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Answer: My aunt and sister are going to the cinema tonight. (iv) My father invited my friends family to dinner. Answer:My mother invited my friends family to dinner(v) We saw a lion and a tiger at the tonight. Answer:We saw a lioness and a tigeress at the zoo. Exercise IVN ouns can also be categorised as Countable Nouns. Some nouns such as monkey, cat, spoon can be counted and are thus called Countable Nouns. Similarly, some other nouns such as salt, leaves or water cannot be Z00. counted. So, they are called Uncountable Nouns. Question 7. Some groups of nouns are given below. One is different from the others. It can be countable or U if it is uncountable or U. if it is uncountable.(i) (a) Chair(b) Desk(c) Water(d) BlackboardAnswer:(c) Water(ii) (a) Bread(b) Butter(c) SugarAnswer:(d) Appl(iii) (a) Boys(b) Girls(c) Dust(d) LadiesAnswer:(c) Dust Un(iv) (a) Bicycle(b) Ink(c) Toy train(d) BooksAnswer:(b) ink Un(v) (a) Handbags(b) Shoes(c) Socks(d) RiceAnswer:(c) Dust Un(iv) (a) Bicycle(b) Ink(c) Toy train(d) Bicycle(b) Ink(c) I nouns. Write (U) for Uncountable and (C) for Countable.(i) The children are playing in the garden.(ii) I prefer milk to tea.(iii) My brother presented me a cycle.(iv) There are a lot of windows in our office.(v) We need to fix this vase with the help of some glue.(vi) My father drinks two glasses of water every morning.(vii) The food, prepared by my mother is very delicious.(viii) Some policemen are on duty even on Sundays.(ix) The teacher gave us three pencils.(x) Sleep is good for our body. Answer:(i) C(ii) U(iii) C(iv) C(v) U(vi) C(vii) U(viii) C(iv) C(v) U(vii) C(vii) U(viii) C(iv) C(v) U(vii) C(vii) U(viii) C(vii) U(viii) C(vii) U(viii) C(vii) U(viii) C(vi) U(vi) U(viii) C(vi) U(viii) C(vi) U(vi) U(vi)

sentences playing and writing are verbs. The words shine, play, eats, cooks, sings, cry, writing etc. are examples of verbs. ExerciseQuestion 1. See the pictures below. The incomplete sentences are to be completed with a suitable verb. Choose from the given options. (i) I with my dog.(a) feed(b) play(c) washAnswer:(b) play(ii) The girl can very fast.(a) walks(b) sleeps(c) standsAnswer:(a) walks(v) A girl and a boy are fast.(a) run(b) jump(c) walkAnswer:(a) run(iii) Milka is in the air.(a) jogging(b) walking(c) jumpingAnswer:(c) jumping(iv) Mary in the room.(a) studying(b) dancing(c) fightingAnswer:(b) dancingQuestion 2.Tick () the correct action words to a glass of juice daily.(a) eats(b) drinks(c) buysAnswer:(b) drinks(iii) Peena can in any competition.(a) read(b) sing(c) eatAnswer:(b) singQuestion 3.Identify the verb from the following sentences and circle it.(i) Aman paints the wall.(ii) She fill in the given blanks (i) Birds in the sky.(a) fly(b) dance(c) cryAnswer:(a) fly(ii) Manjari is playing badminton.(iii) Riyansh is watching TV.(iv) Heena plucked flowers.(v) He is drinking juice. Answer:(i) plaints(ii) playing(iii) watching(iv) plucked(v) drinkingArticlesAn Article is a word that is used before a noun to point out whether the noun refers to something specific or not. A, An and The are used in the English language.ExerciseQuestion 1.Given below are words used with Articles A, An, The. Tick () the word which does not have a correct article.(i) (a) A sun(b) The Taj Mahal(c) An elephant(d) A birdAnswer: (a) A sun(b) The Taj Mahal(c) An elephant(d) A birdAnswer: (b) A egg(ii) (a) A sun(b) The Taj Mahal(c) An elephant(d) A birdAnswer: (b) A egg(ii) (a) A sun(b) The Taj Mahal(c) An elephant(d) A birdAnswer: (b) A egg(ii) (a) A sun(b) The Taj Mahal(c) An elephant(d) A birdAnswer: (b) A egg(ii) (a) A sun(b) The Taj Mahal(c) An elephant(d) A birdAnswer: (b) A egg(ii) (a) A sun(b) The Taj Mahal(c) An elephant(d) A birdAnswer: (b) A egg(ii) (a) A sun(b) The Taj Mahal(c) An elephant(d) A birdAnswer: (b) A egg(ii) (a) A sun(b) The Taj Mahal(c) A sun(b) Taj Mah Eiffel Tower(iv) (a) A Ganga(b) The house(c) An apple(d) An ice-creamAnswer:(a) A Ganga(v) (a) An inkpot(b) A. banana(c) The horse(d) A nurseAnswer:(c) The He is the honest man.(iv) The clock is not working properly(v) The Church is lively on Sundays. Answer:(i) Incorrect a ugly woman an street should be changed to a useful thing (ii) Incorrect the honest man (iv) CorrectQuestion 3.Use a or an before these words.Answer:(i) an(ii) a(iii) a(iii) a(vii) a(vii .(a) I(b) mine(c) me(d) myselfAnswer:(c) me(ii) I love my dog. I take commonly used pronouns areI, you, he, she, e, they, me, him, her, us, them, mine, yours, his, our, their, etcExerciseQuestion 1. Choose the correct pronoun from the given options.(i) My grandmother presented this watch to for a walk every day.(a) it(b) I(c) itself(d)

myselfAnswer:(a) it(iii) Those apples belong to .(a) they(b) theirs(c) themselves(d) themAnswer:(d) them(iv) This watch belongs to my mother. It is .(a) her(b) she(c) hers(d) herselfAnswer:(c) hers(v) Father s giving a bicycle on your birthday.(a) you(b) yourself(c) yours(d) themselvesAnswer:(a) youQuestion 2.Use the correct pronoun for the words in bold letters in the sentences and rewrite them.(i) Mohit is my cousin. I went to the zoo with Mohit. Answer:Mohit is my cousin. I went to the zoo with him.(ii) The table in my house is very big. The table has a glass too. Answer: The table in my house Answer: I love my parents. They love me too.(iv) Ramesh is a rich man. Ramesh has a very big house. is very big. it has a glass top.(iii) I love my parents. My parents love me too. Answer:Ramesh is a rich man. He has a very big house.(v) My mothers name is Anita. My mother loves me very much. Answer: My mothers name is Anita. She loves me very much. Adjectives As nouns are naming words, adjectives are describing words. They tell us more about a noun. For example 11 live in a big house. 2, Sheena is a talkative girl. 3. I like red apples. The words big,

talkative and red in the above sentences are Adjectives. ExerciseQuestion 1. Read the following sentences and fill in the blanks with appropriate adjectives. place. (a) cold(b) hot(c) sturdyAnswer: (b) hot(ii) Some birds have feathers. (a) bright(b) colourful(c) both (a) and (b)(iii) Shimla s a . place. (a) tiny(b) cold(c) warmAnswer: (b) hot(ii) Some birds have feathers. (b) hot(ii) Some birds have feathers. (c) both (a) and (b)(iii) Shimla s a . place. (a) tiny(b) cold(c) warmAnswer: (b) hot(ii) Some birds have feathers. (b) hot(ii) Some birds have feathers. (c) both (a) and (b)(iii) Shimla s a . place. (a) tiny(b) cold(c) warmAnswer: (b) hot(ii) Some birds have feathers. (b) hot(ii) Some birds have feathers. (c) both (a) and (b)(iii) Shimla s a . place. (a) tiny(b) cold(c) warmAnswer: (b) hot(ii) Some birds have feathers. (b) hot(ii) Some birds have feathers. (c) both (a) and (b)(iii) Shimla s a . place. (a) tiny(b) cold(c) warmAnswer: (b) hot(ii) Some birds have feathers. (b) hot(ii) Some birds have feathers. (c) both (a) and (b)(iii) Shimla s a . place. (a) tiny(b) cold(c) warmAnswer: (b) hot(ii) Some birds have feathers. (b) hot(ii) Some birds have feathers. (c) both (a) and (b)(iii) Shimla s a . place. (a) tiny(b) cold(c) warmAnswer: (b) hot(ii) Some birds have feathers. (b) hot(ii) Some birds have feathers. (c) hot(ii) Some birds have feathers. (b) hot(ii) Some birds have feathers. (c) hot(ii) Some birds ha (b) cold(iv) My mom made a cake for the party.