



The Open University of Sri Lanka

**BASIC ENGLISH
GRAMMAR**

**BOOK II
LSC 1301**

BASIC ENGLISH GRAMMAR

BOOK II

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In 1989, a decision was taken to revise the *Course in Professional English* conducted by the Open University of Sri Lanka, and to design an expanded two - parts Course. Part One was to cater to the beginner/intermediate level student and Part Two was intended for the intermediate/advanced student.

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BLOCK 3

BLOCK III
UNIT 2
MODULE 1

In this Block, you will learn how to express concepts of time in English. You will find that these concepts are expressed in a number of different ways. Therefore you should pay attention to these details, and learn to use expressions of time correctly.

1. THE CALENDAR

The calendar is a very useful item. Days, dates and months are very 'important' in our own lives, our work and in the lives and actions of others around us. We often remember events by the date or month in which they occurred.

1.1 NAMES OF DAYS AND MONTHS

Many calendars do not give the complete names of the days of the week or of the months. They give only the first letter or first two letters of each name.

Check whether you know these names. In the first column, write out the complete name in English.

In Column 2, write out the name in Sinhala/Tamil.

Sinhala/Tamil

Su	1.
M	2.
Tu	3.
W	4.
Th	5.
F	6.
Sa	7.

1.2 NAMES OF MONTHS

Now write out the names of the months in English. (1) has been done for you.

English	Sinhala/Tamil
1. January	1.
2. Feb	2.
3. Ma	3.
4. Apr	4.
5. M	5.
6. J	6.
7. Ju	7.
8. Aug	8.
9. Sept	9.
10. Oct	10.
11. Nov	11.
12. Dec	12.

1.3 . Look at the calendar for this year. Write out the day and date of the following events. (1) has been done for you.

- i) May day --- Wednesday, the first of May.
- ii) Sinhala/Tamil New year -----
- iii) National Heroes Day -----
- iv) Your birthday -----
- v) Ramazan. (Day marking end of the Ramazan Fast) ----
- vi) Deepavali ----
- vii) Christmas Day
- viii) the last day of the year
- ix) the first day of the OUSL English Course in Professional English -----
- x) Vesak Full Moon day -----

2. Notice how dates are written in English.
ie. the first of May.
the fourth of July etc.

Another way of expressing this is by using ordinal numbers.
ie. May 1st
July 4th etc.

- 2.1 A contracted form of of is used to express the time of day eg: 6 o' clock. Note how this is written. ie. o' clock.

3. **GROUP WORK**

Form groups of 6.

Draw a chart like the one given below. Find out the dates and months of the birthdays of each person in the group.

Write the names in the correct columns. Now put them in order, according to

- a) months of the year and
- i) in each month, **dates** of birth

eg: Lalani - 23rd January
Manel - 14th January
Tissa - 9th July

The order is Manel 14th January
 Lalani 23rd January
 Tissa 9th July

The first group that puts the birthdays in order wins the game.

Read out your list so that the class can check whether it is correct.

Jan	Feb	Mar
Apr	May	June
July	Aug	Sept
Oct	Nov	Dec

4. OTHER EXPRESSIONS OF TIME

'at', 'on' and 'in' are 3 common ways of expressing time.

4.1 at is used for specific points of time such as clock time.

eg: He came at 8 o'clock.
at noon/dawn etc.

4.2 on and in are used for periods of time.

on is used for days.
in for periods shorter or longer.

eg: The class is held on Saturdays.
I returned on the following day.

This happened in 1973.
in the nineteenth century.
in April last year.
in the evening etc.

4.3 Fill in the blanks with in, on or at.

- i) The train is due _____ ten pm.
- ii) The lecture begins _____ one o' clock
_____ the afternoon.
- iii) The interview will be held _____ Monday.
- iv) He will return _____ a week's time.

4.4 Complete the following with the correct words.

The wedding of Marie Gomez and Annerlay Perera will take place _____ Monday, the third _____ November _____ 30 pm.

A Seminar on learning English will be held _____ the 15th _____ December at the Open University, Nawala, Nugegoda.

The Seminar will commence _____ 9.00 am. and end _____ 1.00 pm.

_____ the afternoon, a video film on 'Contemporary English' will be shown.

5. MORE EXPRESSIONS OF TIME

by, during and until are also used to express time.

- 5.1 by is used to indicate 'not later than' or 'the time an action' or event came into existence.

eg: You must return the book by Monday.
I had a headache the whole day.
By evening, I was really ill.

- 5.2 during is used to indicate the time limit for an action or event.

eg: You must finish the typing during the lunch break.
It rained heavily during the month of May.

- 5.3 Until can be replaced by till.

eg: Wait here until the bus comes.
till the bus comes.

- 5.4 Discuss the difference in meaning between the following sets of sentences:-

a) Send in the application by June.
b) Send in the application during June.

a) We lived there until the war began.
b) We lived there during the war.

a) You must go to Kandy by Friday.
b) You can stay in Kandy until Friday.

- 5.5 Fill in the blanks with by, until or during.

- i) Do not leave the classroom _____ the examination is over.
- ii) Students should not speak _____ an examination.
- iii) I went to Kataragama _____ the holidays.
- iv) I need the money urgently. You must bring it to me _____ tomorrow.
- v) My mother does not eat _____ my father comes home.

6. Some words and phrases of time do not take a preposition.

These include all phrases containing the adjective -

i) **Last:-**

eg: **last week, last night, last year** etc.

ii) **Next:-**

eg: **next week, next year, next month** etc.

6.1 Do not use prepositions with the following as well:-

yesterday, today, tomorrow

eg: I went to Negombo **yesterday**.
I saw her **today**.
I will go to Kandy **tomorrow**.

7. The words **before** and **after** are opposite in meaning. They indicate relationships between 2 events.

eg: I washed my hands **before** I ate.
ie. I ate **after** I washed my hands.

The meeting began **before** he arrived.
ie. He arrived **after** the meeting began.

I met.

1. The Verb 'have'

In Block I, you learnt about the verbs 'do' and 'be'.

Another important verb is 'have'.

The verb 'have' is used in a number of different ways. You will learn about some of its uses in this module.

1.2 Forms of the verb 'have'

One meaning of the verb 'have' is "own" or "possess".

eg: I have a black pen.
They have a nice house.
He has a smart red motor bicycle.

The chart given below tells you the forms of the verb.

I		He	
You	HAVE	She	HAS
We		It	
They			

1.3 Negative Forms

When used in the negative, this verb can be used

i) with 'not' ie. 'have not' (haven't)

eg: I haven't any money.
have not any money.

ii) with 'do' + 'not' ie. do not have

eg: I do not have any money.

1.4 Rewrite the following sentences in the negative.

i) She has a sister.

ii) They have a large family.

iii) Kumar has a degree in Chemistry.

iv) I have long hair and my sister has short hair.

v) We have many problems.

1.5 Other meanings of 'have'

a) 'take' or b) 'experience'

eg: I usually **have** tea at 3.30 p.m. (ie. 'take')
We **have** no difficulty in understanding the lesson. (ie. experience)

1.6 Using the Present Continuous Form

When 'have' means 'to own' / 'possess', it is not used in the Present Continuous Form.

eg: I have five rupees. (✓)
I **am** having five rupees. [(x) incorrect]

But when 'have' is used to mean 'take' or 'experience', the Continuous form can be used.

eg: We are **having** lunch now.
He is **having** some difficulty in starting the car.

1.7 Other expressions with 'have'

Notice that in 1.5, the verb phrase consists of 'have' + a noun.
ie "have + tea"
"have + no difficulty"

The structure **have** + **noun** can be used to describe actions.

eg: bathe = have + a bath
dine = have + dinner

1.8 Pair Work

Write down at least 5 phrases using **have** + **a noun**.

eg: have a problem.
have a headache etc.

