**Unit -3**

**Identifying Common Errors in Writing**

**3.1 Tenses**

TABLE FORM

|  |  |
| --- | --- |
| **Tenses** | **From** |
| Simple present tense  Continuous present tense  Perfect present tense  Perfect cont. present tense | Sub. + Verb  Sub. + am/ is/ are + Ving  Sub. + have/has + P.P  Sub. + have/has + been + Ving |
| Simple past tense  Continuous past tense  Perfect past tense  Perfect cont. past tense | Sub. + P.T  Sub. + was / ware + Ving  Sub. + had + P.P  Sub. + had + been + Ving |
| Simple future tense  Continuous future tense  Perfect future tense  Perfect cont. future tense | Sub. + shall / will + Verb  Sub. + shall / will + be + Ving  Sub. + shall / will + have + P.P  Sub. + shall / will + have + been + Ving |

TENSES CHART

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tense**s | **Simple** | **Continuous** | **Perfect** | **Perfect conti.** |
| **Present** | Write  Writes | Am writing  Is writing  Are writing | Has written  Have written | Has been writing  Have been writing |
| **Past** | Wrote | Was writing  Were writing | Had writing | Had been writing |
| **Future** | Shall/ will write | Shall / will be writing | Shall/will have written | Shall / will have been writing |

**Simple present tense**

We use simple present tense to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is general.

Affirmatives = sub. + Verb

Negative = sub. + do/does +not + Verb

Interrogative = Do/Does + Sub. + Verb?

Ex. I usually go away at weekends.

The Earth moves round the sun.

The café opens at 7:30 in the morning.

I get up at 6 o’clock in the morning.

I work… but He/ she / it works….. They teach… but My sister teaches…..

> We add ‘s’ or ‘es’ to the first form of the verb when the subject is third person singular.

> Add ‘es’ to the first form of the verb, if it ends in ‘s’, ‘sh’, ‘ch’, ‘o’ or ‘x’.

> If the verb ends in ‘y’ and there is consonant sound before ‘y’ change’y’ in to ‘I’ and add ‘es’ to the verb (fly = flies). If there is a vowel before ‘y’ add ‘s’ only (enjoy = enjoys)

> To all other verbs add only ‘s’ (sing = sings , hear = hears).

**Continuous present tense**

> We use continuous present tense to describe an ongoing process. My mother is milking the cow now.

> An action definitely planned for the near future. I am not inviting your brother in the party.

> To express an action that has become a habit. The girls are always making noise.

Affirmatives = sub. + am/is/are + verb + ing

Negative = sub. + am/is/are +not + Verb + ing

Interrogative = am/is/are + Sub. + Verb + ing?

**Note**

Make these spelling rules while adding ‘ing’ to the verb.

> If the verb ends in ‘e’ the final ‘e’ is dropped before adding ‘ing’. Move = moving, write = writing.

> When the verb is of one syllable and it ends in a consonant preceded by a vowel, double the consonant with which the verb ends and add ‘ing’. sit = sitting run = running.

> If the verb is of two or more syllables and the stress falls on the last syllable, double the consonant with which the verb ends and add ‘ing’. begin = beginning, submit = submitting.

**Perfect present tense**

> We use prefect present tense to express an action that has been recently completed. My father has just gone out.

> To describe a just action of which the time is not given. She has just changed her dress.

> To describe past experience. I have never tested vine. He has failed in exam twice.

> An action started in past and still continuous. They have lived in this house for two years.

> To describe a completed action whose effect is still continues. He has eaten all apples.

Affirmatives = sub. + have/has+ P.P

Negative = sub. + have/has + P.P

Interrogative = Have/has + Sub. +P.P?

**Perfect continuous present tense**

> Perfect continuous Present tense is used for an action which began at some time in the past and is still continuing.

He has been sleeping for five hours. (and still sleeping)

They have been playing since four hours.

>this tense is also used for an action already finished. In such case the continuity of the activity is emphasized as an explanation of something.

> why are your clothes so wet? (I have been watering the garden.)

Affirmatives = sub. + have/has + been + verb + ing

Negative = sub. + have/ has +not + Verb + ing

Interrogative = Have/has + Sub. + been + Verb + ing?

**Simple past tense**

> The simple past tense is used to indicate an action completed in the past. It often occurs with adverbs or adverbs phrases of past time.

