the verb, i.e. the word that receives the action of the verb (when there is such a receiver).

Active voice: I like T.V programmes with positive content.

Passive voice: T.V. programmes with positive content are liked by me.

Nominative Case	Objective Case
I	Me
He	Him
She	Her
You	You
They	Them
It	It
We	Us
Who	Whom

d) **Addition of the word 'by':** The passive verb is followed by 'by'+ 'doer'. If the doer is not known or irrelevant, it is omitted in the passive voice.

Active voice: Lalita teaches poor children every weekend.

Passive voice: Poor children are taught **by** Lalita very weekend.

Active voice: Someone broke all the pots.

Passive voice: All the pots were broken. (**object not required**)

e) **When there are two objects in an active voice sentences, there are two possible passive sentences.**

Sentence 1: The farmer gave **the cows** some hay and oats. (Active Voice)

Sentence 1: **The cows** were given some hay and oats by the farmer. (Passive voice)

Sentence 2: The farmer gave **some hay and oats** to the cows. (Active Voice)

Sentence 2: **Some hay and oats** were given to the cows by the farmer. (Passive voice)

There are **two** objects in each of the above sentences:

Object 1 = indirect object → the cows

Object 2 = direct object → some hay and oats

f) **Changing interrogative sentences into the passive:**

1. The primary auxiliary verbs **do, does or did** do not appear in the passive form. They get converted to the form of the verb 'to be'.

Structure:

Active: do/does/did + subject + verb +object?

Passive: is/am/are/was/were + subject+v3+by+agent?

Active: Does Seema like painting?

Passive: Is painting liked by Seema?

Active: Did Seema like painting?

Passive: Was painting liked by Seema?

2. The verbs, **has, have, had, will, shall, can, may** etc. do not change their position at the beginning of the sentence when the active voice is changed to the passive voice.

Structure:

Active: has/have/had + subject + v3 +object?

Passive: has/have/had + subject+ been + v3+by+agent?

Active voice: Has he done his homework?

Passive voice: Has his homework been done by him?

Structure:

Active: modal+ subject + verb +object?

Passive: modal + subject+ be+ v3+by+agent?

Active: May Sachin play cricket

Passive: May cricket be played by Sachin?

Active voice: Will Salma eat the mango?

Passive voice: Will the mango be eaten by Salma?

3. The question words **when, why, where, how or what** do not change their position at the beginning of the sentence when the active voice is changed into the passive voice.

Note - who changes to **by whom** and **whom** into **who**.

Structure

Active Voice: 'Wh' word + auxiliary + subject + verb + object?

Passive Voice: 'Wh' word + auxiliary + subject + V-3 + by + agent?

Active voice: What did the leader say to his followers?

Passive voice: What **was said** by the leader to his followers?

Active voice: Whom did you greet at the party?

Passive voice: **Who were** greeted by you at the party?

- g) **Changing Imperative sentences into passive:** Imperative sentences are sentences which express advice, suggestion, request or command.

Examples:

- Close the door.
- Please give me the bottle.
- Pick up the phone.
- We should exercise every day.

These sentences express advice, request or command.

Generally, sentences containing request have the word 'please' in it. Such sentences start with 'You are requested to' in the passive form.

Please bring me some tea. (Active Voice)

You are requested to bring me some tea. (Passive Voice)

Imperative sentences containing advice start with 'You are advised to' in the passive voice.

Do your work on time. (Active Voice)

You are advised to do your work on time. (Passive Voice)

Do not drink and drive. (Active Voice)

You are advised not to drink and drive. (Passive Voice)

Imperative sentences containing command or order generally start with 'Let' in the passive form.

Bring in the culprits. (Active Voice)

Let the culprits be brought in. (Passive Voice)

Cook the food. (Active Voice)

Let the food be cooked. (Passive Voice)

You can change the sentences containing command or order into passive using 'You are ordered to' also.

Imperative sentences containing suggestion are changed into the passive form by adding the modal verb 'should' suggesting correctness and obligation.

Respect elders in the family. (Active Voice)

Elders in the family should be respected. (Passive Voice)

Follow your dreams. (Active Voice)

Your dreams should be followed. (Passive Voice)

- h) **Modals: Can, could, should etc. do not change when changing active into passive.**
- The rich should help the poor. (Active voice)
The poor should be helped by the rich. (Passive voice)
 - Students ought to listen to their teacher. (Active voice)
The teacher ought to be listened to by the students. (Passive voice)
- i) **Only transitive verbs can be changed into passive form, intransitive verbs remain in the active form only.**

Explanation:

Transitive verbs are action verbs that have an object to receive the action.