(a) delicious(b) cold(c) chillyAnswer:(b) blue(c) tiledAnswer:(c) Beautiful(ii) (a) Frog(b)Fix(c) Run(d) LargeAnswer:(c) Beautiful(d) TurnAnswer:(c) Beautiful(iii) (a) Bake(b) Lock(c) Use(d) QuietAnswer:(d) Quiet(iv) (a) Cut(b) Old(c) Sleep(d) StickAnswer:(b) Old(v) (a) Soap(b) Kick(c) Broken(d) BrotherAnswer:(c) Broken(d) BrotherAnswer:(c) BrokenParagraph WritingSample ParagraphMy mothers name is Mrs. Geetika Nath. She works in an office. On Saturdays and Sundays, she spends a lot of time Content with me. She takes me to a mall or a childrens park whenever she gets time. We enjoy our time together. I love my mother very much. Practice QuestionsQuestion 1. Write a paragraph on Rainy Day. You may use the following clues. Clues Raining heavily, water on the road, ground, paper boats, used umbrella/raincoat, to go back home, ate crispy pakoras. Rainy DayA few days ago

Answer: Question 2. Write a few lines about your visit to a zoo with your family

last Sunday. You may use the following clues. Clues Sunday, a sunny day, went to the zoo with parents, tickets bought, saw many types of birds and animals, enjoyed a	
lot	Answer:Question 3.Shaurya started writing about My Pet. He left it in the middle. Complete the paragraph.Clues Pet, a
dag its name colour food activities have a not dog. Its name is Bon	Answer Dicture Comprehension Question 1 Look at the nicture

	Allswei.Question 5.5haurya starteu writing about My ret. ne iert it in the indule. Ot	
dog, its name, colour, food, activitiesI have a pet dog. Its name is Ron.	Answer:Picture Comprehen	nsionQuestion 1.Look at the picture
given below and answer the questions that follow. You may take the help of the clues given below. Clues Diyas, Rangoli, Burst crackers, Diwali(i) What does the picture tell us?	Answer:(ii) The picture is taken at the time of	Answer:(iii) What is the girl
in the picture doing?Answer:Question 2.See the picture and complete the following lines on it using the dues.Clues Going to school, school bag on his back, flowers, playing with b	ball(i) A girl and a boy are(ii) Another boy and girl are(iii) The boy is hold	ling in one of his
hands.Answer:Question 3.See the picture given below and answer the questions that follow. You may take help from the clues.Clues Feeding the ducks, a box on the ground, scarf(i) Where is the girl standing?	Answer:(ii) What are the ducks doing?	Answer:(iii)
What does the girl have in her right hand? Answer:Question 4.Look at the picture and complete the following lines on it using the clues. Clues Cock, chicks, morning scene, eating g	grass, open, ducklings(i) The is sitting on a fence.(ii) Its mouth is(iii) The	hens are with their(iv)
There is a duck with its two Answer: Class 2 English Mridang Worksheet Introducing the 2024-2025 edition, English Grammar Class 2 Worksheets with Answers PDF (2025) offers easy and fun worksheets to help Grad	le 2 students master grammar, aligned with NEP 2020. This engaging resource ensures er	njoyable practice with answers,
making it convenient for both students and parents to use at home. Additionally, we have expanded our grammar resources to include classes 3, 4, 5, and 6, enriching the learning journey for students across multiple grades.		
writing, and communication. Learning grammar early lays the foundation for future academic success. The key grammar lessons for Class 2 focus on building a solid understanding of basic language concepts. Students learn a	about nouns, pronouns, verbs, and adjectives to identify and use words correctly. They also	o explore articles (a, an, the),
prepositions, conjunctions, and simple sentence formation. Additionally, lessons on punctuation and subject-verb agreement ensure proper sentence structure and clarity in communication. These fundamental grammar lesson		
communication skills and a strong foundation for reading and writing. It also boosts their confidence in understanding and using the English language correctly. To use these worksheets for Class 2 English grammar practice,		
through the answers, helping reinforce grammar skills through fun and regular practice. Class 2 grammar worksheets are perfect for both home and classroom use, providing interactive exercises on grammar topics like punc		
in any setting. English Grammar for children of Class 2 is designed to provide them with a solid foundation for effective communication, reading, and writing. Lets explore the English Grammar Class 2 Topics. A. Rewrite the v	vords in alphabetical order. 1. arm, ant, apple, age. 2. bag, ball, board, bite. 3. fill, fan, fen	ce, fun. 4. sun, son. Sat, sit 5. rat, rot,
rub, rip. 6. tip, top, tap, tub 7. hot, hen, hat, hit Get more The Alphabet 2nd grade English worksheets A. Circle the common nouns and underline the proper nouns in these sentences. 1. Ramesh is a policeman. 2. We go to Del	lhi by Rajdhani Express. 3. Hoppy is a playful goat. 4. My uncle comes for lunch every Sun	day. 5. Fatehpur Sikri is in Agra. 6.
My dolls name is Julie. 7. Mr Rao goes to the hills in April. 8. The peacock is the national bird of India Get more Common Nouns and Proper Nouns Grade 2 Worksheets A. Complete these sentences with the plurals of the word	Is given in the brackets. 1. Raj and Ravi open a box of (cherry) 2. There are beautiful	in my garden. (butterfly) 3. Heavy
often cause traffic jams on narrow roads. (lorry) 4. Mumbai and New Delhi are important (city) 5. Thelike to play on thre floor. (baby) 6. We love Grandmother (story) 7. I have bought two (doll) 8. We see with our two	b (eye) 9. My friend saw five (lion) at the zoo. 10. Our school has made ten (bench)	11. The little stand near the stable.
(pony) 12. The buzz near his ears. (fly) Get more Singular and Plural Nouns Worksheets for 2nd Grade A. Rewrite these sentences. Use the correct pronouns in place of the underlined words. 1. Sam is not well. Sam is going	to the doctor 2. Leela goes to the market. Leela buys some bread 3. The cat is hungry.	The cat wants to eat fish 4. Polly
wakes up early in the morning. Polly goes for a walk 5. The lion is angry. The lion growls 6. Suraj is a painter. Suraj paints many beautiful pictures 7. The garden is very pretty. The garden is full of flowers 8. Ali does h	is homework. Ali likes school Get more Pronouns Worksheets in Grade 2 A. Choose the c	correct articles and complete these
sentences. 1. Ravi hurries to catch. Rajdhani Express. (the/a) 2. Ali and Farid play guitar in . band. (a/an) 3. Pete buys a red box. He puts . box on Nanas table. (the/a) 4. Our team wins . first prize for selling candles. (the/a) 5.	. Arabian Sea looks orange during sunset. (The/A) 6. We put .onions in a brown bag. (the/a	an) 7. I want to buy . watermelon.