The steamer sailed yesterday. She left school last year.

> Sometimes this tense is been used without an adverb of time. In such cases the time may be implied or indicated by the context.

I learnt Hindi in Nagpur. I didn’t sleep well (last night).

> It is also used for past habits.

She always carried an umbrella.

The simple past tense is also used to express an action which occupied a period of time in the past, which is now ended.

He worked hard for so many years.

Manav played for three hours.

Affirmatives = sub. + P.T

Negative = sub. + did + not + Verb

Interrogative = Did + Sub. + Verb?

**Past continuous tense**

> The past continuous tense is used to denote an action going on at some time in the past. The time of the action may not be indicated.

We were listening to the radio all the evening. It was going darker.

> It is also used with always, continually, etc. for persistent habit in the past.

He was always trying to cheat me. They were always helping them.

Affirmatives = sub. + was/ were + Verb + ing

Negative = sub. + was/were + not + Verb + ing

Interrogative = was/were + Sub. + Verb + ing?

**Past perfect tense**

The past perfect describes an action completed before a certain moment in the past.

I met him in New Delhi in 1996. I had seen him last five years before.

If two actions happened in the past it may be necessary to show which action happened earlier than the other. The past perfect is mainly used in such situations. The simple past is used in one clause and the past perfect in the other.

When I reached the station the train had started. I had written the letter before he arrived.

Affirmatives = sub. + had + P.P

Negative = sub. + had + not + P.P

Interrogative = Had + Sub. + P.P?

**Past perfect continuous tense**

> Past perfect continuous tense is used for an action that began before a certain point in the past and continued up to that time.

At that time he had been writing a novel for two months.

It had been not raining heavily for a week.

Affirmatives = sub. + had + been + Verb + ing

Negative = sub. + had + not + been + Verb + ing

Interrogative = Had + Sub. + been + Verb + ing?

**Simple future tense**

> The simple future tense is used to indicate an action that has still to take place.

We shall play cricket next Sunday. Shall we begin our work?

I think India will win the match.

> It is used to express habitual actions in the future.

Children will demand for chocolates.

> To talk about things which we cannot control.

It will be Diwali in a week. I shall be twenty next Sunday.

> We use it in conditional sentences.

If you work hard you will get first class. He will help you if you will request him.

> To express an action which is on the point of happing.

Look! That cracker is going to explode.

Affirmatives = sub. + shall/will + Verb

Negative = sub. + shill/will +not + Verb

Interrogative = shall/will + Sub. + Verb?

**Continuous future tense**

> We use the Continuous future tense to talk about actions which will be in progress at a time in future.

I suppose it will be raining when we start. What will you be doing in the evening today?

> To express future events that one planned.

I will be staying here still Monday. The postman will be coming soon.

Affirmatives = sub. + shall/will + Verb + be + ing

Negative = sub. + shill/will +not + be + Verb + ing

Interrogative = shall/will + Sub. + be + Verb + ing?

**Future perfect tense**

> The future perfect tense is used to talk about actions that will be completed by certain future time.

I shall have written my exercise by then. He will have left before you go to see him.

Affirmatives = sub. + shall/will + have + P.P

Negative = sub. + shill/will +not + have + P.P

Interrogative = shall/will + sub. + have + P.P?

**Perfect continuous future tense**

>The perfect continuous future tense is used for actions which will be in progress over a period of time that will end in the future.

Nirav will have been learning music for two years. I will have been waiting for you until you come.

Affirmatives = sub. + shall/will + have + been + Verb + ing

Negative = sub. + shill/will +not + have + been + Verb + ing

Interrogative = shall/will + Sub. + have + been + Verb + ing?

