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|  | Exercises and page numbers**IN TEXTBOOK** | | | | | | | | | | | | | | | |
| MODULE ----> | 1. SENTENCE COMPLETION | | | | 2. ERROR SPOTTING | | | | 3. SENTENCE CORRECTION | | | | 4. REWRITING SENTENCES | | | |
| CONCEPTS: | Ex no. | No. of Ex. | **Page #** | **NEW** | Ex no. | No. of Ex. | **Page #** | **NEW** | Ex no. | No. of Ex. | **Page #** | **NEW** | Ex no. | No. of Ex. | **Page #** | **NEW** |
| SVA | I | 1 | **1** |  | I | 1 | **8** |  | I | 1 | **11** |  | I | 1 | **26** | **Y** |
| PRONOUNS | II (A, B) | 2 | **2** |  | II | 1 | **8** |  | II | 1 | **14** |  | II | 1 | **27** | **Y** |
| TENSES | III (A, B, C, D) | 4 | **3** |  | III | 1 | **9** |  | III | 1 | **17** |  | III (A, B) | 2 | **27** | **Y** |
| VOICES | IV | 1 | **6** | **Y** | IV | 1 | **9** |  | IV | 1 | **20** |  | IV (A, B, C) | 3 | **28** | **C-Y** |
| MODIFIERS | VI | 1 | **6** | **Y** | V (A, B) | 2 | **10** | **Y** | V | 1 | **22** |  | V (A, B, C) | 3 | **31** |  |
| FAULTY PARALELLISM | VI | 1 | **6** | **Y** | VI | 1 | **10** |  | VI | 1 | **23** |  | VI | 1 | **32** |  |
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| MODULE |  | | Page # | NEW |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | SYLLOGISM | | 36 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | LOS | | 41 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | RC | | 44 | Y |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | CR | | 48 | Y |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | IDIOMS | | 54 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | PHRASAL VERBS | | 56 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 | OWS | | 62 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | PUNCTUATION | | 64 | Y |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | EMAIL | | 66 |  |  |  |  |  |  |  |  |  |  |  |  |  |

TOPIC 1

SUBJECT-VERB AGREEMENT

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| |  |  |  | | --- | --- | --- | | BasicRule. | The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.  NOTE: The trick is in knowing whether the subject is singular or plural. The next trick is recognizing a singular or plural verb. | | | Hint: Verbs do not form their plurals by adding an s as nouns do. In order to determine which verb is singular and which one is plural, think of which verb you would use with he or she and which verb you would use with they. | | |  | ***Example:*** | talks, talk Which one is the singular form? Which word would you use with he? We say, "He talks." Therefore, talks is singular. We say, "They talk." Therefore, talk is plural. | |

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| |  |  |  | | --- | --- | --- | | Rule 1. | Two singular subjects connected by orornor require a singular verb. | | |  | Example: | My *aunt* or my *uncleis arriving* by train today. | |

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| |  |  |  | | --- | --- | --- | | Rule 2. | Two singular subjects connected by either/ororneither/nor require a singular verb as in Rule 1. | | |  | ***Examples:*** | Neither *Juan* nor *Carmenis* available. | | Either *Kiana* or *Caseyis helping* today with stage decorations. | |

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| |  |  |  | | --- | --- | --- | | Rule 3. | When I is one of the two subjects connected by either/ororneither/nor, put it second and follow it with the singular verb am. | | |  | ***Example:*** | Neither *she* nor *Iam going* to the festival. | |

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| |  |  |  | | --- | --- | --- | | Rule 4. | When a singular subject is connected by orornor to a plural subject, put the plural subject last and use a plural verb. | | |  | ***Example:*** | The *serving bowl* or the *platesgo* on that shelf. | |

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| |  |  |  | | --- | --- | --- | | Rule 5. | When a singular and plural subject are connected by either/ororneither/nor, put the plural subject last and use a plural verb. | | |  | ***Example:*** | Neither *Jenny* nor the *othersare* available. | |

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| |  |  |  | | --- | --- | --- | | Rule 6. | As a general rule, use a plural verb with two or more subjects when they are connected by and. | | |  | ***Example:*** | A *car* and a *bikeare* my means of transportation. | |

The verb is singular if the two subjects separated by “and” refer to the same person or thing.

Example: *Red beans and rice* is my mom’s favorite dish.

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| |  |  |  | | --- | --- | --- | | Rule 7. | Sometimes the subject is separated from the verb by words such as along with, as well as, besides, or not. Ignore these expressions when determining whether to use a singular or plural verb. | | |  | ***Examples:*** | The *politician*, along with the newsmen, *is expected* shortly. | | *Excitement*, as well as nervousness, *is* the cause of her shaking. | |

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| |  |  |  | | --- | --- | --- | | Rule 8. | The pronouns each, everyone, every one, everybody, anyone, anybody, someone, and somebody are singular and require singular verbs. Do not be misled by what follows. | | |  | ***Examples:*** | *Each* of the girls *sings* well. | | Every *one* of the cakes *is* gone. NOTE: Everyone is one word when it means everybody. Every one is two words when the meaning is each one. | |

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| |  |  |  | | --- | --- | --- | | Rule 9. | With words that indicate portions—percent, fraction, part, majority, some, all, none, remainder, and so forth —look at the noun in your of phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb. | | |  | ***Examples:*** | Fifty *percent* of the pie *has* disappeared. Pie is the object of the preposition of. | | Fifty *percent* of the pies *have* disappeared.Pies is the object of the preposition. | | *One-third* of the city *is* unemployed. | | *One-third* of the people *are* unemployed.  NOTE: Hyphenate all spelled-out fractions. | | *All* of the pie *is* gone. | | *All* of the pies *are* gone. | | *Some* of the pie *is* missing. | | *Some* of the pies *are* missing. | |  |  | None of the garbage *was picked* up. | |  |  | None of the sentences *were punctuated* correctly. | |  |  | Of all her books, *nonehave sold* as well as the first one | |
| |  |  |  | | --- | --- | --- | | Rule 10. | When either and neither are subjects, they always take singular verbs. | | |  | ***Examples:*** | *Neither* of them *is* available to speak right now. | | *Either* of us *is* capable of doing the job. | |

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| |  |  |  | | --- | --- | --- | | Rule 11. | The words here and there have generally been labeled as adverbs even though they indicate place. In sentences beginning with here or there, the subject follows the verb. | | |  | ***Examples:*** | There *are* four hurdles to jump. | | There *is* a high hurdle to jump. | |

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| |  |  |  | | --- | --- | --- | | Rule 12. | Use a singular verb with sums of money or periods of time. | | |  | ***Examples:*** | *Ten dollarsis* a high price to pay. | | *Five yearsis* the maximum sentence for that offense. | |

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| |  |  |  | | --- | --- | --- | | Rule 13. | Sometimes the pronoun who, that, or which is the subject of a verb in the middle of the sentence. The pronouns who, that, and which become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb. | | |  | ***Examples:*** | Salma is the scientist *whowrites*/write the reports. The word in front of who is scientist, which is singular. Therefore, use the singular verb writes. | | He is one of the men *who* does/*do* the work. The word in front of who is men, which is plural. Therefore, use the plural verb do. | |

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| |  |  |  | | --- | --- | --- | | Rule 14. | Collective nouns such as team and staff may be either singular or plural depending on their use in the sentence. | | |  | ***Examples:*** | The *staffis* in a meeting. Staff is acting as a unit here. | | The *staffare* in disagreement about the findings. The staff are acting as separate individuals in this example. | | The sentence would read even better as: The staff *membersare* in disagreement about the findings | |

# Rule 15 Just because a word ends in –s does not automatically make it plural.

# Examples Statistics is offered every year at the college.

# Mathematics is my favourite subject.

# The news is at 6.

Rule 16 Certain nouns are always treated as plural and take plural verbs.

Scissors, spectacles, pants, suspendors, tweezers etc.

Example The scissors are blunt. My spectacles are missing.

TOPIC 2

PRONOUNS

Singular Pronouns

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Person | Subject | Object | Possessive | Intensive  Reflexive |
| 1st | I | me | mine | myself |
| 2nd | you | you | yours | yourself |
| 3rd | he/she/it | him/her/it | his/hers | himself/herself/itself |

Plural Pronouns

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Person | Subject | Object | Possessive | Intensive  Reflexive |
| 1st | we | Us | Ours | Ourselves |
| 2nd | you | You | Yours | Yourselves |
| 3rd | they | Them | Theirs | Themselves |

Pronoun ErrorsA pronoun is a word that stands for a noun. This noun is termed as antecedent of pronoun.(1). Pronouns must agree with their ntecedent in both number (singular or plural) and person (1st, 2nd, 3rd, etc.).Definite Pronouns –Has antecedents.  
Indefinite Pronouns –Has no antecedents.Always singular Indefinite Pronoun– Anybody, either, one, each, neither, another, some one, each one,anything, nobody,somebody,no-one, something, everybody, nothing, everyone, whatever, everything, whichever, whoever.Always plural Indefinite Pronouns–Both, few, others, several.Sometimes singular sometimes plural Indefinite Pronouns–All, many, some, any, most.e.gEverythingwasinitsplace.Everyoneat the meeting voicedhis/heropinion.(2). Singular or plural depends on number of word or phrase to which it refers.

e.gSomeof the grass has lostitscolour.Someof the flowers have losttheirpetals.(3). A pronoun should refer to one and only one noun or compound noun. This is the most common error in test questions. If a pronoun follows two nouns, it is often unclear which of the nouns the pronoun refers to.Incorrect–The destabilization of the economy has left unstable stocks in the hands of frightened investors. It is imperative that they be more tightly controlled.Should the unstable stocks be controlled or the frightened investors? Either interpretation is possible from the structure of the sentence.Correct–The destabilization of the economy has left unstable stocks in the hands of frightened investors. It is imperative that the unstable stocks be more tightly controlled.(4). Subjects and objects: Subject Form --------- Object FormI --------------------------- MeYou -----------------------YouHe ------------------------HimShe ---------------------- HerIt ------------------------- ItWe ---------------------- UsThey -------------------- ThemIncorrect –Her and me fought over the tea.Correct –She and I fought over the tea.(5). “They” or “it” should not be used without definite antecedents.e.gIn that store they make a customer feel stupid. ---Here use of ‘they’ is incorrect as there is no antecedent for “they” in this sentence so instead of ‘they’ a proper noun should be used.Note: In expressions of time and weather antecedent of it is not given.e.g It is too hot today.(6). A pronoun must also agree with its antecedent in personIncorrect –When atheletes break training rules,we sometimes pay with poor performances.Correct –When atheletes break training rules,they sometimes pay with poor performances.(7). Subjective form of pronoun always comes after ‘than’ or ‘as’.

egPeggy is smaller than I (am).(8). Indefinite pronouns which are always singular require singular verbs.

egSomebody has left her purse.Everyone has done his/her homework.(9) Pronouns either and neither require singular verbs even if they seem to refer two things.

egNeither of the two traffic lights is working.

TOPIC 3

# TENSES

# Simple Present

### FORM

[VERB] + s/es in third person

Examples:

* You **speak** English.
* **Do** you **speak** English?
* You **do not speak** English.

