3.1 What is Grammar?

Before a course in the teaching of grammar can be undertaken, one needs to answer the question as to what is grammar. Though language is the exclusive property of human beings and has been studied for centuries, the scientific approach in its study is a very recent phenomena. Gleason (1979) describing the importance of grammar says that grammar of a language, even a very good one, when only partially known can be a very frustrating thing. When we face a sentence which is not understood, we turn to the grammar for help in solving the problem. Grammar has occupied an important place in the teaching and learning of a language. When we know grammar well, this can pave the way for the teaching and learning of a language efficiently and correctly. When Palmer (1984) describes the need of grammar for a human being, he states that we spend a large part of our walking life speaking, listening, reading and writing. The central part of a language is its grammar, and this should be of vital interest to any intelligent educated person. If it has not been of vital interest, then the fault must be either in the way in which it has been presented, or in the failure of the learner to recognize its importance.

Grammar has been studied from the old days but there is still a great deal of confusion about it because of the very many different ways in which the term is used. Palmer further states that there are some misconceptions among people about grammar. The followings are the misconceptions which have arisen in the people who have studied a language:

1. A grammar of a language is a book written about it.
2. The grammar of the language is found only in the written language—spoken languages have no grammar or at least fluctuate so much that they are only partially grammatical.
3. Some languages have grammar, others do not: Chinese, for instance, has no grammar, and English has precious little.
4. Grammar is something that can be good or bad, correct or incorrect. It is bad (incorrect) grammar to say ‘it’s me,’ for instance.
5. Some people know the grammar of their language, others do not.
These misconceptions are the products of our mind. We have to free ourselves of these misconceptions to understand the correct meaning of the grammar of a language. The word grammar is understood and broadly defined by many linguists in the field of linguistics. So, it will be worthwhile to have a look at a few of these definitions / explanation of the grammar, as given below.

Cook (1971) defines a grammar as “a system inherent in any language. It is the system which all speakers of a language learn at an early age while scarcely realizing that they are, whether or not a formal description of that language exists” (p. 92).

Berk (1999) says, “To most non-linguists, the term grammar refers to set of prescriptive rules, i.e., rules that dictate which forms and structures are “correct” and which are not” (p. 1).

Watkins and Dillingham (1998) say, “The word grammar refers to the often unconscious principles that guide people as they use a language. It also can refer to the formal study of a grammatical system and its rules. For example, the person who says “They are” is using grammar. A person who says “They is a plural pronoun and therefore takes the plural verb are” is using grammatical terms and rules to explain how Standard English works” (p. 2).

Murthy (1998) defines a grammar as “a systematic study of scientific method which provides us information and guidance necessary to learn a language. The science of grammar teaches us how a language is spoken and written correctly and effectively. So, it can be said that grammar is primarily concerned with the formation and classification of words and sentences and their practical significance in daily life” (p. 2).

Kohli (1970) says, “The word grammar means different things to different people. To the ordinary citizen, it connotes correct or incorrect English. To a school student, it means an analytical and terminological study of sentences. To a linguist, it means the total set of signals by which a given language expresses meaning of the total structure of a language” (p. 138).

But some scholars try not to give a commonly applicable and acceptable definition of grammar, for example, Syal and Jindal. “It is very difficult to precisely
define the term grammar. It is difficult to say whether language came earlier or
grammar came earlier but common sense leads one to conclude that those who tried
to study language must have arrived at some sort of grammar of a language. Maybe,
grammar was an attempt to discover some sort of patterns in language structure, an
attempt to classify words and sentences and then to deduce certain rules” (Syal and
Jindal 1999, p. 51).

For grammar in Chomsky’s view is a system of rules that in some explicit and
well defined way assigns structural description to sentences. This grammar is called
generative grammar. According to Berk, Chomsky’s goal is to provide the structural
descriptions necessary to generate all the grammatical sentences and only the
grammatical sentences in a given language. His approach goes well beyond
description; he hopes to formalize the system of unconscious rules that we all exploit
in speaking our native languages. His work has had a profound impact on the study
of syntax and today there are a number of formal theoretical models which owe some
debt to Chomsky’s models of generative grammar.

The knowledge of grammar is more important for students who want to study
a foreign language than for those who want to study the native language because the
native speaker has intuitively internalized the grammar of his language. Littlewood
(1984) states that this view is under the influence of Chomsky’s linguistic theories
which do not agree with the behaviourist view of first language acquisition. He uses
the term “competence” and “performance”. The first item i.e., ‘competence’ is used
to describe the internal linguistic knowledge of a native speaker. He says that a child
has the ability to master a system of rules about his language. It is not because of a
process of habit-formation but because of his internalizing of the underlying system
of rules. He can construct and understand an indefinite number of grammatical
sentence which he has never heard before and can identify the sentence which is not
correct from a sentence which is correct. The second item i.e., ‘performance’ is used
to express the way in which a child uses a language in a concrete situation.

Yule (1997) has given three concepts of grammar, which are in line with
Chomsky’s explanation. He states that each adult speaker of a language clearly has
some type of mental grammar, that is, a form of internal linguistic knowledge which
operates in the production and recognition of appropriately structured expressions in
that language. This grammar is subconscious and is not the result of any teaching. A second, and quite different, concept of grammar involves what might be considered linguistic etiquette, that is, the identification of the proper or best structures to be used in a language. A third view of grammar involves the study and analysis of the structures found in a language, usually with the aim of establishing a description of the grammar of English, for example, as distinct from the grammar of Russian or French or any other languages.

Stressing the need to have a thorough grasp of grammar for the non-native language learner, Gurrey (1980) states that when the teacher who teaches the foreign languages teaches the grammar of those languages, he does not question the necessity for teaching the grammar of the new languages like the teacher of the mother tongue does.

All these definitions and descriptions of grammar from the scholars show clearly that grammar is a systematic analysis of the structure of a language. Every language in the world—spoken and written—has its own grammar. Grammar of every language can be learnt by others who are not its native speakers. According to Palmer, most of the rules of grammar have no real justification, and there is therefore no serious reason for condemning the error they proscribe. What is correct and what is not correct is ultimately only a matter of what is accepted by society, for language is a matter of conventions within society.

Broadly speaking, we can divide the study of grammar into four parts: (1) Phonetics and Phonology (the study of pronunciation), (2) Morphology (the study of inflectional forms), (3) Semantic (the study of meaning of words and sentences) and (4) Syntax (the study of the relation of word to other words in phrases, clauses and sentences). These parts may be shown as follows:

<table>
<thead>
<tr>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonology</td>
</tr>
</tbody>
</table>

**Figure No. 2** : Four parts of grammar

But we can say that a grammar can conveniently be divided into two parts, as given in a diagram below:
If we study the structure of a word—the inflectional form, we are studying a grammar of a word. We are at the level of morphology. When we concentrate on the structure and ordering of components within a sentence, we are studying of the syntax of a language. “We may say that morphology includes the constructions of words and parts of words, while syntax includes the constructions of a phrase” (Bloomfield 1980, p. 203).

### 3.2 The Teaching of Syntax

As is clear from the above mentioned definitions and descriptions from some scholars, we can answer the question “what is grammar”? Now we are to focus on the sentence-structures. So, we are studying the syntax. Syntax is the study of the rules which govern the combining of words to form a sentence. A sentence is a set of words strung together wherever each word must be strung in structure order. When we study a sentence of a language, it is not enough to know only the words appearing within a sentence, we have to know the principles or rules covering their arrangement. When we study the structure of sentences, function of words and their relation within a sentence, it means we study the syntax of the language.

### 3.3 The Method of Teaching Syntax

Generally speaking, there are two methods of teaching syntax: deductive and inductive. The first method is that the teacher gives rules and definitions. Then, these will be applied to particular examples. The student has to learn these rules by heart before he applies these rules to the sentence which he is studying. For example, the teacher takes a class, he is teaching the Present Simple Tense. He will tell the rules to...
the class that the verb has to agree with the subject in the sentence, then he shows the following example:

1. go to Bangkok.
   We go to Bangkok.
   You go to Bangkok.
   He goes to Bangkok.
   She goes to Bangkok.
   It (the dog) goes to Bangkok.
   They go to Bangkok.

From the above example, the student will see in the examples. The rules have been explained by the teacher: The subject ‘I’ and ‘We’ belong to the first person singular and plural respectively, and ‘You’ belongs to the second person. ‘I’, ‘We’ and ‘You’ are used with the first form of the verb. ‘He’, ‘She’ and ‘It’ which belong to the third person singular are used with the first form of the verb but we have to add ‘-es’ to the verbs which are used with these subject forms, whereas ‘They’ is the third person plural, the verb will be the same as the first person and second person.

The second method of teaching syntax is that the teacher gives the examples to all the students and then allows them to think and find out the differences between the sentences in the given example and tells them to draw their own conclusion from them. Then, they are also asked to construct the sentences of similar types. Finally, the teacher tells them the rules of the sentences. For example, the teacher shows them the following example:

1. I eat apples.
   We eat apples.
   You eat apples.
   He eats apples.
   She eats apples.
   It (a cat) eats apples.
   They eat apples.

Then, the students consider and find out the differences among these sentences and then make a conclusion that the subject ‘I’, ‘We’ and ‘You’ and ‘They’ take the first
form of verb in the Present Simple Tense. ‘He’, ‘She’ and ‘It’ take the first form of
the verbs but the verb must add ‘—s’ after the verb.

The method of teaching syntax for the researcher and his colleague in the
teaching plan is the inductive method because this method is useful for the students
of two Buddhist Universities, who have studied English as a foreign language. They
can participate, think and point at the similarities and differences between / among
the sentences in the presentation of tense, voice and narration in pairs, in groups of
three, four and six before the researcher and his colleague tell them the rules of the
sentences. Before the researcher and his colleague gave treatment to all of the two
groups, the students have to be clear about the concept of Time, Tense, Aspect and
Mood in the context of grammar.

A verb which indicates or expresses state or an action can be divided into
three periods; the past, present and future. A set of verb forms in the English
language is of three different forms to express the three different periods of the time.
The verb forms change according to the time that they express. The verb forms
express the period of time i.e., present, past and future. So, these are called the tense
forms. For example:

He goes to school. (Present)
He went to school. (Past)
He will go to school. (Future)

Huddleston (1996) explains that it would clearly be wrong-headed to define the Past
and Present Tense in English as forms used to express past and present time
respectively: at the language-particular level they are defined by their place in the
verbal paradigm. These forms are then labelled with the general terms Past and
Present Tense on the basis of their primary use. We will say that a language has
tense if it has a set of systematically contrasting verb inflections (or comparable
analytically differentiated classes), where the primary semantic function of the terms
is to relate the time of the situation to the time of utterance. Tense thus involves the
grammaticalisation of time relations. In the sense of grammaticalisation, sometimes
the Present Tense does not always express the action in the present time but it
indicates the action in the future time. For example:
The examination starts tomorrow. (Future)
He is going to Bangkok. (Future)

Thus, the tense forms always indicate the same time. We must not confuse the word Time and Tense. “The word ‘Time’ stands for a concept with which all mankind is familiar. It is something independent of a language. The word ‘Tense’ stands for a verb form or series of verb forms used to express a time relation. Tenses vary in different languages. Tenses may indicate whether an action, activity, or state is past, present, or future. Tenses may also indicate whether an action, activity, or state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time” (Hornby 1975, p. 78).