**3.2 Subject Verb Agreement**

* Singular subject must have singular verb
* Plural subject must have plural verb
* Two or more nouns or pronouns joined by ‘and’ require a plural verb
* If nouns joined by ‘and’ suggest one idea or unit, or refer to suggest one person or thing, the verb should be singular
* Words joined to a singular subject by ‘with’, ‘as well as’ are parenthetical. The verb should be according to the former subject
* Subjects joined by ‘or’ or ‘nor’ require a verb depending upon the subject nearer the verb
* Each, every, one, none, somebody, someone, anybody, nobody, either, neither, any, many a, such indefinite pronouns always take singular verbs
* Two nouns qualified by ‘each’ or ‘every’ connected by ‘and’ require a singular verb
* Collective nouns require singular verb when the group works as a unit, therefore take singular verbs; but if members of the group are acting individually, they require plural verb.
* Certain words such as news, measles, mumps, end in –s but represents a single thing. These words need singular verbs.
* Some words such as scissors, trousers, spectacles, shorts –end in –s , seem to represent a single unit ,take plural verb.
* Words ending in –ics are usually singular and hence take singular verb.
* Title of the books need singular verbs
* If the subject is ‘the number of-----‘ singular verb should be used,
* If the subject is ‘a number of------‘ plural verb should be used.
* Nouns with adjectives such as ‘much, more, little, less take singular verb.

**3.3 Noun Pronoun agreement**

⚫  **I, you, he, she, it, we, they Pronouns**

A pronoun is the part of speech that substitutes for nouns or noun phrases and designates persons or things asked for: It can take the place of a subject word (subject pronoun)I, you, he, she, it, we, they It can take the place of an object word (object pronoun)me, you, him, her, it, us, them. It can take the place of a possessive word (possessive pronoun) my, mine, your, yours, his, hers, its, our, ours, their, theirs)

⚫ **Know the difference between these singular and plural pronouns**  
he, she, him, her, his, hers, himself, herself, itself Plural they, them, their, theirs them selves

⚫ **A pronoun must agree with its antecedent (Noun)**  
The antecedent is the noun [or other pronoun] being replaced or that the pronoun refers to. Sami purchased an airline ticket, and now he can’t find it. Sami is the antecedent for he “airline ticket” is the antecedent for “it.”Every pronoun must agree with its antecedent in number, gender, and person.

⚫ **Number refers to whether a pronoun or noun is singular or plural.**  
Number Agreement Number refers to whether a pronoun or noun is singular or plural. Sami purchased an airline ticket, and now he can’t find it. Sami is singular; the pronoun he is also singular. Airline ticket is singular; the pronoun it is also singular. Airline passengers must show their photo-identification cards to the ticket agent. Airline passengers is plural; the pronoun their is also plural.

⚫  **Our staff members completed their software training today.**  
Gender Agreement Gender refers to whether a pronoun or noun is masculine, feminine, or neuter.

Sonal wants to increase her job opportunities by completing her college education.

Will Jigar tell us about his scores?

Karan presented proper identification before he was permitted to board the plane.

Our staff members completed their software training today.

⚫ **Gender Agreement**

Each passenger is responsible for getting his or her passport.

(Each passenger is a singular genderless antecedent, so the singular pronoun his or her is preferred usage)

The university has changed its recommendations for the new parking lot facility.

(University is a singular neuter antecedent, so the singular neuter pronoun its is used)

⚫ **Person Agreement**

Person refers to the point of view from which a sentence is written: first person (the person writing, I, WE), second person (the person written to, YOU), and third person (the person written about, HE, SHE, IT, THEY) Incorrect: I hate to proofread my paper because proofreading is such a boring thing for you to do.

Incorrect: When a person turns thirty, your perspective on life changes in many ways.

Correct: When a person turns thirty, his or her perspective on life changes in many ways.

⚫  **These Indefinite Pronouns are always singular**  
Another, Anybody, Anyone, Anything, Each, Either, Everybody, Everyone, Everything, Neither, Much, Little, Nobody, Nothing, No one, One, Someone, Somebody, Something

Ex. 1 Indefinite Pronouns Someone left his or her lights on.

2 Anyone knows the story of the town?

3 Nobody wants his or her name slandered.

4 Each of the participants wants to be on the team.

5 Neither of the men looks as if he wanted the job.

⚫  **These Indefinite Pronouns are always Plural**  
Both, Few, Many, Others, Several

Ex 1.The few who completed their assignments left early.

2. The police asked both witnesses if they saw the accident.

3. Several students expressed their interest in attending the course.

⚫  **These pronouns can be singular or plural, depending on context**  
All of the gas is gone.

All of the children are gone.

More of the plot is revealed in act three.

More of our plans are going towards getting him here.

Most of the cake was gone when I got home.

Most of the cookies were still there.

None of material was covered in the test review.

None of the students were happy about that.

Some of the fault was the teacher’s for being disorganized.