### USE 1 Repeated Actions

simplepresentusual

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

* I **play** tennis.
* She **does not play** tennis.
* **Does** he **play** tennis?
* The train **leaves** every morning at 8 AM.

### USE 2 Facts or Generalizations

simplepresentfact

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

Examples:Cats**like** milk.

* Birds **do not like** milk.
* **Do** pigs **like** milk?
* California **is** in America..

### USE 3 Scheduled Events in the Near Future

simplefuture

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

Examples:

* The train **leaves** tonight at 6 PM.
* The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.
* When **do** we **board** the plane?

### USE 4 Now (Non-Continuous Verbs)

presentcontinuousnow

Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.

Examples:

* I **am** here now.
* She **is not** here now.
* He **needs** help right now.
* He **has** his passport in his hand.

# Present Continuous

### FORM : [am/is/are + present participle]

Examples:

* You **are watching** TV.
* **Are** you **watching** TV?
* You **are not watching** TV.

### USE 1 Now

presentcontinuousnow

Use the Present Continuous with [Normal Verbs](http://www.englishpage.com/verbpage/types.html) to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

* You **are learning** English now.
* You **are not swimming** now.
* **Are** you **sleeping**?

### USE 2 Longer Actions in Progress Now

presentcontinuouslongnow

In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

* I **am studying** to become a doctor.
* I **am not studying** to become a dentist.
* I **am reading** the book Tom Sawyer.

### USE 3 Near Future

simplefuture

Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

Examples:

* I **am meeting** some friends after work.
* I **am not going** to the party tonight.
* **Is** he **visiting** his parents next weekend?

USE 4 Repetition and Irritation with "Always"

simplepresentusual

The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like Simple Present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

* She **is always coming** to class late.
* He **is constantly talking**. I wish he would shut up.
* I don't like them because they **are always complaining**.

# Present Perfect

### FORM

[has/have + past participle]

Examples:

* You **have seen** that movie many times.
* **Have** you **seen** that movie many times?
* You **have not seen** that movie many times.

### 1 Unspecified Time Before Now

presentperfect

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You CANNOT use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We CAN use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

* I **have seen** that movie twenty times.
* I think I **have met** him once before.
* There **have been** many earthquakes in California.
* People **have traveled** to the Moon.
* .

### How Do You Actually Use the Present Perfect?

The concept of "unspecified time" can be very confusing to English learners. It is best to associate Present Perfect with the following topics:

### TOPIC 1 Experience

You can use the Present Perfect to describe your experience. It is like saying, "I have the experience of..." You can also use this tense to say that you have never had a certain experience. The Present Perfect is NOT used to describe a specific event.

Examples:

* I **have been** to France.  
  This sentence means that you have had the experience of being in France. Maybe you have been there once, or several times.
* I **have been** to France three times.  
  You can add the number of times at the end of the sentence.
* I **have** never **been** to France.  
  This sentence means that you have not had the experience of going to France.

### TOPIC 2 Change Over Time

We often use the Present Perfect to talk about change that has happened over a period of time.

Examples:

* You **have grown** since the last time I saw you.
* The government **has become** more interested in arts education.

### TOPIC 3 Accomplishments

We often use the Present Perfect to list the accomplishments of individuals and humanity. You cannot mention a specific time.

Examples:

* Man **has walked** on the Moon.
* Our son **has learned** how to read.
* Doctors **have cured** many deadly diseases.
* Scientists **have split** the atom.

### TOPIC 4 An Uncompleted Action You Are Expecting

We often use the Present Perfect to say that an action which we expected has not happened. Using the Present Perfect suggests that we are still waiting for the action to happen.

Examples:

* James **has not finished** his homework yet.
* Susan **hasn't mastered** Japanese, but she can communicate.
* Bill **has** still **not arrived**.
* The rain **hasn't stopped**.

### TOPIC 5 Multiple Actions at Different Times

We also use the Present Perfect to talk about several different actions which have occurred in the past at different times. Present Perfect suggests the process is not complete and more actions are possible.

Examples:

* The army **has attacked** that city five times.
* I **have had** four quizzes and five tests so far this semester.
* We **have had** many major problems while working on this project.
* She **has talked** to several specialists about her problem, but nobody knows why she is sick.

### Time Expressions with Present Perfect

When we use the Present Perfect it means that something has happened at some point in our lives before now. Remember, the exact time the action happened is not important.

presentperfect

Sometimes, we want to limit the time we are looking in for an experience. We can do this with expressions such as: in the last week, in the last year, this week, this month, so far, up to now, etc.

presentperfectlimit

Examples:

* **Have** you **been** to Mexico **in the last year**?
* I **have seen** that movie six times **in the last month**.
* They **have had** three tests **in the last week**.
* She graduated from university less than three years ago. She **has worked** for three different companies **so far**.
* My car **has broken** down three times **this week**.

#### NOTICE

"Last year" and "in the last year" are very different in meaning. "Last year" means the year before now, and it is considered a specific time which requires Simple Past. "In the last year" means from 365 days ago until now. It is not considered a specific time, so it requires Present Perfect.

Examples:

* I **went** to Mexico **last year**.  
  I went to Mexico in the calendar year before this one.
* I **have been** to Mexico **in the last year**.  
  I have been to Mexico at least once at some point between 365 days ago and now.

### USE 2 Duration From the Past Until Now (Non-Continuous Verbs)

presentperfectcontinuous

With Non-Continuous Verbs and non-continuous uses of Mixed Verbs, we use the Present Perfect to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect.

Examples:

* I **have had** a cold for two weeks.
* She **has been** in England for six months.
* Mary **has loved** chocolate since she was a little girl.

Although the above use of Present Perfect is normally limited to Non-Continuous Verbs and non-continuous uses of Mixed Verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT Non-Continuous Verbs.

**Present Perfect Continuous**

### FORM

[has/have + been + present participle]

Examples:

* You **have been waiting** here for two hours.
* **Have** you **been waiting** here for two hours?
* You **have not been waiting** here for two hours.

### USE 1 Duration from the Past Until Now

presentperfectcontinuous

We use the Present Perfect Continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect Continuous.

Examples:

* They **have been talking** for the last hour.
* She **has been working** at that company for three years.
* What **have** you **been doing** for the last 30 minutes?

### USE 2 Recently, Lately

presentperfectcontinuous

You can also use the Present Perfect Continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

* Recently, I **have been feeling** really tired.
* She **has been watching** too much television lately.
* **Have** you **been exercising** lately?

### IMPORTANT

Remember that the Present Perfect Continuous has the meaning of "lately" or "recently." If you use the Present Perfect Continuous in a question such as "Have you been feeling alright?", it can suggest that the person looks sick or unhealthy. A question such as "Have you been smoking?" can suggest that you smell the smoke on the person. Using this tense in a question suggests you can see, smell, hear or feel the results of the action. It is possible to insult someone by using this tense incorrectly.

# Simple Past

### FORM

[VERB+ed] or irregular verbs

Examples:

* You **called** Debbie.
* **Did** you **call** Debbie?
* You **did not call** Debbie.

### USE 1 Completed Action in the Past

simplepast

Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

* I **saw** a movie yesterday.
* I **didn't see** a play yesterday.
* Last year, I **traveled** to Japan.
* Last year, I **didn't travel** to Korea.
* **Did** you **have** dinner last night?
* She **washed** her car.
* He **didn't wash** his car.

### USE 2 A Series of Completed Actions

simplepastseries

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

* I **finished** work, **walked** to the beach, and **found** a nice place to swim.
* He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
* **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

### USE 3 Duration in Past

simplepastduration

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

* I **lived** in Brazil for two years.
* Shauna **studied** Japanese for five years.
* They **sat** at the beach all day.
* They **did not stay** at the party the entire time.
* We **talked** on the phone for thirty minutes.
* A: How long **did** you **wait** for them?  
  B: We **waited** for one hour.

### USE 4 Habits in the Past

simplepasthabit

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "[used to](http://www.englishpage.com/verbpage/usedto.html)." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:

* I **studied** French when I was a child.
* He **played** the violin.
* He **didn't play** the piano.
* **Did** you **play** a musical instrument when you were a kid?
* She **worked** at the movie theater after school.
* They never **went** to school, they always **skipped** class.

### USE 5 Past Facts or Generalizations

simplepastfact

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in USE 4 above, this use of the Simple Past is quite similar to the expression "[used to](http://www.englishpage.com/verbpage/usedto.html)."

Examples:

* She **was** shy as a child, but now she is very outgoing.
* He **didn't like** tomatoes before.
* **Did** you **live** in Texas when you **were** a kid?
* People **paid** much more to make cell phone calls in the past.

# Past Continuous

### FORM

[was/were + present participle]

Examples:

* You **were studying** when she called.
* **Were** you **studying** when she called?
* You **were not studying** when she called.

### USE 1 Interrupted Action in the Past

pastcontinuous

Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

Examples:

* I **was watching** TV when she called.
* When the phone rang, she **was writing** a letter.
* While we **were having** the picnic, it started to rain.
* What **were** you **doing** when the earthquake started?

### USE 2 Specific Time as an Interruption

pastcontinuous

In USE 1, described above, the Past Continuous is interrupted by a shorter action in the Simple Past. However, you can also use a specific time as an interruption.

Examples:

* Last night at 6 PM, I **was eating** dinner.
* At midnight, we **were** still **driving** through the desert.
* Yesterday at this time, I **was sitting** at my desk at work.

#### IMPORTANT

In the Simple Past, a specific time is used to show when an action began or finished. In the Past Continuous, a specific time only interrupts the action.

Examples:

* Last night at 6 PM, I **ate** dinner.  
  I started eating at 6 PM.
* Last night at 6 PM, I **was eating** dinner.  
  I started earlier; and at 6 PM, I was in the process of eating dinner.

### USE 3 Parallel Actions

pastcontinuousparallel

When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

Examples:

* I **was studying** while he **was making** dinner.
* While Ellen **was reading**, Tim **was watching** television.
* **Were** you **listening** while he **was talking**?
* I **wasn't paying** attention while I **was writing** the letter, so I made several mistakes.

### USE 4 Atmosphere

In English, we often use a series of parallel actions to describe the atmosphere at a particular time in the past.

Example:

* When I walked into the office, several people **were** busily **typing**, some **were talking** on the phones, the boss **was yelling** directions, and customers **were waiting** to be helped. One customer **was yelling** at a secretary and **waving** his hands. Others **were complaining** to each other about the bad service.

### USE 5 Repetition and Irritation with "Always"

simplepasthabit

The Past Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happened in the past. The concept is very similar to the expression "[used to](http://www.englishpage.com/verbpage/usedto.html)" but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

# Past Perfect

### FORM

[had + past participle]

Examples:

* You **had studied** English before you moved to New York.
* **Had** you **studied** English before you moved to New York?
* You **had** not **studied** English before you moved to New York.

### USE 1 Completed Action Before Something in the Past

pastperfect

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

Examples:

* I **had** never **seen** such a beautiful beach before I went to Kauai.
* I did not have any money because I **had lost** my wallet.
* Tony knew Istanbul so well because he **had visited** the city several times.