Aspect in English marks the duration or type of temporal activity denoted by the verb. “Aspect concerns the manner in which a verbal action is experienced or regarded, for example as complete or in progress” (Leech and Svartvik 1994, p. 400). English has two marked aspects:

(1) The progressive aspect
A small novice is eating an apple.

(2) The perfect aspect
I have opened the windows.

Mood is a grammatical category expressing the manner of the action of the verb which indicates what the speaker is doing with a proposition in particular discourse situation. There are three main moods in English. They are:

1. Indicative Mood: The verb in this mood is used to make a statement, a negation, a question, an exclamation, a simple condition and a concession.
   a. He does his homework. (Statement)
   b. He does not do his homework. (Negation)
   c. Who is that girl? (Question)
   d. How beautiful she is! (Exclamation)
   e. If he invites me, I shall go. (Simple Condition)
   f. Although I was hungry, I studied. (Concession)

2. Imperative Mood: The verb in this mood is used to express a command, prohibition, request and advice. The imperative mood can be used only with the
second person. When we use this mood with the first and third person, we have to use ‘Let’. For example, “Let me do it”. “Let him do it”.

a. Be their support. (Command)
b. Do not touch that pen. (Prohibition)
c. Please show me the yellow robes. (Request)
d. Be careful in your writing. (Advice)

3. Subjunctive Mood: This mood can be divided into two forms: (1) Present Subjunctive and (2) Past Subjunctive.

(1). Present Subjunctive: The verb in this form is used to express a strong wish, for example:

a. God be with you.
b. Long live our motherland.

(2). Past Subjunctive: The verb in this form is used to express the situation which is unreal or contrary to fact which had happened.

a. If I were your mother, I would teach you English.
b. I wish I had stayed at that monastery.

“Time is a universal: non-linguistic concept with three divisions; past, present and future, by Tense we understand the correspondence between the form of the verb and our concept of time. Aspect concerns the manner in which the verbal action is experienced or regarded (for examples as completed or in progress), while Mood relates the verbal action to such conditions as certainty, obligation, necessity, possibility. In fact, however, to a great extent these three categories impinge on each other: in particular, the expression of Time present and past cannot be considered separately from Aspect, and the expression of the future is closely bound with Mood” (Quirk and Greenbaum 1996, p. 40).

3.4 The Teaching Plan

Before the researcher started running a course, he had given the teaching plan to his colleague. To save time in the classroom, the researcher and his colleague used the overhead projectors—available in both the Buddhist Universities—to help in showing the presentation of tense, voice and narration forms in pairs, in groups of
three, four and six. Two sets of transparency materials were prepared for the presentation of sentences on tense, voice and narration in pairs, in groups of three, four and six before these were shown to the students on the screen. The following teaching plan was followed for teaching syntax to the students of Buddhist Universities:

3.4.1 Presentation of Tense

A. Presentation of Tenses in Pairs.

1. Present Simple Tense

   Present Continuous Tense

   On the first day of teaching, the teacher shows ten pairs of sentences—relating to students’ real life situation—on the screen. Each pair is of simple, short, isolated but situational sentences. The first sentence of all pairs belongs to the Present Simple Tense and the second one belongs to the Present Continuous Tense. For example:

   1. We translate Pali into Thai every day.

      We are translating English into Thai now.

   2. He recites the morning prayers daily.

      He is reciting the morning prayers at present.

   After having shown ten pairs of these sentences on the screen, the teacher lets all students in the classroom perceive each structure—its forms and meaning. To make the class lively and make them think, the students will be asked to observe and point out the basic similarities and differences between the sentences. The teacher will read each pair of sentences and the students will follow him. The teacher also tries to ask all students to answer when he sees that they are ready to know whether their answers that they have given to the teacher are right or wrong. The teacher will show them the rules of both of the tense forms by deducing and writing on the transparencies. They will be involved in this process of deduction so that they can understand the point clearly. He shows them that the Present Simple Tense is used to express:
a. A habitual action:
   The Buddhist monks pray every morning.
   We get up at 6 o'clock every day.
   We take tea daily.

b. General truths; as,
   The sun rises in the east.
   The earth moves round the sun.
   Water boils at 100 c.

c. An existing fact or situation that is permanent at the time of speaking:
   My father teaches in a college.
   Milk costs B. 15 a kilo in Bangkok.
   I live at Ban Phaidam.

d. An action which is a part of a fixed schedule:
   We leave for Bangkok at 10 a.m. tomorrow.
   The college opens next Monday.
   The school reopens next Monday.

e. A verb which indicates a mental state or emotion:
   She likes my teacher.
   They remember my parents.
   I see a cat in the room.

The teacher points out that in contrast to the Present Simple Tense, the Present Continuous Tense is used to express:
a. An action which is happening at the time of speaking:
   We are listening to radio now.
   They are performing evening prayers rights now.
   He is watching T.V.

b. An action which is happening around the time of speaking, but not necessarily at the time of speaking:
   I am reading a novel by Phanomtien.
   Sombat is studying English at this time.
   He is preparing for Pali examination.
c. An action which is a part of a fixed schedule:
   We are leaving for Bangkok tomorrow.
   The ship is sailing next week.
   I am starting a new course on 22nd December.

d. A verb which indicates a mental state or emotion, is not used with the Present Continuous tense:
   * She is liking my teacher. (unacceptable)
   * They are remembering my teacher. (unacceptable)
   * She is seeing a cat in the room. (unacceptable)
Having written the rules and explained how to use two tense patterns, the teacher attempts to make sure that the students are attentive during this process of teaching. They will understand the point very clearly because he does not tell or explain only the detail of the rules governing each pair of these sentences, but also the exceptions concerning the structures. This is the aim of this presentation to get the students to be able to recognise for themselves the pattern behind a particular structure, that is, some verbs can be used in the Present Simple structure, and not in the Present Continuous Tense.

Then, the teacher tells about the adverbials which are used with both the sentence structures. The adverbials which are commonly used with the Present Simple Tense are daily, every, new, seldom, often, usually, always, sometimes, generally etc. The adverbials in the Continuous Tense are right now, now, at this moment, at present, for the time being. Although these adverbials are not added in the two patterns, they are implied. Then, the teacher changes each pair into its negative and interrogative forms.

A. Negative Sentence
1. If the subject of the Present Simple belongs to the third person singular number, we add ‘does + not’ in front of the verb, and we change the verb into the base form. For example:
   He / She does not recite the evening prayer every day.
   He does not play in the garden every day.
2. If the subject belongs to the first, second and third person plural number, we add only ‘do + not’ in front of the verb. For example:
   I / We / You / They do not ride the cycles.
   I / We / You / They do not play football.
3. We put only ‘not’ behind the auxiliary verb in the case of the Present Continuous. For example:
   I am not reading a religious book.
   We / you / They are not reading the religious books.

In order to teach how to transform both these tense forms into their negative forms and show their difference. The teacher will show the following structures:

**Present Simple Negative:**
Subject + does / do + not + Verb (1st form) + (Object)

**Present Continuous Negative:**
Subject + is / am / are + not + Verb (1st form+ ing) + (Object)

### B. Interrogative Sentence

1. If the subject of the Present Simple is the first person singular, we move ‘does’ the front to the sentence and add the question mark at the end of the sentence. For example:
   Does he / she / John play in the garden?
   Does he / she / the cat eat rice?
2. If the subject of the present simple is the first, second and third person plural number, we move ‘do’ to the front of the sentence and add the question mark at the end of the sentence. For example:
   Do we / you / they read a religious book every day?
   Do we / you / they recite the morning prayers.
3. We move the auxiliary verb in the sentence to the front position of the sentence and add the question mark in the case of the Present Continuous. For example:
   Am I disturbing you?
   Are we / you / they reading a religious book?

To make the two tense forms clear, the teacher will show the following structures:
Present Simple Interrogative:

Does / Do + Subject + Verb (1st form) + (Object) + ?

Present Continuous Interrogative:

Is / Am / Are + Subject + Verb (1st form+ing) + Object + ?

As is clear from the afore-mentioned rules, the Present Simple Tense does not tell us whether or not the action is being performed at the moment of speaking. If we want to make this clear, we must add a verb in the Present Continuous Tense. We use the Present Simple to talk about things in general. We do not think only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking. In the Continuous Tense, we talk about something which is happening at or around the time of speaking or talk about an action going on over a period of time. In order to make it easy for all students to remember this, the teacher will show the distinction between the two tenses in the contrast forms as follows:

Present Simple Tense

Subject + Verb (1st form)

Verb (1st form + -s/-es) + Object

Present Continuous Tense

Subject + is / am / are + Verb (1st form + ing) + (Object)

The teacher tells all students to pay attention to and observe the differences in the form of the auxiliaries and the main verbs of the sentences in each pair. While the teaching is going on, the teacher asks the students to name the sentences and how to take note of how the grammatical items function and what rules govern them. Then, he points out how the two patterns have some similar constituents, that is, they remain at the same positions in case of Subject and Object but there are differences in the form of the main and auxiliary verbs. We do not use the auxiliary verbs in the Present Simple Tense and we add an inflexion i.e., ‘-s/-es’ to the 1st form of verb in the Present Simple in case of the third person singular, that is, the inflexion ‘-s or –es’ is added to the verb according to the following rules:

a. When a verb ends in ‘ch’, ‘o’, ‘sh’, ‘ss’, and ‘x’, we add ‘-es’ to the verb:

I watch T. V, he watches T. V.
I box, he boxes.
I wash my yellow robes, he washes his yellow robes.
I do it, he does it.
I go, he goes.

b. When a verb ends in ‘y’, and ‘y’ is preceded by a consonant, we change ‘y’ to ‘l’ before we add ‘-es’:
   I carry, he carries.
   I copy, he copies.
   I try, he tries.

But when a verb ends in ‘y’, and y is preceded by a vowel, we add ‘s’ to the verb:
   I pray, he prays.
   I play football every day, he plays football every day.
   I say, he says.

c. In other cases we add ‘s’ to a verb:
   I know her, he knows her.
   I chant prayers, he chants prayers.

