



Tenses

Tenses

Tenses indicate the time of action or state of being in a sentence. They are essential for constructing grammatically correct sentences and conveying the correct meaning.

Types of Tenses

Tenses are broadly divided into three categories, each with four subcategories:

Present Tense – Simple Present; Present Continuous; Present Perfect; Present Perfect Continuous

Past Tense – Simple Past; Past Continuous; Past Perfect; Past Perfect Continuous

Future Tense – Simple Future; Future Continuous; Future Perfect; Future Perfect Continuous

Explanation of Each Tense

1. Present Tense

Simple Present: Describes habitual actions, universal truths, or facts.

Example: The sun rises in the east.

Rule: Subject + base verb (add 's' or 'es' for singular subjects).

Present Continuous: Describes actions happening now or temporary actions.

Example: She is reading a book.

Rule: Subject + is/am/are + verb(-ing)

Present Perfect: Describes actions completed recently or with relevance to the present.

Example: I have finished my homework.

Rule: Subject + has/have + past participle.

Present Perfect Continuous: Describes actions that started in the past and are still ongoing.

Example: They have been playing for two hours.

Rule: Subject + has/have been + verb(-ing).

2. Past Tense

Simple Past: Describes actions completed in the past.

Example: He visited the museum yesterday.

Rule: Subject + past tense of the verb.



Past Continuous: Describes actions that were ongoing at a specific time in the past.

Example: She was cooking when I arrived.

Rule: Subject + was/were + verb(-ing).

Past Perfect: Describes actions completed before another action in the past.

Example: They had left before the rain started.

Rule: Subject + had + past participle.

Past Perfect Continuous: Describes actions that were ongoing up to a certain point in the past.

Example: He had been studying for hours before the exam.

Rule: Subject + had been + verb(-ing).

3. Future Tense

Simple Future: Describes actions that will happen in the future.

Example: I will call you tomorrow.

Rule: Subject + will/shall + base verb.

Future Continuous: Describes actions that will be ongoing at a specific time in the future.

Example: She will be waiting for you at 5 PM.

Rule: Subject + will/shall be + verb(-ing).

Future Perfect: Describes actions that will be completed before a certain point in the future.

Example: They will have finished the project by next week.

Rule: Subject + will/shall have + past participle.

Future Perfect Continuous: Describes actions that will be ongoing up to a certain point in the future.

Example: By next year, she will have been working here for five years.

Rule: Subject + will/shall have been + verb(-ing).

Upgraded Rules

Consistency in Tense Usage: Maintain the same tense throughout a sentence unless there is a shift in time.

Example: She said that she was tired (**correct**). **Incorrect:** She said that she is tired.

Sequence of Tenses: When the main clause is in the past tense, the subordinate clause should also be in the past tense.

Example: He said that he had completed the task.

Use of Present Tense for Future Events: Present tense can be used to describe scheduled future events.

Example: The train leaves at 6 PM tomorrow.

Avoid Overuse of Continuous Tenses: Use continuous tenses only when emphasizing the ongoing nature of an action.

Modal Verbs with Tenses: Modal verbs (can, could, will, would, etc.) influence tense usage.

Example: I will be able to complete the task.

Exceptions in Tense Usage

Universal Truths in Reported Speech: Universal truths remain in the present tense even in reported speech.

Example: He said that the earth revolves around the sun.

Conditional Sentences: Mixed tenses are used in conditional sentences.

Example: If I had studied harder, I would be successful now.

Historical Present: Present tense is sometimes used to describe past events for dramatic effect.

Example: In 1947, India gains independence.

Future in the Past: Describes an action that was expected to happen in the past.

Example: He was going to call me, but he forgot.

Determiners

Determiners

Determiners are words that introduce nouns and provide context by specifying quantity, possession, definiteness, or other aspects. They are essential in making sentences clear and meaningful.

Types of Determiners

Articles: Articles specify whether a noun is definite or indefinite.