### USE 2 Duration Before Something in the Past (Non-Continuous Verbs)

pastperfectcontinuous

With Non-Continuous Verbs and some non-continuous uses of Mixed Verbs, we use the Past Perfect to show that something started in the past and continued up until another action in the past.

Examples:

* We **had had** that car for ten years before it broke down.
* By the time Alex finished his studies, he **had been** in London for over eight years.
* They felt bad about selling the house because they **had owned** it for more than forty years.

Although the above use of Past Perfect is normally limited to Non-Continuous Verbs and non-continuous uses of Mixed Verbs, the words "live," "work," "teach," and "study" are sometimes used in this way even though they are NOT Non-Continuous Verbs.

### IMPORTANT Specific Times with the Past Perfect

simplepastspecific

Unlike with the Present Perfect, it is possible to use specific time words or phrases with the Past Perfect. Although this is possible, it is usually not necessary.

Example:

* She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

#### MOREOVER

If the Past Perfect action did occur at a specific time, the Simple Past can be used instead of the Past Perfect when "before" or "after" is used in the sentence. The words "before" and "after" actually tell you what happens first, so the Past Perfect is optional. For this reason, both sentences below are correct.

Examples:

* She **had visited** her Japanese relatives once in 1993 before she moved in with them in 1996.
* She **visited** her Japanese relatives once in 1993 before she moved in with them in 1996.

#### HOWEVER

pastperfect

If the Past Perfect is not referring to an action at a specific time, Past Perfect is not optional. Compare the examples below. Here Past Perfect is referring to a lack of experience rather than an action at a specific time. For this reason, Simple Past cannot be used.

Examples:

* She never **saw** a bear before she moved to Alaska. Not Correct
* She **had** never **seen** a bear before she moved to Alaska. Correct

# Past Perfect Continuous

### FORM

[had been + present participle]

Examples:

* You **had been waiting** there for more than two hours when she finally arrived.
* **Had** you **been waiting** there for more than two hours when she finally arrived?
* You **had not been waiting** there for more than two hours when she finally arrived.

### USE 1 Duration Before Something in the Past

pastperfectcontinuous

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. "For five minutes" and "for two weeks" are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous; however, the duration does not continue until now, it stops before something else in the past.

Examples:

* They **had been talking** for over an hour before Tony arrived.
* She **had been working** at that company for three years when it went out of business.
* How long **had** you **been waiting** to get on the bus?
* .

### USE 2 Cause of Something in the Past

pastperfectcontinuous

Using the Past Perfect Continuous before another action in the past is a good way to show cause and effect.

Examples:

* Jason was tired because he **had been jogging**.
* Sam gained weight because he **had been overeating**.
* Betty failed the final test because she **had not been attending** class.

### Past Continuous vs. Past Perfect Continuous

If you do not include a duration such as "for five minutes," "for two weeks" or "since Friday," many English speakers choose to use the Past Continuous rather than the Past Perfect Continuous. Be careful because this can change the meaning of the sentence. Past Continuous emphasizes interrupted actions, whereas Past Perfect Continuous emphasizes a duration of time before something in the past. Study the examples below to understand the difference.

Examples:

* He was tired because he **was exercising** so hard.  
  This sentence emphasizes that he was tired because he was exercising at that exact moment.
* He was tired because he **had been exercising** so hard.  
  This sentence emphasizes that he was tired because he had been exercising over a period of time. It is possible that he was still exercising at that moment OR that he had just finished.

**TOPIC 4**

# ACTIVE VOICE, PASSIVE VOICE

There are two special forms for verbs called **voice**:

1. **Active voice**
2. **Passive voice**

The **active voice** is the "normal" voice. This is the voice that we use most of the time. You are probably already familiar with the active voice. In the active voice, the **object** receives the action of the verb:

|  |  |  |  |
| --- | --- | --- | --- |
| **active** | **subject** | **verb** | **object** |
|  |  | |
| Cats | eat | fish. |

The **passive voice** is less usual. In the passive voice, the **subject** receives the action of the verb:

|  |  |  |  |
| --- | --- | --- | --- |
| **Passive** | **Subject** | **verb** | **object** |
| < | |  |
| Fish | are eaten | by cats. |

The **object** of the active verb becomes the **subject** of the passive verb:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **subject** | **verb** | **object** |
| **Active** | Everybody | drinks | **water**. |
| **Passive** | **Water** | is drunk | by everybody |

# Passive Voice

The passive voice is less usual than the active voice. The active voice is the "normal" voice. But sometimes we need the passive voice.

## Construction of the Passive Voice

The structure of the **passive voice** is very simple:

subject + auxiliary verb (be) + main verb (past participle)

The main verb is **always** in its past participle form.

Look at these examples:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **subject** | **auxiliary verb (to be)** |  | **main verb (past participle)** |  |
| Water | is |  | drunk | by everyone. |
| 100 people | are |  | employed | by this company. |
| I | am |  | paid | in euro. |
| We | are | not | paid | in dollars. |
| Are | they |  | paid | in yen? |

## Use of the Passive Voice

We use the passive when:

* we want to make the **active object** more important
* we do not know the **active subject**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **subject** | **verb** | **object** |
| give importance to active object (President Kennedy) | **President Kennedy** | was killed | By Lee Harvey Oswald. |
| active subject unknown | My wallet | has been stolen. | ? |

Note that we always use **by** to introduce the **passive object** (Fish are eaten **by** cats).

## Conjugation for the Passive Voice

The passive voice is formed with the suitable tense of *be* forms of the verb followed by the past participle.

Here are some examples with most of the possible tenses:

|  |  |  |
| --- | --- | --- |
| **Tense** | **Active Voice** | **Passive Voice** |
| Simple Present | take  takes | am taken  is taken  are taken |
| Present continuous | Am taking  Is taking  Are taking | Am being taken  Is being taken  Are being taken |
| Present Perfect | Has taken  Have taken | Has been taken  Have been taken |
| Simple Past | took | Was taken  Were taken |
| Past Continuous | Was taking  Were taking | Was being taken  Were being taken |
| Past Perfect | Had taken | Had been taken |
| Simple future | Will take  Shall take | Will be taken  Shall be taken |
| Can/may/must, etc + base | Can take  Must take | Can be taken  Must be taken |

### ACTIVE AND PASSIVE TENSES CHART

|  |  |
| --- | --- |
| **SIMPLE PRESENT and SIMPLE PAST** The active object becomes the passive subject.  am/is/are +  past participle  was/were + past participle | |
| **Active: Simple Present** The movie fascinates me.  The movie bores Jack.  The movie surprises them. | **Passive: Simple Present** I am fascinated by the movie.  Jack is bored by the movie.  They are surprised by the movie. |
| **Active: Simple Past** The movie bored me.  The movie fascinated Jack.  The movie surprised them. | **Passive: Simple Past** I was bored by the movie.  Jack was fascinated by the movie.  They were surprisedby the movie. |

|  |  |
| --- | --- |
| **PRESENT and PAST CONTINUOUS (PROGRESSIVE)** Passive form:   am/is/are + being + past participle  was/were + being + past participle | |
| **Active: Present Continuous** I am helping Shannon.  June is helping Su and Ling. | Passive: Present Continuous  Shannon is being helped by me.  Su and Ling are being helped by June. |
| **Active: Past Continuous** I was cleaning the bathroom.  They were cleaning the bedroom.  Susan was cleaning the kitchen and patio. | **Passive: Past Continuous** The bathroom was being cleaned by me.  The bedroom  was being cleaned by them.  The kitchen and patio were being cleaned by Susan. |

|  |  |
| --- | --- |
| **PRESENT PERFECT, PAST PERFECT and FUTURE PERFECT** Passive form:   have/has been + past participle  had been + past participle | |
| **Active: Present Perfect** I have mailed the gift.  Jack has mailed the gifts. | **Passive: Present Perfect** The gift has been mailed by me.  The gifts have been mailed by Jack. |
| **Active: Past Perfect** Steven Spielberg had directed the movie.  Penny Marshall had directed those movies. | **Passive: Past Perfect** The movie had been directed by Steven Spielberg.  The movies had been directed by Penny Marshall. |
| **Active: Future Perfect** John will have finished the project next month.  They will have finished the projects before then. | **Passive: Future Perfect** The project will have been finished by next month.  The projects will have been finished before then. |

|  |  |
| --- | --- |
| **FUTURE TENSES** Passive forms: will + be + past participle  is/are going to be + past participle | |
| **Active: Future with WILL** I will mail the gift.  Jack will mail the gifts. | **Passive: Future with WILL** The gift will be mailed by me.  The gifts will be mailed by Jack. |
| **Active: Future with GOING TO** I am going to make the cake.  Sue is going to make two cakes. | **Passive: Future with GOING TO** The cake is going to be made by me.  Two cakes are going to be made by Sue. |

|  |  |
| --- | --- |
| **PRESENT / FUTURE MODALS** The passive form follows this pattern:  modal + be + past participle | |
| **Active: WILL / WON'T (WILL NOT)** Sharon will invite Tom to the party.  Sharon won't invite Jeff to the party.  (Sharon will not invite Jeff to the party.) | **Passive: WILL / WON'T (WILL NOT)** Tom will be invited to the party by Sharon.  Jeff won't be invited to the party by Sharon.  (Jeff will not be invited to the party by Sharon.) |
| **Active: CAN / CAN'T (CAN NOT)** Mai can foretell the future.  Terry can't foretell the future.  (Terry can not foretell the future.) | **Passive: CAN / CAN'T (CAN NOT)** The future can be foretold by Mai.  The future can't be foretold by Terry.  (The future can not be foretold by Terry.) |
| **Active: MAY / MAY NOT** Her company may give Katya a new office.  The lazy students may not do the homework.  **MIGHT / MIGHT NOT** Her company might give Katya a new office.  The lazy students might not do the homework. | **Passive: MAY / MAY NOT** Katya may be given a new office by her company.  The homework may not be done by the lazy students.  **MIGHT / MIGHT NOT** Katya might be given a new office by her company.  The homework might not be done by the lazy students. |
| **Active: SHOULD / SHOULDN'T** Students should memorize English verbs.  Children shouldn't smoke cigarettes. | **Passive: SHOULD / SHOULDN'T** English verbs should be memorized  by students.  Cigarettes shouldn't be smoked  by children. |
| **Active: OUGHT TO** Studentsought to learn English verbs.  (negative *ought to* is rarely used) | **Passive: OUGHT TO**  English verbs ought to be memorized by students. |
| **Active: HAD BETTER / HAD BETTER NOT** Students had better practice English every day.  Children had better not drink whiskey. | **Passive: HAD BETTER / HAD BETTER NOT** English had better be practiced every day by students.  Whiskey had better not be drunk by children. |
| **Active: MUST / MUST NOT** Tourists must apply for a passport to travel abroad.  Customers must not use that door. | **Passive: MUST / MUST NOT** A passport to travel abroad must be applied for.  That door must not be used by customers. |
| **Active: HAS TO / HAVE TO** She has to practice English every day.  Sara and Miho have to wash the dishes every day.  **DOESN'T HAVE TO/ DON'T HAVE TO** Maria doesn't have to clean her bedroom every day.  The children don't have to clean their bedrooms every day. | **Passive: HAS TO / HAVE TO** English has to be practiced every day.  The dishes have to be washed by them every day.  **DOESN'T HAVE TO/ DON'T HAVE TO** Her bedroom doesn't have to be cleaned every day.  Their bedrooms don't have to be cleaned every day. |
| **Active: BE SUPPOSED TO** I am supposed to type the composition.  I am not supposed to copy the stories in the book.  Janet is supposed to clean the living room.  She isn't supposed to eat candy and gum.  They are supposed to make dinner for the family.  They aren't supposed to make dessert. | **Passive: BE SUPPOSED TO** The composition is supposed to be typed by me.  The stories in the book are not supposed to be copied.  The living room is supposed to be cleaned by Janet.  Candy and gum aren't supposed to be eaten by her.  Dinner for the family is supposed to be made by them.  Dessert isn't supposed to be made by them. |