badminton with Amol. 8. The Sun Maths very well. 6. Raj on the sofa. 7. I _ brightly. Get more Verb Worksheets for Grade 2 A. Circle the adjective and underline the nouns they describe. 1. The round stool is near the table. 2. Mother cut a big watermelon. 3. The thin man walks slowly. 4. She wears purple ribbons. 5. My kitten slips on wet floors. 6. Salma has short hair. 7. He walks along the wide road. 8. The baby plays with the fluffy pillow. Get more Adjectives Worksheets for Grade 2 Look at these pictures and complete these sentences with this and that. 1. is my school bag. 2. is a building. 3. is a car. 4 is a white swan. 5. is a snake. 6. is a mongo tree. Demonstrative Pronouns and Demonstrative Adjectives Worksheets for Grade 2 When we talk about actions taking place as we speak, we use thepresent continuous tense like this- am/is/are + verb + -ing Iam flyinga kite. A. Complete these sentences with am/is/are and the correct form of the verbs in the box [paint, talk, drink, watch, play, listen] 1. I drinking milk. 2. We TV in the living room. 3. She to music. 4. They on the phone. 5. Raj playing in the park. 6. The boy beautiful pictures. The Present Continuous Tense Worksheets for Grade 2 Nita eats slowly. slowly tells us how Nita eats The frog jumps quickly. quickly tells us how the frog jumps. We usually add -ly to an adjective to make it an adverb. The children sing loudly. loud + -ly She looks sadly at her broken doll. sad + -ly A. Complete these sentences by adding -ly to the words given in the brackets. 1. The stars shine (bright) 2. I cannot tie my shoelaces . (tight) 3. Ants move (quick) 4. She works (slow) 5. Bina dances (beautiful) 6. The young man speaks (clear) Adverbs Worksheets for Grade 2 Prepositions are words that show the relationship between nouns or pronouns and other words in a sentence. Examples: The ball is beside the box. The birds flew over the trees. The hikers climbed up the mountain. The meeting is scheduled for tomorrow. Well have dinner at 7 oclock. A. Complete these sentences with-in/on/under. 1. The mouse is the table. 2. The flower vase is the table. 3. Tej is the swimming pool. 4. My book is the drawer. 5. Piya keeps her books her desk. 6. The boy sits the rock. 7. The ball rolls the table. 8. The river flows the bridge. Prepositions Worksheets for Grade 2 The Conjunctions are joining words. Conjunctions join two words, groups of words, or sentences. The word and is a conjunction. We use and to join two words, groups of words, or sentences. Examples: Separate: I am buying a pencil. I am buying a notebook. Joined: I am buying a pencil and a notebook. We ask a question to find out something. So, We often begin a question word. We write a question word. We write a question word. We have a question when, when, when, when, when, when, when, when, when a question word. We ask a question to find out something. So, We often begin a question word. We write a question word when a when a question word when a question word when a question word when a question word when a question were a question word when a question word when a question when a question were a question word when a question word when a question were a question when a question when a question were a question were a question were a question when a question were Tick () the pictures that answer the questions. 1. What is red in colour? 2. Who is older? 3. Where can you get ice? 4. Who is taller? 5. Where can you get ice? 4. Who is taller? 5. Where can I find my storybook? 6. What makes a buzzing sound? Question Words Worksheets for Grade 2 A sentence is a group of words with a verb. It begins with a capital letter and ends with a full stop. Examples The sun shines brightly in the sky. I like to play with my dog in the park. Rita reads books every evening before bedtime. We ate delicious pizza for dinner yesterday. The bird sings a sweet melody in the morning. A. Tick () the correct sentences. moon round is the Ravi is late. The child milk drinks I love mangoes. she left early Sunday is a holiday. Works Shyam hard very. Mother buys toffees for me. Sentence Worksheets for Grade 2 A. Rewrite these sentences with capital letters, full stops, and question marks. 1. i play with raj, lina and gia at the park 2, where does rashida go every summer 3. abdul cannot jump over the wall 4. i give alina storybooks on her birthday 5. what does piya like to eat Punctuation Worksheets for Grade 2 Q: Are English Grammar Class 2 Worksheets with Answers pdf suitable for homeschooling? A: Absolutely! These worksheets are a great resource for homeschooling, allowing parents to provide structured grammar lessons. Q: Can I find worksheets tailored to my states curriculum? A: Yes, you can find worksheets aligned with various state curricula, ensuring they meet your specific educational requirements. Q: Are these worksheets are versatile and can be adapted to suit the needs of ESL learners? A: Yes, they are. The worksheets are versatile and can be adapted to suit the needs of ESL learners. Q: How often should my child use these worksheets? A: Its advisable for your child to work on these worksheets regularly, aiming for consistency without overwhelming them. Q: Do these worksheets cover advanced grammar topics? A: No, they are designed for second-grade students, so they focus on foundational grammar concepts. Q: Can teachers use these worksheets in the classroom? A: Certainly, teachers can incorporate these worksheets into their lessons to reinforce grammar concepts. English Grammar Class 2 Worksheets with Answers are totally free for children so that their parents can make them practice any time possible. So, learn with fun! Grammar of the English grammar concepts. language. This includes the structure of words, phrases, clauses, sentences, and whole texts. This article describes a generalized, present-day Standard English forms of speech and writing used in public discourse, including broadcasting, education, entertainment, government, and news, over a range of registers, from formal. Divergences from the grammar described here occur in some historical, social, cultural, and regional varieties of English, although these are minor compared to the differences in pronunciation and vocabulary. Modern English has largely abandoned the inflectional case system of Indo-European in favor of analytic constructions. The personal pronouns retain morphological case more strongly than any other word class (a remnant of the more extensive Germanic case system of Old English). For other pronouns, and all nouns, adjectives, and articles, grammatical function is indicated only by word order, by prepositions, and by the "Saxon genitive or English possessive" (-'s).[1]Part of a series on English). grammar Morphology Plurals Prefixes in English Suffixes frequentative Word types A cronyms A djectives A dverbs flat Articles Coordinators Verbs A uxiliary Source in the second structure of the severbsMoodconditionalimperativesubjunctiveAspectcontinuoushabitualperfect-ed-ing-ion-ive-lyIrregular verbsModal verbsPassive voicePhrasal verbsVerb usageTransitivitySyntaxClausesin EnglishConditional sentencesCopulaDo-supportInversionPeriphrasisZero-markingOrthographyAbbreviationsCapitalizationCommaHyphenVarianceAfrican-American Vernacular EnglishAmE and BrE grammatical differencesDouble negativesGrammar disputesThouvteNouns, verbs, adjectives, and adverbs are open classes that readily accept new members, such as the noun celebutante (a celebrity who frequents the fashion circles), and other similar relatively new words.[2] The rest are closed classes; for example, it is rare for a new pronoun to enter the language. Determiners, traditionally classified along with adjectives, have not described here as they do not form part of the clause and sentence structure of the language. [2]Linguists generally accept nine English word classes: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, determiners, and exclamations. English words are not generally marked for word class. It is not usually possible to tell from the form of a word which class it belongs to, but some inflectional endings and derivational suffixes are distinct to each class. On the other hand, most words belong to more than one word class. For example, run can serve as either a verb or a noun (these are regarded as two different lexemes).[3] Lexemes may be inflected to express different grammatical categories. The lexeme run has the forms runs, ran, runny, runner, and running.[3] Words in one class can sometimes be derived from those in another. This has the potential to give rise to new words. For example, the noun aerobicized.[3]Words combine to form phrases. A phrase typically serves the same function as a word from some particular word class.[3] For example, my very good friend Peter is a phrase that can be used in a sentence as if it were a noun, and is therefore called a noun phrase. Similarly, adjectival phrases and adverbial phrases, the terminology has different implications. For example, a verb phrase consists of a verb together with any objects and other dependents; a prepositional phrase consists of a preposition and its complement (and is therefore usually a type of adverbial phrase); and a determiner phrase is a type of noun phrase containing a determiner. Main article: English nouns from other nouns from other types of words, such as -age (shrinkage), -hood (sisterhood), and so on,[3] though many nouns are base forms containing no such suffix (cat, grass, France). Nouns are also created by converting verbs and adjectives, as with the words talk and reading). Nouns are also created by converting verbs and adjectives, as with the words talk and reading). Nouns are also created by converting verbs and adjectives, as with the words talk and reading (a boring talk, the assigned reading). Nouns are sometimes classified semantically (by their meanings) as proper and common nouns (Cyrus, China vs frog, milk) or as concrete and abstract nouns (book, laptop vs embarrassment, prejudice).