We do not use the inflexion in the Present Continuous Tense. We use only the auxiliary verbs as in the example given above. We add ‘-ing’ to the ‘1st form verb’.
The ‘1st form verb + -ing’ is used for all persons. The ‘-ing’ is added to the ‘1st form verb’ as the following rules:

a. When a verb ends in ‘e’ and ‘e’ is silent, we drop ‘e’:
   use --- using
   move --- moving
   smoke --- smoking

But if a verb ends in ‘ee’, we add ‘-ing’ directly:
   see --- seeing
   agree --- agreeing

b. When a verb ends in ‘ie’, we change ‘ie’ to ‘y’ and add ‘-ing’ directly:
   die --- dying
   lie --- lying
   tie --- tying
c. When a mono syllabic verb ends with a consonant and is preceded by a vowel, we double the last consonant before we add ‘-ing’:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Tense</th>
<th>Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>get</td>
<td>---</td>
<td>getting</td>
</tr>
<tr>
<td>run</td>
<td>---</td>
<td>running</td>
</tr>
<tr>
<td>sit</td>
<td>---</td>
<td>sitting</td>
</tr>
</tbody>
</table>

d. When a verb has more than one syllable and ends with one consonant and is preceded by one vowel, we double the last consonant if the second syllable consonant is stressed:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Tense</th>
<th>Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>---</td>
<td>beginning</td>
</tr>
<tr>
<td>forget</td>
<td>---</td>
<td>forgetting</td>
</tr>
<tr>
<td>occur</td>
<td>---</td>
<td>occurring</td>
</tr>
</tbody>
</table>

e. When a verb ends in ‘l’ and is preceded by a single vowel, we always double the last consonant before adding ‘-ing’:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present Tense</th>
<th>Perfect Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>quarrel</td>
<td>---</td>
<td>quarrelling</td>
</tr>
<tr>
<td>travel</td>
<td>---</td>
<td>travelling</td>
</tr>
<tr>
<td>signal</td>
<td>---</td>
<td>signalling</td>
</tr>
</tbody>
</table>

2. Present Perfect Tense

**Present Perfect Continuous Tense**

On the second day, the teacher will use the same procedure as in the case of the presentation of the Present Simple Tense and Present Continuous Tense. Then, the teacher explains the grammatical features of both the Present Perfect Tense and Present Perfect Continuous Tense to the students in the class. The Present Perfect Tense is used to express:

a. An action which took place in the past with a result now.

I have lost my bag.

They have opened the doors.

My abbot has bought a new car.

b. An action in the past is not given and not definite, usually with adverbs so far, up to now, since then, ever since, just, already, recently, yet:

Sompong has just finished his homework.

I have written a letter up to now.

We have already eaten apples.
The teacher points out that in contrast to the Present Perfect Tense, the Present Perfect Continuous is used to express:

1. An action which occurred in the past, is still continuing and emphasises the continuity of its action.

   They have been taking lunch for two hours.
   The workers have been building a monk’s resident for several months.
   We have been chanting prayers since morning.

As we have known that the Present Perfect Tense shows an action that has just been completed, an action that occurred on one or several occasions at an unspecified time in the past, so the words never, ever, once, twice, etc. are used in this case. For example:

   I have never seen him before.
   Have you ever been abroad?
   They have been to London twice.

If we use the Present Perfect Tense with the definite time, that sentence is unacceptable and incorrect. So we use the Past Simple Tense instead of the present perfect Tense in case we want to tell the definite time at which the action was completed in the past. For example:

   I have opened the window.
   *I have opened the window yesterday. (unacceptable)

In contrast the Present Perfect Continuous Tense shows an action which indicates incompleteness of an action which occurred in the past and is continuing up to now. For example:

   I have been learning Pali for two years.
   I have been living here for three years.
   They have been reading English since morning.

In order to make the two sentences of each pair different from each other, it is necessary for the teacher to explain and show the contrast in grammatical forms between the Present Perfect Tense and Present Perfect Continuous Tense. The teacher shows the difference of the main and auxiliary verbs between the two forms of the sentences by the following manner:
Present Perfect Tense
Subject + has, have + Verb (IIIrd form) + (Object)

Present Perfect Continuous Tense
Subject + has, have + been + Verb (Ist form + ing) + (Object)

We have seen that both tense patterns are used to express an action or event that started in past and effects the situation that exists now. The difference between the Present Perfect Tense and Present Perfect Continuous Tense is that the Present Perfect Continuous Tense focuses on an action or event which may or may not be finished but the Present Perfect Tense emphasizes the effect of an action or event, or some action that has been achieved. For example:

- I have opened the doors. (emphasize the effect, the doors open)
- I have been opening the doors. (emphasize the activity, I am continuing opening the doors)

When they are familiar with the structures of both sentences in the positive form, the teacher tells them the negative form and interrogative form respectively. He tells that the negative sentence is formed by adding ‘not’ between the auxiliary ‘has’ / ‘have’ and the main verb and in case of the Present Perfect Continuous Tense, we add ‘not’ after ‘has / have’ but before ‘been’. And when we want to change the positive form of the Present Perfect Tense and Present Perfect Continuous Tense to the interrogative form, we have to add ‘has’ / ‘have’ before the subject of the sentence and put the question mark at the end of the sentence. For example:

A. Positive Form:
They have opened the windows.
They have been opening the windows.

B. Negative Form:
They have not opened the windows.
They have not been opening the windows.

The differences between the structures of the Present Perfect and Present Perfect Continuous negative form are shown in the following manner:

Present Perfect Negative Form:
Subject + Has / Have + Not + Verb (IIIrd form) + (object)
Present Perfect Continuous Negative Form:
   Subject + Has / Have + Not + Been + Verb (I\textsuperscript{st} form + ing) + (Object) 
A. Positive Form:
   They have opened the windows.
   They have been opening the windows.
B. Interrogative Form:
   Have they opened the windows?
   Have they been opening the windows?

The differences between the structure of the Present Perfect and Present Perfect Continuous interrogative form are shown in the following manner:

Present Perfect Interrogative Form:
   Has / Have + Subject + Verb (III\textsuperscript{rd} form) + (Object) +?

Present Perfect Continuous Interrogative Form:
   Has / Have + Subject + Been + Verb (I\textsuperscript{st} form + ing) + (Object) +?

Then, he tells them about the adverbials which are used with each sentence. *Up to now, so far, up to the present, since, for, already, just, recently, since, for etc.* is used with the Present Perfect Tense. ‘Since’ and ‘for’ are additionally used with the Present Perfect Continuous Tense. The teacher tries to show the difference between ‘since’ and ‘for’ which are used in both the tense forms. ‘Since’ and ‘for’ in the Present Perfect Tense are used to indicate the amount of time or the length of time the action has taken up to now. ‘Since’ and ‘for’ are used in the Present Perfect Continuous Tense; ‘since’ is used to express the point of time which is given. ‘For’ is used when the period of time that has passed from the beginning of the action up to the present time. The verb which describes state will be used with only the Present Perfect Tense, the teacher should try to avoid this kind of verb when he wants to use it in the Present Perfect Continuous Tense. To sum up, ‘since’ and ‘for’ which are used with the Present Perfect Tense do not emphasize the action, whereas ‘since’ and ‘for’ which are used with the Present Perfect Continuous Tense emphasize that the action is going on up to the present moment. For example.

- He has studied in this monastery for ten years. (not emphasize the activity; that is, sometimes he may study in other monasteries during 10 years)
He has been studying in this monastery for ten years. (emphasize the activity; that is, he has studied in only this monastery for the last 10 years, he has never studied in other monasteries during this time)

3. Past Simple Tense

Past Continuous Tense

On the third day, the teacher will use the same procedure as the presentation of the Present Simple and Present Continuous Tense. Then, the teacher explains the grammatical features of the Past Simple and Past Continuous Tense. The Past Simple refers to:

a. An action which took place and was completed in the past.
   - I saw him yesterday.
   - I received a letter two weeks ago.
   - She left school in 1999.

b. A habit in the past.
   - He always went to school.
   - He studied Pali from Monday to Wednesday.
   - Somporn performed evening prayers every day.

The teacher will point out that in contrast to the Past Simple Tense, Past Continuous Tense indicates that:

a. An action was in progress at a particular time in the past:
   - Daeng was washing his under-robes (a pact of the dress of a monk) at 10 o'clock yesterday.
   - A monk was studying at this time last night.
   - He was driving at six o'clock yesterday.

b. A past action with duration of time and with an emphasis on its continuity:
   - A venerable Somporng was reading a religious book all morning.
   - He was studying English all day.
   - My father was watching TV all night.

c. An action or state was going on at the time when another action took place.
   - I was reading a book when you came in.
While we were singing, my abbot died.

Somporn was standing when his teacher sat down.

d. Two or more actions or states were happening at the same time:

While I was reading a book, my abbot was watching TV.

While we were taking our lunch, Somchai was waiting for us.

I was praying prayers while they were eating apples.

It was made clear that the Past Simple Tense shows a past habit or depicts an action happening in the past and finished in the past. Then, the teacher explains how to use the regular and irregular verbs. The verb which is used in the Past Simple Tense is the II\textsuperscript{nd} form verb. So if we want to change the I\textsuperscript{st} form verb into the II\textsuperscript{nd} form verb, we have to know the rules of the change of the regular and irregular verbs. Here are the rules of the change of the regular verbs:

a. When a verb ends in ‘e’, we add ‘d’ to the verb:

- love --- loved
- live --- lived
- arrive --- arrived

b. When a verb ends in ‘y’, and ‘y’ is preceded by a consonant, we change ‘y’ to ‘l’ before adding ‘-ed’ to the verb:

- study --- studied
- cry --- cried
- try --- tried

But if ‘y’ follows a vowel, we add ‘-ed’ directly:

- play --- played
- pray --- prayed

c. When one syllable verb ends with one consonant and is preceded by one vowel, we double the last consonant before we add ‘-ed’:

- stop --- stopped
- ban --- banned

Thus the Past Continuous Tense shows an action that was occurring in the definite time in the past, that was taking place when another action happened or two actions that were happening at the same time in the past. In case of the irregular verb, we
change the 1st form verb into 2nd and 3rd form verbs by the specific method. For example:

<table>
<thead>
<tr>
<th>1st form</th>
<th>2nd form</th>
<th>3rd form</th>
</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>held</td>
</tr>
</tbody>
</table>

The Past Simple Tense is not used with the auxiliary verbs, but it is used with the main verbs (2nd form), that is, we change a verb (1st form) into a verb (2nd form) to be used with the Past Simple Tense. The Past Continuous Tense is used with the auxiliary verbs + main verbs (1st form) and we add '-ing' to a verb (1st form). We use the second verb form with all subjects ‘singular’ and ‘plural’. To make all students able to use these rules clearly, the teacher shows the distinction between the Past Simple Tense and Past Continuous Tense in the contrast forms of the auxiliary and main verbs as follows:

**Past Simple Tense**

Subject + Verb (2nd form) + (Object)

**Past Continuous Tense**

Subject + was, were + Verb (1st form + ing) + (Object)

Then, the teacher tells them about the adverbials of time which are used with the Past Simple Tense. They are yesterday, last week, last month, last year, in 1999 etc. The Past Continuous Tense will refer to the past time with a given time such as at 10 o’clock yesterday, all morning, when you came in, while I was reading etc. Then, he shows how to form the negative and interrogative sentence of the Past Simple Tense and Past Continuous Tense. In the negative sentence, he tells them that we use ‘did’ which is an auxiliary verb before ‘not’, ‘did’ is used with any subject, that is, it may be singular or plural. The Past Continuous Tense form is added only ‘not’ after the auxiliary verb in the positive sentence. The interrogative sentence, in case of the Past Simple Tense, we put ‘did’ in the front position, and at the end of the sentence we put a question mark. We move ‘was’ / ‘were’ of the Past Continuous Tense to the front position and the end of the sentence is added with the question mark. The positive sentence will be changed into the interrogative sentence.
A. Positive Form
   I / We / You studied
   We / You were studying
   I was studying

B. Negative Form:
   I / We / You did not study
   We / You were not studying
   I was not studying

In order to explain how to change the structures of the Past Simple and Past Continuous positive forms into the negative form, the teacher will write the different structures as shown in the following manner.