- i)
- ii)
- iii)
- iv)
- v)

2. 'Used to'

In Unit 2 Module 4 you learnt that past actions can be described by using the Past Simple tense.

However if you are describing repeated (or habitual) actions in the past, the phrase **used to + verb (root)** can be used.

eg: a) I went to Galle every weekend last year.
can be written as
I **used to go** to Galle every weekend last year.

b) Until he fell ill, he ate a plateful of rice every night.

Until he fell ill, he **used to eat** a plateful of rice every night.

2.1 Rewrite the following replacing the Past tense verb with **used to**.

- i) The child slept heavily every night.
- ii) He worked hard in the past.
- iii) I borrowed a book from the library every month.
- iv) He played cricket when he was at school.
- v) Manel sang well when she was younger.

NB: Notice that this structure indicates that the action does not take place now.

eg: Until he fell ill, he **used to eat** a plateful of rice.
(ie. but now he does not do so)

I **used to go** to Galle every weekend last year. (ie. but now I do not go). etc.

2.3 Write 5 sentences with **used to** describing things you or your family did in the past but do not do now.

eg: My children **used to walk** to school.
(Now they go to school by bus)

3. Past Continuous

In Block II, you learnt about the Present Continuous. You learnt that it describes an activity in progress. If you wish to describe an action in the past that was **temporary** or one that **need not be complete**, then the Past Continuous form may be used. Look at these sentences.

- a) He **was working** in the Anuradhapura Hospital five years ago.
- b) He **worked** in the Anuradhapura Hospital five years ago.

In Sentence (a) we do not know **whether he is still working in Anuradhapura or not**. But in Sentence (b) we know that he has finished working in Anuradhapura.

In Sentence (a) therefore the action is **not complete**. The verb form used is the **Past Continuous**.

Notice the structure of this verb form:

ie. **was + -ing form.**

The chart given below gives the structure of this verb for Singular and Plural nouns.

Singular	was	+	-ing form of verb
Plural	were	+	-ing form of verb

3.2 Using the Past Continuous Tense

The Past Continuous tense is used

- (a) if one activity was going on when another one took place.

eg: He **was listening** to the radio when I **came** into the room.

Manel **was reading** a newspaper when the telephone **rang**.

- (b) If you wish to **emphasise** that **two actions were taking place at the same time**.

eg: I **was watching** TV while Manel **was reading** a newspaper.

- (c) When you wish to state that an activity had started (but not finished) by a point of time.

eg: He **was reading** a book at half past eight.

ie. He had started reading before 8.30 and had continued after that time.

3.3 Rewrite the following sentences using the Past Simple or Past Continuous forms of the verbs given in brackets.

- 1) When we (do) our examination, the students in the next room (make) a lot of noise.
- 2) The mother (cook) in the kitchen while the child (sleep) in the bedroom.
- 3) Last year, I (apply) for a scholarship.
- 4) We (leave) the room when the teacher (enter).
- 5) When the farmer (dig) in the chena, he (find) an old statue.

3.4 Here is the schedule of a famous TV star.

Read through it, and write out the answers to the questions given below. Use the Past Continuous tense in your answers.

SCHEDULE	
Breakfast	8.00 - 8.30 am.
Travel to studio	9.00 - 9.35 am.
Discuss scene with director	10.00 - 10.30 am.
Tea break	10.30 - 10.45 am.
Rehearsal with other actors	10.45 - 1.00 pm.
Break for lunch	1.00 - 2.00 pm.

- 1) What was he doing at 8.15 am?
- 2) at 9.30 am?
- 3) at 10.15 am ?
- 4) at 10.40 am ?
- 5) at 1.30 pm ?

4. More about Expressions of Time

In Module 1 of this Unit, you learnt to deal with some prepositions of time.

Here are a few more useful expressions of time.

4.1 Using When and While

When and **While** help to link sentences together.

Look at these sentences:

- a) We were talking.
- b) The teacher entered the room.

4.1.1 Sentences (a) and (b) can be joined together with **when** to show that the action happened at the same time.

ie. We were talking **when** the teacher entered the room.

4.1.2 (a) and (b) can also be joined together with **while**.

ie. **While** we were talking, the teacher entered the room.

4.2 Given below are sets of sentences.

A: Join the sets together to form one sentence using **when** or **while**.

B: Use the correct form of the verb in brackets when rewriting the sentences.

- i) a: I (shout).
- b: The thief (enter) my room.

Your sentence:

- ii) a: The students (run).
- b: One of them (fall).

Your sentence:

- iii) a: Everyone (clap) loudly.
- b: The play (be) over.

Your sentence:

- iv) a: The soldiers (attack) the fort.
- b: The helicopters (fly) overhead.

Your sentence:

- v) a: I (hear) the news of her death.
- b: I (listen) to the radio.

BLOCK III
UNIT 2
MODULE 3

You have now learnt to deal with actions in the present, and the past. This Module will help you deal with time in the future.

1.1. The most commonly used expressions of future time are

shall and will

Shall is used with first person pronouns, ie. 'I' and 'we' while will is used with all other nouns.

eg: I shall see you tomorrow.
He will go to Kandy on the next train.

1.2. Another common expression is going to.

eg: I am going to finish a letter to the Editor.

Notice the structure used.

ie. going to + verb (root)

1.3. Phrases indicating the future

Among the words and phrases that indicate the future are the following:-

tomorrow; next week/ month/ year etc; soon; in the future;

1.4. Fill in the blanks with going to + or will/shall.

- i) It is very cloudy. I think it is _____ rain.
- ii) This bus _____ take you to Dambulla.
- iii) Prema _____ have a baby next month.
- iv) The President _____ make an important speech on TV tomorrow.
- v) He did not write the letter yesterday. He _____ write it soon.
- vi) Tomorrow _____ be the last day of the month.
- vii) I am tired. I _____ sleep now.
- viii) The new company _____ build houses on that plot of land.

- ix) The plane _____ take off in a few minutes.
- x) There _____ be more students attending the English course next year.

2. Using the Present Tense to indicate Future

In some cases, the Present Simple tense can be used for the future.

Look at these sentences:

When the Chief Guest arrives, he will light the lamp.
 If we go to Kandy, we will visit the Dalada Maligawa.
 As soon as he gets to the station, he will buy the tickets.

Notice the structure:-

When + Present Simple Verb, --- will + verb
 If + Present Simple Verb, --- will + verb
 As soon as + Present Simple Verb, --- will + verb

This structure can also be used with the prepositions 'after' and 'before'.

ie: The Chief Guest will light the lamp after he arrives.
 He will decorate the hall before the Chief Guest arrives.

2.1. Complete the following sentences using will or shall.

- i) If you go into the jungle, _____.
- ii) When the rains arrive, the farmer _____.
- iii) As soon as the surgeon enters the operating theatre, he _____.
- iv) _____ if you make too much noise.
- v) _____ if she fails the examination.

- 2.3. The Present Simple (or the Present Continuous) can also be used, if an event has been definitely planned for the future.

Look at these sentences.

She **will leave** school in December.

This can be re - written

She **leaves** school in December.

or

She **is leaving** school in December.

ie. The Present Simple tense can be used to indicate an action planned for the future.

- 2.4. Rewrite the following sentences using the Present Simple or Present Continuous form of the verb.

i) The plane will land in an hour's time.

ii) Sampath will go to USA next month.

iii) The Pakistani Cricket team will play 2 Test matches in Sri Lanka next year.

iv) I will sit for the G.C.E Advanced Level examination next year.

v) The Students Council will hold elections in two months time.