[4] A grammatical distinction is often made between count (countable) nouns such as milk and decor.[5] Some nouns can function both as countable and as uncountable such as "wine" in This is a good wine.Countable nouns generally have singular and plural forms.[4] In most cases the plural is formed from the singular by adding -[e]s (as in dogs, bushes), although there are also irregular forms. (woman/women, foot/feet), including cases where the two forms are identical (sheep, series). For more details see English plural. Certain nouns can be used with plural verbs even though they are singular in form, as in The government were... (where the government is considered to refer to the people constituting the government). This is a form of synesis, and is more common in British than American English. See English plural Singulars with collective meaning treated as plural. English nouns are not marked for case as they are in some languages, but they have possessive forms, through the addition of -'s (as in John's, children's) or just an apostrophe (with no change in pronunciation) in the case of -[e]s plurals (the dogs' owners) and sometimes other words ending with -s (Jesus' love). More generally the ending can be applied to noun phrases (as in the man you saw yesterday's sister); see below. The possessive form can be used either as a determiner (Manyanda's cat) or as a noun phrase (Manyanda's is the one next to Jane's). The classification of the possessive as an affix or a clitic is the subject of debate. [6][7] It differs from the noun inflection of languages such as German, in that the genitive ending may attach to the last word of the phrase. To account for this, the possessive can be analysed, for instance as a clitic construction [3][10] of the last word of a phrase ("edge inflection"). Noun phrases are phrases that function grammatically as nouns within sentences, for example as the subject or object of a verb. Most noun phrases have a noun as their head.[5]An English noun phrase typically takes the following form (not all elements need be present): Determiner+Pre-modifiers+NOUN+Postmodifiers/ComplementIn this structure: the determiner may be an article (the, a[n]) or other equivalent word, as described in the following section. In many contexts, it is required for a noun phrase to include some determiner.pre-modifiers include adjectives and some adjective phrases (such as red, really lovely), and noun adjuncts (such as college in the phrase the college student). Adjectival modifiers usually come before noun adjuncts. a complement or postmodifier[5] may be a prepositional phrase (... of London), a relative clause (like ... which we saw yesterday), certain adjective or participial phrases (... sitting on the beach), or a dependent clause or infinitive phrase appropriate to the noun (like ... that the world is round after a noun such as fact or statement, or ... to travel widely after a noun such as desire). An example of a noun phrase that includes all of the above-mentioned elements is that rather attractive young college student to whom you were talking is a postmodifier (a relative clause in this case). Notice the order of the pre-modifiers; the determiner that must come first and but can be used at various levels in noun phrases, as in John, Paul, and Mary; the matching green coat and hat; a dangerous but exciting ride; a person sitting down or standing up. See Conjunctions below for more explanation. Noun phrases can also be placed in apposition). In some contexts, the same thing), as in that president, Abraham Lincoln, ... (where that president and Abraham Lincoln, ... (where that president and Abraham Lincoln, ... (where the same can be expressed and be placed in apposition). by a prepositional phrase, as in the twin curses of famine and pestilence (meaning "the twin curses" that are "famine and pestilence").Particular forms of noun phrases referring to homeless people or English people in general);phrases with a pronoun rather than a noun as the head (see below);phrases consisting just of a possessive;infinitive and gerund phrases, in certain positions. Main article: Gender in EnglishA system of grammatical gender, whereby every noun was treated as either masculine, feminine, or neuter, existed in Old English, but fell out of use during the Middle English period. Modern English retains features relating to natural gender, most prominently the use of pronouns (such as he and she) to refer specifically to persons or animals of one or other genders and certain others (such as it) for sexless objects although feminine pronouns are sometimes used when referring to ships (and more uncommonly some airplanes and analogous machinery) and nation-states. Some aspects of gender nouns, being able to take masculine, feminine and neuter pronouns.[11] While the vast majority of nouns in English do not carry gender, there remain some gendered nouns (e.g. ewe, sow, rooster) and derivational affixes (e.g. widower, waitress) that denote gender.[12]MasculineFeminineGender neutralmanwomanadultboygirlchildhusbandwifespouseactoractressperformerroosterhenchicken[unreliable source?]Many nouns that mention people's roles and jobs can refer to either a masculine or a feminine subject, for instance "cousin", "teenager", "teacher", "doctor", "student", "friend", and "colleague".[13]Jane is my friend. She is a dentist.Paul is my cousin. He is a dentist. Often the gender distinction for these neutral nouns is established by inserting the word "male" or "female". [13]Sam is a male friend. I have three female cousins. Rarely, nouns illustrating things with no gender are referred to with a gendered pronoun to convey familiarity. It is also standard to use the gender-neutral pronoun (it).[13]I love my car. She [the car] is my greatest passion.France is popular with her [France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France is popular with her [France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France is popular with her [France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France is popular with her [France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France is popular with her [France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France is popular with her [France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France is popular with her [France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France's] neighbors at the moment.I traveled from England to New York on the Queen Elizabeth; she [the car] is my greatest passion.France's] neighbors at the moment.I articlesEnglish determiners constitute a relatively small class of words. They include the articles the and a[n]; certain demonstrative and interrogative words such as my and whose (the role of determiner can also be played by noun possessive forms such as John's and the girl's); various quantifying words like all, some, many, various; and numerals (one, two, etc.). There are also many phrases (such as a couple of) that can play the role of determiners can be used in certain combinations, such as all the water and the many problems. In many contexts, it is required for a noun phrase to be completed with an article or some other determiner. It is not grammatical to say just cat sat on table; one must say my cat sat on table; one must sat on table; determiner are when it refers generally to a whole class or concept (as in dogs are dangerous and beauty is subjective) and when it is a name (Jane, Spain, etc.). This is discussed in more detail at English Articles and Zero article in English. Main articles and Zero article in English. Main articles and Zero article in English articles and Zero article in English. Main articles and Zero article in English articles and Zero article in English. Main articles and Zero article in English articles and Zero article in English. Main artic nouns or noun phrases. They include personal pronouns, relative pronouns, relative pronouns, interrogative pronouns, and some others, mainly indefinite pronouns, relative pronouns, relative pronouns, relative pronouns, relative pronouns, and some others, mainly indefinite pronouns, relative genitiveDependent genitive(subject)(object)(possessive)First-personSingularImemyselfminemymine (before vowel)me (esp. BrE)PluralweusourselfoursourSecond-personSingularStandardyouyouyourselfyoursyourArchaic informalthoutheethyselfthinethythine (before vowel)me (esp. BrE)Pluralweusourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourselfoursourself vowel)PluralStandardyouyouyourselvesyoursyourArchaicyeyouyourselvesyoursyourNonstandardyeyou ally'allyouseetc. (see above)yeyou ally'allyouseetc. (see above)yeyou ally'allyouseetc.) person Singular Masculine hehim himsel function where the instheir Sentine she here the insthet she heronlywhichwhichReciprocaleach otherone anotherDummythereitit Interrogative only. Main article: English personal pronouns of modern standard English are presented in the table above. They are I, you, she, he, it, we, and they. The personal pronouns are so-called not because they apply to persons (which other pronouns also do), but because they participate in the system of grammatical person (1st, 2nd, 3rd). The second-person forms such as you are used with both singular and plural form, and various other phrases such as you guys are used in other places. An archaic set of second-person pronouns used for singular reference is thou, thee, thyself, thy, thine, which are still used in religious services and can be seen in older works, such as Shakespeare'sin such texts, the you set of pronouns, referring to a person in general (see generic you), compared to the more formal alternative, one (reflexive oneself, possessive one's). The third-person singular forms are differentiated according to the gender of the referent. For example, she is used to refer to a woman, sometimes a