|  |  |  |
| --- | --- | --- |
| **PAST MODALS** The past passive form follows this pattern:  modal + have been + past participle | | |
| **Active: SHOULD HAVE / SHOULDN'T HAVE** The students should have learned the verbs.  The children shouldn't have broken the window. | **Passive: SHOULD HAVE / SHOULDN'T HAVE** The verbs should have been learned by the students.  The window shouldn't have been broken by the children. |  |
| **Active: OUGHT TO** Studentsought to have learned the verbs.  (negative *ought to* is rarely used) | **Passive: OUGHT TO** The verbs ought to have been learned by the students. |  |
| **Active: BE SUPPOSED TO (past time)** I was supposed to type the composition.  I wasn't supposed to copy the story in the book.  Janet was supposed to clean the living room.  She wasn't supposed to eat candy and gum.  Frank and Jane were supposed to make dinner.  They weren't supposed to make dessert. | **Passive: BE SUPPOSED TO (past time)** The composition was supposed to be typed  by me.  The story in the book wasn't supposed to be copied.  The living room was supposed to be cleaned by Janet.  Candy and gum weren't supposed to be eaten by her.  Dinner was supposed to be made by them.  Dessert wasn't supposed to be made by them. |  |
| **Active: MAY / MAY NOT** That firm may have offered Katya a new job.  The students may not have written the paper.  **MIGHT / MIGHT NOT** That firm might have offered Katya a new job.  The students might not have written the paper. | **Passive: MAY / MAY NOT** Katya may have been offered a new job by that firm.  The paper may not have been written by the students.  **MIGHT / MIGHT NOT** Katya might have been offered a new job by that firm.  The paper might not have been written by the students. |  |

**TOPIC 5**

**MODIFIERS**

What meaning changes you perceive while reading the sentences given below?

The Aztec rulers **almost** sacrificed all of their own people.

The Aztec rulers sacrificed **almost** all of their own people.

He told her that he wanted to marry her **often.**

He told her that he **often** wanted to marry her.

He **often** told her that he wanted to marry her.

He told her that he wanted to marry her **also**.

He told her that he **also** wanted to marry her.

He **also** told her that he wanted to marry her.

**Correct these sentences**

1. Orwell shot the elephant under pressure.

2. Screaming all the way, the roller coaster thrilled us.

3. After reading the original study, the article remains unconvincing.

4. Relieved of your responsibilities at your job, your home should be a place to relax.

5. The experiment was a failure, not having studied the lab manual carefully.

*6. Carrying a heavy pile of books*, his foot caught on a step.

**A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.**

Look at the sentence:

Having finished the assignment, Jill turned on the TV.

"Having finished" states an action but does not name the doer of that action.

**In English sentences, the doer must be the subject of the main clause that follows.**

In this sentence, it is Jill.

She seems logically to be the one doing the action ("having finished"), and this sentence therefore does not have a dangling modifier.

The following sentence has an incorrect usage:

Having finished the assignment, the TV was turned on.

"Having finished" is a participle expressing action, but the doer is not the TV set (the subject of the main clause):

TV sets don't finish assignments.

Since the doer of the action expressed in the participle has not been clearly stated, the participle phrase is said to be a dangling modifier.

**Strategies for revising dangling modifiers:**

**1. Name the appropriate or logical doer of the action as the subject of the main clause:**

Example: Having arrived late for practice, a written excuse was needed.

**Who arrived late?**

This sentence says that the written excuse arrived late.

To revise, decide who actually arrived late.

The possible revision might look like this:

Having arrived late for practice, the team captain needed a written excuse.

The main clause now names the person (the captain) who did the action in the modifying phrase (arrived late).

**2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:**

Example: Without knowing his name, it was difficult to introduce him.

**Who didn't know his name?**

This sentence says that "it" didn't know his name.

To revise, decide who was trying to introduce him.

The revision might look something like this:

Because Maria did not know his name, it was difficult to introduce him.

The phrase is now a complete introductory clause; it does not modify any other part of the sentence, so is not considered "dangling."

**3. Combine the phrase and main clause into one:**

Example: To improve his results, the experiment was done again.

**Who wanted to improve results?**

This sentence says that the experiment was trying to improve its own results.

To revise, combine the phrase and the main clause into one sentence.

The revision might look something like this:

**He improved his results by doing the experiment again.**

**TOPIC 6**

**FAULTY PARALLELISM**

Lesson Topic: Using Parallel Structure And Avoiding The Repetition of Words in Writing.  
  
Is there anything wrong with the following sentence?

|  |  |
| --- | --- |
| |  | | --- | | Martin felt the movie was boring, silly, and was too long. | |

Yes, there is something wrong.  Did you find the problem?  Well, if you didn't find the problem, keep reading, and we'll tell you later.

Did you ever pick up a book and read something like this:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | Carol picked up her books. | | Carol picked up her pens. | | Carol picked up her jacket. | | |

Hopefully, you haven't seen too much of this type of writing.  Although there are some situations where this form of writing is necessary (maybe for emphasis), it is usually not necessary to repeat words over and over again.  We can write the above sentences like this:

|  |  |
| --- | --- |
| |  | | --- | | Carol picked up her books, pens, and jacket. | |

Taking out repetitive words and combining similar sentences and ideas is called **parallel structure**, **parallel construction**, and **parallelism**.   In **parallel structure**, it is important to group similar ideas and items together.  For example, in the three sentences above, the words **Carol picked up her...** repeat.  Additionally, the words that do NOT repeat are all nouns: **books**, **pens**, and **jacket**.  Since **books**, **pens**, and **jacket** are all nouns, they can be grouped together.  Thus, we can correctly write the following:

|  |  |
| --- | --- |
| |  | | --- | | Carol picked up her books**,** pens**,** and jacket. | |

Notice that the commas are placed after each noun in the list except the last one.  For more information about [commas](http://www.myenglishteacher.net/usingcommas.html), please see our previous lesson about [commas](http://www.myenglishteacher.net/usingcommas.html).

When using parallel structure, the main rule to remember is that the things in the list must be the same grammatical form.  This is best summed up in the following:

Take a look at this sentence:

|  |  |
| --- | --- |
| |  | | --- | | Paula went to work, a restaurant, and to the movies. | |

If the preposition or article (a, an, the) is the same for all items in the list, the writer can decide to include them in all of the items or write it just in the first.  Therefore, the above sentence is incorrect.   The items in the list are **work**, **a restaurant**, and **the movies**.  However, the writer used the preposition **to** with the first and third items only.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **INCORRECT** | Paula went **to** work, a restaurant, and **to** the movies. | | **CORRECT** | Paula went **to** work, a restaurant, and the movies. | | **CORRECT** | Paula went **to** work, **to** a restaurant, and **to** the movies. | |

Here is another example:

|  |  |
| --- | --- |
| |  | | --- | | There are trains leaving the station in the morning and noon. | |

The preposition is **in**.  When proofreading, ask yourself, "Is this the correct word for each item?"

|  |  |  |
| --- | --- | --- |
| |  | | --- | | **In** the morning?  **YES!** | | **In** noon?  **NO!** | |

The correct preposition for **noon** is **at**.  Therefore, we must write

|  |  |
| --- | --- |
| |  | | --- | | There are trains leaving the station **in** the morning and **at** noon. | |

Some words and verbs use prepositions as well.   Look at this example:

|  |  |
| --- | --- |
| |  | | --- | | The cancer researcher is interested and excited about the new advances in medical technology. | |

What are the words in the parallel structure?  They are **interested** and **excited**.  When the writer wrote **excited**, she also correctly wrote **about**.  How about **interested**?  Do you use **about** with **interested**?  Let's do the proofreading test that we learned above.

|  |  |  |
| --- | --- | --- |
| |  | | --- | | excited**about** the advances...?  **YES!** | | interested **about** the advances...?  **NO!** | |

The correct preposition used with **interested** is **in**.  Therefore, the above sentence is INCORRECT.   The correct preposition must be used in each item of the parallel structure.  The following is correct:

|  |  |
| --- | --- |
| |  | | --- | | The cancer researcher is **interested in** and **excited about** the new advances in medical technology. | |

For a list of common verbs with prepositions, [click here](http://www.myenglishteacher.net/common_verbs_with_prep.html).

There are a number of situations which require you to use parallel structure.  They are

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  | | --- | | Both **X** and **Y** . . . | | Not **X** but **Y** | | Not only **X** but also **Y** . . . | | Neither **X** nor **Y** . . . | | Either **X** or **Y** . . . | | |

Remember the rule of parallel structure: the words in the list must be the same grammatical form.  In this situation, the **X** and **Y** must be the same grammatical form.  Many common problems with parallel structure can be easily corrected.  Look at the chart of examples below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | **INCORRECT** | **CORRECT** | | In counseling, I think both **talking** and **to listen** are important | In counseling, I think both **talking** and **listening** are important. | | We are not **for war** but **peace** | We are not **for war** but **for peace**. | | This car is not only **fast** but also **it is safe to drive**. | This car is not only **fast** but also **safe**. | | The trip to the city is neither **a long one** nor **expensive**. | The trip to the city is neither **long** nor **expensive**. | | Either **you must stay home** or **go with us**. | You must either **stay home** or **go with us**. | | |

When using the above constructions, the X and Y must be the same grammatical forms:  both nouns, both infinitives, both prepositional phrases, both gerunds, or both clauses.

**MODULE 1**

**SENTENCE COMPLETION**

**I. Directions: Circle the correct *present tense* form of the verb in each sentence. (SVA)**

1. The cracked windshield, in addition to the torn upholstery and rusted body, ( **has**/ have ) made Ruth’s old car difficultto sell.

2. This week's *National Inquisitor* claims that there ( is / **are** ) photographs of the Loch Ness Monster eating Elvis.

3. At Tito’s Taco Palace ( **work** / works ) friends who will stuff double meat into our burritos for free.

4. On the tables in the library ( **crawl** / crawls ) the many germs that have escaped in the hot breath of hardworking students.