**Past Simple Negative Form:**
   Subject + Did + Not + Verb (1st form) + (Object)

**Past Continuous Negative Form:**
   Subject + Was, Were + Not + Verb (1st form + ing) + (Object)

A. Positive Form:
   I / We / You studied
   We / You were studying
   I was studying

B. Interrogative Form:
   Did I / We / You study?
   Were We / You studying?
   Was I studying?

Again he will show how to change the structures of the Past Simple and Past Continuous into the form of the interrogative sentence as shown in the following manner.

**Past Simple Interrogative Form:**
   Did + Subject + Verb (1st form) + (Object) + ?

**Past Continuous Interrogative Form:**
   Was / Were + Subject + Verb (1st form + ing) + (Object) + ?
4. Past Perfect Tense

**Past Perfect Continuous Tense**

On the fourth day, the teacher will use the same procedure as used in the presentation of the Present Simple Tense and Present Continuous Tense. Then, he explains how to use the Past Perfect Tense and Past Perfect Continuous Tense. At first, he will explain that the Past Perfect Tense is used to express:

a. An action which had been completed before a specified point of time in the past:
   
   - By last week he had finished his work.
   - We had taken our lunch by 1 o’clock.
   - At the age of 36 the Buddha had got enlightenment.

b. Two actions which took place in the past, the first action had happened and had been completed before another action occurred. We use the Past Perfect to describe the first action, whereas the second action is in the Past Simple Tense:
   - When I reached the station the train had gone.
   - I had done my homework when my abbot came to see me.
   - I had written a letter before she arrived.

The teacher will then explain that the Past Perfect Continuous Tense is used to express:

a. An action which had taken place and had been going on for sometime before another action took place and also emphasized the duration of its action.
   - When I reached here, my friend had been waiting for me for one hour.
   - My teacher had been teaching at Mahamakut for five years before he retired.
   - My friend had been reading a book for three hours before he went to bed.

Then, the students know that the Past Perfect Tense shows the action that had happened in the past and was completed before a certain moment in the past but did not emphasize the duration of the time or two actions which occurred in the past. While the Past Perfect Continuous Tense shows an action that had been going on for sometime before another past action happened; this tense emphasizes the duration of the time. The teacher shows the difference of each pair of the sentences in a contrastive way to make it easy for the students to understand the structures of both sentences clearly in the following way:
Past Perfect Tense
Subject + Had + Verb (III\textsuperscript{rd} form) + (Object)

Past Perfect Continuous Tense
Subject + Had + Been + Verb (I\textsuperscript{st} form + -ing) + (Object)

The teacher tells them the adverbials which are used with the Past Perfect Tense and Past Perfect Continuous Tense. The adverbial clause or the point of time is used with the past perfect i.e., *before he went out, by last week* etc. The ‘since’ / ‘for’ adverbials are used with both the Past Perfect Tense and Past Perfect Continuous Tense. ‘Since’ and ‘for’, when used with the Past Perfect Tense, do not emphasize the activity that started in the past and continued up to the specified point or period of time in the past, but when used in the Past Perfect Continuous Tense indicate the continuing of the activity. For example:

- His sister had studied in U.S.A for ten years (not emphasize the activity; that is, sometimes she might study in other countries during ten years.)
- His sister had been studying in U.S.A for ten years (emphasize the activity; that is, she had been studying only in U.S.A for ten years continuously, she never studied in other countries during the period of ten years.)

Then, the teacher tells them how to change the Past Perfect and Past Perfect Continuous positive sentence into the Past Perfect and Past Perfect Continuous negative sentence. For example:

A. Positive Form:

A novice had studied Thai before he came to the monastery.
A novice had been studying Thai for two years before he came to the monastery.

B. Negative Form:

A novice had not studied Thai before he came to the monastery.
A novice had not been studying Thai for two years before he came to the monastery.

The different structures of the Past Perfect and Past Perfect Continuous negative form will be shown in the following manner:
Past Perfect Negative Form:
Subject + Had + Not + Verb (IIIrd form) + (Object) + Past Simple Tense

Past Perfect Continuous Negative Form:
Subject + Had + Not + Been + Verb (Ist form + ing) + (Object) + Since / For + Past Simple Tense.

When we want to change the positive sentence into the interrogative sentence, we have to move 'had' of both sentences to the front position of the sentence and then put a question mark at the end of the sentence. For example:

A. Positive Form:
He had eaten an apple when I came here.
He had been eating an apple since morning when I came here.

B. Interrogative Form:
Had he eaten an apple when I came here?
Had he been eating an apple since morning when I came here?

The interrogative forms of both the sentences are shown by the following manner:

Past Perfect Interrogative Form:
Had + Subject + Verb (IIIrd form) + (Object) + When + Past Simple Tense +?

Past Perfect Continuous Interrogative Form:
Had + Subject + Been + Verb (Ist form + ing) + (Object) + Since / For + when + Past Simple Tense +?

5. Future Simple Tense

Future Continuous Tense

On the fifth day, the teacher will use the same procedure as in the presentation of the Present Simple and Present Continuous Tense. Then, the teacher shows the rules of both sentences on the screen and at the same time explains how to use these tenses and what are some exceptions relating to the Future Simple and Future Continuous Tense. The Future Simple Tense refers to:

a. An action that will happen in future:

We shall go to Bangkok tomorrow.
I shall fold my upper-robes next week
They will chant prayers soon.
The teacher points out that in contrast to the Future Simple Tense, the Future Continuous Tense refers to:

a. An action which should be going on at some time in future time:

- We shall be buying a book tonight.
- When she reaches home, my mother will be cooking for her.
- They shall be praying at this time tomorrow.

It is clear that the Future Simple Tense shows an action that will happen in the future and the Future Continuous Tense shows an action that will be taking place at some point of time in future. The teacher also explains how to use ‘will’ and ‘shall’ and what is the difference between ‘will’ and ‘shall’. According to some grammar books, ‘shall’ must be used with the first person ‘I’, ‘we’ and ‘will’ must be used with the second and third person. This rule is still frequently observed in British English, but Americans and some others permit ‘will’ to be used with any subject, for all persons, but in most cases, especially in American usage, the auxiliary ‘will’ is used with ‘I’ or ‘We’. ‘Shall’ is used with ‘I’ or ‘We’ in polite expressions (in a form of question) as, Shall I leave now? Shall we dance? In oral communication, i.e., conversation or dialogue, both ‘will’ and ‘shall’ do not pose a problem because they are always reduced to ‘ll’. The students are asked to pay attention to both sentences. The teacher shows the differences and similarities of the auxiliaries and main verbs in a contrastive manner as follows:

**Future Simple Tense:**

Subject + Will / Shall + Verb (1st form) + (Object) + Non-specific Time Reference

**Future Continuous Tense:**

Subject + Will / Shall + Be + Verb (1st form + -ing) + (Object) + Specific Time Reference

Then, the teacher tells them the adverbials which are used with the Future Simple and the Future Continuous Tense. The adverbials of the Future Simple Tense are tomorrow, tonight, next week, next month, next year etc. The adverbials which are used with the Future Continuous Tense are at 10 o’clock tonight, when he reach home, at this time tomorrow etc. When the teacher has seen that the students are
familiar with the positive forms of the Future Simple and Future Continuous, he will tell how to change these two structures into their negative forms. The negative form of the two sentences is produced by 'not' after 'shall' / 'will'. For example:

A. Positive Form:
   - She will go to the meditation hall tonight.
   - We shall be learning Dhamma at 10 p.m tonight.

B. Negative Form:
   - She will not go to the meditation hall tonight.
   - We shall not be learning Dhamma at 10 p.m tonight.

The difference of the sentence structures will be shown in the following manner:

**Future Simple Negative Form:**
Subject + Will / Shall + Not + Verb (1st form) + (Object)

**Future Continuous Negative Form:**
Subject + Will / Shall + Not + Be + Verb (1st form + ing) + (Object)

The positive sentences in the Future Simple and Future Continuous Tense are changed into the interrogative forms by beginning the sentence with ‘Will’ / ‘Shall’ and putting the question mark at the end of the sentence:

A. Positive Form:
   - He will have lunch at her house.
   - They will be having lunch at her house at 11 o'clock.

B. Interrogative Form:
   - Will he have lunch at her house?
   - Will they be having lunch at her house at 11 o'clock?

The difference of the Future Simple and Future Continuous Tense in the interrogative sentence form will be shown in a contrastive manner in the following manner:

**Future Simple Interrogative Form:**
Will / Shall + Subject + Verb (1st form) + (Object) + ?

**Future Continuous Interrogative Form:**
Will / Shall + Subject + Be + Verb (1st form + ing) + (Object) + ?
6. Future Perfect Tense

**Future Perfect Continuous Tense**

On the sixth day, the ten pairs of the Future Perfect and Future Perfect Continuous Tense will be shown on the screen. The teacher will show the rules of both the tense forms which he has written on the screen. Then, he will explain that Future Perfect Tense is used to express:

a. An action which will be completed at some point of time in the future:

- Sompong will have studied Dhamma by next month.
- The train will have left before he reaches the station.
- I shall have given up my monkhood by 10 o'clock.

The teacher will point out that in contrast to the Future Perfect, Future Perfect Continuous Tense is used to express:

a. An action which will be continuing over a period of time, will end at some point of time and emphasise the duration of its action in the future:

- I shall have been studying Pali for five years by next December.
- He will have been washing his yellow robes for ten minutes by the time she arrives.
- By the time Sompong gets home his mother will have been making tea for him for five minutes.