3. Other Uses of shall and will

Apart from helping to form the Future Tense, **shall** and **will** are also used in other ways.

- 3.1. When **shall** is used with second or third person pronouns, it indicates a promise.

eg: You **shall** get what you want.

He **shall** go to the United States if he passes his examinations well.

- 3.2. When **will** is used with the first person, it indicates intention.

eg: I **will** meet you at the station.

3.3. Shall I help you with your work?
Shall we go out for dinner?
What shall we ask her to do?

3.4. Will is used in questions to express a wish or willingness.

eg: Will you please lend me your pen?

Will not therefore can have the meaning 'refuses'.

eg: He will not listen to me.
ie. He refuses to listen to me.

BLOCK III
UNIT 2
MODULE 4

In this Module, you will learn about 2 more tenses. You will also deal with an important form, the Past Participle.

1. Perfect Tense

In Block II (2.4) you learnt how to describe events that took place in the past, and you learnt verb forms in the Past Simple Tense.

In English however past events can be viewed from two aspects.

Look at these sentences.

- a) He **was** in prison for ten years.
- b) He **has been** in prison for ten years.

Sentence (a) means the same as

He was in prison for ten years but **now** he is not in prison.

Sentence (b) means the same as

He was in prison for ten years and he is still there.

ie. Sentence (b) means that **the event which started in the past continues even at the present time.**

This meaning (ie. past related to present) is **indicated by using the Perfect Tense.**

1.1. Present Perfect

Did you notice the verb form in sentence (b), ie. **has been**.

This consists of the verb '**has**' together, with a form of the verb 'be'-- '**been**'. This form is referred to as the **Past Participle**. (See 2.1 below)

This verb in sentence (b) is in the **Present Perfect Tense**.

This tense is formed by

has/have + Past Participle.

eg: has walked, have bought, have seen etc.

1.2. Discuss the difference between the following sets of sentences. Which sentence (in each set) is in the Present Perfect Tense?

- i) a: I lost my ticket yesterday.
b: I have lost my ticket.
- ii) a: We have seen many advances in computer technology.
b: We saw the film last night.
- iii) a: We have owned this house since 1981.
b: He owned that house in 1987.
- iv) a: Our teacher gave us a lot of homework.
b: So far, our teacher has not given us any homework.
- v) a: He has written over twenty books.
b: He wrote a book last year.

2.1. Past Participle

It is important to learn how to form the Past Participle in English. Regular verbs have one form but irregular verbs have a variety of forms. Study these forms and learn how to use them.

2.2. Past Participle of Regular Verbs

For regular verbs, the Past Participle is similar to the Simple Past Tense.

To form the Past Participle of these verbs, add **-ed** to the base verb.

	Base	Past Simple/Past Participle
eg:	play	<u>played</u>
	help	<u>helped</u>
	push	<u>pushed</u>
	call	<u>called</u>
	talk	<u>talked</u>
	listen	<u>listened</u>
	like	<u>liked</u>
	want	<u>wanted</u> etc.

2.3. Past Participle of Irregular Verbs

Irregular verbs can be divided into different groups.

2.3.1 Group 1 in which all three forms are identical:

Base	Past Simple	Past Participle
bet	bet	bet
burst	burst	burst
cost	cost	cost
cut	cut	cut

hit
let
put
read
shut
spread

hit
let
put
* read
shut
spread

hit
let
put
* read
shut
spread

* Note: This is pronounced red.

2.3.2. Group 2 in which two forms are identical:

Base	Past Simple	Past Participle
bend	bent	bent
bleed	bled	bled
build	built	built
feed	fed	fed
hold	held	held
leave	left	left
lend	lent	lent
hold	held	held
send	sent	sent
sleep	slept	slept
spend	spent	spent
keep	kept	kept
sweep	swept	swept
meet	met	met
weep	wept	wept
dig	dug	dug
win	won	won
bring	brought	brought
buy	bought	bought
fight	fought	fought
think	thought	thought
catch	caught	caught
teach	taught	taught
find	found	found
get	got	got
lose	lost	lost
shine	shone	shone
shoot	shot	shot
sell	sold	sold
tell	told	told
become	became	became
come	came	came
run	ran	ran
hear	heard	heard
light	lit	lit
make	made	made
say	said	said
sit	sat	sat
stand	stood	stood
pay	paid	paid
beat	beat	beaten

2.3.3 Group 3 in which all three forms are different:

Base	Past Simple	Past Participle
sew	sewed	sewn
show	showed	shown
break	broke	broken
choose	chose	chosen
speak	spoke	spoken
steal	stole	stolen
wake	woke	woken
tear	tore	torn
wear	wore	worn
grow	grew	grown
know	knew	known
throw	threw	thrown
hide	hid	hidden
shake	shook	shaken
take	took	taken
drive	drove	driven
ride	rode	ridden
rise	rose	risen
write	wrote	written
begin	began	begun
drink	drank	drunk
sing	sang	sung
ring	rang	rung
swim	swam	swum
eat	ate	eaten
fall	fell	fallen
do	did	done
draw	drew	drawn
fly	flew	flown
forget	forgot	forgotten
give	gave	given
go	went	gone
see	saw	seen

3. Adverbials used with Present Perfect

Look at these sentences:

- a: They **have lived** in Puttalam since 1986.
- b: Manel **has been** a nurse for three years.

Both sentence (a) and sentence (b) indicate that the actions still continue.

- ie. They are still living in Puttalam. (a)
- Manel is still a nurse. (b)

The time conjunctions since and for help to show that the action still continues.

3.1. When you use 'since and for' to indicate time up to the present, use the Perfect tense.

3.2.1 Use the Present Perfect tense also with adverbs such as **recently, lately, just, already**, as these adverbs too mean that the past action is closely connected to the present.

eg: We **have not seen** him recently.
They **have just announced** the results.
He **has already finished** the work. etc...

The Present Perfect should also be used with the following to indicate a period of time leading up to the present:

yet, not yet, ever, never, up to the present

eg: a) He **has not arrived yet**.
b) **Have you read** that book **yet**?
c) **Have you ever been** to Trincomalee?
d) I **have never seen** a whale.

(In all these sentences, the phrase up to now is understood)

Compare these sentences with -

a) He did not arrive.
b) Did you read that book?
c) Did you go to Trincomalee?
d) I did not see a whale.

4. Past Perfect

Another aspect is illustrated in the following sentences:

a) I **had finished** my lunch when the client came in.
b) The typist checked the letter after she **had typed** it.

Notice that both these sentences refer to past time but that one action is further in the past than the other.

ie. Sentence (a) Action (1) I finished my lunch.
(2) The client came in.
Sentence (b) Action (1) The typist typed the letter.
(2) The typist checked the letter.

To denote this, the Past Perfect tense is used. ie. **had finished** my lunch, **had typed** the letter.

4.1. Compare these sets of sentences:

1. a) It rained last night.
b) It had rained last night and the roads were slippery.
2. a) I saw the film.
b) I had seen the film by that time.
3. a) She has gone abroad.
b) She had gone abroad and has now returned.

4.2. To form the Past Perfect, use

had + Past Participle.

eg: had gone, had seen, had rained etc....

4.3. Using Time Conjunctions

In 4. above you learnt that the Past Perfect is used to denote actions further in the past, and that when two sentences are joined, the past action can be denoted by the Past Perfect. However you should remember that the conjunctions **before**, **after**, and **when** also help to indicate the order of events. (see Module 1)

It is therefore possible to denote order of events.

- i) by using the **Past Perfect**

OR

- ii) by using the **Past Simple** tense with **before**, **after** etc...