Example:

I baked a cake. (Active).

A cake was baked by me. (Passive)

Varun hit the ball. (Active)

The ball was hit by Varun. (Passive)

Intransitive verbs are action verbs that do not have an object to receive the action.

Example:

The Sun rises in the east.

Water flows under the bridge.

(No passive voice possible for the above sentences)

2. **Passive Voice: Changing Passive to Active Voice**

When you change a sentence from passive to active voice, *reverse the position of the subject and object.*

You can identify the doer by locating the 'by the' phrase.

Appropriate changes in the form of the verb must be made.

At times, the '**doer**' is not identified in the sentence. In such cases, you have to presume a doer from the context.

The rules applied to change active voice into passive have to be inverted to change passive into active voice.

*Passive Voice: **The book** (object on which action is performed; subject in this sentence) **is being read** (verb) by **most of the class**. (subject who performs the action; object in this sentence)*

*Active Voice: **Most of the class** (subject) **is reading** (verb) **the book**. (object)*

*Passive Voice: **Results** (object on which action is performed; subject in this sentence) will **be published** (verb) by? in the next journal.*

Active Voice: The researchers (subject) will publish (verb) the results (object) in the next journal.

Passive Voice: A policy of whitewashing and cover-up (object on which action is performed; subject in this sentence) has been pursued (verb) by the CIA director and his close advisors. (subject who performs the action; object in this sentence)

Active Voice: The CIA director and his close advisors (subject) have pursued (verb) a policy of whitewashing and cover-up. (object)

Passive Voice: Mistakes (object on which action is performed; subject in this sentence) were made (verb) by? Agent is not specified.

Active Voice: We (subject) made (verb) mistakes (object). The agent 'We' is made the 'subject' of the sentence.



DIRECT AND INDIRECT SPEECH

We may report the words of a speaker in two ways-

1. We can quote the actual words spoken by the speaker. **This is called Direct Speech.**
2. We may report what was said without quoting the speaker's exact words. **This is called Indirect or Reported Speech.**

Use of Direct Speech:

1. To convey **the exact words** of the speaker.
2. To **supplement and clarify** the information that is being reported.
3. **Eyewitness accounts** in news stories.
4. **Inserting dialogues** in narratives and stories **defines characters**. It also brings in variety and inculcates interest in the reading the story/novel/ play. **A narrative without dialogues often becomes dull and boring.**
5. In reporting minutes of meetings, **the most significant points** that have been made must be stated in direct speech.
6. While reporting speeches, **many direct quotes are included to convey the essence of the speaker's message.**
7. **Scripts of plays and films** use direct speech.

Use of Indirect/Reported Speech:

1. It is **impossible and tiring** to convey an entire conversation in direct speech to anyone.
2. To **avoid lengthy and confusing documentation.**
3. To bring in **clarity and precision** to the reporting.
4. Most **personal/office interactions use reported speech** to convey messages/ conversations with others.

5. Generally, **reports of speeches** during Annual General Meetings/ other meetings are noted in indirect speech.
6. **Newspaper reports** use the indirect speech format most often to report who said what, when and where.

Examples of direct and indirect speech:

She said, "I am busy tomorrow". (Direct)

She said that she was busy *the next day*. (Indirect)

Note the changes in the sentence when direct speech is changed to indirect speech:

1. Notice that in direct speech *inverted commas or speech marks* are used to mark off the exact words of the speaker. In indirect speech, we do not use them.
2. The *conjunction* 'that' is used before the indirect statement.
3. The *pronoun* 'I' is changed to 'she'.
4. The *verb* 'am' is changed to 'was'.
5. The *adverb* 'tomorrow' is changed to 'the next day'.

Rules for changing Direct Speech into Indirect speech

Certain rules need to be followed while changing direct to indirect speech. Below is a list of rules for the same:

1. When the **reporting or principal verb is in the past tense**, all present tenses of the direct words are changed into the corresponding past tenses.

