

PHRASES AND CLAUSES

Phrase

A **phrase** is a group of words that can be part of a larger group of words in a sentence. They make sense but cannot stand by themselves in sentences.

E.g. *on Thursday evening, once upon a time*

Take the sentence, *Once upon a time there lived a king.* Here, *once upon a time* forms a group of words with some sense but it cannot stand independently in a sentence.

There are different types of phrases depending on the class of the components in a phrase. You can make a noun phrase by combining a noun with other acceptable words or particles and it behaves like a noun. Like a noun, it may be used as a subject, an object, a complement, etc. Similarly, you can make phrases with other classes to get verbal phrases, prepositional phrases, etc.

E.g. *the blue car, purge of, learn from, at night, from the east*

Clause

A **clause** is a grammatical unit that has a subject and a predicate of its own and forms part of a sentence.

E.g. *Lisa is a girl who is preparing for the B.A. examination.*

The sentence has two parts. 1. *Lisa is a girl.* 2. *who is preparing for the B.A. examination.* Here, each part has a subject and a predicate. Each part is called a clause. But *the B.A. examination* is only a group of words and hence a phrase.

The following are the other features of a clause:

- It must have a verb in it. (*is* in the above example)
- The subject may be explicit or implicit. (*Lisa* in the first part, implicit in the second part with *who*.)
- A sentence comprises one or more clauses. (The given sentence contains two clauses: *Lisa is a girl* and *who is preparing for the B.A. examination*.)
- When the sentence has only one subject and predicate, it is both a sentence and a clause.

E.g. *The birds fly.*

There are two types of clauses: principal clause and subordinate clause.

Principal clause is also called an independent clause. It can stand on its own and makes complete sense by itself as in the above example.

Subordinate clause or dependent clause is dependent on the principal clause to make sense.

For example, take the sentence, *I got the letter that you sent me.* Here, *that you sent me* cannot be used independently and it is dependent on the other clause *I got the letter.* So the sentence has a principal clause and a subordinate clause.

Task 1:

Pick five phrases from the given passage.

Under the British, the social life of the Indians changed. The Indian civilization was much older than that of the British. At first, the traders mixed quite happily with the Indians. They learnt the Indian languages, ate Indian food and some even married Indian girls. They admired Indian art and music. This happened before they became the rulers of India.

Task 2:

Identify the clauses in the following sentences.

1. Please call her when you are free.
2. I'm going to the club now.
3. If I had known Spanish, I would have talked in Spanish.
4. I spoke to a man who can speak six languages.
5. After a week, they returned home.
6. To tell the truth, he did not qualify the examination.
7. Do not pluck flowers from here.

Task 3:

Identify the principal and subordinate clauses in the given passage.

Money symbolizes power and strength. As the strongest weapon of the state, money controls everything else. That is why, in a patriarchal society, only men handled money. Women depended on men because men possessed the power of money. Without money, Wilhelm turned nervous and sought protection in others irrespective of their gender associations. Though Herzog and Henderson managed to survive, Wilhelm failed miserably.

Task 4:

Identify the types of sentences in the given passage.

"What should we do?" asked one of the ministers.

"Let us all go to the royal pond tomorrow with eggs hidden in our robes. Then let us challenge Andare to bring an egg out of the water if he is clever," the senior minister said.

"At last! A good idea!" another one exclaimed.

Everybody thought this was a marvelous plan. So the next morning, they went with the king for a walk in the royal park. They invited Andare also to join them. He did not agree then.

Task 5:

Divide the following sentences into subject and predicate.

1. India is my country.
2. Hollywood film director Manoj Nite Shyamalan is a Malayalee.
3. Sun rises in the east.
4. The river flowed swiftly.
5. Lata was singing loudly for the invited guests.
6. Columbus discovered America.
7. Beyond the valley was a row of hills.
8. How are the winners received!
9. They were saying that many times to persuade them.
10. The rabbit and the hare ran a race.

Subject — Verb Agreement

Read the following passage.

There *are* forty students in this class. Only *one* of them *is* absent to-day. *Parthiban* *is* the class leader. *He* *tops* the class in most subjects. *He* *takes part* in extra curricular activities too. *If you believe* that education aims at the overall development of a person, equal importance *has* to be given to extra and co-curricular activities. In this class *many students* *are* actively involved in such activities.

In the above passage, the form of the verb in each sentence agrees with the subject, that is, the headword. Thus, There *are* forty students, Parthiban *is*., He *tops*., etc

The verb in a sentence agrees with its subject in person and number. This agreement is called *Grammatical Agreement* or *Concord*.

i) Look at the pairs of sentences below.

A	B
This girl <i>sings</i> well.	These girls <i>sing</i> well.
A rose <i>smells</i> sweet.	Roses <i>smell</i> sweet.
My <i>friend</i> <i>stays</i> here.	My <i>friends</i> <i>stay</i> here.

The subject in each sentence in table A is singular and so the verb is also singular (i.e., with the -s ending). Similarly, the subjects of the sentences in table B are plural in number and the verbs also are in the plural form. In all these sentences (1) the subject is in the third person, and (2) the verbs are in the present tense. In the past tense, the same form of the verb is used, except in the case of the verb *be*.

I *met* him on Monday.

He *recognised* me.

He *was* right.

We *met* him on Monday.

They *recognised* me.

They *were* right.

ii) Look at the pairs of sentences below.

A

I *am* happy.

I *was* happy.

You *are* right. (sg.)

You *were* right. (sg.)

He *is* an idiot.

He *was* an idiot.

It *is* a fly.

B

We *are* happy.

We *were* happy.

You *are* right. (pl.)

You *were* right. (pl.)

They *are* idiots.

They *were* idiots.

They *are* flies.

The verbs in the sentences above are different forms of the verb *be*. In column A after the singular pronoun subjects *I*, *you*, *he* and *it*, the verb takes the singular form. In column B after the plural nouns *we*, *you* and *they*, the verb takes the plural form. Thus *be* has different forms to agree with the different personal pronouns as subjects.

iii) Look at the pairs of sentences below.

He *does* his work well.

Does she know you?

Does it move?

I *do* my work well.

You *do* it well. (sg.)

They *do* their work well.

Do they know you?

Do they move?

We *do* our work well.

You *do* it well. (pl.)

Note how the verb *do* takes a form which agrees with its subject in each sentence. The personal pronouns *I* and *You* in the singular and *We* and *You* in the plural have the same form *do*.

iii) Look at the following pairs of sentences.