Some of the students were so angry.

⚫ **Using either … or, neither … nor, and not only … but also.**  
Of the two antecedents in the sentence, the pronoun must agree with the closer one. Either Mary or the students will bring their notebooks to the class. Either the students or Mary will bring her notebooks to the class.

⚫ **Using either … or, neither … nor, and not only … but also.**  
3. Neither the woman nor the men will do their exam on Friday.4. Neither the men nor the woman will do her exam on Friday.5. Not only my parents but also my brother fixed his car after the storm.6. Not only my brother but also my parents fixed their car after the storm.

⚫ **Collective nouns are singular or plural, depending on context**  
Collective nouns are groups of individual: team, jury, class, committee, army, family, etc. If all members are acting as one unit, treat the collective noun as singular and use a singular pronoun or verb. If, however, all members are acting individually, treat the noun as plural and use a plural pronoun or verb.

⚫ **The team celebrated its victory.**  
The team changed into their street clothes and went home happy.

⚫ **Collective nouns are singular or plural, depending on context**  
The class is meeting in its scheduled room today. The class must turn in their assignments tomorrow. The union can do only as much as its members allow. This is the army, and it is a fine organization. My family are fighting among themselves.

**3.4 Misplaced Modifiers**

**A Misplaces modifier** can be a word, a phrase, or a clause that is separated from the word it describes. As a result, confusing or awkward statements are formed. It isa describer that is separated from the word it describes. This means, the modifier is in the wrong place in the sentence or that the word the modifier describes is lost from the sentence. In English, modifiers are placed immediately before or after the word(s) they describe. When a modifier is misplaced, it becomes difficult to tell which word(s) it describes.

* Loud singing annoys you quickly. Here, it is clear that you are quickly annoyed.
* Loud singing quickly annoys me. Here, it is unclear if quickly modifies loud singing or if it modifies how fast you are annoyed.

1. **Limiting modifier:**Limiting modifiers express some sort of “limit.” They should come directly before the word they modify in a sentence. The most common limiting modifiers are: almost, hardly, just, merely, nearly, and only.

**Examples:**

Trying to say that the one food Michelle eats is pizza

* Incorrect: Only Michelle eats pizza.
* Correct: Michelle eats only

Trying to say that George does not know many people

* Incorrect: George knows hardly
* Correct: George hardly knows anybody.

**2 Squinting modifier:** A squinting modifier is usually an adverb which could easily modify the word that comes before or after it.

Ex: Incorrect: Running through the forest immediately exhausted the dog.

(Did the dog run immediately or running immediately exhaust him?)

Correct: Running through the forest exhausted the dog immediately.

**3 Dangling modifier:**A dangling modifier does not have anything to modify because the word or words it should modify have been omitted from the sentence

Ex: Incorrect: Reading the hotel’s restrictions, my dog stayed at home.

(The dog cannot read the signs; the word(s) “reading the hotel’s restrictions” modifies have been omitted)

Correct: Reading the hotel’s restrictions, we left my dog at home.

“Reading the hotel’s restrictions” now modifies “we”.

**Why are misplaced modifiers bad?**Misplaced modifiers can change the meaning of sentences. This is clear in the examples above. It is important to be very clear which words modifiers describe.

In this light, place modifiers only in sentences where:

1. they are grammatically correct
2. they do not add confusion
3. they make clear which words they modify

⚫ How to Fix a Misplaced Modifier

One way to avoid misplaced modifiers is to always be sure that the word or words the modifier describes is in the sentence. Furthermore, modifiers should always be located directly before or after the word or words they modify.

**Examples:**

Incorrect: Horrified, John’s attitude changed.

(Dangling modifier: John’s attitude cannot be horrified; only John can be horrified)

Correct: Horrified, John changed his attitude.

**3.5 Articles**

Adjectives – A, An, and The are usually called Articles.

There are two types of articles. **1-** Indefinite **2-** Definite

**Indefinite Article**

A and An are called Indefinite Article as they point out any indefinite person, place or thing.

A and An are used before singular countable noun only. Article A is used before a word that begins with a consonant sound and An is used before a word that begins with a vowel sound. (a,e,i,o,u)

Ex. 1.This is a table.

2. I am an engineer.

3. He is an honest man. હ નહી ઓ છે

4. Mr. Shah is a union leader. ય

**Use of A or An**

> To introduce a countable noun for the first time. There was a king. The King had four queens.