Note the changes in the table below:

Rule	Direct speech	Indirect speech
Simple present changes to simple past	"I always drink coffee", she said.	She said that she always drank coffee.
Present continuous changes to past continuous	"I am reading a book", he explained.	He explained that he was reading a book.
Present perfect changes to past perfect	She said, "He has finished his work".	She said that he had finished his work.
Present perfect continuous changes to past perfect continuous	"I have been to Spain", he told me.	He told me that he had been to Spain.
Simple past changes to past perfect	"Bill arrived on Saturday", he said.	He said that Bill had arrived on Saturday.
Past perfect remains past perfect	"I had just turned out the light," he explained.	He explained that he had just turned out the light.

Past continuous changes to past perfect continuous	"We were living in Paris", they told me.	They told me that they had been living in Paris.
Future changes to present conditional	"I will be in Geneva on Monday", he said.	He said that he would be in Geneva on Monday.
Future continuous changes to conditional continuous	She said, "I'll be using the car next Friday."	She said that she would be using the car next Friday.

Exception:

1. **If the reported speech contains a universal fact, or a scientific truth, the tense of the verb does not change even if the reporting verb is in the past tense.**
 - a. He said, "Honesty **is** the best policy." (Direct)
He said that honesty **is** the best policy. (Indirect)
 - b. The teacher said, "The earth revolves around the sun." (Direct)
The teacher said that the earth revolves around the sun. (Indirect)
 2. **If a statement is still relevant, we can choose whether to keep the original tense or change it.**
Sheila said, "French **is** easy to learn." (Direct)
Sheila said that French **is / was** easy to learn. (Indirect)
 3. **If the reporting verb is in the present tense, the tenses of the Direct Speech do not change.**
He says, "I **like** classical music." (Direct)
He says he **likes** classical music. (Indirect)
Rohit says, "I **watched** a movie at night." (Direct)
Rohit says he **watched** a movie at night. (Indirect)
2. **Words expressing nearness in time or place are generally changed into words expressing distance.**

Study the table to understand the changes.

Direct speech	Indirect speech
Here	There
Today	That day
Yesterday	The day before
Tomorrow	The next day
Next week	The following week
Next month	The following month

Now	Then
Ago	Before
Thus	So
Last night	The night before
This	That
These	Those
Come	Go

3. The pronouns of the direct speech are generally changed from first person and second person to the third person in the indirect speech.

- a) First person pronouns in the direct speech change according to the subject.

Rahul says, 'I am going to Thailand'. (Direct)

Rahul says that **he** is going to Thailand. (Indirect)

Priya says, 'I will leave soon'. (Direct)

Priya said she will leave soon. (Indirect)

- b) Second person pronouns change according to the nouns or pronouns coming after the reporting verb.

I said to Sachin, "**You** will have to play cricket". (Direct)

I said to Sachin that **he** would have to play cricket. (Indirect)

Teacher said to you, "**You** are wrong". (Direct)

Teacher said to you that **you** were wrong. (Indirect)

- c) Third person pronouns of the direct speech in the nominative case, that is, as the subject, remain unchanged when converted to indirect.

Kapil said to me, "**They** will win". (Direct)

Kapil said to me that **they** would win. (Indirect)

He said, "**They** will accompany us to the monastery." (Direct)

He said that **they** would accompany them to the monastery. (Indirect)

- d) The pronouns of the direct speech are changed, where necessary, so that their relations with the reporter and the hearer are indicated, rather than the original speaker, are indicated.

He said to me, "I don't believe you."

He said to me that he didn't believe me.

She said to him, "I don't like you."

She said to him that she didn't like him.

I said to him, "I don't trust you."

I said to him that I didn't trust him.

I said to you, "I don't have anything for you."

I said to you that I didn't have anything for you.

3. Changes in Modals in indirect speech

Rule	Direct speech	Indirect speech
Can changes into could	He said, "I can drive a car".	He said he could drive a car.
May changes into might	He said, "I may buy a computer".	He said that he might buy a computer.
Must changes into had to	He said, "I must work hard".	He said that he had to work hard.

Modals like **would, should, ought to, and might** do not change during the conversion.