He *has* a car.

It *has* a black cap.

They *have* a car.

They *have* black caps.

I *have* an umbrella.

We *have* umbrellas.

You *have* a house of
own. (pl)

All of you *have* houses of your
your own. (sg)

Renu *has* come.

Renu and Ria *have* come.

In column A the singular subjects take singular forms of *have* and in B the plural subjects take the plural forms. For the personal pronouns *I* and *You* both singular and plural take the same form *have*. In the rest, the singular form is *has* and plural *have*.

iv) Look at the following sentences.

There is *a secret* in this.

There are *lots of stars* in the sky.

There were *roses* strewn around.

There was *some water* left.

In sentences of this type with the dummy subject *there*, the verb agrees with the 'real' subjects italicised in the given sentences.

v) Look at the following sentences.

My husband, *as well as* his cousins, *has* agreed to this.

His cousins, *with* their mother, *are* coming.

The cat, *unlike* dogs, *has* soft paws.

The students, *accompanied* by their teacher, *have* arrived.

A diamond ring, *in addition to* some gold items, *was* stolen.

Ram's parents, *rather than* Ram himself, *are* bent on his
going to the U.S.

The elephant, *unlike* lions, *is* a vegetarian.

Subject nouns followed by such expressions as *with*, *as well as*, *together with*, etc., (italicised in the above sentences), take verbs that agree with the subject nouns and not the nouns immediately preceding them.

vi) Note the following sentences.

The *repairing* of these machines *is* not over.

The *reason* for the change in his views *is* obvious.

The *surface* of these roads *needs* tarring.

Many *graphs* showing statistical details in this book *are* outdated.

In these sentences the subjects are noun phrases containing more than one word. In such sentences the verb agrees with the head word in the subject (italicised in the examples) and not with any other noun in it.

vii) Words such as *each, either, neither, one, no one, anyone, everyone, someone, anybody, somebody, everybody*, are singular and take singular verbs.

Each of his sons *wants* to buy a car, but *no one* *knows* how to go about it. Then *someone* *makes* two proposals which *everyone* *is* ready to accept. But on scrutiny *neither* *is* found practicable and hence *everyone* *rejects* both the proposals.

viii) Words such as *both, few, a few, many, several, etc.*, are plural and take plural verbs.

Many *have been* invited to my birthday, but only *a few* *are* sure to come. However, Lekha and Meena have informed me that *both* *are* coming.

ix) Nouns which are qualified by *every, each* and *many a* are singular and so they take singular verbs.

Every boy and girl *has been* assigned some duty or the other during the programme, but still *many a* student *has* escaped from any kind of duty.

x) Words like *none, any, some* and *most* take a singular verb when they have singular sense (while representing uncountable nouns) and a plural verb when they have a plural sense (standing for countable nouns).

Let me go into the kitchen to see if there *is any* ice cream left after the party. There *is none* but there *are some* lollipops left. There *is some* pudding also. But only *some* guests *have* left. Let me wait till all of them depart.

xi) When two or more nouns are joined by *and* forming a compound subject, generally it takes a plural verb. But when they form a phrase which expresses a single idea, a singular verb is used. Look at the following passage.

Ramu and Gopu *are* close friends, but their tastes and habits *differ*. While bread and butter *is* Ramu's favourite dish, idli and sambar *is* Gopu's speciality. But once they ate well when bacon and eggs *was* served where board and lodging *was* free for them.

However, when two or more nouns thus joined refer to the same person or thing, the verb is singular, for example,

My guide, guardian, and friend *is* my father.

My friend and confidante *is* my pet dog.

When the nouns joined together by *and* refer to different persons or things, the qualifying words are repeated with each noun, and the verb is plural.

My guardian and my friend *approve* of this.

My brother and my confidante *know* this secret.

xii) When two or more singular nouns are joined by *or*, *nor*, *either* *or*, or *neither* *nor*, the subject takes a singular verb.

Balu or Gopu *is* sure to win the prize, but unfortunately, neither Balu nor Gopu *is* participating in the match. I'm going to tell them that either the one or the other *has* to participate and bring credit to our school.

When a singular noun and a plural noun are joined by *or* or *nor*, the plural noun is placed nearer the verb and the verb is plural.

Either he or his friends *are* sure to come.

Neither Balu nor his brothers *approve* of this.

Usually, we avoid such constructions and instead say,

He is sure to come or else, his friends.

Balu doesn't approve of this, nor do his brothers.

xiii) In the case of collective nouns, when the noun stands for the group as a whole, a singular verb is used, and when it indicates the individual members of the group a plural verb is used.

The government *has* launched a campaign against illiteracy.

The government *have* not yet settled their dispute over this issue.

The audience *was* rapt in attention.

The audience *were* restless and started shouting.

xiv) Expressions of a quantity, distance, period of time, etc., take singular verbs.

Ten kilometers *is* not a long distance by car.

Four rupees *is* charged for a cup of coffee.

Five years abroad *has* transformed him completely.

However, when such an expression is considered as distinct separate units, a plural verb is used.

Three kilometers of this road *are* in very bad condition.

Five rupees *were* kept on the magician's palm.

xv) Plural nouns such as names of books, institutions, countries etc., take singular verbs.

The United Nations *is* working hard for world peace.

The Merry Wives of Windsor *is* a fine play.

Glimpses of World History *is* informative reading.

xvi) Some nouns are plural in form, but take singular verbs.

Civics *has* to be taught in school.

Bad news *travels* fast.

Billiards *is* a rich man's game.

This information *is* false.

Exercise - 1

Fill in the blanks with the correct present tense forms of the verbs given in brackets.