female animal, and sometimes an object to which feminine characteristics are attributed, such as a ship or a country. A man, and sometimes a male animal, is referred to using he. In other cases, it can be used as a dummy subject, concerning abstract ideas like time, weather, etc., or a dummy object of a verb or preposition. The third-person form they is used with both plural and singular referents. Historically, singular they was restricted to quantificational constructions such as Each employee should clean their desk and referent's gender is irrelevant or when the referent is neither male nor female. The possessive determiners such as my are used as determiners together with nouns, as in my old man, some of his friends. The second possessive forms like mine is bigger than yours, and as predicates, as in this one is mine. Note also the construction a friend of mine (meaning "someone who is my friend"). See English possessive for more details. The demonstrative pronouns of English are this (plural those), as in those cars. They can also form the alternative pronominal expressions this/that one, these/those ones. The interrogative pronouns are who, what, and which (all of them can take the suffix -ever for emphasis). The pronoun who refers to a person or people; it has an oblique form whom (though in informal contexts this is usually replaced by who), and a possessive form (pronoun or determiner) whose. The pronoun what refers to things or abstracts. The word which is used to ask about alternatives from what is seen as a closed set: which (of the books) do you like best? (It can also be an interrogative determiner: which one and which ones.) Which, who, and what can be either singular or plural, although who and what often take a singular verb regardless of any supposed number. For more information see who.In Old and Middle English, the roles of the three words were different from their roles today. "The interrogative pronoun hw 'who, what' had only singular forms and also only distinguished between non-neuter and neuter, the neuter nominative form being hwt".[14] Note that neuter and non-neuter refers to the grammatical gender system of the time, rather than the so-called natural gender system of today. A small holdover of this is the ability of relative pronouns, though what is quite limited in its use;[1] see below for more details. Main article: English are who (with its derived forms, see Who (pronoun). The main relative pronoun which refers to things rather than persons, as in the shirt, which used to be red, is faded. For persons, who is used (the man who saw me was tall). The oblique case form of who is whom, as in the man whose car is missing); however the use of whose is not restricted to persons (one can say an idea whose time has come). The word that as a relative pronoun is normally found only in restrictive clauses). It can refer to either persons or things, and cannot follow a preposition. For example, one can say the song that [or which] I listened to yesterday, but the song to which [not to that] I listened yesterday. The relative pronounced with a reduced vowel (schwa), and hence differently from the demonstrative that (see Weak and strong forms in English). If that is not the subject of the relative clause, it can be omitted (the song I listened to yesterday. yesterday). The word what can be used to form a free relative clause one that has no antecedent and that serves as a complete noun phrase in itself, as in I like what he likes). When referring to persons, who(ever) (and whom(ever)) can be used in a similar way. The word there is used as a pronoun in some sentences, playing the role of a dummy subject, normally of an intransitive verb. The "logical subject" of the verb then appears as a complement after the verb then appears as a complement after the verb. to refer to the presence or existence of something. For example: There is a heaven; There are two cups on the table; There occurred a very strange incident. The dummy subject takes the number (singular or plural) of the logical subject (complement), hence it takes a plural verb if the complement is plural. In informal English, however, the contraction there's is often used for both singular and plural.[16]The dummy subject can undergo inversion, Is there a test today? and Never has there been a man such as this. It can also appear without a corresponding logical subject, in short sentences and question tags: There wasn't a discussion, was there? There was. The word there in such sentences has sometimes been analyzed as an adverb, or as a dummy predicate, rather than as a pronoun. [17] However, its identification as a pronoun is most consistent with its behavior in inverted sentences and question tags as described above. Because the word there can also be a deictic adverb (meaning "at/to that place"), a sentence like There is a river could have either of two meanings: "a river exists" (with there as a pronoun), and "a river is in that place"), a sentence like There is a river could have either of two meanings: "a river exists" (with there as a pronoun), and "a river is in that place" (with there as an adverb). In speech, the adverbial there would be given stress, while the pronoun would not in fact, the pronoun is often pronounced as a weak form, /(r)/. The English reciprocal pronouns are each other and one another. Although they are written with a space, they're best thought of as single words. No consistent distinction in meaning or use can be found between them. Like the reflexive pronouns, their use is limited to contexts where an antecedent precedes it. In the case of the reciprocals, they need to appear in the same clause as the antecedent.[1]Other pronouns in English are often identical in form to determiners (especially quantifiers), such as many, a little, etc. Sometimes, the pronoun form is different, as with none (corresponding to the determiner no), nothing, everyone, somebody, etc pronouns. Another indefinite (or impersonal) pronoun is one (with its reflexive form oneself and possessive one's), which is a more formal alternative to generic you. [18]Main article: English verbsThe basic form of an English verb is not generally marked by any ending, although there are certain suffixes that ar examples are listed as indefinite frequently used to form verbs, such as -ate (formulate), -fy (electrify), and -ise/ize (realise/realize).[19] Wany verbs also contain prefixes, such as un- (unmask), out- (outlast), over- (overtake), and under- (undervalue).[19] Verbs can also be formed from nouns and adjectives by zero derivation, as with the verbs snare, nose, dry, and calm. Most verbs have three or four inflected forms in addition to the base form: a third-person singular present tense form in -(e)s (writes, botches), a present tense form in -ing (writing), a past tense and past participle forms in -ed, but there are 100 or so irregular English verbs with different forms (see list). The verbs have, do and say also have irregular forms (am, is, are in the present tense, was, were in the past tense, been for the past participle). Most of what are often referred to as verb tenses (or sometimes aspects) in English are formed using auxiliary verbs. Apart from what are called the simple past (wrote), there are also continuous (progressive) forms (am/is/are/was/were writing), perfect forms (have/has/had written, and the perfect continuous have/has/had been writing), future forms (will write, will have been writing), and conditionals (also called "future in the past"), so forms equivalent to future ones but with would instead of will. The auxiliaries shall and should sometimes replace will and would in the first person. For the uses of these various verb forms, see English verbs and English clause syntax. The basic form of the verb (be, write, play) is used as the infinitive, although there is also a "to-infinitive" (to be, to write, to play) used in many syntactical constructions. There are also infinitive is identical to the (basic) infinitive; other imperative forms may be made with let (let us go, or let's go; let them eat cake). A form identical to the infinitive can be used as a present subjunctive (distinct from the simple past only in the possible use of were instead of was), used in some conditional sentences and similar: if I were (or was) rich...; Were he to arrive now...; I wish she were (or was) here. For details see English subjunctive. The passive voice is formed using the verb be (in the appropriate tense or form) with the past participle of the verb in question: cars are driven, he was killed, I am being tickled, it is nice to be pampered, etc. The performer of the action may be introduced in a prepositional phrase with by (as in they were killed by the invaders). The English modal verbs consist of the core modals can, could, may, might, must, shall, should, will, would, as well as ought (to), had better, and in some uses dare and need.[20] These do not inflect for person or number,[20] do not occur alone, and do not have infinitive or participle forms (except synonyms, as with be/being/been able (to) for the modals are used with the basic infinitive form of a verb (I can swim, he may be killed, we dare not move, need they go?), except for ought, which takes to (you ought to go). Modals can indicate the condition, probability, possibility, necessity, obligation and ability exposed by the speaker's or writer's attitude or expression.[21] The copula be, along with the modal verbs and the other auxiliaries, form a distinct class, sometimes called "special verbs" or simply "auxiliaries".