5. None of this breakfast that Lilly Mae cooked ( **is** / are ) fit to eat.

6. None of these chocolate-broccoli muffins ( **taste** / tastes ) good, either.

7. The whole red ant colony, including the queen and all of her drones, (**has** / have) swarmed over Tommy's feet, stinging his ankles.

8. Fifteen gallons of chocolate milk ( make / **makes** )Herbert the elephant a happy pachyderm.

9. Everyone on the roller coaster, including Martha and Angie, ( hope / **hopes** ) that the hot dogs, onion rings, funnel cake, and cotton candy will stay down during the twisting ride to come.

10. Neither Fred's ratty clothes nor his sullen attitude ( bother / **bothers** ) Esmeralda, who lets Fred pick up the check every time they dine out.

11. That pair of jeans ( hug / **hugs** ) the curves of Hannah’s body as nicely as tinfoil on a baked potato.

12. Neither the coughing muffler nor the squeaky brakes ( annoy / **annoys** ) Ruth as much as the broken radio in her old car.

13. Florida alligators usually (gets / **get** ) severe indigestion after eating poodles.

14. Every cat hair, candy wrapper, and loose thread (cling / **clings** ) to the super-charged polyester pants that Theodora loves to wear.

15. Any one of Ms. J’s students ( know / **knows**) the rules that govern subject-verb agreement.

16. The shine on my hardwood floors ( take / **takes** )abuse from the ragged toenails of Floyd, my dog.

17. Neither of those students ( **has** / have ) a clue about the rules governing subject-verb agreement. Pity them both during the quiz.

18. Patience and compassion, in addition to a wallet bulging with money, ( make / **makes** ) everyone want Jordan as a friend.

19. Statistics ( require / **requires** ) so much homework that Michelle's poor fingers have permanent indentations from the calculator pads.

20. The committee ( comes / **come** ) from all parts of the city, so we usually have to start late because so many members get stuck in traffic.

21. The committee ( believe / **believes** ) that waiting until everyone arrives is more important than starting on time.

22. When Dad is angry, there ( are / **is** ) fire flickering in his eyes as well as smoke escaping from his ears.

23. When Matthew is having a bad day, old episodes of *The X-Files* always

( **brighten** / brightens ) his mood.

24. Each of those opera singers regularly ( hit / **hits** ) notes high enough to break glass and rupture eardrums.

25. Either the fried oyster sandwich or shrimp pizza ( **is** / are ) the best choice for lunch at Crusty's Seafood Restaurant.

**II. A. Choose the correct pronoun for each sentence below.**

1. Five of (we, **us,** ourselves) took a cab to the play.

2. Are you and (**they**, them, themselves) attending the meeting.

3. No one is more concerned about the matter than (**she**, her, herself).

4. (**Who**, Whom) can I go out with tonight?

5. Margaret and **(I**, me, myself) hope to be roommates.

6. The committee told Smith and (they, **them**, themselves) to write a new resolution.

7. Is he the one for (who, **whom**) the note is intended?

8. We discovered that it was (**they**, them, themselves) who started the fire.

9. Everyone asked Joan and (he, **him**, himself) to speak at the convention.

10. A person as young as (**she**, her, herself) should not be given too much responsibility.

**II. B. In the following sentences the pronouns and antecedents do not agree. Replace the underlined words containing errors with the correct form of pronouns.**

1) Nobody knows that eating chocolate-broccoli muffins is a good way to provide their bodies with vitamin C. (his or her body)

2) The troupe of knife jugglers shocked their audience when a butcher knife accidentally decapitated the head of an old woman’s poodle. (its)  
3) Either the grill crew or the manager must give their permission for you to return that half-eaten double cheeseburger. (his or her)  
4) Both the computer monitor and the refrigerator door have its shiny surface smeared with dog snot from our curious puppy Oreo. (their)  
5) Which member of your track team makes their opponents resemble turtles trying to compete with a hare? (his or her)  
6) The catering committee for the Halloween dance received many compliments for their squid eyeball stew. (its)

7) The new and improved laundry detergent restored Hector’s mud-stained pants to its original condition. (their)

8) After feeding several quarters into the gumball machine, a person learns that they have little chance of receiving the miniature camera in the display. (he has, she has)

9) Mrs. Carson, like every other American literature teacher, has their own interpretation of the symbols in *Moby-Dick*. (her)  
10) Every puppy and kitten will cry at night until their owner comes to carry it to bed. (Its)

**III. A. Using the words in parentheses, complete the text below with the appropriate tenses.**

**Lars:** Excuse me, which movie are you waiting for?

**Tony:** We (wait) **are waiting** for the new Stars Wars movie. In fact, we (wait) **have been waiting** here for more than five hours.

**Lars:** Five hours? When did you arrive?

**Tony:** We (get) **got here** at 6:00 o'clock this morning. More than forty people (stand, already) **were already standing** here waiting for tickets when we arrived.

**Lars:** I can't believe that! Are you serious?

**Tony:** Yeah, people (take) **take** Star Wars movies seriously. In fact, this particular showing has been sold out for over a week. We (wait, just) **are just waiting** in line to get a good seat in the theater.

**Lars:** When did you buy your tickets?

**Tony:** I (buy) **bought** them last week by phone. I (know) **knew** tickets would be hard to get because I (see) **had seen** a news interview with a group of people standing in line to get tickets. They (wait) **had been waiting** in line for almost a month to buy tickets for the first showing.

**Lars:** I don't believe that!

**III. B. Present Continuous / Simple Past / Present Perfect Continuous / Past Perfect Continuous**

**Using the words in parentheses, complete the text below with the appropriate tenses**

**Present Continuous / Simple Past Present Perfect Continuous / Past Perfect Continuous**

My English is really getting better. I (try) **have been trying** to learn the language since 1985, but only recently have I been able to make some real progress. By the time I started high school in 1988, I (study) **had been studying** the language for almost three years; however, I was only able to introduce myself and utter a few memorized sentences. For a couple more years, I (struggle) **struggled** through grammar and vocabulary lessons, which made absolutely no difference. Nothing worked, so I decided to study abroad.

I found an exchange program in England that sounded like the perfect answer. I (stay) **stayed** with a host family for one month. It was a huge disappointment! I (sit) **sat** there the whole time staring at the host mother and father hoping that there would be some breakthrough. Nothing.

When I returned, I mentioned to a friend that I (have) **had been having** problems with the language for years. He recommended that I spend a year in an English speaking country. I decided to go abroad again. I (research) **researched** exchange programs for a couple of weeks and finally decided on a school in the United States.

Well, it worked. I (live) **have been living** and (study) **studying** in the U.S. for more than two years. I (stay) **am staying** here for at least another year before I return home. By then, I should be completely fluent.

**III. C. Present Perfect / Past Perfect & Present Perfect Continuous / Past Perfect Continuous**

**Using the words in parentheses, complete the text below with the appropriate tenses**

1. It is already 9:30 PM and I (wait) **have been waiting** here for over an hour. If John does not get here in the next five minutes, I am going to leave.

2. I was really angry at John yesterday. By the time he finally arrived, I (wait) **had been waiting** for over an hour. I almost left without him.

3. Did you hear that Ben was fired last month? He (work) **had been working** for that import company for more than ten years and he (work**) had worked** in almost every department. Nobody knew the company like he did.

4. I (see) **had seen** many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.

5. Sarah (climb) **has climbed** the Matterhorn, (sail) **has sailed** around the world, and (go) **has gone** on safari in Kenya. She is such an adventurous person.

6. Sarah (climb) had climbed the Matterhorn, (sail) **had sailed** around the world and (go) **had gone** on safari in Kenya by the time she turned twenty-five. She (experience) **had experienced** more by that age than most people do in their entire lives.

7. When Melanie came into the office yesterday, her eyes were red and watery. I think she (cry) **had been crying**.

**III. D. Complete questions 1-10 below with the appropriate tenses, answer questions 11-15**

1. When Carol (call) **called** last night, I (watch) **was watching** my favorite show on television.   
  
2. I (work) **have been working** for this company for more than thirty years, and I intend to stay here until I retire!  
  
3. Sharon (love) **loves** to travel. She (go) **goes** abroad almost every summer. Next year, she plans to go to Peru.  
  
4. Thomas is an author. He (write) **writes** mystery novels and travel memoirs. He (write) **has been writing** since he was twenty-eight. Altogether, he (write) **has written** seven novels, three collections of short stories and a book of poetry.   
  
5. We were late because we had some car problems. By the time we (get) **got** to the train station, Susan (wait) **had been waiting** for us for more than two hours.   
  
6. Sam (try) **was trying** to change a light bulb when he (slip) **slipped** and (fell) **fell**.   
  
7. Everyday I (wake) **wake up** at 6 o'clock, (eat) **eat**breakfast at 7 o'clock and (leave) **leave** for work at 8 o'clock. However, this morning I (get) **got**up at 6:30, (skip) **skipped** breakfast and (leave) **left** for work late because I (forget**) had forgotten** to set my alarm.   
  
8. Right now, Jim (read**) is reading** the newspaper and Kathy (make**) is making** dinner. Last night at this time, they (do) **were doing** the same thing. She (cook) **was cooking** and he (read) **was reading** the newspaper. Tomorrow at this time, they (do, also) **will also be doing** the same thing. She (prepare) **will be preparing** dinner and he (read) **will be reading**. They are very predictable people!   
  
9. By this time next summer, you (complete) **will have completed** your studies and (find) **found** a job. I, on the other hand, (accomplish, not) **will not have accomplished** anything. I (study, still) **will still be studying** and you (work) **will be working** in some new high paying job.   
  
10. The students (be, usually) **are usually taught** by Mrs. Monty. However, this week they (be) **are being taught** by Mr. Tanzer.   
  
\* \* \* \* \* \* \* \* \* \* \* \*   
  
11. Jane talks on the phone.   
Bob has been talking on the phone for an hour.   
Mary is talking on the phone.   
  
Who is not necessarily on the phone now? **jane**  
  
12. I'm going to make dinner for Frank.  
I'm making dinner for Judy.  
I'll make dinner for Mary.  
I make dinner for Ted.  
I will be making dinner for Tony.  
  
Who are you offering to make dinner for? **Mary**  
  
13.Jane left when Tim arrived.   
Bob left when Tim had arrived.   
Tim arrived when Mary was leaving.   
John had left when Tim arrived.   
After Tim arrived, Frank left.   
  
Who did not run into Tim? **john**  
  
14.Jane is talking in class.   
Bob always talks in class.   
Mary is always talking in class.   
  
Whose action bothers you? **Mary's**  
15.Jane never left Jamestown.   
Bob has never left Jamestown.   
  
Who is still alive? **Bob**

**IV. Complete the following sentences using an active or passive verb form.**

Hints

We use the active voice when the subject is the doer of the action.

We use the passive voice when something is done to the subject.

Answers

1. Most things **are made of** plastic these days.

2. My mother **makes** wine from strawberries.

3. The house **is being built.**

4. This bag**is made** of leather.

5. It **has** disappeared. I can’t see it now.

6. Their house **was sold** last week.

7. Do you think that the work **will be completed** by Friday?

8. These tablets **need to be taken** with food.

9. The postman **delivered** this letter in the morning.

10. You **should have sent** the money last week.

**V. Underline the right answer that meaningfully completes the given modifier.**

* **Hoping to garner favor, my parents were sadly unimpressed with the gift.**

**Problem:** This is a dangling modifier because we do not know who or what was hoping to garner favor. It is unlikely that the parents were hoping to garner favor, since they wouldn't have given an unimpressive gift to themselves.