- (a) Every morning Ram and his wife (go) for a walk. There (be) two more couples who (walk) along the same road. An aged man, accompanied by his two sons, also (have) chosen the same road for his walk. This man, unlike the others, (walk) rather slowly. This road with a few gutters (be) not quite safe unless you (be) a bit careful.
- b) Renu's birthday (be) next Monday. There few ideas. Almost everyone of her friends (want) a grand party, but neither her father nor her mother (approve) of that plan. Both of them (suggest) a small get together. Actually, Renu herself, rather than her parents, (seem) to be keen on this. Her mother then says, "The walls of the living room (have) to be painted and the surface of the tables (need) a little polishing. None of you (seem) interested in such matters." Someone (get up) and (s:y), " (do) anyone of you agree with her?" "No", someone (reply), "Everyone (know) the truth that painting or polishing (do) not interest children. Every child (like) to eat cake, ice cream and all kinds of sweets. I believe many an adult (have) the same weakness, though often it (be) hidden."
- c) Rekha's guide and guardian (be) her mother. Still her teacher and her friend also (have) a great influence on her. There (be) lots of books on her shelf. Some of them (relate) to adventure. None of them (have)

anything to do with philosophy. On Sundays her friend or her cousins _____ (visit) her and then they go out for a film at the theatre nearby. Fifty meters _____ (be) not a long distance. Rs. 20 _____ (be) the fare. Either she or her cousins _____ (pay) for the tickets. The audience _____ (be) silent if the film is good. Otherwise, they _____ (mutter) and are indifferent. Rekha, as well as her cousins, _____ (watch) the whole show, whether it is good or bad. Physics _____ (seem) to be her first love. Idli and sambar _____ (be) her favourite dish. As for her hobbies, building castles in the air often _____ (transport) her into a state of bliss.

- d) One of the children _____ (be) quite naughty at times. When everyone else in the class _____ (do) his homework regularly, he alone _____ (do not). Almost everyday he, along with a couple of his friends, _____ (play) some mischief or the other. His class teacher, as well as the other teachers, _____ (find) it difficult to handle him. However, he has some talents too, one of which _____ (be) for painting. Beautiful scenery always _____ (inspire) him to draw. One of his favourite hobbies _____ (be) cartooning. Such children who _____ (be) a combination of mischievous tendencies and talents _____ (have) to be handled carefully and tactfully.
- e) Neither Ramu nor Rishi _____ (know) the correct answer to the question but both of them _____ (think) that they _____ (know) it. Either of them _____ (feel) that the other one (do not) know the answer but the truth is that none of the two _____ (know) it.

TAG QUESTION

Question tags are short questions placed at the end of sentences in order to transform the whole sentence into a question. Tags are commonly used in spoken English and the use of correct tags is a part of good communication skills. Look at the examples given below:

You don't work in this office, do you?

Rekha is preparing for her exams, isn't she?

The short question at the end of each sentence is aimed at checking whether the sentence that precedes it is true or false. There are certain simple rules to be followed while adding question tags.

Rule 1 - A comma is placed immediately after the main sentence to separate it from the question tag that follows. Similarly, an interrogation mark is placed after the question tag to make it a question. Look at the example given below:

The show opens tonight, doesn't it?

Rule 2 - Positive statements take a negative tag and negative sentences take a positive tag. Here are some examples:

He is an artist, isn't he?

They were attending the function, weren't they?

You don't want to be late for the party, do you?

You won't tell him my secret, will you?

He is seldom absent, is he?

He hardly does any work, does he?

Rule 3 - The subject in the main sentence should agree with the pronouns in the question tag in person, gender and number. Look at the following sentences:

Rasiya is going tomorrow, isn't she?

They are going tomorrow, aren't they?

Rule 4 - The auxiliary verb in the main sentence and in the tag must be the same. The tense of the tag is determined by the tense of the auxiliary/modal verb of the statement that precedes it. If the sentence is in the simple present or the simple past tense, naturally there won't be any auxiliaries in the sentence and we have to use the appropriate form of the auxiliary 'do' in the tag. Take a look at these examples:

You haven't completed the work, have you?

She comes from Kerala, doesn't she?

You heard him speak, didn't you?

Rule 5 - 'Each', 'everyone', 'everybody', 'nobody', 'no one', 'none' are singular and they take a singular verb in the main sentence. However, the question tag for these always takes a plural verb and plural pronoun. See the following examples:

Everyone has come, haven't they?

None of your friends like her, do they?

Everyone can pass the test, can't they?

Rule 6 - If the sentence starts with 'let us/let's' the tag always uses 'shall we'. For example:

Let us obey the rules, shall we?

Rule 7 - In imperative sentences, the tag 'won't you' or 'would you' is used in accordance with the situation. For example:

Come in, won't you?

Open the door, would you?

Task 1

Attach appropriate question tags to the following sentences.

1. Mary has arrived.

.....

2. The festival begins next week.

.....

3. I have given you the instructions.

.....

4. They won't trouble you again.

.....

5. Let us go for a walk in the morning.

.....

6. Come here.

.....

7. He went alone today.

.....

8. Everybody has to appear for the exam.

.....

9. She got a promotion.

.....

10. He seldom comes on time.

.....

Task 2

Correct the errors in these sentences.

1. You don't understand what I am telling you, no?

.....

2. This is often the case, is it?

.....

3. It was a great tragedy, isn't it?

.....

4. You cannot carry that entire luggage, could you?

.....

5. There is no meaning in going now, are there?

.....

6. She rarely appears for such programmes, isn't she?

.....

7. All of us have worked hard, isn't it?

.....

8. They fight all the time, won't they?

.....

9. He left early in the morning, doesn't he?

.....

10. Come here, don't you?

.....

Tenses

Look at the following passage.

See what little Sohan *is doing*. He *is reading* a fairy tale from *Grimm's Fairy Tales*. He *reads* quite fast. He *was introduced* to the world of books through comics. By now he *has read* quite a good number of fairy tales and adventure stories. Since children *love* pictures and stories, comics *will* best *serve* as starters.

The verbs in this passage are in different forms. The term *tense* refers to these different forms of the verb indicating the time of the action and its degree of completeness.

While time is a universal concept independent of language, tense denotes a verb form which expresses a time relation. Making use of the various tense forms we express the present, past and future time concept. For expressing the sense of futurity we also use different forms of the modal auxiliaries *will* and *shall*. The following table shows the different forms of the verb in various tenses.

<i>Tense</i>	<i>Simple</i>	<i>Continuous</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	laugh/s	am is are } laughing	has have } laughed	has been have been } laughing
Past	laughed	was were } laughing	had laughed	had been laughing

A. Uses of Tenses

i) Simple Present

- (a) Every day after class Renu *goes* to the beach with her friend. They *walk* along the beach for half an hour and then *return* home. Renu *feels* quite refreshed after this evening walk.

The verbs in the *Simple Present* tense express habitual actions. The base form of the verb is used except when the subject is third person singular. The verb then takes the form with an *-s*.

- (b) Three seas *meet* at Kanya Kumari. The sun *rises* from one sea and *sets* in another.

In these sentences the simple present is used to express facts which are true of all time, universal truths.

- (c) The milk for this city *comes* from a private dairy.
The passenger train *stops* at every station.