Definite Article: the (used for specific nouns)

Indefinite Articles: a, an (used for general nouns)

Examples: The sun is shining brightly. (specific sun)

I saw a cat in the garden. (any cat, not specific)

She ate an apple. ('an' is used before a vowel sound)

Demonstratives: Demonstrative determiners are words that indicate specific nouns in relation to the speaker's position in space or time. Words: this, that, these, those

Examples: This book is interesting. (near in space/time)

Those flowers are beautiful. (far in space/time)

Possessives: Show ownership or possession. Words: my, your, his, her, its, our, their

Examples: My car is new. ('My' indicates ownership by the speaker.)

Their house is large. (belongs to 'them')

Quantifiers: Indicate quantity or amount. Words: some, any, many, few, several, much, little, all, no

Examples: She has many friends. (indicates a large number)

Do you have any questions? (used in interrogative sentences)

Numerals: Express numbers. Cardinal: one, two, three, etc. (quantity) Ordinal: first, second, third, etc. (order)

Examples: Two cats were sleeping. (cardinal numeral)

He finished in the first position. (ordinal numeral)

Distributives: Refer to individual members of a group. Words: each, every, either, neither

Examples: Each student must bring a notebook. (focuses on individuals)

Neither option is suitable. ('Neither' means not one nor the other of two options.)

Interrogative Determiners: Used to ask questions. Words: which, what, whose

Examples: Which dress will you wear? (asks for a choice)
Whose bag is this? (asks about possession)

Predeterminers: Come before other determiners to modify them further. Words: all, both, half, such, what

Examples: All the students are present. (emphasizes the group entirely)
It was such a lovely day! (intensifies emotion)

Rules for Using Determiners

Articles: Use "a" before consonant sounds and "an" before vowel sounds: E.g., a boy, an orange. (sound, not spelling, matters—e.g., an hour)

Demonstratives: Use this/these for nearby nouns and that/those for distant ones.

Possessives: Place them directly before a noun: E.g., her book, their house.

Quantifiers: Use quantifiers appropriately based on countable or uncountable nouns: E.g., many apples (countable), much water (uncountable).

Numerals: Cardinals denote quantity, while ordinals indicate position: E.g., four chairs, the third chair.

Distributives: Use each for individuals and every for the group: E.g., Each child got a gift; Every student must submit the form.

Interrogatives: Use them at the beginning of questions to seek information: E.g., Which book are you reading?

Predeterminers: Combine them with other determiners for emphasis or quantity:
E.g., All the books, such a day!

Parts of Speech

Parts of Speech

The parts of speech are the building blocks of the English language. Each part of speech explains the role a word plays in a sentence.

1. Noun

A noun is the name of a person, place, thing, or idea.

Types: Proper Noun: Specific names (Delhi, Riya).

Common Noun: General names (city, girl).

Collective Noun: A group (team, herd).

Abstract Noun: Ideas, feelings (love, honesty).

Material Noun: Substances (gold, water).

Rules: Capitalize proper nouns (Ramesh lives in Mumbai).

Example: The teacher praised the honesty of the student. (honesty – abstract noun)

2. Pronoun

A pronoun is used in place of a noun.

Types: Personal Pronouns (he, she, it). / Reflexive Pronouns (myself, herself). / Demonstrative Pronouns (this, that). / Relative Pronouns (who, which). / Indefinite Pronouns (someone, none).

Rules: Ensure the pronoun agrees with its antecedent in number and gender

Example: She is reading a book. (She replaces the noun 'girl')

3. Adjective

An adjective modifies or describes a noun or pronoun.

Types: Descriptive (beautiful, large). / Quantitative (few, several). / Demonstrative (this, those). / Possessive (my, their). / Interrogative (which, what).

Rules: Place adjectives close to the nouns they describe (A beautiful flower).

Example: He has three red balls. (three – quantitative; red – descriptive)

4. Verb

A verb expresses action or a state of being.

Types: Action Verbs (run, dance). / Linking Verbs (am, is, seem). / Auxiliary Verbs (have, will). / Modal Verbs (can, should).

Rules: Verbs agree with the subject in tense and number (He runs fast).

Example: The child is playing in the park. (is playing – present continuous tense)

5. Adverb

An adverb modifies verbs, adjectives, or other adverbs.

Types: Manner (quickly). / Time (yesterday). / Place (here). / Frequency (often). / Degree (very).

Rules: Adverbs often end in "-ly" but not always (She sings beautifully).