Examples:

They said, "We would apply for a visa". (Direct)

They said that they would apply for a visa. (Indirect)

He said, "I could run faster". (Direct)

He said that he could run faster. (Indirect)

He said, "I should avail the opportunity. (Direct)

He said that he should avail the opportunity. (Indirect)

He said to me, "You ought to wait for him". (Direct)

He said to me that I ought to wait for him. (Indirect)

4. Changes for imperative sentences from direct to indirect:

a) In reporting commands, advice, suggestions and requests, the indirect speech begins with a verb expressing the sentiment indicated in the sentence, e.g. order, request etc.

b) The **verb is followed by the personal object and the 'to' infinitive.**

a) For negative imperative sentences, **don't or do not are substituted by 'not to'.**

b) For Imperative sentences starting with **'let'** and expressing a proposal or suggestion, **'said'** should be changed to **'proposed to'** or **'suggested to'**

Examples:

The master said to the servant, "Finish the work at once". (Direct)

The master ordered the servant to finish the work at once. (Indirect)

The teacher said to the student, "Please study properly". (Direct)

The teacher requested the student to study properly. (Indirect)

Father said to his son, "Work hard for success in life". (Direct)

Father advised his son to work hard for success in life. (Indirect)

5. **Changes for interrogative sentences from direct to indirect:**

- a) 'Said to' changes to 'asked' 'demanded' or 'enquired', depending on the nature of the sentence.
- b) When the question in the reported speech begins with helping verbs like **am, is, are, was, were, do, does etc.** the reporting verb is followed by 'if' or 'whether'.
- c) If the sentence is start with integrative pronoun or adjective and interrogative adverb, like **what, whom, where, why, how, which, etc.** the same word is used to introduce the question in the indirect speech. **In other words, the question word becomes the joining word instead of that, if or whether.**
- d) The interrogative sentence is **converted in assertive sentence, for that we place subject before the verb** and the question mark (?) is replaced with full Stop (.).
- e) In all Interrogative sentences, if Reporting Verb is 'say/say to, says/says to, will say/will say to or said/said to', in Indirect Speech also it will be changed to 'ask, asks, will ask or asked'.

Examples:

Sania asked, 'Are you coming with them?' (Direct)

Sania asked if I was coming with them. (Indirect)

"Have you anything to say on behalf of the accused?" said the judge to the lawyer. (Direct)

The judge **enquired of** the lawyer if he had anything to say on behalf of the accused. (Indirect)

He said to me, "What are you doing?" (Direct)

He asked me what I was doing. (Indirect)

The gentleman said, "Where is the market?" (Direct)

The gentleman asked where the market was. (Indirect)

6. **Changes for exclamatory sentences from direct to indirect:**

- a) Exclamatory sentences change into assertive sentences.
- b) Interjections are removed.
- c) Exclamation marks change into full stops.
- d) 'Wh' words like what and when change into adjectives.
- e) Changes also depend on the mood of the sentence. Refer to the table below.

Mood in Direct Speech	Verb in Indirect speech
sorrow in reported speech	exclaimed with sorrow/grief/exclaimed sorrowfully or cried out
happiness in reported speech	exclaimed with joy/ delight/ exclaimed joyfully
surprise in reported speech	exclaimed with surprise/ wonder/ astonishment

The reporter said, "Alas! Many lives *have been lost* due to tsunami". (Direct)

The reporter **exclaimed** *sadly* that many lives *had been lost* due to tsunami. (Indirect)

The grandmother said, "May *you meet* with success wherever *you go*". (Direct)

The grandmother blessed her grandson that he *should meet* with success wherever he *goes*. (Indirect)

The foreigner said, "What a man Obama is!". (Direct)

The foreigner **exclaimed** *in wonder* that Obama *was a great* man. (Indirect)

7. 'Said' is changed to 'wish' in case of greetings like good morning, good afternoon, good evening.

He said to me, "good morning". (Direct)

He wished me good morning. (Indirect)

8. 'May' or 'May God'.....' kind of blessings change into wished or prayed.

She said to her friend, "May God grant you success in your examination". (Direct)

She prayed that God might grant her friend success in her examination. (Indirect)

Rules for changing indirect to direct speech

To change from Indirect to Direct Speech, the rules of the Direct Speech are applied in the reverse order.

- ◆ Use the *reporting verb*, 'say' or 'said to' in its correct tense.
- ◆ Remove the *conjunctions* 'that, to, if or whether etc' wherever necessary.
- ◆ *Insert quotation marks, question mark, exclamation and full stop*, wherever necessary.
- ◆ Put a *comma* before the statement.
- ◆ *Write the first word of the statement with capital letter*.
- ◆ Change *the past tense into present tense* wherever the reporting verb is in the past tense.
- ◆ Convert the past perfect either into past tense or present perfect as required.
- ◆ Change the *pronouns* as per the context of the sentence.