[22] These have different syntax from ordinary lexical verbs, especially in that they make their interrogative forms by plain inversion with the subject, and their negative forms by adding not after the verb (could I...? I could not...). Apart from those already mentioned, this class may also include used to (although the forms did he use to? and he didn't use to are also found), and sometimes have even when not an auxiliary (forms like have you a sister? and he hadn't a clue are possible, though becoming less common). It also includes the auxiliary do (does, did); this is used with the basic infinitive of other verbs (those not belonging to the "special verbs" class) to make their question and negation forms, as well as emphatic forms (do I like you?; he doesn't speak English; we did close the fridge). For more details of this, see do-support. Some forms of the copula and auxiliaries often appear as contracted (see Negation below). For detail see English auxiliaries and contractions. A verb together with its dependents, excluding its subject, may be identified as a verb phrase (although this concept is not acknowledged in all theories of grammar[23]). A verb phrase headed by a finite verb may also be called a predicate. The dependents may be objects, complements, and modifiers (adverbs or adverbial phrases). In English, objects and complements nearly always come after the verb; a direct object precedes other complements such as prepositional phrases, but if there is an indirect object as well, expressed without a preposition, then that precedes the direct object: give me the book, but give the book to me. Adverbial modifiers generally follow objects, although other possible (see under Adverbs below). Certain verbmodifier combinations, particularly when they have independent meaning (such as take on and get up), are known as "phrasal verbs". For details of possible patterns, see English clause syntax. See the Non-finite clauses section of that article for verb phrases headed by non-finite verb forms, such as infinitives and participles. Main article: English adjectives, as with other word classes, cannot in general be identified as such by their form, [24] although many of them are formed from nouns or other words by the addition of a suffix, such as -al (habitual), -ful (blissful), -ic (atomic), -ish (impish, youngish), -ous (hazardous), etc.; or from other adjectives using a prefix: disloyal, irredeemable, unforeseen, overtired. Adjectives may be used attributively, as in the big house, or predicatively, as in the house is big. Certain adjectives are restricted to one or other use; for example, drunken is attributive (a drunken sailor), while drunk is usually predicative forms in -er and superlative form fast). Spelling rules which maintain pronunciation apply to suffixing adjectives just as they do for similar treatment of regular past tense formation; these cover consonants (as in happier and happiest, from happy). The adjectives good and bad have the irregular forms better, best and worse, worst; also far becomes farther, farthest or further, furthest. The adjective old (for which the regular older and oldest are usual) also has the irregular forms elder and eldest, these generally being restricted to use in comparison of adverbs, see Adverbs below. Many adjectives, however, particularly those that are longer and less common, do not have inflected comparative and superlative forms. Instead, they can be qualified with more and most, as in beautiful, more cannot be compared on a scale; they simply apply or do not, as with pregnant, dead, unique. Consequently, comparative and superlative forms of such adjectives are not normally qualified with modifiers of degree such as very and fairly, although with some of them it is idiomatic to use adverbs such as completely. Another type of adjective sometimes considered ungradable is those that represent an extreme degree of some property, such as delicious and terrified. An adjective phrase is a group of words that plays the role of an adjective in a sentence. It usually has a single adjective as its head, to which modifiers and complements may be added. [26]Adjectives can be modified by a preceding adverb or adverb phrase, as in fat-free, two-meter-long. Complements following the adjective may include: prepositional phrases: proud of him, angry at the screen, keen on breeding toads; infinitive phrases: anxious to solve the problem, easy to pick up; content clauses and certain others: certain that he was right, unsure where they are; after comparatives, phrases or clauses and certain others: certain that he was right. both modifiers before the adjective and a complement after it, as in very difficult to put away. Adjective phrases containing complements after the adjective and a complement after it, as in very difficult to put away. Adjective phrases containing complements after the adjective and a complement after it, as in very difficult to put away. relative clauses: a woman who is proud of being a midwife), but it is wrong to say *a proud of being a midwife woman. Exceptions include very brief and often established phrases such as easy-to-use. (Certain complements can be moved to after the noun, leaving the adjective before the noun, as in a better man than you, a hard nut to crack.)Certain attributive adjective phrases are formed from other parts of speech, without any adjective as their head, as in a two-bedroom house, a no-jeans policy. Main article: English adverbs (or adverbial phrases), or other adverbial phrases), or other adverbial phrases). However, adverbs also sometimes qualify noun phrases (only the boss; quite a lovely place), pronouns and determiners (almost all), prepositional phrases (only the movie), or whole sentences, to provide contextual comment or indicate a relationship between clauses or sentences (He died, and consequently I inherited the estate).[28]Many English adverbs are formed from adjectives by adding the ending -ly, as in hopefully, widely, theoretically (for details of spelling and etymology, see -ly). Certain words can be used as both adjectives and adverbs, such as fast, straight, and hard; these are flat adverbs. In earlier usage more flat adverbs were accepted in formal usage; many of these survive in idioms and colloquially. (That's just plain ugly.) Some adjectives can also be used as flat adverbs when they actually describe the subject. (The streaker ran naked, not The streaker ran naked).) The adverb corresponding to the adjective good is well (note that bad forms the regular badly, although ill is occasionally used in some phrases). There are also many adverbs that are not derived from adjectives, [27] including adverbs of time, of frequency, of place, of degree and with other meanings. Some suffixes that are commonly used to form adverbs from nouns are -ward[s] (as in homeward[s]) and -wise (as in lengthwise). Adverbs are also formed by adding -ly to the participles. For example, accordingly, an adverb, by adding -ly after it. [citation needed]Most adverbs form comparatives and superlatives by modification with more and most: often, more often, most often; smoothly, more smoothly, more smoothly, more smoothly, more, most; a little, less, least; well, better, best; badly, worse, worst; far, further (farther), furthest (farthest); or follow the regular adjectival inflection: fast, faster, fastest; soon, soonest; etc.Adverbs indicating the manner of an action are generally placed after the verb and its objects (We carefully), although other possible (We carefully), although other pos (such as often, always, almost, probably, and various others such as just) tend to be placed before the verb (they usually have chips), although if there is an auxiliary or other "special verb" (see Verbs above), then the normal position for such adverbs is after that special verb" (see Verbs above), then the normal position for such adverbs is after that special verb" (see Verbs above), then the normal position for such adverbs is after that special verb" (see Verbs above), then the normal position for such adverbs is after that special verb" (see Verbs above), then the normal position for such adverbs is after that special verb" (see Verbs above), then the normal position for such adverbs is after that special verb (see Verbs above), then the normal position for such adverbs is after that special verb (see Verbs above), then the normal position for such adverbs is after that special verb (see Verbs above), then the normal position for such adverbs is after that special verb (see Verbs above), then the normal position for such adverbs is after that special verb (see Verbs above), then the normal position for such adverbs is after that special verb (see Verbs above), then the normal position for such adverbs is after that special verb (see Verbs above), then the normal position for such adverbs is after that special verb (see Verbs above), then the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the normal position for such adverbs (see Verbs above), the nor crossword; She can usually manage a pint; We are never late; You might possibly have been unconscious. Adverbs that provide the context (such as time or place) for a sentence, are typically placed at the start of the sentence: Yesterday we went on a shopping expedition.[29] If the verb has an object, the adverb comes after the object (He finished the test quickly). When there is more than one type of adverb, they usually appear in the order: manner, place, time (His arm was hurt severely at home yesterday).