It is clear that the Future Perfect Tense shows an action that will occur or be completed at the point of time, the Future and Future Perfect Continuous Tense shows an action that will be continuing beyond a period of time that ends in the future when it reaches the point of that time. In order to make the distinction between the Future Perfect and Future Perfect Continuous Tense. Two tenses will be shown by contrasting the grammatical forms of both the tense patterns as follows:

**Future Perfect Tense:**

Subject + Will / Shall + Have + Verb (IIIrd form) + (Object) + by or before + Time / Present Simple Tense

**Future Perfect Continuous Tense:**

Subject + Will, Shall + Have + Been + Verb (Ird form + -ing) + (Object) + for + Time + by / before + Time / Present Simple Tense
The adverbials which are used with the Future Perfect Tense are by next week, by 10 o’clock, before next month etc. Whereas for five years, for five years, by next month etc. is used with the Future Perfect Continuous Tense. The negative form of the Future Perfect and Future Perfect Continuous Tense are formed by adding ‘not’ after ‘will’ / ‘shall’.

A. Positive Form:

She will have read a book by the end of the month.

I shall have been writing a letter for ten minutes when he comes in.

B. Negative Form:

She will not have read a book by the end of the month.

I shall not have been writing a letter for ten minutes when he comes in.

The difference of the Future Perfect and Future Perfect Continuous Tense in the form of the negative in the contrastive manner will be shown on the screen in the following manner:

**Future Perfect Negative Form:**

Subject + Will / Shall + Not + Have + Verb (I\textsuperscript{3}rd form) + (Object)

**Future Perfect Continuous Negative Form:**

Subject + Will / Shall + Not + Have + Been + Verb (I\textsuperscript{1}st form + -ing) + (Object)

When we want to change the positive form of the Future Perfect and Future Perfect Continuous Tense into the interrogative form, we have to move ‘Will’ / ‘Shall’ in both the positive forms to the front position of the sentences and then put the question mark at the end of the sentence.

A. Positive Form:

He will have studied Pali before he goes to U.S.A.

He will have been studying Pali for two years before he goes to U.S.A.

B. Interrogative Form:

Will he have studied Pali before he goes to U.S.A?

Will he have been studying Pali for two years before he goes to U.S.A?

Again both the sentences in the form of the interrogative sentence will be shown on the screen in contrast in the following manner:
Future Perfect Interrogative Form:
Will / Shall + Subject + Have + Verb (IIIrd form) + (Object) + ?

Future Perfect Continuous Interrogative Form:
Will / Shall + Subject + Have + Been + Verb (1st form + -ing) + (Object) + ?

B. Presentation of Tenses in Groups of Three.

1. Present Simple Tense

   Past Simple Tense

   Future Simple Tense

   After the students have been given the first test, the teacher shows the presentation of tenses in groups of three to them. Ten groups of sentences are shown on the screen. The first sentence of the group belongs to the Present Simple, the second one is the Past Simple and the third one is the Future Simple Tense. For example:

   My abbot prays every day.

   My abbot prayed yesterday.

   My abbot will pray tomorrow.

   Then, the teacher will use the same procedure as he had used when he taught the tenses in pairs, that is, he makes the students in the class think and observe ten groups of sentences on the screen and point out the basic similarities and differences among three sentences in each group, then he asks them to answer the question, he also tries not to tell them the rules of each tense which they have learned during the presentation of tenses in pairs. He tries to let the students explain the grammatical features and the details of the three tense forms in terms of auxiliary and the main verbs and point out the similarities and differences among them.

   Similarly, the presentation of tenses in groups of three will be taken up one by one each day. The teacher will use the same method as detailed above to explain and revise the grammatical features of these tenses in detail every day. The other groups will be as follows:
2. **Present Continuous Tense**  
   Present Continuous Tense  
   Past Continuous Tense  
   Future Continuous Tense  
3. **Present Perfect Tense**  
   Present Perfect Tense  
   Past Perfect Tense  
   Future Perfect Tense  
4. **Present Perfect Continuous Tense**  
   Present Perfect Continuous Tense  
   Past Perfect Continuous Tense  
   Future Perfect Continuous Tense  

C. **Presentation of Tenses in Groups of Four**  
1. Present Simple  
   Present Continuous  
   Present Perfect  
   Present Perfect Continuous  

The presentation of this group will be conducted with the students after they have completed the second test. The purpose of the presentation of tenses in groups of three, four, and six is to help the students get familiar with the tense forms in the different forms in the same time because when they use the tense forms to communicate with others, they do not have to use only one tense form. They have to use several tense forms together to convey their message. When the students see the tenses in the different forms several times, they can recognize them. Moreover, it does not put burden on them to remember the rules of all the tense forms, so they learn these tense forms effortlessly. The tense forms will be mixed up. The students are not compelled to learn by heart, but they will be shown the tense forms again and again. So, they can remember the grammatical features automatically. The more the students are made to observe the tense forms, the more they are likely to be reinforced in revising the rules and usage. Ten groups of sentences are to be shown on the screen. One sentence each belongs to the Present Simple, Present Continuous, Present Perfect, and Present Perfect Continuous respectively. For example:
All novices and monks beg alms-bowl every day.
All novices and monks are begging alms-bowl now.
All novices and monks have begged alms-bowl up to now.
All novices and monks have been begging alms-bowl since 6 a.m.

The teacher does not explain the grammatical features of all the four patterns; this effort is to make the students perform more and more and learn through conditioning. The method to be followed will be the same as with the presentation of tenses in groups of three. After he has shown them the presentation of tenses as mentioned above, he will show other groups as detailed below:

2. Past Simple
   - Past Continuous
   - Past Perfect
   - Past Perfect Continuous

3. Future Simple
   - Future Continuous
   - Future Perfect
   - Future Perfect Continuous

D. Presentation of Tenses in Groups of Six

1. Present Simple Tense
   - Present Continuous Tense
   - Past Simple Tense
   - Past Continuous Tense
   - Future Simple Tense
   - Future Continuous Tense

The presentation of tenses in groups of six will be shown to the class after the students have done the third test. The teacher will show ten groups of the tense forms to them on the screen. One sentence each belongs to the Present Simple, Present Continuous, Past Simple, Past Continuous, Future Simple, and Future Continuous respectively. For example:
He pays tribute to the Triple Gem.
He is paying tribute to the Triple Gem.
He paid tribute to the Triple Gem.
He was paying tribute to the Triple Gem.
He will pay tribute to the Triple Gem.
He will be paying tribute to the Triple Gem.

The teacher will follow the same method as followed with the presentation of tenses in groups of three and four. Tenses in groups of six will be shown in the following manner:

2. Present Perfect Tense
   - Present Perfect Continuous Tense
   - Past Perfect Tense
   - Past Perfect Continuous Tense
   - Future Perfect Tense
   - Future Perfect Continuous Tense

3. Present simple Tense
   - Present Perfect Tense
   - Past Simple Tense
   - Past Perfect Tense
   - Future Simple Tense
   - Future Perfect Tense

4. Present Continuous Tense
   - Present Perfect Continuous Tense
   - Past Continuous Tense
   - Past Perfect Continuous Tense
   - Future Continuous Tense
   - Future Perfect Continuous Tense
3.4.2 Presentation of Voice

The presentation of tenses in pairs, in groups of three, four, and six which the students have studied till now has been in the active voice; the verbs in those structures show that the subject is the doer of the action. In our daily life situation, we do not use the active voice sentence to communicate with others. When we emphasize the thing or object which is affected by the subject, we have to use the passive voice. In order to meet even the minimum communication requirements of the students, teaching of passive voice is essential. So after the students have studied the presentation of structures in pairs, in groups of three, four, and six, the teacher will show the passive form of these structures to them. The aim of presentation of the passive voice is to judge whether the students have really learned the sentence structures in tenses and can make use of those structures or not. Without the knowledge of tenses, it is not possible for students to deal with the passive voice.

If we want to change the active voice into the passive voice, we have to consider the verb in the sentence. The verb which can be changed into the passive form has to be a transitive verb. A sentence with the transitive verb has three parts: (1) the subject, (2) the verb, and (3) the object. It reports an action of the subject directed towards an object. Without the subject, the sentence is unacceptable. In case of the intransitive verb, the sentence does not have the third part i.e., the object. So, it cannot be transformed into the passive voice. It does not carry an action of the subject directed to any object. It does not want the object to complete the sentence. It is a complete sentence, and if we add an object in the sentence, it becomes unacceptable. For example:

A Venerable Somchai teaches Dhamma.
A Venerable Somchai wants. (unacceptable)
A Venerable Somchai sits.
A Venerable Somchai stands Dhamma. (unacceptable)

The teacher explains the passive voice in the same manner in which he had taught the active voice, that is, the presentation of the change forms of passive voice in pairs, in groups of three, four, and six. He will tell them what the passive voice and active voice is before he presents the passive voice in pairs. In active voice the
subject who does something is in the pre-verbal position, but in passive voice importance is given to the object. The students have known the structures of the active voice in the various tense forms and this knowledge is useful for studying the passive voice. The passive voice is the use of the forms of ‘a verb to be’ with ‘the third form verb’. Semantically the active and passive forms are equal, but we have to change the structure of the sentence; the subject of the active structure shifts to the object position in the passive structure, and the object of the active structure shifts to the subject position in the passive structure. We add ‘by’ before the subject at the end of the sentence. When we shift the object of the active voice sentence to the place of subject of passive voice, we have to realize the agreement between the subject and the verb.

For example:

**Active Voice:**  An abbot eats bananas every day.

**Passive Voice:**  Bananas are eaten by an abbot every day.

The teacher tells them that the pronoun used in the active voice in the position of subject or object, when changed into the passive voice, changes its form into the opposite one; the subject form of the pronoun of the active voice in the subject position becomes the object form of the passive voice in the object position. The object form of the pronoun of the active voice in the object position becomes the subject form of the passive voice in the subject position, as shown in the following manner:

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>becomes</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>,,</td>
<td>me</td>
</tr>
<tr>
<td>we</td>
<td>,,</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>,,</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>,,</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>,,</td>
<td>her</td>
</tr>
<tr>
<td>they</td>
<td>,,</td>
<td>them</td>
</tr>
</tbody>
</table>
For example:

Action Voice: He loves her.

Passive Voice: She is loved by him.

From the twelve kinds of tenses (active voice) four kinds of the tense forms; (1) Present Perfect Continuous, (2) Past Perfect Continuous, (3) Future Continuous, and (4) Future Perfect Continuous cannot be changed into passive voice. So, only 8 tense forms can be changed into the passive voice, as shown in the following manner:

<table>
<thead>
<tr>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present Simple</td>
<td>Present Simple</td>
</tr>
<tr>
<td>2. Present Continuous</td>
<td>Present Continuous</td>
</tr>
<tr>
<td>3. Present Perfect</td>
<td>Present Perfect</td>
</tr>
<tr>
<td>4. Past Simple</td>
<td>Past Simple</td>
</tr>
<tr>
<td>5. Past Continuous</td>
<td>Past Continuous</td>
</tr>
<tr>
<td>6. Past Perfect</td>
<td>Past Perfect</td>
</tr>
<tr>
<td>7. Future Simple</td>
<td>Future Simple</td>
</tr>
<tr>
<td>8. Future Perfect</td>
<td>Future Perfect</td>
</tr>
</tbody>
</table>

A. Change from Active Voice to Passive Voice in Pairs

1. Present Simple Tense

Present Continuous Tense

After the teacher has explained the differences between the structures of the active voice and passive voice, ten pairs of sentences are shown to the students in the class. Each pair of sentences has one sentence each in the Present Simple and Present Continuous in Passive Voice. The sentences are also related to the students’ real life situations. To make each pair easy for the students to understand and relate it to its active voice forms, ten pairs of the Present Simple and Present Continuous
Active Voice are presented along with the Present Simple and Present Continuous Passive Voice. For example:

- Active Voice: He washes an abbot’s yellow robes every day.
  