He asked me what I was doing. (Indirect)

He said to me, "What are you doing?" (Direct)

He asked if that was his pen. (Indirect)

He said, "Is this your pen?" (Direct)

Rama ordered Arjun to go away. (Indirect)

Rama said to Arjun, "Go away". (Direct)

He requested him to open the door for him. (Indirect)

He said to him, "Please, open the door for me". (Direct)

He said to me that I was/am his best friend. (Indirect)

He said to me, "You are my best friend". (Direct)

Seema said to her father that she would like to become a doctor. (Indirect)

Seema said to her father, "I would like to become a doctor." (Direct)



PRACTICE EXERCISES

1. Classify the following sentences as Simple, Compound, Complex, or Compound-Complex.
 - a. We decided to go fishing and camping out at the lake.
 - b. This summer our vacation should be both exciting and restful.
 - c. After the tornado hit, my house was completely destroyed.
 - d. Since we had only one plate, we had to take turns to eat our dinner.
 - e. Lata and Suman cooked and served people through the day.
 - f. I wanted to go to the market today, but the thunderstorm prevented me from doing so.
 - g. The boys have completed the job as promised, so we should give them credit and pay them accordingly.
 - h. The earlier mobile phones were bulky; the latest models, which are sleek, have many more features.
 - i. Taxation without representation was a common complaint two hundred years ago.
 - j. Snowboarding looks like fun, but it requires a lot of practice which is boring and dangerous.
 - k. Before I was born, my mother worked as a receptionist.
 - l. Go to the store and get some milk, as I must have your cake baked in time for the party.
 - m. Don't tell me you can't find your backpack!
 - n. When you were renovating, did you hire contractors or did you do the work yourself.
 - o. Mr. Jones has a lot of books, he is well informed about current events.
2. State which of the following are compound and which are complex sentences. In every sentence, identify the dependent and independent clauses.
 - a. The flash floods wiped out the town but luckily, there were no casualties.
 - b. He swam across the channel in five hours and set a new record with his achievement.

- c. If you cannot do this job, I will ask someone else to do it for me.
 - d. He said that he was so unwell that he could not even get up from his bed.
 - e. A man who serves his fellow human beings personally is more virtuous than a man who only donates money for a noble cause.
 - f. The soldiers were asked to carry out the orders which their commander had given them.
 - g. It is a stitch in time that saves nine.
 - h. Neither is the architecture of the house appealing nor is the interior of the house done well.
 - i. He will come when it suits him.
 - j. Anil not only did his own work, but also helped others complete theirs.
3. Change the following sentences to indirect speech.
- a. He says, "Kashmir is the heaven on earth."
 - b. The Shopkeeper says, "Prices are shooting up alarmingly."
 - c. She said, "Nobody can solve the problem."
 - d. Antony said, "Martin has gone home."
 - e. She said, "I shall be taking a test."
 - f. The man said, "Is your father at home?"
 - g. The clerk asked his manager, "Shall I email this letter again, Sir?"
 - h. She said, "Will you tell me what it means, David?"
 - i. She said to me, "How have you done this sum?"
 - j. The policeman said to the stranger, "Who are you?"
4. Rewrite the following sentences in passive voice
- a. Sue changed the flat tyre.
 - b. We are going to watch a movie tonight.
 - c. I ran the obstacle course in record time.
 - d. The crew paved the entire stretch of highway.
 - e. Mom read the novel in one day.
 - f. The critic wrote a scathing review.
 - g. I will clean the house every Saturday.
 - h. The staff is required to watch a safety video every year.
 - i. She faxed her application for a new job.
 - j. Tom painted the entire house.

- k. The Corporation's sales and Service organisation covers the country.
 - l. We enclose payment together with our order.
 - m. The customer should receive the delivery by Friday.
 - n. They may have notified him before the invoice arrived.
 - o. FCS are only marketing their new dental equipment in Europe.
 - p. We would reduce costs if we used less paper.
5. Rewrite the following sentences in the active voice.
- a. The captain of the Indian cricket team was cheered by the crowd.
 - b. His painting has been praised by the critics.
 - c. The horse is being purchased by the farmer.
 - d. The new tax reforms will be implemented from July.
 - e. Food from roadside vendors should not be eaten.
 - f. By whom has this building been vandalized?
 - g. What was eaten by you for lunch?
 - h. The entire district was destroyed by the cyclone.
 - i. He will be given a ticket for over speeding by the police officer.
 - j. The forest was going to be cut down for the new hydroelectric project.
 - k. They will be welcomed by the reception committee.
 - l. Where was the ferocious man-eating tiger shot dead?
 - m. The man who saved the child from the burning house was being cheered by the crowd of onlookers.
 - n. The place where he lived had been converted into a hotel by the trustees.
 - o. The first fax machines were installed in 1958.
 - p. The systems can easily be operated by ordinary office staff.
 - q. The new software can be mastered easily in a couple of days.
 - r. Software for head count is provided by SASTRA.
 - s. Thapa cannot be stopped by injury.
 - t. Seven movie goers were booked in city for disrespecting national anthem.
6. Listen to speeches of famous personalities, comments, and suggestions by the top industrialists of the country. Try to change it into reported speech. This exercise will not only add value but also helps students practice the topic in discussion.