Look at the examples:

- a) (**After**) the teacher (**entered**) the classroom,
(**When**) (**had entered**)

the students sat down.

- b) The typist (**had checked**) the letter (**before**) she
(**checked**)
posted it.

- 5.1. Complete these sentences by filling in the blanks with either the Past Simple or the Present Perfect form of the verb given in brackets.

Remember to check the time phrase.

- i) They _____ that house for a number of years. (own)
- ii) I _____ very glad to receive your letter. (be)
- iii) Since 1900 science _____ rapidly. (progress)
- iv) I _____ the book to the library last week. (return)
- v) I _____ every book written on the subject up to now. (read)
- vi) She first _____ the examination three years ago and _____ it every year since then. (take)
- vii) Lalith _____ the homework very quickly and _____ it to the teacher. (finish, give)
- viii) Ten years ago I _____ to Jaffna but I _____ * there since. (go)
(* use negative form here)
- ix) He _____ an English teacher for twenty three years. (be)
- x) I _____ the mango and then I _____ my hands. (eat, wash)

- 5.2. Complete these sentences by filling in the blanks with the Past Simple or Past Perfect forms of the verb given in brackets. Use the list of forms given in 2.3. and be careful to use the correct form.

- i) The students _____ (discuss) the matter with the teacher before they _____ (write) a letter.
- ii) After he _____ (finish) his studies, he _____ (teach) in a school.

- iii) I _____ (get) good marks in the last Revision Test.
- iv) The patient _____ (sleep) very heavily after he _____ (eat) his dinner.
- v) Mala _____ (cut) herself accidentally yesterday.
- vi) My uncle _____ (fight) in the last World War before he _____ (leave) the army.
- vii) Rohan _____ (marry) his cousin in July 1990.
- viii) My mother _____ (forget) where she _____ (keep) the keys.
- ix) She _____ (cook) the fish and then she _____ (make) the string hoppers.
- x) The little child _____ (cry) when somebody _____ (steal) her lunch box.

BLOCK 4

BLOCK 4
UNIT 2
MODULE 1

You have now learnt to deal with three basic concepts, 'People', 'Objects' and 'Time'.

In this Block you will learn how to describe 'Place'. You will learn how to describe where something is located, and also learn how to describe position.

In this Block, you will deal mainly with places in Sri Lanka.

1. Adverbs of Place

Two common adverbs of place in English are

- a) **here** = at this place (ie. near the speaker)
- b) **there** = at that place (ie. not close to the speaker)

Learn the difference between these two adverbs and learn to use them correctly.

1.1. Other common adverbs of place denote an indefinite area.

They include

- a) **somewhere**
- b) **anywhere**
- c) **everywhere**
- d) **nowhere**

Notice how these are used.

- a) **somewhere** indicates an indefinite place and is used with positive statements.

eg: I saw him **somewhere** but I cannot remember where.

- b) **anywhere** is used with negative statements to denote indefinite place.

eg: I cannot find it **anywhere**.

- c) **everywhere** means the same as 'in every place'.

eg: I looked for my purse **everywhere**.

- d) **nowhere** means the same as **not in any place**.

eg: **Nowhere** did I find a better person.

2. Using in and at

In Block III, you learnt how to use the prepositions **in** and **at** with reference to time.

In English, these prepositions, **in** and **at** are also used to describe place.

Notice carefully the difference between these two prepositions.

Look at these two sentences:-

- (a) I live **in** Colombo.
- (b) My house is **at** the end of the road.

- 2.1. **in** is used when the place referred to is a large area or a region. Look at sentence (a) - **in** Colombo.
Some other examples are:

Tea grows well **in** Sri Lanka.
There are many birds **in** that paddy field.

- 2.2. **in** can also suggest 'inside' or 'enclosed'.

The students are **in** the classroom.
There is no water **in** the well.

- 2.3. **at** is used when one refers to an institution or a building.

I saw him **at** the office.
He works **at** the Ministry of Education.
I am a student **at** the Open University of Sri Lanka.
There is a good film now showing **at** the cinema.

- 2.4. **at** is also used when one wishes to describe position.
Look at sentence (b) - **at** the end of the road.
Other examples are:

The house is **at** the top of the hill.
At the foot of the mountain, there is a river.

Notice however with the word 'middle' we use **in** eg. **in** the middle of the road.

It is important that you remember the differences between **in** and **at**.

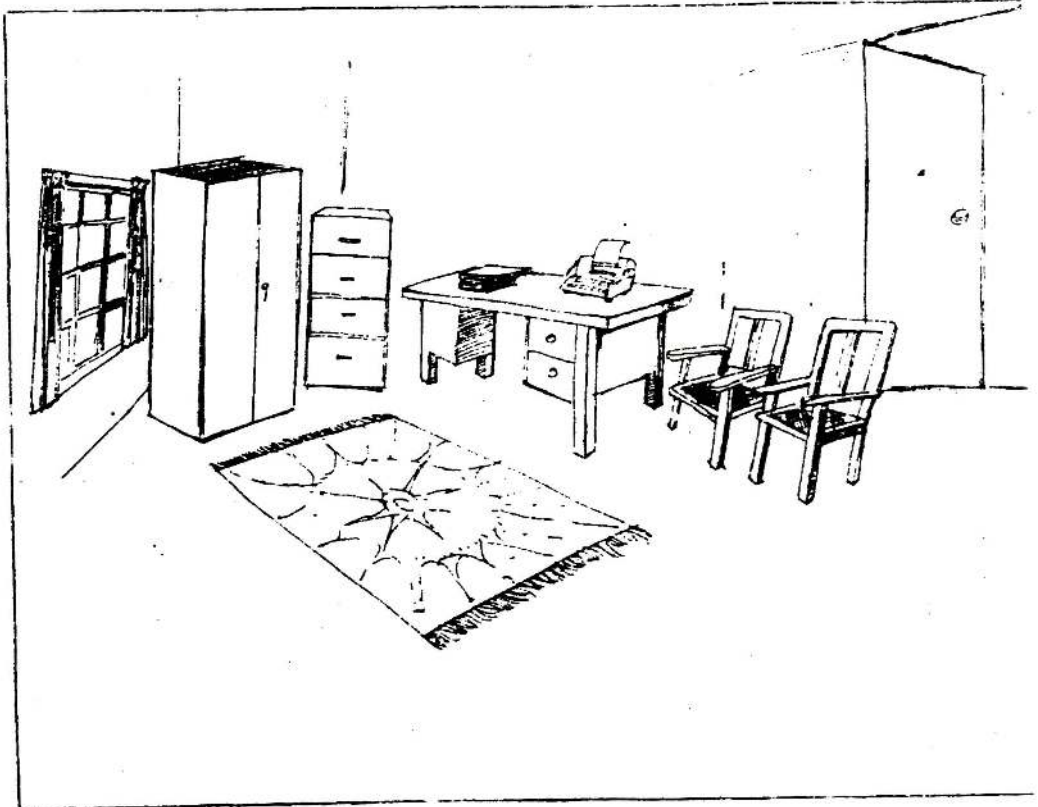
2.5. Fill in the blanks with in or at.

- a) Check whether the place described is a region (large area) or a building.
- b) Check whether the writer means 'enclosed' or 'surrounded by'.
 - i) Lalith used to live Kurunegala.
 - ii) When we went to Katugastota, we saw the elephants the river.
 - iii) I will meet you the bus stand.
 - iv) A private bus has crashed into a shop the junction.
 - v) He works the Kandy Regional Centre of the Open University.
 - vi) She met her husband when she was working Moneragala.
 - vii) Sri Lanka is an island the Indian Ocean.
 - viii) I met the doctor the hospital and asked him for an appointment.
 - ix) The money is the handbag.
 - x) She was born a small village near Anuradhapura.