Example: He completed the work quite well. (quite – degree; well – manner)

6. Preposition

A preposition shows the relationship between a noun (or pronoun) and other words in a sentence.

Types: Simple (in, on, at). / Compound (into, upon). / Phrase Prepositions (in front of, because of).

Rules: Prepositions are always followed by a noun or pronoun (She is sitting on the chair).

Example: The keys are on the table. (on shows the relationship between keys and table)

7. Conjunction

A conjunction connects words, phrases, or clauses.

Types: Coordinating (and, but, or). / Subordinating (although, because). / Correlative (either...or, neither...nor).

Rules: Use conjunctions to maintain parallel structure (I like swimming and running).

Example: She is smart and hardworking. (and connects two adjectives)

8. Interjection

An interjection expresses strong emotion or surprise. Words: Wow! Alas! Hurray!

Rules: Usually followed by an exclamation mark (Alas! The hero is dead).

Example: Wow! That was an amazing performance.

9. Determiner

A word placed in front of a noun to clarify it.

Types: Articles (a, an, the). / Demonstratives (this, those). / Quantifiers (few, many).

Rules: Match determiners with the noun (She bought some apples).

Subject-Verb Agreement

Subject-Verb Agreement

Subject-verb agreement refers to the grammatical rule that the subject and verb in a sentence must agree in number and person.

Rules

Singular Subject with Singular Verb: A singular subject takes a singular verb.

Example: She writes every day. (The singular subject "she" agrees with the singular verb "writes.")

Plural Subject with Plural Verb: A plural subject takes a plural verb.

Example: They play football. (The plural subject "they" agrees with the plural verb "play.")

Subjects Joined by 'And': When two or more subjects are joined by "and," they take a plural verb.

Example: Riya and Priya are best friends. (Two subjects joined by "and" take the plural verb "are.")

Subjects Joined by 'Or' or 'Nor': The verb agrees with the subject closest to it.

Example: Neither the teacher nor the students were present. (The verb "were" agrees with the plural subject "students.")

Collective Nouns: A collective noun takes a singular verb when the group acts as a single unit, but a plural verb when individuals act separately.

Example: The team is winning. (acting as one unit) The team are arguing among themselves. (acting as individuals)

Indefinite Pronouns: Singular indefinite pronouns (e.g., everyone, someone, nobody) take singular verbs.

Example: Everyone is excited about the trip.

Plural indefinite pronouns (e.g., few, many, several) take plural verbs.

Example: Many were invited to the party.

Subjects Separated by Phrases: The verb agrees with the main subject, not the words in the intervening phrase.

Example: The bouquet of flowers smells lovely. (The verb "smells" agrees with the singular subject "bouquet.")

'Each' and 'Every': Subjects preceded by "each" or "every" take a singular verb.

Example: Each of the students has a notebook. Every boy and girl is present.

Titles and Names: Titles of books, movies, or other works take a singular verb, even if they appear plural.

Example: "The Chronicles of Narnia" is a popular series.

Amounts and Measurements: When referring to a total amount or measurement, use a singular verb.

Example: Ten dollars is enough for lunch. (The amount is considered as one unit.)

Subjects Starting with 'There' or 'Here': The verb agrees with the subject that follows "there" or "here."

Example: There is a book on the table. Here are the keys.

Plural Nouns with Singular Meaning: Some plural nouns (e.g., news, mathematics, physics) take singular verbs.

Example: Mathematics is my favourite subject.

'None' and 'All': "None" can take either a singular or plural verb depending on the context.

Example: None of the cake is left. (singular) None of the students are absent. (plural)

Subjects with Quantifiers: Words like some, most, all take singular or plural verbs depending on the noun they refer to.

Example: Some of the water is spilled. (uncountable noun) Some of the apples are rotten. (countable noun)

Reported Speech

Reported Speech

Reported speech, also called indirect speech, is a way of narrating or conveying what someone else has said without quoting their exact words. It often involves a shift in pronouns, tense, and expressions to reflect the speaker's perspective.

For example: **Direct Speech:** She said, "I am studying."

Reported Speech: She said that she was studying.

Classification - Reported speech is broadly classified into:

Statements (Declarative Sentences): Used to report general or specific statements.