**Correction:** This sentence could be corrected by adding a proper subject, or identifying the person who was hoping to win over the parents. For example,

Hoping to garner favor, my new boyfriend brought my parents a gift that sadly unimpressed them.

Now, the modifier is no longer dangling, since the subject- or the person- who is hoping to garner favor is identified.

* **Hoping to excuse my lateness, the note was written and given to my teacher.**

**Problem:** Here, it seems as though we have a subject- my. However, my is part of the modifier and not the subject itself. **Correction:** We need a subject that is modified by hoping to excuse my lateness, since obviously the note didn't have those hopes.

Hoping to excuse my lateness, I wrote a note and gave it to my teacher.

Now, the problem is resolved. I am the person who is hoping to excuse my lateness, so I wrote a note and gave it to my teacher. My note may not get me out of trouble, but at least I won't also have bad grammar!

* **After reading the great new book, the movie based on it is sure to be exciting**

**Problem:** Again, we are left wondering exactly who read the great new book. The phrase can't possibly be modifying the movie, since the movie can't read. **Correction:** A subject must be added so the modifier has something to describe, change or limit.

After reading the great new book, Anna thought the movie based on it was sure to be exciting.

Now that you've seen some examples of dangling modifiers, it should be pretty easy to see how often this problem can crop up unnoticed. The best way to avoid this grammatical error is to ask yourself exactly what is being described or modified by the phrase or word. If you don't have an answer, you may be facing a modifier that is dangling.

**VI. Using words or phrases given below, complete each of the following sentences. (**[**Parallel**](https://www.thoughtco.com/parallel-structure-grammar-1691570)**ism)**

1. When I was a child, I loved to play in the leaves, skip down the driveway, and **run** against the wind.
2. I still enjoy playing in the leaves, skipping down the driveway, and **running** against the wind.
3. Merdine danced a jig and then **sang** a song that took my heart away.
4. Merdine said that she wanted to dance a jig and then **sing** a song that would take my heart away.
5. The children spent the afternoon playing video games, watching TV, and **eating** donuts.
6. If you want to learn how to play video games, watch TV, or **eat** donuts, spend an afternoon with my children.
7. All that you need to make a great tomato sandwich is whole-wheat bread, a sliced sweet onion, two lettuce leaves, mustard or mayonnaise, and a **juicy** **tomato**.
8. To make a great tomato sandwich, begin by toasting two pieces of whole-wheat bread and **slicing** a sweet onion.
9. Whatever you have, you must either use it or **lose** it.
10. It is easier to build strong children than to **fix** broken adults.
11. I divided my time between my music and my **books**.
12. Giving is better than **receiving**.
13. It is better to give than **to receive**.
14. People can hurt others not only by their actions but also by their **words**.
15. Children cannot learn well if they lack adequate health care, nutrition, and **housing**.
16. Cheating can result in failing the assignment, failing the entire course, getting suspended, or **getting expelled** from college entirely.
17. Plagiarism or any other form of cheating can result in a failing grade for the paper or a **failing grade** for the course,
18. Examples of weight-bearing exercises include walking, jogging, hiking, and **dancing**.
19. I look forward to graduating from high school in May and **attending** college in the fall.
20. My favorite pastimes include napping, snacking, and **watching TV**.

**MODULE 2**

**ERROR SPOTTING**

**I. Spot the errors in the following sentences. (SVA)**

**Spot the errors in the following sentences**

1) India is one of the countries (a) **which has refused to sign (b)** the Test Ban Treaty in spite of pressure (c) from several powerful nations (d). No error (e).

2) The Chief Cashier, Mr.Malhotra (a), together with three clerks (b), **have been suspended (c)**, for negligence (d). No error (e).

3) Many students opt for biology (a) because medicine is (b) one of the subjects (c) **that attracts them (d)**. No error (e).

4) This shelf, which contains (a) a number of costly articles (b) collected from different countries (c), **were bought from Mumbai (d)**. No error (e).

5) An important member of a gang of thieves (a) who had indulged in several cases of robbery (b) **have now surrendered (c)** before the police (d). No error (e).

6) The heinous incidents that (a) happened today in Kashmir (b) barely a kilometer away from an army camp (c) **has shocked the conscience of the world (d)**. No error (e).

7) The purpose for which (a) a series of attacks were made (b) on the factory premises (c) **by workers were not revealed by the investigating officers (d).** No error (e).

8) Atomic Energy is (a) one of the Departments (b) **which is being looked after (c)** directly by the Prime Minister (d). No error (e).

9) We are hoping that (a) the new President will take steps (b) to stem the erosion in values (c) **that have dogged our politics (d)**. No error (e).

10) A number of high-level meetings (a) called by the Chief Election Commissioner (b) **has recommended (c)** that the elections be held as scheduled (d). No error (e).

**II. Spot the errors in the following sentences. (Pronoun)**

1)The bearded old man (a) **whom, they thought, (b)** had stolen the money (c) turned out to be innocent (d). No error (e).

2) The chief guest was (a) a popular film star (b) who had acted in several hit movies (c) and **who everyone wanted to meet (d)**. No error (e).

3) Ramesh was injured (a) **when one of the table’s legs (b)** on which he was sitting (c) broke in the middle (d). No error (e).

4) One should be prepared to work hard (a) and make sacrifices (b) **if he wants to (c)** succeed in life (d). No error (e).

**III. Spot the errors in the following sentences (Tenses)**

1.After studying the work (a) of the new recruit (b) the manager told him that (c) **he is very unhappy with his performance (d).** No error (e).

2.In spite of spirited performance (a) by the defence lawyer (b) the accused was convicted (c) **and ordered to be hung (d)**. No error (e).

3.The Minister promised that (a) he would take up the matter with the Chief Minister (b) **as soon as he will receive the details (c)** from the District Collector (d). No error (e).

4. My watch showed the time as 5.30 (a) but I knew that (b) it was wrong (c) **as I heard the 5 o’clock siren only a few minutes earlier (d).** No error (e)

5. Talking to the teachers (a), the Principal clarified that (b) **what happened in the auditorium the previous day (c)** was what he was referring to (d). No error (e).

6. **Mr.Reddy has come back from office in the evening (a)** and then went out (b) to meet a friend (c) who is leaving for Tokyo tomorrow (d). No error (e).

7. At the end of a marathon session (a), the committee decided that (b) there was no need to review the decision (c) **it took at its previous meeting (d)**. No error (e).

8. When John heard that (a) **his father has had a heart attack (b)**, he decided to cancel his holiday (c) and return home (d). No error (e).

9. **If I would have heard (a)** about the tragedy earlier (b), I would have gone there (c) and tried to help the victims (d). No error (e).

10. On the occasion of Gandhi Jayanthi (a), the government decided to (b), grant freedom to all life convicts (c) **who already served ten years or more of their jail term (d)**. No error (e).

**IV. Spot the errors in the following sentences (Voices)**

1) The manager called a meeting of the staff (a) and asked them to complete (b) the work on hand before Friday (c) **and the place must be kept clean (d)**, No error (e).

2) The international conference (a) convened by the UN Secretary General (b) deliberated on the issue of nuclear disarmament (c) **and several important decisions were taken (d).** No error (e).

3) Looking at the overcast sky (a), **the proposed trip was cancelled by the Principal (b)** and informed the students (c) that a new date would be announced soon (d). No error (e).

**V (A). Identify and underline the DANGLING MODIFIER:**

1. Unlike many other students, the financial aid office did not approve his application.

2. Having learned Spanish in just three months, the stay in Mexico was a success.

3. Drinking a beer, the feeling was a familiar one.

4. While watching a movie, people who talk loudly are really annoying.

5. Looking over the student's exam, several mistakes became evident right away.

**V (B). Identify and underline the MISPLACED MODIFIER:**

Like adjectives or adverbs, modifying phrases must accompany or go as close as possible to the thing they are modifying. If they don't, a misplaced modifier occurs.

Here are some examples of misplaced modifiers and corrections:

Example #1

Misplaced modifier:

* Eagerly awaiting her birthday, Mary's presents were all picked up and admired by Mary many times throughout the course of the day.

Here, this sentence makes it seem as though Mary's presents were eagerly awaiting Mary's birthday. Since presents can't exhibit the emotion of feeling eager, it is unlikely that this modifier is written correctly. The most logical explanation is that *Mary* was eagerly awaiting her own birthday.

Correction: The modifier should be modifying Mary and the sentence should be rewritten:

* Eagerly awaiting her birthday, *Mary* picked up and admired her presents many times throughout the day.

Example #2

Misplaced modifier:

* Tired of all of the nights in hotels, Mitch's delight was felt by Mitch when his boss finally said he didn't have to travel anymore.

Here, Mitch's delight is being modified by the phrase *tired of all of the nights in hotels.* Unfortunately, Mitch's delight can't be tired of this because Mitch's delight isn't a person. Instead, it is more likely that *Mitch* himself is tired.

Correction: We can correct this sentence by moving the proper subject next to the modifier:

* Tired of all of the nights in hotels, Mitch was delighted when his boss finally said he didn't have to travel anymore.

Example #3

Misplaced modifier:

* She served sandwiches to the children on paper plates.

Correction:

* She served the children sandwiches on paper plates.

Example #4

Misplaced modifier:

* He nearly drove the car for six hours a day.

Correction:

* He drove the car for nearly six hours a day.

Example #5

Misplaced modifier:

* She saw a puppy and a kitten on the way to the store.

Correction:

* On the way to the store, she saw a puppy and a kitten.

Example #6

Misplaced modifier:

* Only Pastor Johnson gave me $5 to clean all his sidewalks.

Correction:

* Pastor Johnson gave me only $5 to clean all his sidewalks.

Example #7

Misplaced modifier:

* She almost failed every exam she took.

Correction:

* She failed almost every exam she took.

Example #8

Misplaced modifier:

* People who laugh rarely are sad.

Correction:

* People who rarely laugh are sad.

Example #9

Misplaced modifier:

* He bought a horse for his sister they call Prince.

Correction:

* He bought a horse they call Prince for his sister.

Example #10

Misplaced modifier:

* Three offices were reported robbed by the Atlanta police last week.

Correction:

* Last week, the Atlanta police reported that three offices were robbed.

Confusion of a Dangling Modifier

Note that in both of the examples for misplaced modifiers, the subject being modified was in the wrong place; but, it was still included in the sentence. If the subject wasn't included at all, the modifier would not be misplaced but would instead be dangling.

A dangling modifier is a related but slightly different error.

Take for example the sentence:

* Tired of all the nights in hotels, Mitch's delight was palpable when the boss said no more traveling.

Here, there is not even a single mention of the person - Mitch - who is tired. The only mention is of Mitch's delight, which is a separate subject from Mitch entirely. Thus, this modifier error is dangling and not merely misplaced.