3. A number of other prepositions are also used to describe position and location.

The diagrams given below illustrate a number of these prepositions. Study the diagrams carefully, and learn how to describe position and location in English.

- 3.1. Using on, near, next to, by and between



- a) There is a typewriter on the table.
- b) There is a carpet on the floor.
- c) There is a filing cabinet next to the table.
- d) The table is between the chairs and the filing cabinet.
- e) There are two chairs near the door.
- f) There are two chairs by the door.
- g) There is a steel cupboard by the window.

Now complete these sentences using **on**, **next to** or **between**.

- i) The vase is the filing cabinet.
- ii) The steel cupboard is the filing cabinet.
- iii) The filing cabinet is the table and the steel cupboard.
- iv) The chairs are the door and the table.
- v) The books are the table .

3.2. Using on

on can also be used when a place is described as a point on a line.

- eg: Ratnapura is a town **on** the Kalu Ganga.
Negombo is a town **on** the coast of Sri Lanka.

3.3. Your teacher will describe the classroom and the furniture in it using the following prepositions and prepositional phrases.

above, on top of, below, under, beneath, in front of, behind,

Now write out your own sentences describing your classroom.

You should write sentences like those below:

- i) The black board is
- ii) The students are
- iii) The teacher is
- iv) I am
- v) There are some on.....

Describe the picture given below by completing the following sentences with the correct prepositions.



- i) The buffaloes are the river.
- ii) The river flows the bridge.
- iii) There are some people the bank of the river.
- iv) There are three women the tree.
- v) There is one child the wall.
- vi) There are four birds flying the river.
- vii) Some children are swimming the river.
- viii) There are some mangoes the tree.
- ix) The fat woman is standing the two thin women.
- x) The women are the wall.

4. Using here and there

Two other words used to describe place are **here** ie. near the speaker and **there** ie. away from the speaker.

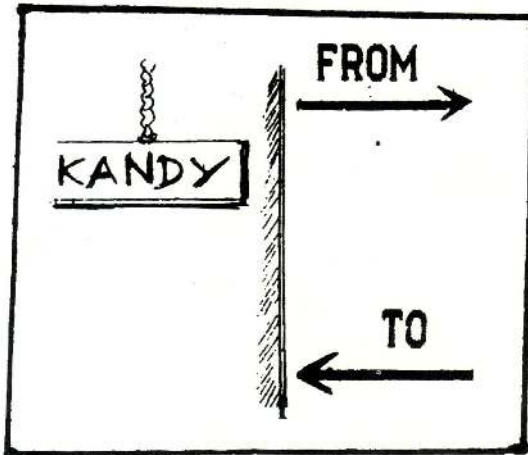
- a) Learn to use these words correctly.
- b) Learn how to spell these words correctly.

Do not confuse **here** with **hear** (vb.) and **there** with **their** (possessive pronoun. See block 1 Unit 2)

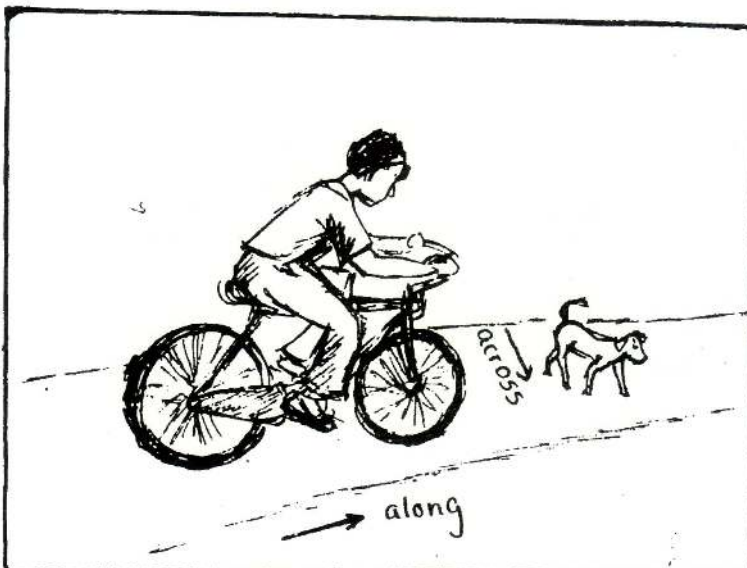
5. Describing Direction

The diagrams given below illustrate words describing direction in English.

eg: The train **from** Kandy arrives at 3 o' clock.
We will go **to** Kandy tomorrow.



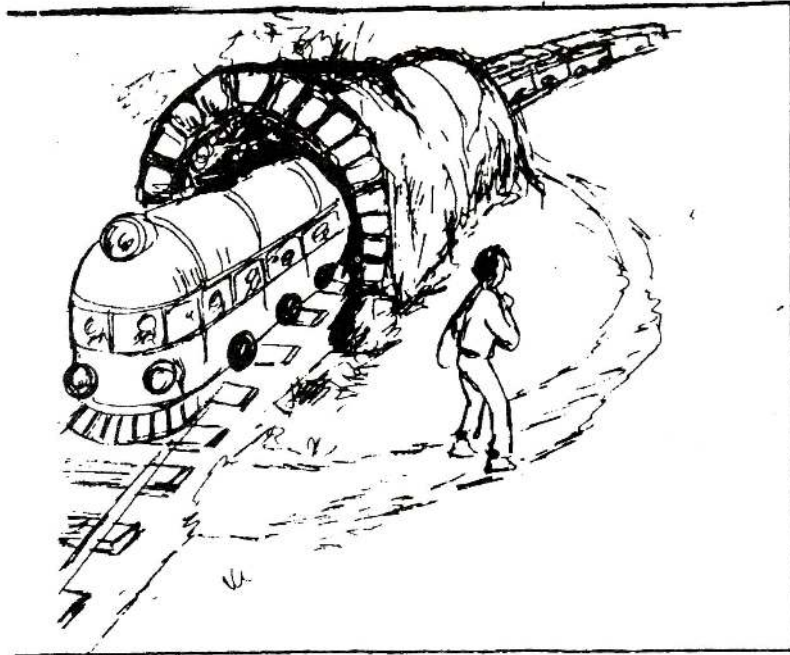
eg: The cyclist rode **along** the road.
The dog ran **across** the road.



eg: A is going in while B is going out.



eg: The train will go through the tunnel.
The man will walk around the tunnel.



Here are more words with their Sinhala/Tamil equivalents.

English	Sinhala	Tamil
right	දකුණ	வலது
left	වම්	இடது
north	උතුර	வடக்கு
south	දකුණ	தெற்கு
east	නැගෙනහිර	கிழக்கு
west	බස්නාහිර	மேற்கு

6. Given below are descriptions of places in Sri Lanka.

Write 3 sentences about each place using a suitable preposition.

Follow the examples given for (i) and (ii).

- I

Kandy city hill country

 Kandy is a city.
It is in the hill country.
Kandy is a city in the hill country.
- II

Hanwella town Kelani Ganga

 Hanwella is a town.
It is on the Kelani Ganga.
Hanwella is a town on the Kelani Ganga.
- III

Pidurutalagala mountain Nuwara Eliya
--
- IV

Diyaluma Water fall Koslada

- V

Yala national park south - eastern Sri Lanka
--
- VI

Peradeniya town Mahaveli Ganga

- VII

Parakrama Samudra tank Polonnaruwa.

VIII

Kalutara
town
Kalu Ganga

IX

Ruvanwelisaya
dagoba
Anuradhapura

X

Batticaloa
town
Eastern Province

BLOCK IV
UNIT 2
MODULE 2

Module 1 dealt with a number of prepositions of place, direction and location. In this Module, you will learn how to express and measure distance. You will also learn how to deal with names of places etc. about adjectives describing a country or a nation and about relative pronouns used with place.