  He is washing an abbot’s yellow robes now.

- Passive Voice: An abbot’s yellow robes are washed by him every day.
  
  An abbot’s yellow robes are being washed by him now.

The teacher tells the students to observe each pair of the Present Simple and Present Continuous Passive Voice carefully. The students consider each pair and point out the similarities and differences of the structures of the Present Simple and Present Continuous Passive Voice and how the active form changes its form into the passive form. When he gets the answers from the students, he explains how to change the Present Simple and Present Continuous Active Voice into the Passive Voice. The Present Simple Active Voice sentence, when changed into the Present Simple Passive Voice, will have ‘is’ / ‘am’ / ‘are’ before the verb (1st form) and the verb will be changed into the verb (3rd form). The object of sentence will shift to the place of the subject and the subject of sentence will shift to the place of the object. An auxiliary verb must agree with the subject. ‘By’ will be added before the subject in the object position. The Present Continuous Active Voice will be transformed into the Present Continuous Passive Voice by putting ‘being’ before the verb (1st form + ing) and the verb (1st form + ing) is transformed to the verb (3rd form), whereas the changes in respect of the subject, the object and ‘by’ will be in the same manner as in the Present Simple Passive Voice. For example:

**Present Simple**

1. Sompong **writes** this book. (Active Voice)

   ![Diagram](diagram.png)

This book **is** written **by** Sompong (Passive Voice)
And then he tells that the Present Simple and Present Continuous Passive Voice are used in the same manner as the Present Simple and Present Continuous Active Voice sentence. For Example:

a. Present Simple Passive Voice is used to express:

   A habitual action:

   An apple is eaten by him every day.
   Black tea is drunk by a Venerable Somchai every day.
   A religious book is always read by my parents.

b. Present Continuous Passive Voice is used to express:

   An action which is happening:

   An apple is being eaten by him now.
   Black tea is being drunk by a Venerable Somchai at present.
   A religious book is being read by my parents.

When the teacher tells them the change of the active voice into the passive voice and how to use them, he tries to make them recall about the structures of tenses which they have learned. Then, he explains how to change a ditransitive verb which takes two objects; (1) a direct and (2) an indirect object. There are three ways to change the sentence which uses a ditransitive verb into the passive form; (1) bring the indirect object to the place of the subject, (2) bring the direct object to the place of the object and add ‘to’ before an indirect object, and (3) bring a direct object to the place of the subject and omit ‘to’ before an indirect object, as shown in the following example:
Active Voice: He teaches her English.

Passive Voice:
1. She is taught English by him.
2. English is taught to her by him.
3. English is taught her by him.

He tries to make all students involve in the process of the change of the Present Simple and Present Continuous Active Voice into the Present Simple and Present Continuous Passive Voice respectively. When the students are involved in this process, they can understand the Present Simple and Present Continuous in both forms clearly. The teacher may ask the students one by one or all students in the classroom to recognize the tense and voice forms of different sentences. He has to refer to the Present Simple and Present Continuous Active Voice because if the students are involved the similarity and difference between two voices, and how to change them, it is very easy for them to recognize the Present Simple and Present Continuous in the Passive Voice form. The teacher shows the distinction between the Present Simple and Present Continuous Passive Voice as follows:

Present Simple Passive Voice
Object + is / am / are + Verb (IIIrd form) + by + Subject

Present Continuous Passive Voice
Object + is / am / are + being + Verb (IIIrd form) + by + Subject

When the students are familiar with the change of the active voice into the passive voice, the teacher tells them how to change them into the negative and interrogative form. The Present Simple Passive Voice, when changed into the negative form, has ‘not’ before the verb (IIIrd form). The negative form of the Present Continuous Passive Voice is produced by putting ‘not’ before ‘being’. For example:

A. Positive Form:

The evening prayers are recited by novices and monks.
A bicycle is being ridden by a monastery boy.

B. Negative Form:

The evening prayers are not recited by novices and monks.
A bicycle is not being ridden by a monastery boy.
The difference between the negative form of the Present Simple and Present continuous Passive Voice is shown in the following manner:

**Negative form of the Present Simple:**

Object + is / am / are + not + Verb (IIIrd form) + by + Subject

**Negative form of the Present Continuous:**

Object + is / am / are + not + being + Verb (IIIrd form) + by + Subject

Is / Am / Are is moved to the front of the sentences and question mark is put at the end to transform the positive form of the Present Simple and Present Continuous Passive Voice into the interrogative form. For example:

**A. Positive Form:**

Pali is studied by novices and monks.

The sutras are being chanted by a Venerable Somchai.

**B. Interrogative Form:**

Is Pali studied by novices and monks?

Are the sutras being chanted by a Venerable Somchai?

Then, the teacher gives the ten pairs of the Present Simple and Present Continuous Active Voice to transform into the negative and interrogative sentence, and then tells them to change each pair into the negative and interrogative form of the Present Simple and Present Continuous Passive Voice respectively. The negative form of the Present Simple Active Voice uses ‘does’ / ‘do’ before ‘not’. When it is changed into the passive voice, it is not retained. ‘Is’ / ‘Am’ / ‘Are’ is used instead of ‘does’ / ‘do’ and the verb (Ird form) is changed into the verb (IIIrd form). The negative form of the Present Continuous Active Voice, when changed into the Passive Voice, will have to incorporate ‘being’ after ‘not’ and the verb (Ird form + ing) will become the verb (IIIrd form). For example:

**A. Negative Form of the Active Voice:**

Som does not give the contribution.

They are not reciting the sutras now.

**B. Negative Form of the Passive Voice**

The contribution is not given by Som.

The sutras are not being recited by them.
The interrogative form of the Present Simple and Present Continuous Active Voice is changed into the interrogative form of the Present Simple and Present Continuous Passive Voice. ‘Does’ / ‘Do’ in the Present Simple Active Voice is changed into ‘is’ / ‘am’ / ‘are’ in the Present Simple Passive Voice. ‘Is’ / ‘Am’ / ‘Are’ in the Present Continuous Active Voice still remains in the same position, when changed into the Passive One. For example:

A. Interrogative Form of the Active Voice:
   Do they recite prayers every day?
   Are they reciting prayers now?

B. Interrogative Form of the Passive Voice:
   Are prayers recited by them every day?
   Are prayers being recited by them?

2. Present Perfect
   Past Simple

Ten pairs of sentences of the Present Perfect and Past Simple Active Voice, and of the Present Perfect and Past Simple Passive Voice are shown on the screen. The teacher will use the same procedure as in the change of the Present Simple and Present Continuous Active Voice into the Passive Voice. He shows the change of the Present Perfect and Past Simple Active Voice into the Present Perfect and Past Simple Passive Voice. The Present Perfect Active Voice, when changed into the Present Perfect Passive Voice, will have ‘been’ before the verb (IIIrd form). The verb (IIIrd form) is retained in the Passive Voice. The Past Simple Active Voice becomes the Past Simple Passive Voice by adding ‘was / were’ before the verb (IInd form), and the verb (IInd form) will become the verb (IIIrd form) in the passive voice. The subject, object and ‘by’ will be in the change of the Present Simple and Present Continuous Active Voice into the Present Simple and Present Continuous Passive Voice. For example:

Active:

   My sister has opened the door.
   My sister opened the door yesterday.
Passive:

The door has been opened by my sister.

The door was opened by my sister yesterday.

The teacher tells the students that the auxiliaries in the Present Perfect and Past Simple Passive Voice are different but the main verb is the same form. To make it easy for all students to remember the similarity and difference between the Present Perfect and Past Simple Passive Voice, the teacher will show the distinction of them in the contrast forms as follows:

**Present Perfect Passive Voice:**

Object + has / have + been + Verb (IIIrd form) + by + Subject

**Past Simple Passive Voice:**

Object + was / were + Verb (IIIrd form) + by + Subject

The teacher tells them to transform ten pairs of passive form into the negative and interrogative form. 'Not' is added before and after the verb to be 'been' and 'was' / 'were' in both sentences respectively. 'Has' / 'Have' and 'Was' / 'Were' is moved to the front of the sentence and question mark is put at the end for the interrogative passive form. For example:

**A. Positive Form of the Active Voice:**

The book has been stolen by a monastery boy.

The book was stolen by a monastery boy.

**B. Negative Form of the Passive Voice:**

The book has not been stolen by a monastery boy.

The book was not stolen by a monastery boy.

The structure of the negative form in contrast

**Negative Form of Present Perfect:**

Object + has / have + not + been + Verb (IIIrd form) + by + Subject

**Negative Form of Past Simple:**

Object + was / were + not + Verb (IIIrd form) + by + Subject

**A. Positive Form of Active Voice:**

A new yellow robe has been bought by my friend.

A new yellow robe was bought by my friend yesterday.
B. Interrogative Form of Passive Voice:

Has a new yellow robe been bought by my friend?
Was a new yellow robe bought by my friend?

The structure of the interrogative form in contrast:

Interrogative Form of Present Perfect:

Has / Have + Object + been + Verb (IIIrd form) + by + Subject + ?

Interrogative Form of Past Simple Form:

Was / Were + Object + Verb (IIIrd form) + by + Subject + ?

After the students have transformed ten pairs of the positive form of the passive voice into the negative and interrogative form, the teacher tells them how to change the active voice in the form of negative and interrogative into the passive voice. The negative form of the Present Perfect Active Voice uses ‘not’ before the verb (IIIrd form). ‘Not’ is placed before ‘been’. ‘Did’ is used before ‘not’ in the active form, when it is changed into the passive form, ‘was’ / ‘were’ is used instead of ‘Did’. For the interrogative, ‘has’ / ‘have’ is retained in the same position of the passive voice, and ‘been’ is used before the verb (IIIrd form). In case of Past Simple, ‘did’ is replaced by ‘was’ / ‘were’, and the verb (I1st form) becomes the verb (IIIrd form). For example:

A. Negative Form:

Negative Form of the Active Voice:

I have not written a letter.
He did not study Pali yesterday.

Negative Form of the Passive Voice:

A letter has not been written by me.
Pali was not studied by him yesterday.

B. Interrogative Form:

Interrogative Form of the Active Voice:

Has he read a book?
Did he recite the sutras yesterday?