Here the simple present is used to express the present state of affairs or arrangement.

- (d) The simple present is used in running commentaries of sports and games, describing events that are going on. For example, Ajay *heads* the ball and it *goes* beyond the goal post. The crowd *applauds*
- (e) The simple present is used to refer to a series of items in an itinerary or planned programme. For example, The chief guest *arrives* at 5 p.m. After the presidential address, he *inaugurates* the cultural week and *delivers* the inaugural address.
- (f) Sometimes in the course of a narration of past events, we use the simple present to make the narration more dramatic. This kind of using the present tense is called the *Historic Present* or *Narrative Present*. For example,

It was 10 o'clock when the meeting got over. I was driving back home. Suddenly I *find* the road blocked. Two men in black *stand* before me. One *has* a pistol. He *points* it at me and *shouts*...

(g) Read the sentences below and take note of the adverbs which are frequently used with verbs in the simple present tense.

He *regularly* visits his grandparents on Sundays.

We *occasionally* go for a film.

I *always* watch the T.V. serial at 7 o'clock.

He *sometimes* visits the zoo.

Adverbs of this type are called adverbs of "frequency". They are generally put before the verbs, as in the sentences above.

(h) There are certain verbs which do not take the continuous forms and hence take the simple tense form alone. For example, *know*, *understand*, *feel*, *belong*, *owe*, *want*, *have*. etc. Generally speaking, verbs which express activities of the mind and the sense organs, or feelings and emotions are of this type. For example,

I *know* you've your own arguments, but I *feel* you *owe* him an apology. As I *understand*, you did give him hope. If you *want*, you may write to him or ring him up, whichever you *feel* is better.

ii) Present Continuous

The present continuous tense is used,

1. to indicate actions or events which are going on or are in progress at the time of speaking.

She *is narrating* a story and her friends *are listening* to her in rapt attention, and her pet dog *is snoring* away.

2. to indicate a future action.

A famous music troupe *is visiting* our college next week and we *are inviting* students from other colleges for the concert.

3. to indicate an action in progress, but which may not necessarily be going on at the moment of speaking:

We *are practising* a play for our College Day.

They *are constructing* a new auditorium for our college.

4. to indicate repeated occurrence of an action, often an irritating action repeated.

He *is always nagging* me with silly issues.

She *is seeing* strange hallucinations.

5. Verbs expressing feelings or emotions which are generally used only in the simple present are used in the present continuous in certain special uses.

He *is tasting* the dish to judge it. (used transitively)

I *am having* all kinds of nightmares. (experiencing)

Exercise - 1

Fill in the blanks with the appropriate verb forms, simple present or present continuous.

Usually I _____ (prepare) dinner at home, but today we _____ (go) out. We _____ (start) from here at 8 and after dinner _____ (go) for a movie and then _____ (return) home by 11. My brother _____ (do) his homework. He _____ (not know) about our programme. If he _____ (know) it, he will straightaway stop his work. Usually he _____ (study) till 9, _____ (have) his dinner, _____ (watch) T.V. and then _____ (go) to bed at 10. Look at him. He _____ (bite) his pencil, stuck with some problem, I _____ (feel).

iii) Simple Past

(a) Look at the following.

A tortoise and a hare *decided* to run a race. The hare *ran* fast, *grew* tired and *rested* on the way. Soon he *fell* asleep. The tortoise

moved at a slow pace but without stop and *reached* the finishing point.

The italicised verbs are in the simple past. This form is used to narrate a sequence of actions in the past.

(b) It is also used to indicate an action completed in the past and the time of the action is expressed by a word or clause.

Jim *visited* me yesterday and together we *went* for a film.

The expression of time may be omitted,

1. When the time of the action is obvious from the context, or from common knowledge:

The battle of Kalinga *transformed* the life of Asoka.

I was at the theatre yesterday. Oh, I too *was* there.

2. When the present perfect precedes the simple past:

We've been to the coffee house. We *had* Vanilla ice cream.

3. In conditional clauses:

If he *walked* fast, he would reach there on time.

(c) It is also used to refer to habitual actions in the past.

When I *was* in Hyderabad, I *went* to the library every day. In the evenings I *went* for a walk. On Sundays I *visited* some of the monuments and *did* some shopping and occasionally *visited* some old friends.

Exercise - 2

Narrate the sequence of events on your first day in college.

iv) Past Continuous

Read the following.

(a) When I entered the room, the telephone *was ringing*.

At 10'clock she *was drinking* coffee.

Here the past continuous is used to show that an action was continuing at a particular point of time in the past.

(b) Renu *was sitting* in the garden and *reading* a book. Her pet cat *was sleeping* by her side. Her brother *was playing* with his friends. Suddenly it started raining and they all ran in.

The italicised verbs are in the past continuous tense. It is used to refer to activities in the past that were in progress at the same time.

(c) Look at this bit of dialogue.

Renu : What *were* you *doing* between nine and one yesterday? I tried you over the phone.

Nita : I *was searching* for a missing book all morning.

Here the past continuous is used to refer to a continuous activity that was going on over a certain period of time in the past.

(d) Look at the following.

He *was* constantly *practising* light music the past two months.

During the whole of last week it *was* continually *raining*.

Here the past continuous is used to show the repetition of an activity during a period of time in the past.

Exercise - 3

Fill in the blanks with the simple past or past continuous tense forms, whichever is appropriate, of the verbs given in brackets.

As I ____ (watch) the TV, my son ____ (play) tennis outside. Suddenly electricity ____ (fail). In fact, electricity ____ (fail continually) the whole of last month and many ____ (complain) about this. Just then the door bell ____ (ring). My son ____ (stand) there and he ____ (curse) the rain.

v) Present Perfect

(a) Look at the following.

They *have decided* on a plan. The whole class *has accepted* it.
They *have also decided* to keep it a secret till they carry it out.

The italicised verbs above are in the present perfect tense. It is formed with the auxiliary *have / has* + the past participle form of the main verb. It refers to actions completed in the past, which have a link with the present situations. We don't use any adverbial indicating any specific point of time in the past, as we do when we use the simple past. For instance,

They *decided* on a plan *last Tuesday*. The whole class *accepted* it *the next day*. *Immediately* they *decided* to keep it a secret till they carry it out.

(b) Look at the following.

I *have worked* in this firm *for* four years and my friend *has worked* in a branch of the same firm *for* five years.

I *have attended* an evening class in Russian *since* the first of April 1998 and my friend *has undergone* a computer training programme *since* the beginning of this year.