Example: **Direct:** He said, "I like ice cream."

Reported: He said that he liked ice cream.

Questions: Involves reporting interrogative sentences.

These can be: a) Yes/No Questions:

Example: **Direct:** She asked, "Do you like coffee?"

Reported: She asked if I liked coffee.

b) WH-Questions:

Example: **Direct:** He asked, "Where are you going?"

Reported: He asked where I was going.

Commands/Requests: Used to report imperative sentences.

Example: **Direct:** She said, "Close the door."

Reported: She told me to close the door.

Exclamations: Used to report exclamatory sentences. Example:

Direct: She said, "What a beautiful painting!"

Reported: She exclaimed what a beautiful painting it was.

Rules for Converting Direct to Reported Speech

1. Change in Tense - The tense in reported speech usually shifts to the past unless the reporting verb is in the present or future.

Present tense → Past tense: **Direct:** She said, "I am tired."

Reported: She said that she was tired.

Past tense→Past perfect tense: **Direct:** He said, "I ate breakfast."

Reported: He said that he had eaten breakfast.

2. Change in Pronouns – Pronouns in reported speech change based on the speaker, listener, and context.

Direct: She said, "I will help you."

Reported: She said that she would help me.

3. Change in Time and Place Words – Certain time/place indicators need adjustment.

Direct Speech	Reported Speech
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Today	That day
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Tomorrow	The next day
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Yesterday	The previous day
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Now	Then
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Here	There
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Example: **Direct:** He said, "I will meet you tomorrow."

Reported: He said that he would meet me the next day.

4. Change in Reporting Verbs – Use appropriate reporting verbs, such as said, asked, told, exclaimed, etc.

Statements: He said that...

Questions: She asked if... or She asked where...

Commands/Requests: He told me to... or She asked me to...

Exclamations: She exclaimed that...

Exceptions to Tense Changes

Universal Truths: When reporting universal truths, the tense remains unchanged.

Example: **Direct:** The teacher said, "The Earth revolves around the Sun."

Reported: The teacher said that the Earth revolves around the Sun.

Reporting in Present or Future Tense: If the reporting verb is in present or future tense, the tense of the reported speech does not change.

Example: **Direct:** She says, "I am learning French."

Reported: She says that she is learning French.

Unchanging Facts: When reporting facts that do not change with time, the tense remains unchanged.

Example: **Direct:** He said, "India is a diverse country."

Reported: He said that India is a diverse country.

Examples for Practice

Statements: *Direct:* John said, "I have completed my work."

Reported: John said that he had completed his work.

Questions: *Direct:* She asked, "Why are you late?"

Reported: She asked why I was late.

Commands/Requests: *Direct:* He said, "Please lend me your book."

Reported: He asked me to lend him my book.

Exclamations: *Direct:* She said, "How wonderful the weather is!"

Reported: She exclaimed how wonderful the weather was.

Modals

Modals

Modals are auxiliary (helping) verbs that express necessity, possibility, ability, permission, obligation, or likelihood. They modify the main verb of the sentence and indicate the attitude or mood of the speaker. Unlike regular verbs, modals do not change form according to the subject or tense.

Common Modals – Can; Could; May; Might; Shall; Should; Will; Would; Must; Ought to

Rules for Using Modals in Sentences

1. Modals Are Followed by the Base Form of the Verb– A modal is always followed by the base form (root form) of the main verb.

Correct: She can swim.

Incorrect: She can swims.

2. Modals Do Not Change According to the Subject– Modals remain the same regardless of whether the subject is singular or plural.

Correct: He can run. They can run.

Incorrect: He cans run.

3. Modals Do Not Require an Auxiliary Verb to Form Negatives or Questions– To make a modal sentence negative, add "not" after the modal.

Example: He should not go.

[To form questions, invert the modal and the subject. **Example:** Should he go?]

4. Modals Indicate Degrees of Certainty, Ability, Permission, or Obligation– Each modal conveys a specific meaning:

Can: Ability or permission (She can drive.)

Could: Past ability or polite requests (He could sing well.) (Could you please shut the door?)

May: Permission or possibility (You may leave early.)

Might: Lesser possibility (It might rain.)