Interrogative Form of the Passive Voice:

Has a book been read by him?
Were the sutras recited by him yesterday?
3. Past Continuous

Past Perfect

Ten pairs of the Past Continuous and Past Perfect Active Voice, and of the Past Continuous and Past Perfect Passive Voice are shown on the screen. The teacher uses the same procedure or method as in the change of the Present Simple and Present Continuous into the passive voice. He shows that the Past Continuous Active Voice, when changed into the Passive Voice, will have ‘being’ before the verb (I\textsuperscript{st} form + ing) and the verb is transformed into the verb (III\textsuperscript{rd} form). ‘Been’ is added before the verb (III\textsuperscript{rd} form) in the case of the Past Perfect. For example:

**Active Form:**

- My father was reading a book at 10 o’clock yesterday.
- My mother had sold the religious book when I reached home.

**Passive Form:**

- A book was being read by my father at 10 o’clock yesterday.
- The religious book had been sold by my mother when I reached home.

The teacher shows the distinction of two forms in contrast as the following manner:

**Past Continuous Passive Voice:**

Object + was / were + being + Verb (III\textsuperscript{rd} form) + by + Subject

**Past Perfect Passive Voice:**

Object + had + been + Verb (III\textsuperscript{rd} form) + by + Subject + When + Past Simple Sentence

The teacher tells them how to change both passive forms into the negative and interrogative. If we want to transform these two forms into the negative, we add ‘not’ before ‘being’ and ‘been’ for the Past Continuous and Past Perfect Passive Voice respectively. In case of interrogative, ‘Was’ / ‘Were’ and ‘Had’ are moved to the beginning of the sentence. For example:

**A. Negative Form:**

**Positive Form of the Passive Voice:**

- A new house was being built by them at 11 o’clock yesterday.
- The show had been finished by him when I reached there.
Negative Form of the Passive Voice:

A new house was not being built by them at 11 o’clock yesterday.
The show had not been finished by him when I reached there.

The structure of the negative form in contrast:

Past Continuous Form of the Past Continuous Passive Voice:
Object + was / were + not + being + verb (IIIrd form) + by + Subject

Past Perfect Form of the Past Perfect Passive Voice:
Object + had + not + been + verb (IIIrd form) + by + Subject + When + Past Simple Sentence

B. Interrogative Form:

Positive Form of the Passive Voice:

A new house was being built by them at 11 o’clock yesterday.
The show had been finished by him when I reached there.

Interrogative Form of the Passive Voice:

Was a new house being built by them at 11 o’clock yesterday?
Had the show been finished by him when you reached there?

The structure of the interrogative form in contrast:

Past Continuous Passive Voice:

Was / were + Object + being + Verb (IIIrd form) + by + Subject + ?

Past Perfect Passive Voice:

Had + Object + been + Verb (IIIrd form) + by + Subject + When + Past Simple Sentence + ?

After the student has transformed ten pairs of the active voice into the negative and interrogative form, the teacher tells them how to change them into the negative and interrogative form. In the case of the negative form of Past Continuous, ‘being’ is used before the verb (Ist form + ing), and the verb becomes the verb (IIIrd form). For the Past Perfect, ‘been’ is used before the verb (IIIrd form). For the interrogative form of the Past Continuous, ‘was’ / ‘were’ is retained in the same position. ‘Being’ is used before the verb (Ist form + ing) and the verb becomes the verb (IIIrd form). ‘Has’ still remains in the same position. ‘Been’ is used before the verb (IIIrd form) for the Past Perfect. For example:
A. Negative Form:

Negative Form of the Active Voice:
- The cook was not cooking the food.
- The cook had not cooked the food when they reached the mess.

Negative Form of the Passive Voice:
- The food was not being cooked by the cook.
- The food had not been cooked by the cook when they reached the mess.

B. Interrogative Form:

Interrogative Form of the Active Voice:
- Was she speaking English?
- Had she spoken English before he came to India?

Interrogative Form of the Passive Voice:
- Was English being spoken by her?
- Had English been spoken by her before she came to India?

4. Future Simple

Future Perfect

Ten pairs of the Future Simple and Future Perfect Active Voice, and of the Future Simple and Future Perfect Passive Voice are shown on the screen. The same procedure or method of the explanation as of Present Simple and Present Continuous Passive Voice is adopted. If we want to change the Future Simple Active Voice into the Future Simple Passive Voice, we put ‘be’ before the verb (Ist form), and the verb becomes the verb (IIIrd form). The Future Perfect Passive Voice will have ‘been’ before the verb (IIIrd form). The auxiliary verb is retained and precedes ‘been’. For example:

Active Form:
- We shall begin the work tomorrow.
- I shall have written a letter by tomorrow.

Passive Form:
- The work will be begun by us tomorrow.
- A letter will have been written by me by tomorrow.
The teacher tells them how to change ten pairs of Future Simple and Future Perfect Passive Voice sentences into the negative and interrogative form. ‘Not’ is used before the verb ‘be’ and ‘been’ in the negative sentences of both forms. In the interrogative form of the two sentences, ‘will’ / ‘shall’ will be moved to the front position of sentence and a question mark is placed at the end of the sentence. For example:

A. Negative Form:

Positive Form of the Passive Voice:

India will be visited by me next month.
This work will have been finished by me when you come again.

Negative Form of the Passive Voice:

India will not be visited by me next month.
This work will not have been finished by me when you come again.

The structure of the negative form in contrast:

**Future Simple Passive Voice:**

Object + will / shall + not + be + Verb (IIIrd form) + by + Subject + Time Adverb

**Future Perfect Passive Voice:**

Object + will / shall + not + have + been + Verb (IIIrd form) + by + Subject + Time Adverb / Present Simple

B. Interrogative Form

Positive Form of the Passive Voice:

Will you help me?
Will you have done this work before he comes back?

Interrogative Form of the Passive Voice:

Shall I be helped by you?
Will this work have been done by you before he comes back?

The structure of the interrogative in contrast:

**Future Simple Passive Voice**

Will / shall + Object + be + Verb (IIIrd form) + by + Subject + ?

**Future Perfect Passive Voice**

Will / shall + Object + have + been + Verb (IIIrd form) + by + Subject + ?
When the negative and interrogative form of Future Simple and Future Perfect Active Voice have to be changed into the passive form, the procedure will be explained as follows. In the case of the negative form of both forms, ‘be’ is added before the verb (Ist form) and the verb becomes the verb (IIIrd form). For the Future Perfect form, ‘been’ is used before the verb (IIIrd form), the verb is retained. For the interrogative form, ‘will’ / ‘shall’ remains in the same position, ‘be’ is used in the Future Simple Passive Voice, and ‘been’ is added before the verb (IIIrd form) in the Future Perfect Passive Voice. For example:

A. Negative Form:
Negative Form of the Active Voice:
- The driver will not drive a bus tomorrow.
- They shall have not taken breakfast by the time Somchi comes.

Negative Form of the Passive Voice:
- A bus will not be driven by the driver tomorrow.
- Breakfast will not have been taken by them by the time Sochai comes.

B. Interrogative Form:
Interrogative Form of the Active Voice:
- Shall we donate money next month?
- Will the workers have destroyed the building before we reach there?

Interrogative form of the Passive Voice:
- Will money be donated by us next month?
- Will the building have been destroyed by the workers before we reach there?

As mentioned in chapter II, the tense structures will now be reinforced through practice in groups of three, four, and six. The groups will be as detailed below:

B. Change from Active Voice to Passive Voice in Groups of Three

1. Present Simple
   - Present Continuous
   - Present Perfect

2. Past Simple
   - Past Continuous
   - Past Perfect
3. Present Simple
   Past Simple
   Future Simple
4. Present Perfect
   Past Perfect
   Future Perfect

C. Change from Active Voice to Passive Voice in Groups of Four
1. Present Simple
   Present Continuous
   Present Perfect
   Past Simple
2. Past Continuous
   Past Perfect
   Future Simple
   Future Perfect
3. Present Simple
   Past Simple
   Future Simple
   Future Perfect

D. Change from Active Voice to Passive Voice in Groups of Six
1. Present Simple
   Present Perfect
   Past Simple
   Past Perfect
   Future Simple
   Future Perfect
2. Present Simple
   Present Continuous
   Present Perfect
Past Simple
Past Continuous
Past Perfect

3. Present Perfect
Past Simple
Past Continuous
Past Perfect
Future Simple
Future Perfect

3.4.3 Presentation of Narration

The presentation of tenses in pairs, in groups of three, four and six, and the change from tense forms to voice forms in pairs, in groups of three, four and six was shown to the students. The purpose of the study of tenses and voices before the narration is to make the students familiar with the tenses and voices in different forms. It is useful and easy for them to study the narration, when they have gained proficiency in the use of tenses and voices. In our daily life, when we communicate with others orally or in writing, we have to use narration. There are two ways of reporting the words of a speaker: (1) The Direct Narration or the Direct Speech, and (2) The Indirect Narration or the Indirect Speech.

![Diagram of Narration]

**Figure No. 4**: Two ways of reporting the words of a speaker
If we want to report the actual words of a speaker, we use the Direct Narration, but if we want to report the words of a person, we use the Indirect Narration. When we use the Direct Narration to express the actual words of a speaker, we always use the quotation mark and separate the reporting verb from the reported speech by a comma and the first word of the reported speech is started with a capital letter, but when we use the Indirect Narration to report the words of a speaker, that is, we give the information in our own words, we use 'that' to connect the reporting verb to the reported speech. The comma and the quotation marks are moved. For example:

**Direct Narration**

He said, “Monk and novice learn English.”

**Indirect Narration**

He said that monk and novice learnt English.

As mentioned above, the sentence with the quotation marks is called the reported speech. In the sentence above 'said' is the reporting verb and 'monk and novice learn English' is the reported speech. The teacher may show the following diagram to the students to make his explanation more clear.

```
Direct Narration

  Reporting Verb     Reported Speech
                      (He) said, “Monk and novice learn English.”
```

**Figure No. 5** : The Reporting Verb and Reported Speech

When the teacher tells the students the rules of the change form Direct form of Narration to Indirect form of Narration, he will explain that:

(a.) In the sentence if the reporting verb belongs to the Present or Future Tense, the tense in the reported speech is not changed. For example.

a. She says, “I used Colgate toothpaste.”

She says that she used Colgate toothpaste.
b. She will say, “I shall do my homework.”

She will say that she will do her homework.

(b.) In the sentence if the reporting verb belongs to the Past Tense, we must change the reported speech as follows.

1. Present Simple is changed into Past Simple
   Present Continuous  
   Present Perfect  
   Present Perfect Continuous
2. Past Simple  
   Past Continuous  
   Past Perfect
3. Future Simple  
   Future Continuous  
   Future Perfect  
   Future Perfect Continuous

(c.) In the sentence if the reporting verb belongs to the past tense, but the reported speech expresses a universal truth or habitual fact, its tense remains unchanged. For example.

a. He said, “Man is mortal.”