> Before the nouns indicating professions. A doctor, a professor, a typist, an artist.

> Before the phrases like a dozen, a hundred, a thousand of.

> To make a common noun of a proper noun. Shila is a Lata Mangeshkar of our class.

> May be used after ‘many’, ‘such’, ‘rather’. Many a girl prefer to learn Katthak these days.

**Definite Article**

**The** is called Definite Article, because it normally points out some particular person or thing.

Ex. 1. Have you ever seen the Taj Mahal?

2. The students of that class are not sincere.

3. The water in that jug is dirty.

**Use of The**

> When we talk about a particular person or thing, or one already referred to. The book you want is out of stock.

> When a singular noun is meant to represent the whole class. The dog is a reliable animal.

> Before names of unique things. The sun, the sky, the sea.

> Before holy books, rivers, oceans, gulfs, names of ships trains, musical instruments, directions, to refer entire family ( the Gandhis) , Ordinals, (the first, the last).

**Omissions of articles**

> No article is used before a noun that follows certain phrases such as kind of, type of, short of, by bus, by train, on foot.

> No articles is used before names of festivals, seasons, months, days, name of games, languages.

> No article is used before nouns like school, church, temple, hospital, used for their primary purpose.

Ex. My grandfather goes to temple every day.

**3.6 Prepositions**

# What is a Preposition?

A **preposition** links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

The book is **on** the table.

The book is **beneath** the table.

The book is leaning **against** the table.

The book is **beside** the table.

She held the book **over** the table.

She read the book **during** class.

In each of the preceding sentences, a preposition locates the noun "book" in space or in time.

A prepositional phrase is made up of the preposition, its object and any associated adjectives or adverbs. A prepositional phrase can function as a noun, an adjective, or an adverb. The most common prepositions are "about," "above," "across," "after," "against," "along," "among," "around," "at," "before," "behind," "below," "beneath," "beside," "between," "beyond," "but," "by," "despite," "down," "during," "except," "for," "from," "in," "inside," "into," "like," "near," "of," "off," "on," "onto," "out," "outside," "over," "past," "since," "through," "throughout," "till," "to," "toward," "under," "underneath," "until," "up," "upon," "with," "within," and "without."

Each of the **highlighted** words in the following sentences is a preposition:

⚫ The children climbed the mountain **without** fear.

In this sentence, the preposition "without" introduces the noun "fear." The prepositional phrase "without fear" functions as an adverb describing how the children climbed.

⚫ There was rejoicing **throughout** the land when the government was defeated.

Here, the preposition "throughout" introduces the noun phrase "the land." The prepositional phrase acts as an adverb describing the location of the rejoicing.

⚫ The spider crawled slowly **along** the banister.

The preposition "along" introduces the noun phrase "the banister" and the prepositional phrase "along the banister" acts as an adverb, describing where the spider crawled.

⚫ The dog is hiding **under** the porch because it knows it will be punished **for** chewing up a new pair **of** shoes.

Here the preposition "under" introduces the prepositional phrase "under the porch," which acts as an adverb modifying the compound verb "is hiding."

The screenwriter searched **for** the manuscript he was certain was somewhere **in** his office.

Similarly in this sentence, the preposition "in" introduces a prepositional phrase "in his office," which acts as an adverb describing the location of the missing papers.

### List of Time Prepositions

* after
* around
* as
* before
* between
* by
* during
* for
* past
* since
* until
* with
* within
* since

### List of Place Prepositions

* aboard
* above
* across
* against
* around
* at
* at the back of
* at the bottom of
* at the top of
* behind
* below
* by
* in
* inside
* on the corner of
* in the middle of
* near
* next to
* to the left of
* to the right of
* on
* on the side of
* on top of
* on the other side of
* opposite
* outside
* under
* underneath

### List of Direction Prepositions

* from
* left
* over
* right
* through
* under

**3.7 Modal Auxiliaries**

The verbs be (am, is are, etc.), have and do, when used with ordinary verbs to make tenses, passive forms, questions and negatives, are called auxiliary verbs or helping verbs.

* Models are not finite verbs. They are only helping verbs.

Ravi play cricket. Ravi can play cricket. Ravi can cricket. X

* For short answers we can use only Modal.