Must: Necessity or strong obligation (You must finish your work.)

Shall: Suggestions or promises (formal usage) (Shall we begin?)

Should: Advice or recommendations (You should sleep early.)

Will: Future certainty or willingness (I will call you tomorrow.)

Would: Hypothetical situations or polite offers (Would you like tea?) (If I were rich, I would buy a mansion.)

Ought to: Expresses moral obligation (You ought to respect your elders.)

5. Modals Are Used Without 'to' (Except Ought to)- Most modals are directly followed by the base verb, but "ought" is followed by "to."

Correct: You must go.

Correct: You ought to study.

6. No Infinitive or Gerund Form of Modals- Modals do not take "-ing," "-ed," or "-s" endings.

Incorrect: He canning swim.

Correct: He can swim.

7. Use Modal Pairs for Hypothetical and Conditional Sentences- In "if" clauses or hypothetical situations, pairs like would/could/might are common.

Example: If I were you, I would apologize.

8. Modals and Passive Voice- Modals can be used with the passive voice by following them with be + past participle.

Example: The work must be completed by tomorrow.



Current Year Questions (CYQs)

ENGLISH

Grammar

- A.** Fill in the blanks with appropriate words.
- (i) We decided to cut _____ the park to reach the station faster.
 - (ii) Children are advised _____ eating food from unhygienic stalls.
 - (iii) She has been living in this city _____ five years.
 - (iv) Ever _____ that rude remark, he has avoided meeting her.
 - (v) It was a tiring climb _____ the narrow staircase.
- B.** Fill in each of the numbered blanks with the correct form of the word given in brackets. Do not copy the passage but write in correct serial order the word or phrase appropriate to the blank space.
- (O) The children _____ (play) happily in the garden.
- Passage
- It was late in the evening and the streetlights _____ (i) (flicker) in the wind. Riya _____ (ii) (hurry) home because dark clouds had gathered. Suddenly, she noticed that her phone _____ (iii) (not work). She _____ (iv) (search) her bag for a charger but found nothing. Just then, a neighbour _____ (v) (offer) to lend her a power bank.
- C.** Join the sentences to make one complete sentence without using and, but or so. Choose the correct option.
- (i) Speak softly. You will disturb the baby otherwise.
- (A) Speak softly because you will disturb the baby otherwise.
 - (B) Speak softly unless you disturb the baby otherwise.
 - (C) Speak softly, else you will disturb the baby.
 - (D) If you speak softly you will disturb the baby.



(ii) Tina finished her homework early. She wanted to watch the match.

(A) Tina finished her homework early to watch the match.

(B) Tina finishes her homework early to watch the match.

(C) Tina finishing her homework early watching the match.

(D) Tina finished her homework early because she watch the match.

(iii) I misplaced the file. Do you know where it is?

(A) Do you know where did I misplace the file?

(B) Do you know where I misplaced the file?

(C) Do you know where I did misplaced the file?

(D) Do you know where I would misplace the file?

(iv) Rewrite the following according to the instructions.

The bell rang as soon as the teacher entered the class. (Begin with: No sooner...)

(A) No sooner did the bell ring than the teacher entered the class.

(B) No sooner had the teacher entered the class than the bell rang.

(C) No sooner the teacher had entered than the bell rang.

(D) No sooner had the bell rang when the teacher entered the class.

(v) Rewrite the following according to the instructions.

The trip was very exciting. (End with a question tag)

(A) The trip was very exciting, wasn't it?

(B) The trip was very exciting, isn't it?

(C) The trip is very exciting, wasn't it?

(D) The trip was very exciting, wouldn't it?



Answers:

A.

- (i) *cross*
- (ii) *against*
- (iii) *for*
- (iv) *since*
- (v) *up*

B.

- (i) *were flickering*
- (ii) *hurried*
- (iii) *was not working*
- (iv) *searched*
- (v) *offered*

C.

- (i) (C) *Speak softly, else you will disturb the baby.*
- (ii) (A) *Tina finished her homework early to watch the match.*
- (iii) (B) *Do you know where I misplaced the file?*
- (iv) (B) *No sooner had the teacher entered the class than the bell rang.*
- (v) (A) *The trip was very exciting, wasn't it?*