**ANSWER KEY****Q.1.**

- a. Simple
- b. Simple
- c. Simple
- d. Complex
- e. Simple
- f. Compound
- g. Compound
- h. Compound-Complex
- i. Compound-Complex
- j. Compound-Complex
- k. Complex
- l. Compound-Complex
- m. Complex
- n. Compound-Complex
- o. Compound

Q.2.

- a. Compound Sentence Independent Clause-1 :The flash floods wiped out the town, Independent Clause-2: luckily there were no casualties.
- b. Compound sentence -Independent clause 1- He swam across the channel in five hours - Independent clause 2- (he) set a new record with his achievement.
- c. Complex sentence - dependent clause --If you cannot do this job, independent clause-I will ask someone else to do it for me.
- d. Complex sentence - independent clause -He said that he was so unwell –dependent clause-that he could not even get up from his bed.
- e. Complex sentence - independent clause- A man who serves his fellow human beings personally is more virtuous-dependent clause than a man who only donates money for a noble cause.
- f. Complex sentence - independent clause -The soldiers were asked to carry out the orders dependent clause- which their commander had given them.
- g. Complex sentence -independent clause- It is a stitch in time –dependent clause-that saves nine.

- h. Compound sentence -independent clause - Neither is the architecture of the house appealing – independent clause-nor is the interior of the house done well.
- i. Complex sentence - independent clause- He will come – dependent clause-when it suits him.
- j. Compound sentence - independent clause Anil did his own work,-independent clause- (he) helped others complete theirs.

Q.3.

- a. He says that Kashmir is heaven on earth.
- b. The shopkeeper says that prices are shooting up.
- c. She said that nobody could solve the problem.
- d. Anthony said that Martin had gone home.
- e. She said that she would be taking a test.
- f. The man asked me if my father was home.
- g. The asked his manager if he should email that letter again.
- h. She enquired/asked of David if he would tell her what it meant.
- i. She asked me how I had done the sum.
- j. The policeman asked the stranger who he was.

Q.4.

- a. The flat tyre was changed by Sue.
- b. A movie is going to be watched by us tonight.
- c. The obstacle course was run by me in record time.
- d. The entire stretch of the highway was paved by the crew.
- e. The novel was read by mom in one day.
- f. A scathing review was written by the critic.
- g. The house will be cleaned by me every Saturday.
- h. A safety video is required to be watched by the staff every year.
- i. Her application for a new job was faxed by her.
- j. The entire house was painted by Tom.
- k. The country is covered by the corporation's sales and service organisation.
- l. Payment is enclosed together with our order by us.
- m. The delivery should be received by the customer by Friday.
- n. He may have been notified by them before the invoice arrived.
- o. Their new dental equipment is only being marketed by FCS in Europe.
- p. Costs would be reduced by us if we use less paper.

Q.5.

- a. The crowd cheered the captain of the Indian cricket team.
- b. The critics have praised his painting.
- c. The farmer is purchasing the horse.
- d. The government will implement the new tax reforms by July.
- e. We should not eat food from toad side vendors.
- f. Who has vandalised this building?
- g. What did you eat for lunch?
- h. The cyclone destroyed the entire district.
- i. The police officer will give him a ticket for over speeding.
- j. They were going to cut down the forest for the new hydroelectric project.
- k. The reception committee will welcome them.
- l. Where did the hunter shoot down the ferocious man eating tiger?
- m. The crowd was cheering the man who saved the child from the burning house.
- n. The trustees had converted the place where he lived into a hotel.
- o. They installed the first fax machines in 1958.
- p. Ordinary office staff can easily operate the systems.
- q. People can easily master the new software in a couple of days.
- r. SASTRA provides software for head count.
- s. Injury cannot stop Thapa.
- t. The police booked seven movie goers in the city for disrespecting the national anthem.