In these sentences the present perfect forms of the verbs are used with time expressions introduced by *since* or *for*. All the sentences lead up to the present and they could also mean that the activity still continues. For instance, the above sentences could mean, I continue to work and continue to attend the class, etc.

The adverbial phrases beginning with *for* express a period of time and denote duration while the adverbial beginning with *since* specifies a point of time in the past when the action or state of affairs began.

When the same is expressed in the simple past, the meaning changes. "I *worked* in this firm for four years" indicates a period of four years

some time in the past whereas "I *have worked* here for four years" brings us to the present.

(c) The present perfect is also used to express an experience in the past, as in the sentences below.

I *have visited* the Taj Mahal.

Have you ever *climbed* a mountain?

(d) The following sentences have some time expressions commonly used with the present perfect. They bring the action upto the present time.

The taxi has come *already* but the children haven't got ready *yet*. I have kept everything ready for them *for quite sometime*. They have developed this habit *lately*. I have warned them *quite often*, but I haven't punished them *so far*.

Exercise - 4

Fill in the blanks appropriately with the simple past or present perfect forms of the verbs given in brackets.

I _____ (book) two tickets for the film *Titanic*. I _____ (do) it last week. I hope you _____ (complete) your assignment and will be free to join me. I _____ (try) to contact you yesterday, but could not.

vi) Present Perfect Continuous

(a) Look at the following passage.

It *has been raining* continuously since morning and I can't go out for a walk. I *have been planning* to go out for quite some time but the rain doesn't stop. My father who *has been reading* the newspaper till now is getting ready to go to office. He *has been cursing* the rain.

The verbs italicised are in the present perfect continuous tense. It is formed with *has / have + been + present participle (-ing form)* of the verb.

It indicates an action or state of affairs that has been going on continuously over a period of time. Like the present perfect, this form also leads upto a point in the present, the action being still going on.

(b) Look at the following sentences.

Someone *has been sleeping* in this bed.

He *has been playing* tennis for an hour.

In these sentences the verbs express actions completed in the past which had continuity over a certain duration of time and has some link with the present. Sometimes there is hardly any difference in meaning whether we use the present perfect or the present perfect continuous tense. For example,

I *have worked* here for four years.

I *have been working* here for four years.

vii) Past Perfect

Look at the following passage.

When I reached the station, the train *had* already *left*. Though I hired a taxi, by the time I reached the hall, the meeting *had started*.

The italicised verbs are in the past perfect tense. It is formed with *had* + past participle form of the verb. It refers to the earlier of two actions in the past, the other one being in the simple past tense. It indicates an action already over when another action takes place, both in the past. In indirect speech, both the present perfect and the simple past are changed to past perfect:

John said, "I've seen this before."

John said that he *had seen* that before.

John said, "I saw it yesterday."

John said that he *had seen* it the previous day.

viii) Past Perfect Continuous

Look at the following.

He *had been sleeping* for two hours when I woke him up. He told me that he *had been dreaming* of trekking in the snow-clad mountains when I disturbed him.

The italicised verbs are in the past perfect continuous tense, formed with *had been* + present participle (*-ing* form) of the verb. It is used to refer to an action which continues for a period of time in the past upto a point of time. Thus the past perfect and the past perfect continuous lead upto a point of time in the past, but when we use the latter the focus is on the continuous aspect of the action.

Exercise - 5

Fill in the blanks with the appropriate forms of the verbs given in brackets.

When we _____ (reach) the beach, the rain _____ (stop). It _____ (rain) continuously for the past one hour. Children who _____ (play) on the beach _____ (run) towards the Recreation Club and _____ (take) shelter there. When we _____ (reach) there, they _____ (come, just) out of the club.

The Future

English verbs do not have specific future tense forms. The idea of futurity in time is expressed in several ways with the help of present tense forms and auxiliaries.

She *starts* tonight and *reaches* Chennai tomorrow.

She *reaches* Chennai tomorrow and Bangalore the day after.

Here the simple present tense forms are used.

I *am presenting* a paper tomorrow.

They *are leaving* for Chennai, the day after tomorrow.

Here the present continuous forms are used to indicate futurity.

I am going to construct a new house.

They are going to buy a new car.

Here it is the present continuous form of the verb *go + to - infinitive* of the verb. This form emphasizes the intention of a future action.

ix) Simple Future

(a) Look at the following.

A Jersey cow *will yield* a lot of milk.

Each night *will lead* to a dawn.

will + verb is used here to express habitual actions assumed to take place in future.

(b) Look at the following.

He *will come* tomorrow and we *shall welcome* him warmly.

Will / shall + bare infinitive denotes an action or event in the future. We normally use *will* in conversation and *shall* in formal writing with first person pronouns.

(c) The future tense form is used in sentences containing conditional clauses in the simple present tense.

If she agrees, I *will marry* her.

(d) Verbs not normally used in the continuous tenses, usually express futurity by the simple future.

You'll *know* your result tomorrow.

He *will surely understand* me.

x) Future Continuous

This is formed with the simple future of *to be + the present participle*. It shows the following.

(a) Future events that are planned.

She *will be leaving* tomorrow.

I *will be presenting* a paper tomorrow.

This form is interchangeable with the present continuous.

She *is leaving* tomorrow.

I *am presenting* a paper tomorrow.

However, the action implied by the present continuous form is more definite than the other.

(b) Future without intention, just stating that something will happen

I *will be meeting* my friend tomorrow.

The simple future, on the other hand, expresses future with intention.

I *will meet* my friend tomorrow.

xi) Future Perfect

This form is used to indicate an action which is expected to be completed by a certain time in the future.

By 4 o' clock I *will have completed* this work.

By the end of next week he *will have opened* the new shop.

xii) Future Perfect Continuous

This form is used in place of future continuous when the action is continuous or going on.

By April they *will have been living* here for a year.

By next month she *will have been teaching* here for ten years.

Exercise - 6

Fill in the blanks with suitable forms of the verbs in brackets.

Raghu ____ (join) this college as a teacher in 1980. By next year he ____ (teach) here for twenty years. He ____ (teach) grammar since

1988. For three years he _____ (be) on leave to do research. When he _____ (rejoin) after his leave, he _____ (not complete) his research work. However, within a year he _____ (complete) the work and _____ (submit) his thesis. When Sekhar _____ (join) the faculty, Raghu _____ (award, already) the degree.

Exercise - 7

Explain the difference in meaning between the sentences in the following pairs.