[30] A special type of adverb is the adverb is the adverb comes after the object (He finished the test quickly). When there is more than one type of adverb is the adverb is the adverb is the adverb comes after the object (He finished the test quickly). up in pick up, on in get on, etc.) If such a verb also has an object, then the particle may precede or follow the object is a pronoun (pick the pen up or pick up the pen, but pick it up). An adverb phrase is a phrase that acts as an adverb within a sentence. [31] An adverb phrase may have an adverb as its head, together with any modifiers (other adverbs or adverb phrases) and complements, analogously to the adjective phrases[broken anchor] described above. For example: very sleepily; all too suddenly; oddly enough; perhaps shockingly for us. Another very common type of adverb phrase is the prepositional phrase, which consists of a preposition and its object: in the pool; after two years; for the sake of harmony. Main article: English prepositions form a closed word class, [28] although there are also certain phrases that serve as prepositions, such as in front of. A single preposition may have a variety of meanings, often including temporal, spatial and abstract. Many words that are prepositions can also serve as adverbs. Examples of common English prepositions (including phrasal instances) are: of, in, on, over, under, to, from, with, in front of, behind, opposite, by, before, after, during, through, in spite of or despite, between, among, etc. A preposition is usually used with a noun phrase as its complement. A preposition together with its complement is called a prepositional phrase.[32] Examples are in England, under the table, after six pleasant weeks, between the land and the sea. A prepositional phrase can be used as a complement or post-modifier of a noun in a noun phrase, as in the man in the car, the start of the fight; as a complement of a verb or adjective, as in deal with the problem, proud of oneself; or generally as an adverb phrase (see above). English allows the use of "stranded" preposition's complement is moved to the start (fronted), leaving the prepositions. This can occur in interrogative or relative pronoun that is the preposition's complement is moved to the start (fronted), leaving the prepositions. is avoided in some kinds of formal English. For example: What are you talking about? (Possible alternative version: About what are you talking?) The song to which you were listening...) Notice that in the second example the relative pronoun that could be omitted. Stranded prepositions can also arise in passive voice constructions and other uses of passive past participial phrases, where the complement in a prepositional phrase can become zero in the same way that a verb's direct object would: it was looked at; I will be operated on; get your teeth seen to. The same can happen in certain uses of infinitive phrases: he is nice to talk to; this is the page to make copies of.Main article: Conjunctions (grammar)Conjunctions express a variety of logical relations between items, phrases, clauses and sentences. [33] They help link ideas, show relationships, and for. These can be used in many grammatical contexts to link two or more items of equal grammatical status,[33] for example:Noun phrases combined into a longer noun phrase, such as John, Eric, and Jill, the red coat or the blue one. When and is used, the resulting noun phrase is plural. A determiner does not need to be repeated with the individual elements: the cat, the dog, and the mouse and the cat, dog, and mouse are both correct. The same applies to other modifiers. (The word but you.)Adjective or adverb phrases combined into a longer adjective or adverb phrases combined as in he washed, peeled,

and diced the turnips (verbs conjoined, object shared); he washed the turnips, peeled them, and diced them (full verb phrases, including objects, conjoined). Other equivalent items linked, as in two or three buildings, etc. Clauses or sentences linked, as in We came, but they wouldn't let us in. They wouldn't let us in, nor would they explain what we had done wrong. Another example of clauses or sentences linked is: I like reading books, and I also enjoy watching movies. There are also correlative conjunctions, where as well as the basic conjunctions, where as well as the basic conjunctions, where are also correlative conjunctions, where as well as the basic conjunctions, where are also correlative conjunctions, where as well as the basic conjunctions are also correlative conjunctions. common correlatives in English are:either... or... (either a man or a woman); neither... nor... (neither clever nor funny); both... and... (they both punished and rewarded them); not... but also... (not exhausted but exhilarated, not only football but also many other sports). An example of a correlative conjunction can be seen in: Not only did I finish my homework, but I also helped my sibling. Subordinators make relations between clauses, making the clause, making the clause in which they appear into a subordinators in English are:conjunctions of time, including because, since, now that, as, in order that, so; conjunctions of opposition or concession, such as although, though, even though, whereas, while; conjunction that, which produces content clauses, as well as words that produce interrogative content clauses: whether, where, when, how, etc.Subordinating conjunction generally comes at the very start of its clause, although many of them can be preceded by qualifying adverbs, as in she told us (that) she was ready. (For the use of that in relative clauses, see Relative pronouns above.) An example of a subordinating conjunction being used is: I went to the store because I needed milk. Although English has largely lost its case system, personal pronouns such as I solve and genitive cases (subjective pronouns such as I needed milk. Although English has largely lost its case system). he, she, we, they, who, whoever), used for the subject of a finite verb and sometimes for the complement of a copula. The oblique case (object of a verb, for the object of a preposition, for an absolute disjunct, and sometimes for the complement of a copula. The genitive case (possessive pronouns such as my/mine, his, her(s), its, our(s), their(s), whose), used for a grammatical possessive as a grammatical possesive as a grammatical possessive as a grammatical possessive a possessive case, which has both a determiner form (such as my, our) and a distinct independent form (such as mine, ours) (with two exceptions: the third person singular neuter it, which use the same form for both determiner and independent [his car, it is his]), and a distinct reflexive or intensive form (such as myself, ourselves). The interrogative personal pronoun who exhibits the greatest diversity of forms within the modern English pronoun system, having definite forms (whoever, whomever, and whosever). Forms such as I, he, and we are used for the subject ("I kicked the ball"), whereas forms such as me, him and us are used for the object ("John kicked me").[37]Further information: DeclensionNouns have distinct singular and plural forms; that is, they decline to reflect their grammatical number; consider the difference between book and books. In addition, a few English pronouns have distinct nominative (also called subjective) and blique (or objective) and him (objective) and him (objective), as in "He saw it" and "It saw him"; similarly, consider who, which is subjective, and the objective whom. Further, these pronouns and a few others have distinct possessive forms, such as his and whose. By contrast, nouns have no distinct nominative and objective forms, the two being merged into a single plain case. For example, chair does not change form between "the chair" (direct object). Possession is shown by the clitic -'s attached to a possessive noun phrase, rather than by declension of the noun itself.[38]As noted above under Verbs, a finite indicative verb (or its clause) is negated by placing the word not after an auxiliary, modal or other "special" verb such as do, can or be. For example, the clause I go is negated with the appearance of the auxiliary do, as I do not go (see dosupport). When the affirmative already uses auxiliary verbs (I am going), no other auxiliary verbs are added to negate the clause (I am not going). (Until the period of early Modern English, negation was effected without additional auxiliary verbs: I go not.)Most combinations of auxiliary verbs etc. with not have contracted forms: don't, can't, isn't, etc. (Also the uncontracted negated form of can is written as a single word cannot.) On the inversion of subject and verb (such as in questions; see below), the subject may be placed after a contracted negated form: Shouldn't he pay? Other elements, such as noun phrases, adjectives, adverbs, infinitive and participial phrases, etc., can be negated by placing the word not before them: not the right answer, not interesting, not to enter, not noticing the train, etc. When other negating words such as never, nobody, etc. appear in a sentence, the negating words such as never, nobody, etc. appear in a sentence, the negating not is omitted (unlike its equivalents in many languages): I saw nothing or I didn't see anything, but not (except in non-standard speech) *I didn't see nothing (see Double negative). Such negative polarity items (ever for never, anybody for nobody, etc.) which can appear in a negative context but are not negative context. syntaxA typical sentence contains one independent clause and possibly one or more dependent clauses, although it is also possible to link together sentences of this form into longer sentences, using coordinating conjunctions (see above). A clause typically contains a subject (a noun phrase) and a predicate (a verb phrase in the terminology used above; that is, a verb together with its objects and complements). A dependent clause also normally contains a subordinating conjunction (or in the case of relative pronoun, or phrase containing one). English word order has moved from the Germanic verb-second (V2) word order to being almost exclusively subject (SVO) The combination of SVO order and use of auxiliary verbs often creates clusters of two or more verbs at the center of the sentence, such as he had hoped to try to open it. In most sentences, English marks grammatical relations only through word order. Objectsubjectverb (OSV) may on occasion be seen in English, usually in the future tense or used as a contrast with the conjunction "but", such as in the following examples: "Rome I shall see!", "I hate oranges, but apples I'll eat!".