He said that man is mortal.

b. He said, “I get up at 6 o'clock every day.”

He said that he gets up at 6 o'clock every day.

Then, the teacher tells the students that while we are changing the direct into indirect narration, we have to change the words showing nearness into distance.

Nearness in the direct becomes distance in the indirect narration as follows:

<table>
<thead>
<tr>
<th>Nearness</th>
<th>Becomes</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>”</td>
<td>then</td>
</tr>
<tr>
<td>this</td>
<td>”</td>
<td>that</td>
</tr>
<tr>
<td>these</td>
<td>”</td>
<td>those</td>
</tr>
<tr>
<td>hereby</td>
<td>”</td>
<td>thereby</td>
</tr>
<tr>
<td>here</td>
<td>”</td>
<td>there</td>
</tr>
</tbody>
</table>
today " that day
tomorrow " the next day
yesterday " the previous day or the day before
last night " the previous day or the day before
last week " the previous week
tonight " that night
next week " the following week
ago " before
tomorrow " the next day
today " that day

Example:
Direct: She said, “I am busy today.”
Indirect: She said that she was busy that day.

He also explains the change of the person of the pronouns. He tells them that (a.) the person of the pronoun that occur in the reported speech of the direct form is changed into those of the same person as the subject of the reporting verb. For example.

a. Direct: I said, “I have read a book.”
Indirect: I said that I had read a book.

b. Direct: You said, “I have been staying in Bangkok for ten years”.
Indirect: You said that you had been staying in Bangkok for ten years.

(b.) Pronoun and possessive adjective of the second person are changed into those of the same person as those of the noun or pronoun that come after the reporting verb. For example.

Direct: She said to me, “You eat an apple.”
Indirect: She told me that I ate an apple.

(c.) The third person is not changed in the indirect narration. For example:

Sombat said to Pranee, “He writes a book.”
Sombat told Pranee that he wrote a book.
A. Change from Direct Form of Narration to Indirect Form of Narration in pairs

1. Present Simple

Present Continuous

Having explained the basic rules of the change of Narration, the teacher will show the change of Narration in case the reporting verb is in the Past Tense. Ten pairs of the direct form of narration are shown to the students. The first sentence belongs to the Present Simple, the second one is in the Present Continuous. The changed forms i.e., the indirect form of narration when the reported speech is in the Past Simple and Past Continuous are also shown along with the direct form of narration. For example:

A. Direct Form of Narration:

Somchai said, “We practise meditation.”
Thongsom said, “I am teaching Pali.”

B. Indirect Form of Narration:

Somchai said that they practised meditation.
Thongsom said that she was teaching Pali.”

The teacher tells the students that the reporting verb ‘said’ is not changed, but ‘said to’ is changed into ‘told’ in case the sentence in the reported speech is a positive sentence. He tells them how to change each pair of the direct form of narration into the indirect form of narration. He also tells them the exception in the usage of the Present Continuous Tense; if the reported speech has two situations taking place in the same time, the tense will not be changed. For example:

A. Direct Form of Narration:

He said, “I am praying the sutras while my sister is reading a comic book.”

B. Indirect Form of Narration:

He said that he is praying the sutras while his sister is reading a comic book.

Then, he tells them how to change the direct form of narration into the indirect form of narration in case of the reported speech belonging to the interrogative sentence. The reporting verb ‘said’ and ‘said to’ is changed into ‘asked.’ Tense of verb, pronoun and the nearest words in the reported verb are changed according to the
system already mentioned above. There are two types of the interrogative sentences viz. (1) The interrogative sentence which begins with the auxiliary verb i.e., Yes / No questions and (2) The interrogative sentence which begins with the wh-words i.e., wh-questions.

1. In the interrogative sentence which begins with the auxiliary verb, when we change the direct form of narration into the indirect form of narration, we replace the inverted comma by ‘if’ or ‘whether.’

A. Direct Form of Narration:
   We said to Sombat, “Do you pray the sutras?”
   They said to me, “Are you reading the Tripitaka?”

B. Indirect Form of Narration:
   We asked Sombat if / whether he prayed the sutras.
   They asked me if / whether I was reading the Tripitaka.

2. In the interrogative sentence which begins with the wh-words, when we change the direct form of narration into the indirect form of narration, the wh-words are retained in the indirect form of narration. The question mark and the comma are omitted. The reported speech is changed into declarative sentence. For example:

A. Direct Form of Narration:
   Sombat said to Sompong, “Where do you live?”
   Somchai said to his sister, “What are you doing?”

B. Indirect Form of Narration:
   Sombat asked Sompong where he lived.
   Somchai asked his sister what she was doing.

2. Present Perfect

   Present Perfect Continuous

   Ten pairs of the direct form of narration in which the reported speech belongs to the Present Perfect and Present Perfect Continuous are shown on the screen. Ten pairs of the indirect form of narration are also shown along with the direct form of narration. Having explained how to change the direct form of narration into the indirect form of narration, the teacher tells them how to change two types of the
interrogative sentences of the direct form of narration into the indirect form of narration. The same procedure which has been explained with reference to the change of the interrogative sentence belonging to the Present Simple and Present Continuous into the Past Simple and Past Continuous Tense respectively is followed here as well.

1. The interrogative sentence beginning with the auxiliary verb.
   A. Direct Form of Narration:
      He said to Somchai, “Have you opened the doors?”
      He said to me, “Have you been studying Pali for ten years?”
   B. Indirect Form of Narration:
      He asked Somchai if/whether he had opened the doors.
      He asked me if/whether I had been studying Pali for ten years.

2. The interrogative sentence beginning with the wh-words.
   A. Direct Form of Narration:
      He said to me, “When have I insulted you?”
      He said to his parents, “Where have you been working for ten years?”
   B. Indirect Form of Narration:
      He asked me when he had insulted me.
      He asked his parents where they had been working for ten years.

3. Past Simple
   Past Continuous

   Ten pairs of sentences in the direct form of narration in which the reported speech is in the Past Simple and Past Continuous Tense respectively and of their indirect form of narration are shown on the screen. The teacher will use the same procedure as he used in teaching the change from the direct form of narration to the indirect form in the case of sentences from the Present Simple and Present Continuous Tense to the Past Simple and Past Continuous Tense. Then, he explains the exceptions in the case of the Past Simple and Past Continuous Tense; when the Past Simple and Past Continuous Tense are used in the clause of time, the tense form is not changed. For example:
A. Direct Form of Narration:

He said, “When I knocked at the door, my father was reading the Tripitaka.”

B. Indirect Form of Narration:

He said that when he knocked at the door, his father was reading the Tripitaka.

1. The interrogative sentence beginning with the auxiliary verb.

A. Direct Form of Narration:

He said to me, “Did you practise meditation?”
He said to his friend, “Were you practising meditation?”

B. Indirect Form of Narration:

He asked me if / whether I had practised meditation.
He asked his friend if / whether he had been practising meditation.

2. The interrogative sentence beginning with the wh-words.

A. Direct Form of Narration:

He said to his abbot, “Whom did you bless yesterday?”
Somchai said to John, “Why were you reading a religious book?”

B. Indirect Form of Narration:

He asked his abbot whom he had blessed the previous day.
Somchai asked John why he had been reading a religious book.

4. Future Simple

Future Continuous

Ten pairs of the direct form of narration and of the indirect form of narration are shown to the students. The teacher will use the same procedure as he used in teaching the change from the direct form of narration to the indirect form in the case of sentences forms of the Present Simple and Present Continuous Tense to the indirect form of narration of the Past Simple and Past Continuous Tense.

1. The interrogative sentence beginning with the auxiliary verb.

A. Direct Form of Narration:

-They said to Somchai, “Will you go to Bangkok tomorrow?”
-Sompong said to Somsak, “Will you be reading the Tripitaka at 10 o’clock tomorrow?”
B. Indirect Form of Narration:
- They asked Somchai if / whether he would go to Bangkok the next day.
- Sompong asked Somsak if / whether he would be reading the Tripitaka at 10 o’clock the next day.

2. The interrogative sentence beginning with the wh-words.
A. Direct Form of Narration:
She said to him, “Where will you go?”
He said to them, “What will you be doing at 11 o’clock tonight?”

B. Indirect Form of Narration:
She asked him where he would go.
He asked them what they would be doing at 11 o’clock that night.

5. Future Perfect

Future Perfect Continuous

Ten pairs of the direct form of narration and of the indirect form of narration are shown to the class. The teacher will use the same procedure as he used in teaching the change from the direct form of narration to the indirect form in the case of sentence forms of the Present Simple and Present Continuous Tense to the indirect form of narration of the Past Simple and Past Continuous Tense.

1. The interrogative sentence beginning with the auxiliary verb.
A. Direct Form of Narration:
- He said to his friend, “Will you have finished the book by the end of the year?”
- She said to us, “Will you have been studying Dhamma for ten years before Somchai comes to the monastery next month?”

B. Indirect Form of Narration:
- He asked his friend if / whether he would have finished the book by the end of the year.
- She asked us if / whether we would have been studying Dhamma for ten years before Somchai came to the monastery in the coming month.

2. The interrogative sentence beginning with the wh-words
A. Direct Form of Narration:
-He said to his friend, “Which part of the book will you have finished by next month?”
-She said to us, “Where will you have been studying Dhamma for ten years before Somchai comes to the monastery next month?”

B. Indirect Form of Narration:
-He asked his friend which part of the book he would have finished by the following month.
-She asked us where we would have been studying Dhamma for ten years before Somchai came to the monastery in the following month.

As mentioned earlier, the presentation of the change from the direct form of narration to the indirect form of narration in groups of three, four and six will not be explained again, but the teacher will let the students practise more and more in guided controlled manner. The change of the direct form of narration to the indirect form of narration in the groups of three, four and six will be shown and practised as follows.

B. Change from Direct Form of Narration to Indirect Form of Narration in Groups of Three

1. Present Simple
   Past Simple
   Future Simple

2. Present Continuous
   Past Continuous
   Future Continuous

3. Present Perfect
   Present Perfect Continuous
   Future Perfect

4. Present Continuous
   Present Perfect Continuous
   Future Perfect Continuous
C. Change from Direct Form of Narration to Indirect Form of Narration in Groups of four

1. Present Simple
   Present Continuous
   Future Simple
   Future Continuous

2. Present Simple
   Present Continuous
   Past Simple
   Past Continuous

3. Present Perfect
   Present Perfect Continuous
   Future Perfect
   Future Perfect Continuous

D. Change from Direct Form of Narration to Indirect Form of Narration in Groups of six

1. Present Simple
   Present Continuous
   Past Simple
   Past Continuous
   Future Perfect
   Future Perfect Continuous

2. Present Simple
   Present Continuous
   Present Perfect
   Present Perfect Continuous
   Future Simple
   Future Continuous

3. Present Simple
   Present Continuous
   Past Simple
   Past Continuous
   Future Simple
   Future Continuous