1. As he listened to the music, he hummed.
After he had listened to the music, he hummed.
2. I will write to him tomorrow.
I will be writing to him tomorrow.
3. I visited London last year.
I have been to London.
4. I have been in London for four years.
I have been in London since 1998.
5. We are going to Kovalam tomorrow.
We will be going to Kovalam tomorrow.
6. He was lecturing seriously when I raised a doubt.
He made a long speech when I raised a doubt.
7. He said he had stayed in Delhi.
He said that he had been staying in Delhi.
8. She is always nagging him.
She often nags him.
9. He worked in this firm for five years.
He has been working in this firm for five years.
10. She is making idli for breakfast.
She will be making idli for breakfast.

REPORTED SPEECH

When we want to communicate what somebody has said, we can either use direct speech or reported speech.

In direct speech, what the speaker has said is presented in her/his own words without any change.

In indirect or reported speech, the speaker's words are reported by another person and therefore certain essential changes in grammatical structure, wording and punctuation must be made.

Look at the following example:

Direct speech: Priyanka said, "I am very tired now."

Reported speech: Priyanka said that she was very tired then.

These are the changes that have been made in the reported speech:

- The quotation marks, which contain the actual spoken words uttered by Priyanka, have been omitted.
- The conjunction 'that' has been added before Priyanka's words.
- The pronoun 'I' has been changed to 'she' because the speaker has changed.
- The present tense form 'am' has been changed to the past tense form 'was'.
- The adverb 'now' has been changed to 'then'.

Rules for changing direct speech to reported speech

Now, let us look at the rules for converting direct speech to reported speech.

Rule 1: When the reporting verb is in the past tense, all present tense forms of the verb within the direct statement are changed into their corresponding past tense forms.

Usha said, "I am leaving." → Usha said that she was leaving.

Rule 2: If the reporting verb is in the present or future tense, the tense forms within the direct statement remain unchanged.

Irfan says/will say, "I am not attending the party." → Irfan says/will say that he is not attending the party.

Rule 3: If the direct statement is about a universal truth or habitual action, the tense of the verb remains unchanged.

David said, "I go for a walk every morning." → David said that he goes for a walk every morning.

The teacher said, "The earth moves around the sun." → The teacher said that the earth moves around the sun.

Rule 4: When the reporting verb is in the past tense, the simple past tense within the reported part is changed into the past perfect tense.

Meera said, "Shafana denied my request." → Meera said that Shafana had denied her request.

Rule 5: When the reporting verb is in the past tense, the past continuous tense within the reported part is changed into the past perfect continuous tense.

He said, "I was travelling to New Delhi." → He said that he had been travelling to New Delhi.

Rule 6: When the reporting verb is in the past tense, the simple future tense within the reported part is changed into the present conditional.

She said, "I will attend the meeting tomorrow."

↓
She said that she would attend the meeting the next day.

Rule 7: When the reporting verb is in the past tense, the future continuous tense within the reported part is changed into the conditional continuous.

Johnny said, "I will be finalising the programme tomorrow."

↓
Johnny said that he would be finalising the programme the next day.

Rule 8: The following modals in direct speech are changed in reported speech as shown below:

can → could may → might must → had to/would have to

Vinaya said, "I must go tomorrow." → Vinaya said that she had to go the next day.

Rule 9: The following modals in direct speech remain the same when changed to reported speech: *would, could, might, should* and *ought to*.

Vidya said, "I should get the report by tomorrow."

↓
Vidya said that she should get the report by the next day.

Rule 10: While converting interrogative sentences into direct speech, the reporting verbs like 'said' and 'said to' are changed to 'asked', 'enquired' or 'demanded'.

He said to me, "Where are you going?" → He asked where I was going.

Rule 11: If the spoken sentence begins with an auxiliary verb, the joining word should be 'if' or 'whether'.

Roy asked me, "Will you attend the programme?" → Roy asked me whether I would attend the programme.

Rule 12: If the spoken sentence begins with a wh-word, that word itself acts as the joining word.

He said to me, "What is your name?" → He enquired what my name was.

Task 1

Change these questions to reported speech.

1. She asked them, "Should I sit down?" _____

2. He enquired, "Where is the investment?" _____

3. She asked, "Do they want to try?" _____

4. He asked, "How am I doing?" _____

5. He asked me, "Why am I working here?" _____

Rule 13: If the reported speech is introduced with imperative words like ordered, requested, advised or suggested to show a command, a request, or a wish, 'to' is used.

The teacher said to the students, "Submit your assignments by tomorrow."

↓
The teacher instructed the students to submit their assignments by the next day.

Rule 14: When changing exclamatory sentences to reported speech, the interjections are not used, and the sentence is converted into an assertive sentence.

He said, "Wow! I am impressed." → He exclaimed that he was very impressed.

Rule 15: While the first person of the reported speech changes according to the subject of the speech being reported, the second person changes according to the object of the speech being reported. The third person undergoes no change at all.

First Person

She said, "I am hungry." → She said that she was hungry.

Second Person

He said to them, "You have completed the task." → He told them that they had completed the task.

Third Person

He says, "She is working on her project." → He says that she is working on her project.

Rule 16: Words expressing nearness in time and space in direct speech are changed into words expressing distance.

Words in direct speech	Words in reported speech
now	then
here	there
ago	before
thus	so
today	that day
tomorrow	the next day
this	that
yesterday	the day before
these	those
hither	thither
come	go
hence	thence
next week/month	following week/month

Task 2

Correct the pronouns and adverbs (in bold) in these reported sentences.

- "It is scheduled for tomorrow." She told me it was scheduled for **yesterday**. _____
- "I can't do both jobs." He said **I** can't do both jobs. _____
- "I will leave this week." He said he would leave **this** week. _____
- "Actually this is mine." She said it was actually **mine**. _____
- "We will win this match." **Them** said that they will win that match. _____

Rule 17: The spoken part in direct speech should be enclosed in quotes and begin with a capital letter. Punctuations like comma, full stop, question mark, or exclamation mark must be present at the end of the quoted speech and are placed inside the closing inverted commas.

Maya said, "I'll go to the library tomorrow."

Ushashi said, "Why don't you meet us today?"

Task 3

Place quotation marks and proper punctuations in the appropriate places in the following sentences.

1. My colleague said I can no longer teach that class.
2. We're going to watch the film on the very first day said Stan.
3. Ravi said this is not working out and we need to review the plan.
4. Zayn said let us go over the numbers one more time.