**VI. Spot the errors in the following sentences. (Faulty parallelism)**

1. According to the census figures (a) released recently by the United Nations (b), the population of Tokyo (c) **is greater than London (d)**. No error (e).
2. The batting techniques employed (a) by the Australian cricket team (b) are far more effective (c) **than the Indian team (d)**. No error (e).

**MODULE 3**

**SENTENCE CORRECTION**

**I. If the underlined part of the sentence contains an error, replace it with the right option. (SVA)**

1) The rising cost of government bureaucracy have made it all but impossible to reign in the budget deficit.

a. The rising cost

b. Since the rising costs

c. Because of the rising costs

**d. The rising costs**

e. Rising cost

2) In a co-publication agreement, ownership of both the material and [its means of distribution are equally shared by the parties].

a. Its means of distribution are equally shared by the parties.

b. Its means of distribution are shared equally by each of the parties.

**c. Its means of distribution is equally shared by the parties.**

d. their means of distribution is equally shared by the parties.

e. the means of distribution are equally shared by the parties.

3) The rise in negative attitudes toward foreigners [indicate that the country is becoming less tolerant, and therefore that] the opportunities are ripe for extremist groups to exploit the illegal immigration problem.

a. indicate that the country is becoming less tolerant, and therefore that

**b. indicates that the country is becoming less tolerant, and therefore**

c. indicates that the country is becoming less tolerant, and therefore that

d. indicates that the country is becoming less tolerant, and therefore

e. indicates that the country is becoming less tolerant of and therefore that

4) The harvest of grapes in the local valleys decreased in 1990 for the third straight year but were] still at a robust level.

a. The harvest of grapes in the local valleys decreased in 1990 for the third straight year but were

b. The harvest of grapes in the local valleys began to decrease in 1990 for the third straight year but were

c. In 1990, the harvest of grapes in the local valleys decreased for the third straight year but were

**d. The harvest of grapes in the local valleys decreased for the third straight year in 1990 but was**

e. The harvest of grapes in the local valleys began to decreasing in 1990 for the third straight year but was

5) Each of the book’s protagonists – Mark Streit, Mary Eby, and Dr.Thomas – has a powerful, dynamic personality.

**a. Each of the book’s protagonists – Mark Streit, Mary Eby, and Dr.Thomas – has**

b. Each of the book’s protagonists – Mark Streit, Mary Eby, and Dr.Thomas – have

c. All the book’s protagonists – Mark Streit, Mary Eby, and Dr.Thomas – has

d. Mark Streit, Mary Eby, and Dr.Thomas – the book’s protagonists – each has

e. Each of the book’s protagonists – Mark Streit, Mary Eby, and Dr.Thomas – could have had

6. In the past few years and to this day, many teachers of math and science [had chosen to return to the private sector].

a. had chosen to return to the private sector.

b. having chosen to return to the private sector.

c. chose to return to the private sector.

**d. have chosen to return to the private sector.**

e. had chosen returning to the private sector.

7. The process by which the community [influence the actions of its members] is known as social control.

a. influence the actions of its members

**b. influences the actions of its members**

c. had influenced the actions of its members

d. influences the actions of their members

e. will influence the actions of its members

8. The set of propositions [which was discussed by the panel have been]published in the society journal.

a. which was discussed by the panel have

**b. which were discussed by the panel have**

c. that was discussed by the panel has

d. which were discussed by the panel has

e. which was discussed, by the panel, has

9. On the African continent, the incidence of [deficiencies correlates positively with] the level of solar radiation

**a. deficiencies correlates positively with**

b. deficiencies correlate positively with

c. deficiencies, correlate positively with,

d. deficiencies correlate positively to

e. deficiencies correlates positively to

10. Her brother along with her parents [insist] that she remain in school.

a. insist

**b. insists**

c. are insisting

d. were insisting

e. have insisted

11. The first of a number of receptions and testimonial dinners for the departing school superintendent [have been scheduled], with more events still in the planning stage.

a. have been scheduled, with more events still

b. have been scheduled, and with more events still

c. has been scheduled, and with more events still

**d. has been scheduled, with more events still**

e. have been scheduled, and there is still more events

12. The doctrine applies in Canada, where there [is a federal law and a provincial law that are each valid and] consistent.

a. is a federal law and a provincial law that are each valid and

**b. are a federal law and a provincial law that are each valid and**

c. are a federal law and a provincial law both of which are each valid and

d. is a federal law and a provincial law both of which are each valid and

e. are a federal law and a provincial law that are each valid or

13. Since neither of the agencies had submitted the necessary documentation, [each were required to reapply for the grant the following year.]

a. each were required to reapply for the grant the following year

b. each were required, the following year, to reapply for the grant

**c. each was required to reapply for the grant the following year**

d. both were required to reapply, the following year, for the grant

e. it was required to reapply for the grant the following year

14. Despite their avowed opposition to the strike, no one [from among the dozens of nonunion workers were willing] to cross the picket line.

a. from among the dozens of nonunion workers were willing

b. of the dozens of nonunion workers were willing

c. was willing from among the dozens of nonunion workers

**d. from among the dozens of nonunion workers was willing**

e. from the dozens of nonunion workers were willing

15. The official imposition of “Lysenkoism” on Russian biologists, with its chilling effects on scientists in countless related fields, [illustrate vividly the dangers of government interference with science].

a. illustrate vividly the dangers of government interference with science

b. illustrate the dangers of government interference with science vividly

**c. illustrates vividly the dangers of government interference with science**

d. vividly illustrate the dangers of government interference with science

e. vividly illustrates how dangerous can be government interference with science

**II. If the underlined part of the sentence contains an error, replace it with the right option. (Pronoun)**

**The underlined part of the sentence contains an error. Replace it with the right option.**

1) Except for you and I, everyone brought a present to the party.

a. Except for you and I, everyone brought

b. With exception of you and I, everyone brought

c. Except for you and I, everyone had brought

**d. Except for you and me, everyone brought**

e. Except for you and me, everyone had brought

If a pronoun immediately follows "but", "except" it should always be objective.

2) [When one reads the poetry of the seventeenth century, you find] a striking contrast between the philosophy of the Cavalier poets such as Suckling and the attitude of the Metaphysical poets such as Donne.

a. When one reads the poetry of the seventeenth century, you find

**b. When one reads the poetry of the seventeenth century, one finds**

c. When one reads the poetry of the seventeenth century, he finds

d. If one reads the poetry of the 17th century, you find

e. As you read the poetry of the 17th century, one finds

3) [The football team’s winning it’s first game of the season] excited the student body.

a. The football team’s winning it’s first game of the season

b. The football team having won it’s first game of the season

c. The football team’s having won it’s first game of the season

**d. The football team’s winning its first game of the season**

e. The football team winning it’s first game of the season

4) Anyone interested in the use of computers can learn much [if you have access to] a state-of-the-art microcomputer.

a. if you have access to

**b. if he has access to**

c. if access is available to

d. by access to

e. from access to

5) No one but [him could have told them that the thief was I].

a. him could have told them that the thief was I

**b. he could have told them that the thief was I**

c. he could have told them that the thief was me

d. him could have told them that the thief was me

e. he could have told them the thief was me

A pronoun that immediately follows a derivate of "to be", such as is, are, was and were, should always be subjective.

6) We want the teacher to be him] who has the best rapport with the students.

a. We want the teacher to be him

**b. We want the teacher to be he**

c. We want him to be the teacher

d. We desire that the teacher be him

e. We anticipate that the teacher will be him

7) If anyone calls while we are in conference, tell [them that I will return their call after the meeting.]

a. them that I will return their call after the meeting

b. him or her that I will return their call after the meeting

c. them that I would return their call after the meeting

**d. the person that I will return the call after the meeting**

e. him or her that I would return the call after the meeting is over

8) Blake is among the very few individuals [who critics regard as genuinely significant in the history of both] art and literature.

a. who critics regard as genuinely significant in the history of both

**b. whom critics regard as genuinely significant in the history of both**

c. whom critics regard as genuinely significant both in the history of

d. who critics regard as genuinely significant both in the history of

e. who is regarded by critics as genuinely significant in the history of both

9) The press secretary announced that [neither himself nor the President would be] available for questions until they had had more time to examine the report.

a. neither himself nor the President would be

b. neither he or the President was

**c. neither he nor the President would be**

d. he and the President will not be

e. he nor the President would be

10) It was [us who had left before he arrived.]

a. us who had left before he arrived

**b. we who had left before he arrived**

c. we who had went before he arrived

d. us who had went before he arrived

e. we who had left before the time he had arrived

11) Everyone of us have understood that without him helping us] we would not have succeeded in our program over the past six months.

a. Everyone of us have understood that without him helping us

**b. Everyone of us has understood that without his helping us**

c. Everyone of us have understood that without his help

d. Everyone of us has understood that without him helping us

e. Every single one of us have understood that without him helping us

12) [Neither the judge nor I am ready to announce who the winner is].

**a. Neither the judge nor I am ready to announce who the winner is.**

b. Neither the judge nor I are ready to announce who the winner is.

c. Neither the judge nor I are ready to announce who is the winner.

d. Neither the judge nor I am ready to announce who is the winner.

e. Neither I or the judge are ready to announce who is the winner.

13) Whoever objects to me] going to the convention ought to state her position promptly.

a. Whoever objects to me

b. Whomever objects to me

c. Whomever objects to my

**d. Whoever objects to my**

e. Whoever has an objection to me

ere it is not I(me) who is the subject it is my decision...  
Read it like  
whoever objects to My decision to go to the convention so D is fine

14) With the exception of [Frank and I, everyone in the class finished] the assignment before the bell rang.

a. Frank and I, everyone in the class finished

b. Frank and me, everyone in the class finished

**c. Frank and me, everyone in the class had finished**

d. Frank and I, everyone in the class had finished

e. Frank and me everyone in the class finished

**III. If the underlined part of the sentence contains an error, replace it with the right option. (Tenses)**

**The underlined part of the sentence contains an error. Replace it with the right option.**

1) [If she was to decide to go to college], I, for one, would recommend that she plan to go to Yale.

a. If she was to decide to go to college,

**b. if she were to decide to go to college,**

c. Had she decided to go to college,

d. In the event that she decides to go to college,

e. Supposing she was to decide to go to college,

2) If they would have taken greater care in the disposal of the nuclear waste, the disaster would not have occurred.

a. If they would have taken greater care

b. Unless they took greater care

c. Had they not taken greater care

**d. If they had taken greater care**

e. If they took greater care

3) I might have provided a happier ending if I was the author of that novel.

a. ending if I was the author of that novel

b. ending, if I were the author of that novel

c. ending. If I were the author of that novel

**d. ending if I had been the author of that novel**

e. ending, if I had to be the author of that novel

4) Common knowledge tells us that sensible exercise and eating properly will result in better health.

a. eating properly will result

b. proper diet resulted

c. dieting will result

**d. proper diet results**

e. eating properly results

5) Since we are living] in New York for five years, we are reluctant to move to another city.

a. Since we are living

b. Being that we are living

c. Being that we have been

**d. Since we have been living**

e. Since we were living

6) Parker’s testimony made it clear that [he appointed Ryan before he had become aware] of Ryan’s alleged underworld connections.

a. he appointed Ryan before he had become aware

b. he appointed Ryan before his awareness

c. he had appointed Ryan prior to his having become aware

d. his appointment of Ryan preceded awareness

**e. he had appointed Ryan before becoming aware**

7) Mario [had already swum five laps when I] jumped into the pool.