You will also learn to deal with interrogative (question) forms.

1. Expressing Distance

In English, distance is expressed through words of measure.

These words of measure include **inch, foot, mile, metre, kilometre** etc.

These words can be used with words of quantity such as

- a) numerical expressions - two, six, ten, hundred etc.
- b) fractions - half, quarter, three quarter etc.
- c) words expressing - several, many, some, a few, etc. indefinite quantity

Notice how these are expressed in English.

half a mile, a hundred metres, two feet, fifty six kilometres, several miles, a short distance, a long way etc.

ie. the quantity comes **before** the measure of distance.

1.2. In Column B, write the corresponding Sinhala/Tamil word for the word in Column A.

A	B (Sinhala/Tamil)
1. inch	1.
2. foot	2.
3. yard	3.
4. mile	4.
5. metre	5.
6. kilometre	6.

1.3. Using Phrases of Measure

Look at these sentences:

- a) The dog ran two feet across the road.
- b) The valley was a hundred metres below them.
- c) Kandy is seventy two miles from Colombo.

ie. the phrases of measure is placed before the adverbial of place. ie. across the road, below them, from Colombo etc.

1.4. Complete these sentences with suitable phrases of measure.

- i) I travel every day from my home to my office.
- ii) The Open University Centre is from my home.
- iii) The distance from Kandy to Kurunegala is
- iv) The distance to Colombo from my home town is
- v) The nearest station is away from my home.

2. Place Names

Places and geographical regions are treated as nouns in English. When you use place names, you should remember certain rules.

2.1. Names with and without 'the'

Some geographical names always take 'the' but others do not.

- i) **Names of Continents** - Do not use 'the' with these names.

eg: Asia (not 'the Asia') Africa, Europe, etc.

- ii) **Names of Countries, Cities and States**

With names of countries, cities and states, we do not use 'the'

eg: France Egypt etc.
(not 'the France') (not 'the Egypt')

Colombo (not 'the Colombo') London etc.
Texas (not 'the Texas') California etc.

However with names that include words such as 'kingdom', 'republic', 'states' etc. 'the' is used.

eg: **the** United Kingdom

the Kingdom of Saudi Arabia etc.

the United States

the United Arab Emirates etc.

[Refer also Block II (3.5.3) for other names with **the**]

iii) **Names of Towns, Villages etc.**

These names do not take 'the'

eg: Kurunegala (not **the** Kurunegala') Menikhinna etc.

2.2. **Names with 'the'**

i) Groups of islands usually have plural names with 'the'.

eg: **the** Bahamas, **the** Maldives, **the** Phillipines etc.
the Andaman Islands.

Notice however **single** islands have singular names without 'the'.

eg: Sri Lanka (not 'the Sri Lanka')
Madagascar etc.

ii) **Mountain Ranges** which have plural names take 'the'.

eg: **the** Himalayas, **the** Knuckles Range

But **single** mountains do not take 'the'

eg: Mount Everest (not 'the Mount Everest')
Adam's Peak (not 'the Adam's Peak')
Pidurutalagala etc.

iii) **Names of oceans, seas, rivers and tanks** take **the**.

eg: **the** Indian Ocean, **the** Red Sea
the Kelani Ganga, **the** Deduru Oya.
the Negombo Lagoon, **the** Batticaloa Lagoon
the Parakrama Samudra, **the** Nuwara Wewa etc.

Note: On maps, **the** is usually not included.

iv) **Names that contain 'of'** usually take 'the'

eg: **the** Gulf of Mannar.
the Bay of Bengal
the United States of America etc.

2.3. Names of Streets, Buildings etc.

i) Names of Roads, Streets etc.

Names of Roads, Streets etc. do not usually take 'the'

eg: Dalada Vidiya (not 'the Dalada Vidiya')
Ananda Coomaraswamy Mawatha
Galle Face Centre Road, New Road.
First Cross Street, Mahanama Place etc.

Note: Major roads that connect two districts however take 'the' *

eg: the Kandy Road,
the Galle Road.
the Badulla - Bandarawela Road etc.

[* this is not used on maps].

ii) Names of Institutions, Buildings etc.

Names of institutions which are unique (ie. only one exists) take 'the'.

eg: the Open University of Sri Lanka,
the Dalada Maligawa, the Gal Vihare,
the People's Bank, the Sampath Bank etc.

This applies to hotels, theatres, museums.

eg: the Queen's Hotel,
the New Oriental Hotel.
the National Museum,
the Gem Museum
the Lionel Wendt Theatre,
the Odeon Cinema etc.

This also applies to religious buildings.

eg: the Kelani Vihare
the Bellanwila Temple
the Kadiresan Temple
the Jumma Mosque
the Pattini Devala etc.

Note: With names of shops, we do not use 'the'.

eg: 'Where did you buy those shoes?'
'At Bata's' (ie. not 'the Bata's')
'At Regal Super Trades' (not 'the Regal Super Trades')
'At Elephant House' etc.

Names of churches which are named after saints do not take 'the'

eg: Saint Lucia's Cathedral
St. John's Church (St. = Saint) etc.

iii) All names of institutions and buildings that include 'of' take the.

eg: **the** University of Ruhuna
the Bank of Ceylon.
the Temple of the Tooth (ie. 'the Dalada Maligawa')
the Church of John the Baptist
the Institute of Chartered Accountants
the Department of Agriculture etc.

2.4. Complete the following sentences by underlining the correct form.

(i) has been done for you.

- i) I live in (the Anuradhapura/ **Anuradhapura**).
- ii) The longest river in Sri Lanka is (the Mahaveli Ganga/ Mahaveli Ganga).
- iii) I hear there is a sale on at (the Laksala/Laksala).
- iv) We are all students of (the Open University/ Open University).
- v) (The Central Bank/ Central Bank) controls all foreign exchange transactions.
- vi) The new film at (the Ritz/ Ritz) is very good.
- vii) Our study centre is on (the New Road/ New Road), Ambalangoda.
- viii) Manila is the capital of (the Phillipines/ Phillipines).
- ix) The capital of (the Sweden / Sweden) is Stockholm.
- x) Great Britain is part of (the United Kingdom/ United Kingdom).
- xi) The name of the ocean around Sri Lanka and (the India/India) is (the Indian Ocean / Indian Ocean).
- xii) There are many millions of people living in (the Asia/Asia).

2.5. Notice the difference between the following sets of sentences.

1) (a) He goes to **temple** every day.
church
mosque

(b) He went to **the temple** yesterday.
the church
the mosque

2) (a) When we were young, we went to **school**.
(b) We went to **the school** to meet the principal.

- 3) (a) Criminals are sent to prison.
 (b) Sena went to the prison to visit his nephew.

Notice that sentence (b) refers to a definite place while (a) refers to what these places are used for. In such sentences, **the** is not used.

2.6. Adjectives

Adjectives describing different nationalities etc. are derived from place names.

Learn to use these correctly.

The chart below gives you a number of place names and the corresponding adjectives.