Can you speak English? Ans. Yes, I can.

* Modals have no –s or ing forms.

Maying X caning X

* We cannot use two Models together.

She will may come next Sunday. X

She will / may come next Sunday.

* Modals precede while asking questions.

He can drive a car. Can he drive a car?

**Ability/Availability**

future: **will be able to**

present: **can, am/is/are able to**

past: **could, was/were able to**

**Requests**

present/future: **can, could, will, would**

**Permission**

future: **will be allowed to**

present/future: **may, can, could, am/is/are allowed to**

past: **could, was/were allowed to**

**Possibility**

present/future: **may, might, could**

past: **may have, might have, could have**

**Impossibility**

present/future: **couldn’t, can’t**

past: **couldn’t have**

**Advisability**

present/future: **should, ought to, had better**

past: **should have, ought to have, had better have**

**Expectation**

present/future: **should, ought to**

past: **should have, ought to have**

**Necessity**

future: **will have to**

present/future: **must, have to, has to**

past: **had to**

**Lack of Necessity**

future: **won’t have to**

present/future: **don’t have to, doesn’t have to**

past: **didn’t have to**

**Prohibition**

present/future: **must not, may not, cannot**

past: **could not**

**Logical Deduction (=Probability)**

present: **must, have to, has to**

past: **must have, have to have, has to have**

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| English Modal Verbs Table  |  |  |  | | --- | --- | --- | | **Modal verb** | **Usage** | **Example** | | **can** | ability | I can do several things at the same time. | | when something is possible | Miracles can happen. | | permission | You can go now. | | informal requests | Can you come for a minute? | | **could** | past form of "can" | She said she could pay for us as well. | | polite requests | Could you move your bag, please? | | possibility | It could be that he missed the train. | | **may** | possibility | It may rain tomorrow. | | ask or give permission (formal) | May I speak? | | **might** | past form of "may" | He said he might change his mind. | | possibility | This might fail. | | **must** | you have to do it | You must obey the law | | it's very logical or  very likely to happen | They left so early, they must be home by now. | | **must not/ mustn't** | you are not allowed to do it | You mustn't smoke in here. | | **shall** | future for "I" and "we" | I shall see him tomorrow. | | questions and suggestions for "I" and "we" | Let's continue, shall we? | | **should** | the right thing to do | She should call the police. | | advice | - What should I do? - You should stop thinking about it. | | what is likely or  expected to happen | We should be back by midnight. | | **will** | future action or states  (not plans) | Prices will go up next summer. | | promises and intentions | It's alright, I'll pick it up. | | **would** | past form of "will" | He told me he would come. | | imagined situations | What would you do if you were him? | | for polite requests, offers and invitations | - Would you please sit down? - Would you like some tea? - We are meeting with Sarah next Saturday, would you like to come along? | | to say what you  want to do or have | I would like a piece of cake. | | **ought to** | the right thing to do | You ought to apologize. |  English Modal Verbs – Situations Table  |  |  |  | | --- | --- | --- | | **Situation** | **Modal Verb** | **Example** | | **requests**  (formal) | may | May I sit down? | | **requests**  (informal) | can | Can I sit down? | | **requests**  (polite) | could | Could I sit down? | | **requests**  (polite) | would | Would you mind if I sit down? | | **permission**  (formal) | may | You may sit down. | | **permission**  (informal) | can | You can sit down. | | **obligation**  (full) | must | You must tell the  police the truth. | | **obligation**  (partial) | should | You should tell  your friends the truth. | | **obligation** (partial)  (less common) | ought to | You ought to tell  your friends the truth. | | **logical conclusions**  (stronger than "should") | must | He left an hour ago, so he must be there already. | | **logical conclusions**  (weaker than "must") | should | He left half an hour ago,  I believe he should  be there already. | | **possibility**  (general) | can | It can rain sometimes. | | **possibility**  (weaker than  "may" and "might") | could | It could rain, but it is  not very common in this  part of the country. | | **possibility**  (weaker than "may") | might | It's not very cloudy yet,  but it might rain. | | **possibility**  (stronger than "might") | may | It starts getting cloudy –  it may rain soon. | | **future** actions/states/intentions | will | Look at the sky!  It will rain soon. | |

**3.9 Redundancies**

Redundancies means over use of words.