Task 4

Change the following sentences to reported speech by filling in the gaps and using the correct tense.

1. "I am finishing the report". She said _____
2. "I believe this is true". He said _____
3. "We put a lot of effort into this." They said they _____
4. "The school has three hundred children." She said _____

Reporting verbs

Reporting verbs in academic essays are used to refer to the research people have carried out, or their views on a topic. It is important to select an appropriate verb and to vary the ones used in the course of an essay. Often they are used in the past tense, but if the work is recent or if you are focusing on a particular researcher or study throughout your essay, you may decide to use the present tense for more impact and to separate them/it from other researchers or studies.

Here is a list of some common reporting verbs and the various situations in which they should be used:

Gives an opinion based on a finding

points out
observes
recognises
notes
gives
publishes

Comments in passing

mentions
remarks

Believes without evidence

assumes

Gives a strong opinion

claims
contends
argues
maintains
stresses
declares

Gives an opinion on the future

proposes
recommends
forecasts
predicts
projects
suggests

Tells us how

describes
shows
explains
discusses
reports
demonstrates
uses
highlights
emphasises
indicates

Looks at two different areas

compares
contrasts

Does not believe in

rejects
denies
refutes
questions

Looks closely at

analyses
focuses
theorises

Uncovers

reveals/shows
finds
discovers
learns

Goes further to show

develops
expands

Conducted a study

carries out
surveys

If you use 'according to', then there is no need to use a reporting verb as well.

According to Jones et al. (2009), ~~they stated~~ the best way to...

This is another style of reporting.

Task 5

Choose appropriate reporting verbs from the table given in the previous page and fill in the blanks.

1. Arun (2009) _____ this is only for section three.
2. He also _____ there will be no additional sections.
3. Jones (1999) _____ a rise in sales by 2020.
4. He also _____ that there are more pressing concerns.
5. Srikant (2010) _____ this is the best model overall.
6. Zahir _____ the need for cooperation.
7. He also _____ the criticism directed at the project.
8. Mitali _____ whether they need two generators.
9. Kakoli _____ the three models in terms of efficiency.
10. John _____ the original model by adding another variable to his calculations.

Task 6

Change these direct quotes to reported speech.

1. "I was not asked for my input about the project."
.....
2. "We both joined the company at the same time." (Ken)
.....
3. "There is a clear role for an administrator to reduce the workload."
.....
4. "I thought the class size was too large."
.....
5. "As the assistant manager, I noticed that there was an immediate problem in the way we were handling these enquiries."
.....

Voice : Active and Passive

Look at the following passage.

I *sent* a letter to my friend by speed post last Monday. I *sent* another letter by ordinary post the same day. The first letter *was received* by my friend the next day. The other letter *was received* only on the third day.

In the first two sentences *I* is the subject. It occurs first and is given prominence. The verb *sent* is a transitive verb, followed by its object *letter*. In both the sentences the verb is said to be in the *Active Voice*. In the last two sentences *the letter* becomes the subject and is given prominence. The verb form used is *was received*. Here the verb is said to be in the *Passive Voice*. A sentence with a transitive verb can be either in the *Active Voice* or in the *Passive Voice*.

I wrote a letter in the morning.

A letter was written by me in the morning.

The first one is in the *Active Voice* and the second one in the *Passive Voice*. When we use the *Active Voice* we give prominence to what the

doer or the agent does and when we use the Passive Voice we give prominence to the result or object of the action.

In the transformation of a sentence from the Active to the Passive voice, the following changes occur.

1. The object of the verb in the Active Voice is shifted to the position of the subject.

He wrote *a letter*

A letter was written by him.

2. The subject becomes the agent and is preceded by *by*. The agent is deleted when the doer is not of importance in the context.

He wrote a letter.

A letter was written *by him*.

They built a bridge across the river.

A bridge was built across the river.

3. The verb should agree with the subject in number and person.

He taught them.

They *were taught* by him.

They taught him.

He *was taught* by them.

4. The form of the verb undergoes a change. In the Passive Voice it is the appropriate form of *be* + the past participle form of the verb. Note the change in the form of the verbs in different tense forms in the examples below.

Active

Passive

i) Present, Past and Perfect tenses

She *writes* letters at night.

Letters *are written* by her at night.

She *wrote* a letter yesterday.

A letter *was written* by her yesterday.

She *will write* a letter to-day.

A letter *will be written* by her to-day.

She *has written* a letter.

A letter *has been written* by her.

She *had written* a letter.

A letter *had been written* by her

She *will have written* a letter.

A letter *will have been written* by her.

ii) Continuous tenses

I *am using* my pen.

My pen *is being used*.

I *was using* my pen.

My pen *was being used*.

Active

Passive

iii) Auxiliary + infinitive forms are made passive by using a passive infinitive.

You can buy this.

This can be bought by you.

You must polish this floor.

This floor must be polished.

iv) Other infinitive combinations

I want someone to do it.

I want it to be done.

He requested me to oblige.

I was requested to oblige.

I decided to visit her.

I decided that she should be visited.

People say that he is a fool.

He is said to be a fool.

v) Gerund combinations

He suggested planning a trip.

He suggested that a trip should be planned.

I remember him taking me to the zoo.

I remember being taken to the zoo.

vi) Sentences with subordinate clauses

People say that the world will end soon.

It is said that the world will end soon.

I hope that she'll come.

It is hoped that she'll come.

vii) Imperative Sentences

Close the door.

Let the door be closed.

Post this letter.

Let this letter be posted.

viii) Phrasal verbs and prepositions

I looked after him.

He was looked after by me.

I switched off the light.

The light was switched off by me.

They laughed at him.

He was laughed at by them.

You must write to him.

He must be written to.

ix) Interrogative sentences

Will they forgive him?

Will he be forgiven by them?

When did you buy this?

When was this bought by you?

Who *was assisting* you?

By whom *were you being assisted*?

Do you *regard* him as

Is he regarded as your friend? your friend?

Had she completed her work?

Had her work been completed by her?

x) *With modal auxiliaries*

This *will upset* our plan.

Our plan *will be upset* by this.

He *may like* this dish.

This dish *may be liked* by him.

I *can eat* this in a second.

This *can be eaten* in a second by me.

xi) *Complex and Compound sentences*

While transforming complex and compound sentences into passive voice, those clauses with transitive verbs can be changed and those with intransitive verbs will remain as they are.

Veena *caught* the ball and *threw* it to Sidhu.