Place Name	Adjectives
Sri Lanka	Sri Lankan
Kandy	Kandyan
Asia	Asian
India	Indian
the Maldives	Maldivian
Singapore	Singaporean
Malaysia	Malaysian
Saudi Arabia	Saudi Arabian
Arabia	Arab or Arabian
Europe	European
Africa	African
America	American
Italy	Italian
France	French
Germany	German
The Netherlands (Holland)	Dutch
Denmark	Danish
Britain	British
Sweden	Swedish
Ireland	Irish
Spain	Spanish
Scotland	Scottish
Finland	Finnish
Norway	Norwegian
Portugal	Portugese
Nepal	Nepalese
Pakistan	Pakistani
Oman	Omani
Bangladesh	Bangladesh

2.7. Complete the following sentences with suitable adjectives.

- i) Those tourists are from Italy. I think they are
- ii) Tea from Sri Lanka, or tea is supposed to be the best in the world.
- iii) The first Western people to conquer Sri Lanka were those from Portugal. This conquest took place in 1505.
- iv) People from Holland and the neighbouring countries ruled Sri Lanka for about 150 years. The conquest ended in 1796.
- v) Britain ruled Sri Lanka until 1948. The gave the country its independence on 4th February 1948.

2.8. Note also the following nouns and the adjectives that are used with them:

Noun	Adjective
city/town	urban
municipality	provincial
region	regional
mountain	mountainous
hill	hilly
sea	seaside
village	village

3. Order of Adjectives II

In Block II (2.2.1.2) you learnt about the order of adjectives used to describe objects.

When describing places too, a certain order has to be followed.

Look at this description of a house.

a nice new house

'nice' describes an opinion, 'new' describes the state of the house, ie. it describes a fact, not an opinion.

Notice the order:-

other words	opinion	fact	place
-------------	---------	------	-------

a very attractive modern office
an extremely overcrowded mountainous region
an little village

- 3.1. Rewrite the following descriptions with the adjectives etc. in the correct order.

Use the words given in brackets at the end.

- i) a temple (old/beautiful)
- ii) a flat (small / cheap)
- iii) a room (spacious/ very)
- iv) a office (air - conditioned / new)
- v) a hall (comfortable / well - lit)

4. Questions about Place

Use 'where' when you want to ask questions about place.

eg: **Where** were you born?
Where is the library?
Where are you working?

- 4.1. Make questions with 'where' to which the following are the answers.

(i) has been done for you.

i) The English classes are held at the OUSL study centres.

Question: Where are the English classes held?

ii) The accident occurred at the junction.

Question:

iii) The conference took place at the Bandaranaike Memorial International Conference Hall.

Question :

iv) The house is situated at 256, Nawala Road.

Question:

v) I am going home.

Question:

BLOCK IV
UNIT 2
MODULE 3

In this Module, you will learn to give directions. You will also learn about two new sentence patterns.

1. Giving Directions

The following sentences are sentences that give directions.

Notice the verb form used.

Turn right at the end of the road.
Walk about half a mile.
Cross the road at this point.

In English, the **imperative** form is used to give directions and instructions.

Note: When giving instructions, the word '**please**' should be used as a mark of politeness.

Eg: Please shut the door.
Please send your reply to the address given above. etc.

1.1. Words of Sequence

When giving directions (or instructions) it is helpful if you use words of sequence.

Look at this set of directions:-

First get to the junction.
Then take the road on the left. Walk along this road for about 300 yards.
Then turn again to the left. Now you will see the house.

'First' and 'Then' are words of sequence which tell you the order of the actions.

Now look at these instructions:-

First switch on the cassette player.
Then listen for about five minutes.
Next switch off the player, and write down the passage.
Then turn on the player again and after you have listened for about two minutes, switch it off again.

These instructions contain other words of sequence eg: 'Next', 'after'.

All these words could be used when giving directions or instructions.

You can use finally to conclude the set of directions/instructions.

1.2. Given below are a set of directions. But they are in the wrong order. Rewrite them in the right order.

- a: 5 Next turn into the small lane.
- b: 4 Then proceed along this main road for about half a mile.
- c: 1 First get off at the bus stop near the supermarket on the main road.
- d: 2 Turn to the right when you get off the bus.
- e: 7 Now you will see a small lane on your left.
- f: 6 Walk down this lane until you reach house number 23.
- g: 3 There will be a bell on the gate of number 23. Ring this bell.

1.2.1. Write the order in this column.

1	
2	
3	
4	
5	
6	
7	

1.2.2 Write the sentences as a paragraph.

2. Expressing Purpose

Look at these sentences containing directions.

- (a) To reach the house, walk down the lane.
- (b) To get off the bus, ring the bell.

Notice the first part of each sentence. This gives the purpose of (ie. why you are performing) the action. This can also be expressed after the instruction or direction has been given.

- ie. Walk down the lane to reach the house.
Ring the bell to get off the bus.

- 2.1. Notice the structure used to express purpose ie. to reach the house, to get off the bus.

This consists of to + the base form of the verb ie. the infinitive form of the verb.

- 2.2. Given below are sets of sentences describing certain actions and the purpose of those actions.

Rewrite each set of sentences as one sentence containing an infinitive form.

(i) has been done for you.

i) I went to the shop. I bought some bread.

Sentence : I went to the shop to buy some bread.

ii) The institute wrote him a letter. They asked him about his qualifications.

iii) The English Unit conducts a Placement Test in English. They check the standard of each student.

iv) The child cried. She attracted her mother's attention.

v) The students went to Colombo. They visited the National Museum and the Zoological Gardens.

- 2.3. Complete each of the following sentences with a suitable infinitive of purpose.

i) I joined the Open University to

ii) The engineers inspected the dam to

iii) The police set up a check point to

iv) Many people read the daily newspapers to

v) The man knocked at the door to

- 2.4. Given below are some practical instructions for everyday life. Column A gives the purpose and Column B gives the instructions.

Match the statements in A with the correct instructions in B.

A	B
i) to separate two tumblers that are stuck together	rub the scratches with liquid brass polish
ii) to clean a burnt saucepan	apply citronella oil on your hands and legs
iii) to make tight shoes more comfortable	pour cold water into one and stand the other in hot water
iv) to get rid of small scratches on the face of your watch	fill it with a mixture of vinegar and water and boil for five minutes
v) to prevent mosquitoes from biting you	pack them with wet newspapers and leave them overnight

3. Transitive and Intransitive Verbs

In Block I Module 2, you learnt about sentences that have the structure SVO.

eg: Lalith wrote a letter.

In this sentence, the verb 'wrote' is followed by an object. 'a letter'.

In English, there are some verbs that do not take an object.

eg: He lived to be ninety.
It rained heavily.

- 3.1. Discuss the verb forms in the following sentences. Decide whether the verb is transitive (ie. takes an object) or intransitive. (ie. does not take an object).

- i) The child slept for twelve hours.
- ii) Last night she had a very bad dream.
- iii) The audience cheered the winners.
- iv) We went home to see our parents.
- v) He broke his leg when he fell down accidentally.

4. Sentence Patterns III and IV (SVOO and SVOV)

Here are two important sentence patterns. Look at these sentences:

- (a) My mother told me a story.
- (b) My mother told me to stay here.

In (a) the verb 'told' is followed by 2 objects viz: 'me' and 'a story'

The sentence has the structure SVOO.

The first object is the indirect object and the second is the direct object.

In (b) the verb 'told' is followed by an object ('me') and another verb phrase ('to stay here').

This sentence has the structure SVOV.

4.1. Sentence Pattern SVOO

A number of verbs in English take 2 objects. They include

give	---	She gave Mala some money.
bring	---	My brother brought me a nice present from France .
promise	---	They promised him many things.
offer	---	The company offered her a good salary.
send	---	Did you send them an invitation?
write	---	I wrote her three letters.
ask	---	The teacher asks us many questions.
take	---	She was ill so I took her some oranges.
show	---	He showed the doctor his injuries.

Write down the direct objects in all the sentences given above.

4.2. Other verbs of this type are

get	make	buy	pay
find	teach	owe	

4.3. Make sentences of your own with the verbs in 4.2. Your sentences should contain 2 objects.

4.4. Sentence Pattern SVOV

In the sentence 4.1. (b) above, notice that the structure is of the form

Subject + Verb + Object + Verb Phrase
My mother told me to stay here.