[39]Like many other Western European languages, English historically allowed questions to be formed by inverting the positions of the verb and subject. Modern English permits this only in the case of a small class of verbs ("special verbs"), consisting of auxiliaries as well as forms of the copula be (see subjectauxiliary inversion). To form a question from a sentence which does not have such an auxiliary or copula present, the auxiliary verb do (does, did) needs to be inserted, along with inversion of the word order, to form a question (see do-support). For example: She can dance? (inversion of subject I and copula am) The milk goes in the fridge. Does the milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk goes in the fridge. Does the milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk goes in the fridge. Does the milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge. Does the milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge. Does the milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) The milk go in the fridge? (no special verb present; do-support) to support I and copula am) to support I and copula am) to support I and copula required) The above concerns yesno questions, but inversion also takes place in the subject or part of the subject, in which case there is no inversion. For example: I go. Where do I go? (wh-question formed using inversion, with do-support required in this case)He goes. Who goes? (no inversion, because the questions can be expressed using if or whether as the interrogative word: Ask them whether/if they saw him.Negative questions are formed similarly; however, if the verb undergoing inversion has a contraction with not, then it is possible to invert the subject with this contraction)Isn't John going? / Is John not going? (negative question, with and without contraction respectively)See also English auxiliaries and contractions Contractions and inversion. The syntax of a dependent clause is generally the same as that of an independent clause, except that the dependent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as that of an independent clause is generally the same as the dependent clause is generally the dependent clause is genera some situations (as already described) the conjunction or relative pronoun that can be omitted. Another type of dependent clause structure with an inverted subject and verb, used to form questions as described above, is also used in certain types of declarative sentences. This occurs mainly when the sentence begins with adverbial or other phrases that are essentially negative or contain words such as only, hardly, etc.: Never have I known someone so stupid; Only in France can such food be tasted. In elliptical sentences (see below), inversion takes place after so (meaning "also") as well as after the negative neither: so do I, neither does she. Inversion can also be used to form conditional clauses, beginning with should, were (equivalent to if I win the race); were he a soldier); were he a soldier) he won the race); had he won the race (equivalent to if he had won the race). Other similar forms sometimes appear but are less common. There is also a construction with subjunctive be, as in be he alive or dead (meaning "no matter whether he is alive or dead"). Use of inversion to express a third-person imperative is now mostly confined to the expression long live X, meaning "let X live long". In an imperative sentence (one giving an order), there is usually no subject for emphasis: You stay away from me. Many types of elliptical construction are possible in English, resulting in sentences that omit certain redundant elements. Various examples are given in the article on Ellipsis.Some notable elliptical forms found in English include:Short statements of the form I can, he isn't, we mustn't. Here the verb phrase (understood from the context) is reduced to a single auxiliary or other "special" verb, negated if appropriate. If there is no special verb in the original verb phrase, it is replaced by do/does/did: he does, they didn't. Clauses that omit the verb, in particular those like me too, nor me, me neither do I.) Tag questions, formed with a special verb and pronoun subject: isn't it?; were there?; am I not?Main article: History of English grammarsThe first published English grammar was a Pamphlet for Grammar wa grammar, Rudimenta Grammatices (1534), used in English schools at that time, having been "prescribed" for them in 1542 by Henry VIII. Bullokar wrote his grammar, for much of the century after Bullokar's effort, was written in Latin, especially by authors who were aiming to be scholarly. John Wallis's Grammatica Linguae Anglicanae (1685) was the last English grammatical cases the early 19th century, Lindley Murray, the authorities" to bolster the claim that grammatical cases in English are different from those in Ancient Greek or Latin. English parts of speech are based on Latin and Greek parts of speech. [40] Some English grammar rules were adopted from Latin, for example John Dryden is thought to have created the rule no sentences can end in a preposition because Latin cannot end sentences in prepositions. The rule of no split infinitives was adopted from Latin because Latin has no split infinitives.[41][42][43]Language portalEnglish usage controversiesEnglish prefixesSubjectobjectverb[^] a b c Payne, John; Huddleston, Rodney; 2002). "Nouns and noun phrases". In Huddleston, Rodney; Pullum, Geoffrey (eds.). The Cambridge Grammar of the English Language. Cambridge; New York: Cambridge University Press. pp.479481. ISBN0-521-43146-8. We conclude that both head and phrasal genitives involve case inflects, while the phrasal genitives involve case inflects, while the phrasal genitives involve case inflects. We conclude that both head and phrasal genitives involve case inflects. We conclude that both head and phrasal genitives involve case inflects. p.297^ a b Carter & McCarthy 2006, p.298^ a b c Carter & McCarthy 2006, p.298^ a b c Carter & McCarthy 2006, p.299^ Hudson, Richard (2013). "A cognitive analysis of Manyanda's hat". In Brjars, Kersti; Denison, David; Scott, Alan (eds.). Morphosyntactic Categories and the Expression of Possession. Manyanda's hat". In Brjars, Kersti; Denison, David; Scott, Alan (eds.). Kersti; Denison, David; Krajewski, Grzegorz; Scott, Alan (2013). "Expression of Possession in English". In Brjars, Kersti; Denison, David; Scott, Alan (eds.). Morphosyntactic Categories and the Expression of Possession. Manyanda Simon Publishing Company. pp.149176. ISBN 9789027273000. Ouirk, Randolph; Greenbaum, Sidney; Leech, Geoffrey Svartvik, Jan (1985). A Comprehensive Grammar of the English Language. Harlow: Longman. p.328. ISBN 978-0-582-51734-9. [the -s ending is] more appropriately described as an enclitic postposition' Greenbaum, Sidney (1996). The Oxford English Grammar. Oxford University Press. pp.109110. ISBN 0-19-861250-8. In speech the genitive is signalled in singular nouns by an inflection that has the same pronunciation variants as for plural nouns in the common case^ Quirk, Randolph; Greenbaum, Sidney; Leech, Geoffrey; Svartik, Jan (1985). A Comprehensive Grammar of the English Language. Longman. p.319. In writing, the inflection of regular nouns is realized in the singular by apostrophe + s (boy's), and in the regular plural by the apostrophe following the plural s (boys')^ Siemund, Peter (2008). Pronominal Gender in English: A Study of English language: a linguistic history (3rded.). Don Mills, Ontario, Canada: Oxford University Press. p.194. ISBN978-0-19-901915-1. {{cite book}}: CS1 maint: multiple names: authors list (link)^ a b c "NOUN GENDER". EF Education First^ Hogg, Richard, ed. (1992). 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with a/an/the.(a) This is onion.(b) That is tree.(c) There is mango.(d) This is orange.(e) This is axe.(g) This is train.Write down the opposite words.(a) Alive(b) Plus(c) Buy(d) True(e) Go(f)
Ugly (g) Young (h) Fat (i) Tall (j) Behind (k) Near Fill in the blanks with adjective, preposition and conjunction. (a) This man is poor honest. (b) Rain comes the clouds. (c) My father is a man. (d) Flowers are the vase. Fill in with has or have. (a) Parrots
green feathers.(b) My brothera bell.(c) Some animals ling tails.(d) We three bags.Select the words from the box and fill in the blanks.[pure, free, simple, natural](a) We live in a country.(b) Rain in June is a event.(c) It is good to drink water.(d) We must have some
habits.Put the right words in the blanks.(a) The rats are the box.(b) The man is the tree.(c) The bridge is the river.(d) The house is the car.(e) The goat is the car.(e) The
(e) One boy Arrange the letters. (a) EORM (b) KEPE (c) GADUR (d) PNAI Fill in the blanks using is or are. (a) That pen. (b) Those birds. (c) This clock (d) These kites. Change the word one to many. (a) Mango (b) Toy (c) Tree
(d) Book Underline the action words. (a) My cat climbs a tree. (b) They play football. (c) He cuts some grass. Write the young ones of. (a) Goose (b) Cow (c) Horse (d) Hen Write the masculine genders of. (a) Bride (b) Queen (c) Lady (d) Niece Write the plural forms. (a) Wish
(b) Bicycle (c) Toy Write the past form. (a) Go (b) Swing (c) Roar (d) Walk Tick the correct word. (a) Prem (has/have) a kite. (b) (He/She) is a postman. (c) This is (Sunil/Sunils) brother. (d) (Monday/Wednesday) comes after Tuesday. (e) (Is/Are) it a cup?Circle the describing word. (a) Mary is a sweet
girl.(b) Lemons are yellow.(c) Mangoes are sweet.(d) He sings beautiful.(e) Very good boy.Fill in the blanks with Verbs or Adverbs.(a) We cow.(b) The bird(c) I am a doll.Find out pronouns and underline it.(a) I am a student (b) They are boys(c) His brother is a doctor.
(d) Who is there? (e) These are parrots. Fill in the blanks with nouns.(a) Please sit on the (b) The is big.(c) and are friends.(d) The is a big river.

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