The ball *was caught* and *thrown* to Sidhu by Veena.

I *was singing* a song when someone *interrupted* me.

A song *was being sung* by me, when I *was interrupted*.

The baby *slept* when the mother *sang* a lullaby.

The baby *slept* when a lullaby *was sung* by the mother.

Shut your mouth and *quit* the place.

Let your mouth *be shut* and *quit* the place.

xii) *Di-transitive verbs*

Sometimes some transitive verbs take two objects, the *Direct Object* and the *Indirect Object*. Either of them could become the grammatical subject in the passive form of the sentence.

I taught *him grammar* last year.

In this sentence *him* is the indirect object and *grammar* is the direct object. It can be passivised in two ways.

He was taught grammar by me last year.

Grammar was taught to him by me last year.

In such cases the sentence beginning with the Indirect Object is preferred.

Exercise - 1

Rewrite the following, transforming the active verbs into passive and vice versa wherever possible.

I tried one or two explanations for his behaviour, but indeed, I could not convince myself. Our friend's title, his fortune, his age, his character, and his appearance are all in his favour, and I know nothing against him, unless it be this dark fate which has haunted his family. However, our conjectures were set at rest by a visit from Stapleton himself that very afternoon. He offered apologies for his rudeness of the morning and after a long private interview with Sir Henry in his study we were told that the breach was patched up. As a sign of it we had been invited to dinner by him.

Exercise - 2

Rewrite the following changing the voice of the verb wherever possible.

- (a) People say that Mr. Sampath is a magician. Everyone believes that he shows miracles. But some people questioned this belief and they conducted an investigation which proved their belief wrong. One favourite item of his was to turn a white ball into a dove. They had brought a ball with them which he was asked to turn into a dove. Unfortunately he could not do it and from then onwards he was called the fake magician.
- (b) Though you can fool some people sometimes, all people can't be fooled always. Bear this in mind before you plan to fool someone. Don't forget that if your attempt fails, you make yourself a fool. On All Fools' Day, unless you are very careful someone will definitely make you a fool, especially if you have already made some people fools.

SENTENCE COMPLETION

Sentence completion tasks are usually given to test one's ability to comprehend the overall idea of a passage and to choose and use the most appropriate word in a given context. Here are some pointers to be kept in mind while doing sentence completion tasks:

1. Look out for transitional words as they give you a hint as to what to anticipate later. For example:
 - **Indicators of contrast:** These show how two things or two points differ from each other (e.g. but, yet, despite, although, however, nevertheless).
 - **Indicators of support:** These support or add more detail to what has been mentioned earlier (e.g. and, also, furthermore, likewise, in addition to, for).
 - **Indicators of cause and effect:** These signal the relationship of cause and effect between two arguments (e.g. because, for, thus, if, therefore, then, hence).
2. Read through the entire page and identify the main theme or thesis statement of the passage. Then, choose the most appropriate word based on the context.

Exercise 1 Fill in the blanks with appropriate words from the box given below.

explorers navigable discovered marine shipping ice navigation Irish

1. For centuries, European _____ sought a _____ passage as a possible trade route to Asia. An ice-bound northern route was _____ in 1850 by the _____ explorer Robert McClure. Until 2009, the Arctic pack ice prevented regular _____ throughout most of the year. The decline of Arctic sea-ice has rendered the waterways more navigable for _____.

genomes brightly priority consequential pharming factories

2. When scientists first learned how to edit the _____ of animals, they began to imagine all the ways in which they could use this new power. Creating _____ coloured novelty pets was not a high _____. Instead, most researchers envisioned far more _____ applications, hoping to create genetically engineered animals that would save human lives. Now, there is a whole new world of _____ in which simple genetic tweaks turn animals into living pharmaceutical _____.

organic nutritious conventional consumption pesticides fertilisers

3. Some people buy _____ food because they believe that organically grown crops are more _____ and safer for _____ than its conventionally grown counterparts, which usually carry a lot of _____ and synthetic _____. Spending a lot of money on a method of agricultural production that is not _____ is not quite prudent.

yielded carbonated illustrates nature questioned variations

4. Research on regional _____ in English language use has not only _____ answers to such life-altering _____ as to how people in different parts of the United States refer to _____ beverages, it has also _____ how technology can change the very _____ of research.

envisions console fundamental concept creative decision

5. Choosing 'video-game designing' as one's career option is very interesting. But, before making the _____, you should have some sense of what a video-game designer does. Every video game, whether for a _____, computer or mobile device, starts with a _____ that originates in the mind of a designer. The designer _____ the game's _____ elements: the setting, characters and plot that make each game unique. He is thus the primary _____ force behind a video game.

Exercise 2 Write a paragraph within 10 minutes on any one of the topics listed below.

NOTE: Do not stop in between and do not worry about structure, grammar, punctuation, etc. Write first and then edit.

Let us look at an example of free writing:

1. Think of a single word/complex idea/picture/setting that serves as a prompt.
2. Fix a time limit (start with just 5-10 minutes).
3. Do not stop writing - let the ideas flow spontaneously.
4. Do not worry about spellings, grammar or punctuation.
5. Do not be hasty or too slow - be steady.
6. Do not try editing as you write, let it be raw, random, stray thoughts.
7. Do not be self-critical and do not be apprehensive about others judging you.

Examinations

Examinations regularly cause great stress and anxiety. They do not test one's depth of knowledge of a subject but rather they test the extent to which a student is unclear about certain concepts. I feel they need an adequate means of testing one's intelligence. Most exams focus only on memory, and the student's ability to remember and reproduce lessons correctly. They do not evaluate if they have really understood the theoretical concepts or the concepts. Most exams are constrained by a syllabus and certain evaluation criteria which are rigid. There are questions that are asked in a way that the student is unable to picture in the exam. However, the student can answer them in a way that the examiner can see on paper and that the student can understand. Some students can intentionally get a paper that is extremely challenging and that is given to them. The marks produced by many students have an excess amount of marks and this only reflects the excess amount of marks produced due to the fact that the student has a better way of evaluating a candidate.

The next step after free writing is to move on to arranging the key ideas in an organised manner. On paper, the ideas that are produced in a disorganised fashion and thoughts appear in a disorganised fashion. The writer has missed his concepts about the stress caused by exams. The student's knowledge of a subject. Clearly, there are some things that the student took only five minutes to think spontaneously and put it down on paper. The next step is to move on to arranging the key ideas in an organised manner.