This verb phrase consists of

to + an infinitive verb + adverb

A number of verbs in English take the to + infinitive form.

eg: allow - He allowed me to use his house.
ask - They asked us to come early.
They asked us not to be late.
advise - The hotel advised us to stay.

Others are: tell, teach, require, intend, order

4.5. Sometimes the structure takes the form infinitive without 'to'

This is used with

help --- Will you help me ^{to} sew these curtains?
let --- Please let us stay!
make --- I made her change her clothes as she was wet.

4.6. Some verbs are followed by the -ing form.

These include

saw ---- The police saw him driving fast.
keep ---- Please don't keep them waiting.

4.7. Some of the sentences given below are correct, other are incorrect.

Mark ✓ against the correct sentences.
Mark X against the incorrect ones.

- i) I saw him coming home.
- ii) The teacher asked to Lalith three questions.
- iii) 'Please tell him to buy some thread'.
- iv) He was a good teacher. He taught us ^{to} be honest.
- v) This programme requires us to attend classes every Saturday.

- vi) Let them to enter the premises.
- vii) Mala told her bringing some coconuts
from the shop.
- viii) 'Thank you for allowing me ^{to} come.'
- ix) She is too fat. Make her to eat less.
- x) I intend to apply for a new job.

1. This Module deals with a very important topic -- the Passive Voice. The Passive Voice often creates problems for Sri Lankan learners of English. However it is useful to know how to use the Passive Voice correctly.

- 1.1. Look at these two sentences:-
 (a) Manel wrote a letter.
 (b) A letter was written by Manel.

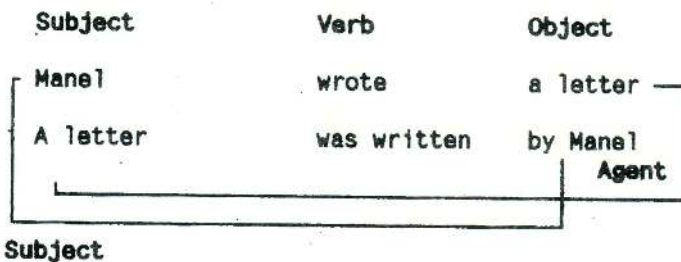
Both sentences (a) and (b) tell us about Manel and the action performed. Notice however that (a) focusses on **who** wrote the letter ie. the doer while (b) focusses on **what was done** ie. the action.

In (a) the verb (**wrote**) is in the **Active Voice** *
 In (b) the verb (**was written**) is in the **Passive Voice** *.

- * ie. is the same as Sinhala **ලිව්වේ** Tamil எழுதினார்.
 * ie. is the same as Sinhala **ලිව්වේ** Tamil எழுதப்பட்டது.

1.2. Structure of the Passive Voice

Notice how an Active sentence can be changed into a Passive sentence.



- a) The object of the Active sentence is transformed into the subject of the Passive one.
 b) The verb form is changed .
 c) The subject is shifted to a new position, and becomes the agent.

The **agent** is the noun (or noun phrase) which follows the preposition in a Passive sentence.

- 1.3. State whether the following sentences are Active (A) or Passive (P). Write 'A' or 'P' in the brackets at the end.

If Active, underline the object.

If Passive, draw brackets around the agent.

- (i) and (ii) have been done for you.
- i) Yesterday I saw the postman. (A)
- ii) The presents were given to the bride by (the guests.) (P)
- iii) Latin was spoken by the Romans two thousand years ago. (P)
- iv) The fishermen caught much fish, and so they were happy. (A)
- v) He has been caught by the police. ()
- vi) All over the world, the Koran is read by Muslims. (P)
- vii) He was reading a detective story when I entered the room. (A)
- viii) We bought a new house last month. (A)
- ix) Kandy was captured by the British in 1815. (P)
- x) The government built a large factory near the town. (A)

2. Structure of Passive Verbs

To construct the Passive verb, you should use the correct form of the verb **be** + the **Past Participle** of the relevant verb.

Study these forms carefully and notice how the different tenses are formed.

[Refer to Block III, Module 4 for the Past Participle]

2.1. (a) Present Simple

am / is / are + past participle

eg: **Active :-** She cleans her room every day.

Passive:- Her room is cleaned by her every day.

Active :- They clean all the rooms in the hotel.

Passive;- All the rooms are cleaned by them.

Negative form: am/is/are + not + past participle

(b) Past Simple

was / were + past participle

eg: Active :- I cleaned the room yesterday.
Passive:- The room was cleaned by me yesterday.

Active :- He ate all the plantains.
Passive:- All the plantains were eaten by him.

Negative form: was / were + not + past participle

(c) Present Perfect

has / have + been + past participle

eg: Active :- Somebody has cleaned the room / the rooms.
Passive:- The room has been cleaned by somebody.

The rooms have been cleaned by somebody.

Negative : has/ have/ + not + been + past participle

(d) Past Perfect

had + been + past participle

eg: Active :- She had cleaned the room when I entered it.
Passive:- The room had been cleaned by her when I entered it.

The rooms had been cleaned by her when the guests entered.

Negative form: had + not + been + past participle

(e) Present Continuous

am / is/ are + being + past participle

eg: Active :- She is cleaning the room now.
eg: Passive:- The room is being cleaned by her now.
The rooms are being cleaned by her now.

Negative form: am/is/ are + not + being + past participle

(f) Past Continuous

was / were + being + past participle

eg: Active :- She was cleaning the room when I entered.
Passive:- The room was being cleaned by her when I entered.

The rooms were being cleaned by them .

Negative form: was / were + not + being + past participle.

- 2.2. Rewrite each of the following sentences in the Passive Voice. Check the tense of each sentence. Then use the correct form of the verb.

- i) The police have arrested three men.
- ii) People do not use this road often.
- iii) The clerk has typed the letter.
- iv) They are building a new shopping complex.
- v) The lecturer cancelled the session.
- vi) I made the tea. Mala served it.
- vii) Everybody likes her because she is kind.
- viii) Many people watched the new TV programme.
- ix) The children are reading the books.
- x) I did not write this essay.

3. Use of the Passive

Most sentences in the Active Voice can be rewritten in the Passive.

The Passive Voice is used when it is not important to know who did the action. It is also used when we do not know who did the action.

The Passive is therefore used a great deal in official writing, and in Science.

Look at these examples:

- (a) An inquiry was held on the 5th of September.
- (b) The police were informed that the safe had been opened during the night.
- (c) Entry into the factory premises was not permitted.
- (d) We were informed that the results would be released next month.
- (e) The metal was heated and then it was weighed.

- 3.1. Use the verbs in the list given below to complete the sentences given below. Use the Passive Verb form.

grow manufacture build produce make

- i) Tea in the hill country.
- ii) Cars in Japan.
- iii) The Kala Wewa many centuries ago.
- iv) Sugar in the Uda Walawa region and in Kantalai.
- v) Ceramic ware from Kaolin, a type of clay.

[Notice that in this kind of sentence too, it is not necessary to mention the 'doer'.]

4. SV00 -- The Passive Form

In sentences that contain two objects, it is usually the first object (the indirect object) that becomes the subject.

eg: Active :- My mother told me a story.

Passive:- I was told a story by my mother.

Active :- The company offered her a good salary.

Passive:- She was offered a good salary by the company.

4.1. Rewrite the following in the Passive.

- i) My father gave me this watch.
- ii) Ruwan lent Ismail some money.
- iii) The landlady showed Neville the room.
- iv) They sent us an invitation.
- v) He paid the workmen a thousand rupees.