**a. had already swum five laps when I**

b. already swam five laps when I

c. already swam five laps when I had

d. had already swum five laps when I had

e. had already swam five laps when I

8) Although the theory of continental drift [was not widely accepted until the mid-twentieth century, the basic concept had been] described as early as 1620.

**a. was not widely accepted until the mid-twentieth century, the basic concept had been**

b. was not widely accepted until the mid-twentieth century, the basic concept was

c. was not widely accepted until the mid-twentieth century, the basic concept has been

d. had not been widely accepted until the mid-twentieth century, the basic concept has been

e. had not been widely accepted until the mid-twentieth century, the basic concept was

9) To be sure, there would be scarcely no time left over for other things if school children [would have been expected to have considered] all sides of every matter on which they hold opinions.

a. would have been expected to have considered

b. should have been expected to have considered

**c. were expected to consider**

d. will be expected to have been considered

e. were expected to be considered

10) [No Student had ought to be put into a situation where] he has to choose between his loyalty to his friends and his duty to the class.

a. No Student had ought to be put into a situation where

b. No Student had ought to be put into a situation in which

c. No Student should be put into a situation where

**d. No Student ought to be put into a situation where**

e. No Student ought to be put into a situation where

11) Most of the homes that were destroyed in last summer’s brush fires were] built with wood-shake roofs.

a. Most of the homes that were destroyed in last summer’s brush fires were

b. Last summer, brush fires destroyed most of the homes that were

**c. Most of the homes that were destroyed in last summer’s brush fires had been**

d. Most of the homes that the brush fires destroyed last summer’s have been

e. Most of the homes destroyed in last summer’s brush fires were being

12) In the past few years and to this day, many teachers of math and science [had chosen to return to the private sector].

a. had chosen to return to the private sector.

b. having chosen to return to the private sector.

c. chose to return to the private sector.

**d. have chosen to return to the private sector.**

e. had chosen returning to the private sector.

13) The Director General of the World Trade Organization says he is very disappointed that talks in Geneva on trade liberalization had not reached an agreement.

a**. he is very disappointed that talks in Geneva on trade liberalization have not reached an agreement.**

b. he was very disappointed that talks in Geneva on trade liberalization have not reached an agreement.

c. he is very disappointed that talks in Geneva on trade liberalization have not reached into an agreement.

d. he is very disappointed that talks of Geneva on trade liberalization have not reached an agreement.

14) After the author completed the novel, he is murdered by the distributor.

a. he would be murdered by the distributor.

**b. he was murdered by the distributor**

c. he would have been murdered by the distributor

d. he is murdered by the distributor

15) Baz Luhrmann’s latest work on Paris’ famous nightclub tries to take us into a real world of love and passion, but the route it selected through musical and theatrical artifice is riddled with the same weaknesses that plagues the 19th century Bohemians.

a. but the route it selected through music and theatrical artifice is riddled with the same weaknesses that plagues the 19th century Bohemians.

b. but the route it selected through music and theatrical artifice was riddled with the same weaknesses that plagued the 19th century Bohemians.

c. but the route it selects through music and theatrical artifice is riddled with the same weaknesses that plagues the 19th century Bohemians.

**d. But the route it selects through music and theatrical artifice is riddled with the same weaknesses that plagued the 19th century Bohemians.**

**IV. If the underlined part of the sentence contains an error, replace it with the right option. (Voices)**

**The underlined part of the sentence contains an error. Replace it with the right option.**

1) In giving expression to the play instincts of the human race, [new vigor and effectiveness are afforded by recreation to the body and to the mind].

a. new vigor and effectiveness are afforded by recreation to the body and to the mind

**b. recreation affords new vigor and effectiveness to the body and to the mind**

c. there are afforded new vigor and effectiveness to the body and to the mind

d. by recreation the body and mind are afforded new vigor and effectiveness

e. the body and the mind afford new vigor and effectiveness to themselves by recreation

2) [Having stole the money, the police searched the thief].

a. Having stole the money, the police searched the thief.

**b. Having stolen the money, the thief was searched by the police.**

c. Having stole the money, the police searched the thief

d. Having stole the money, the thief was searched by the police.

e. Being that he stole the money, the police searched the thief.

3) On entering the stadium, cheers greeted them] as a sign of universal approval of their great achievement.

a. On entering the stadium, cheers greeted them

**b. On entering the stadium, they were greeted by cheers**

c. While entering the stadium cheers greeted them

d. While entering the stadium: cheers greeted them

4) [A thoroughly frightened child was seen by her cowering in the corner of the room].

a. A thoroughly frightened child was seen by her cowering in the corner of the room.

b. Cowering in the corner of the room a thoroughly frightened child was seen by her.

**c. She saw, cowering in the corner of the room, a thoroughly frightened child**

d. A thoroughly frightened child, cowering in the corner of the room, was seen by her.

e. She saw a thoroughly frightened child who was cowering in the corner of the room.

5) [Unless they reverse present policies] immediately, the world may suffer permanent damage from the unregulated use of pesticides.

a. Unless they reverse present policies

**b. Unless present policies are reversed**

c. Unless present policies will be reversed

d. If it will not reverse present policies

e. If present policies will not be reversed

6) Before starting a program of diet and exercise, [a consultation with your physician is advisable].

a. a consultation with your physician is advisable

b. it is advisable to have a consultation with your physician

c. a physician’s consultation is advisable

d. a consultation with your physician is necessary

**e. you should consult your physician**

7) Undaunted by the political repercussions of his decision, [the new gasoline rationing plan was announced by the Governor] at the state office building last Friday.

a. the new gasoline rationing plan was announced by the Governor

b. the Governor’s new gasoline rationing plan was announced

c. the Governor made the announcement concerning the new gasoline rationing plan

d. the new gasoline rationing plan of the Governor was announced

**e. the Governor announced the new gasoline rationing plan**

8) By focusing on poverty, [the other causes of crime – such as the breakup of the

nuclear family, changing morals, the loss of community, etc., - have been overlooked by sociologists].

a. the other causes of crime – such as the breakup of the nuclear family, changing morals, the loss of community, etc. - have been overlooked by sociologists.

b. the other causes of crime have been overlooked by sociologists – such as the breakup of the nuclear family, changing morals, the loss of community, etc.

c. there are other causes of crime that have been overlooked by sociologists – such as the breakup of the nuclear family, changing morals, the loss of community, etc.

d. crimes – such as the breakup of the nuclear family, changing morals, the loss of community, etc. - have been overlooked by sociologists.

**e. sociologists have overlooked the other causes of crime – such as the breakup of the nuclear family, changing morals, the loss of community, etc.**

**9) It was decided by us that the emphasis would be placed on the results that might be attained].**

a. It was decided by us that the emphasis would be placed on the results that might be attained.

b. We decided that the emphasis would be placed on the results that might be attained.

**c. We decided to emphasize the results that might be attained.**

d. We decided to emphasize the results we might attain.

e. It was decided that we would place emphasis on the results that might be attained.

**10) Familiar with the terrain from previous visits, [the explorer’s search for the abandoned mine site was a success.]**

a. the explorer’s search for the abandoned mine site was a success

b. the success of the explorer’s search for the abandoned mine site was assured

**c. the explorer succeeded in finding the abandoned mine site**

d. the search by the explorer for the abandoned mine was successful

e. the explorer in his search for the abandoned mine site was a success

**V. If the underlined part of the sentence contains an error, replace it with the right option. (Modifiers)**

**The underlined part of the sentence contains an error. Replace it with the right option.**

1) The bitter cold the Midwest is experiencing is potentially life threatening to [stranded motorists unless well-insulated] with protective clothing.

a. stranded motorists unless well-insulated

b. stranded motorists unless being insulated

**c. stranded motorists unless they are well-insulated**

d. stranded motorists unless there is insulation

e. the stranded motorist unless insulated

2) Our guest let us know [that he would be arriving next week in his last letter.]

a. that he would be arriving next week in his last letter

b. that he was arriving next week in his last letter

c. that he will arrive next week in his last letter

**d. in his last letter that he would be arriving next week**

e. in his last letter that he was arriving next week

3) The [horse, ridden by the experienced jockey with the broken leg, had] to be destroyed.

a. horse, ridden by the experienced jockey with the broken leg, had

b. horse ridden by the experienced jockey with the broken leg had

c. horse with the broken leg ridden by the experienced, jockey had

d. horse with the broken leg ridden by the experienced jockey, had

**e. horse with the broken leg, ridden by the experienced jockey, had**

4) Crossing the street, a car almost struck us].

a. Crossing the street, a car almost struck us.

b. A car almost struck us, crossing the street.

**c. As we crossed the street, a car almost struck us.**

d. A car, crossing the street, almost struck us.

e. Having crossed the street, a car almost struck us.

5) The sportsman is the nephew of the old man, who won the gold medal at the Olympics.

a. The sportsman is the nephew of the old man, who won the gold medal at the Olympics.

b. The sportsman is the nephew of the old man, and has won the gold medal at the Olympics.

**c. The sportsman, who won the gold medal at the Olympics, is the nephew of the old man.**

d. The sportsman who is the nephew of the old man, who won the gold medal at the Olympics.

d. None of the above.

**VI. If the underlined part of the sentence contains an error, replace it with the right option. (Faulty Paralellism)**

**The underlined part of the sentence contains an error. Replace it with the right option.**

1) This century began with [war brewing in Europe, the industrial revolution well – established, and a nascent communication age].

a. war brewing in Europe, the industrial revolution well – established, and a nascent communication age.

b. war brewing in Europe, the industrial revolution surging, and a nascent communication age.

c. war in Europe, the industrial revolution well – established, and a nascent communication age.

\***d. war brewing in Europe, the industrial revolution well – established, and the communication age beginning.**

e. war brewing in Europe, the industrial revolution well – established, and saw the birth of the communication age.

2) [Jurassic Park, written by Michael Crichton, and which was first printed in 1988], is a novel about a theme park of the future in which dinosaurs roam free.

a. Jurassic Park, written by Michael Crichton, and which was first printed in 1988,

\***b. Jurassic Park, written by Michael Crichton and first printed in 1988,**

c. Jurassic Park, which was written by Michael Crichton, and which was first printed in 1988,

d. Written by Michael Crichton and first printed in 1988, Jurassic Park

e. Jurassic Park, which was written by Michael Crichton and first printed in 1988,

3) The Democrats have accused the Republicans of resorting to dirty tricks by planting a mole on the Democrat’s planning committee and then [used the information obtained to sabotage] the Democrat’s campaign.

a. used the information obtained to sabotage

b. used the information they had obtained to sabotage

\***c. of using the information they had obtained to sabotage**

d. using the information obtained to sabotage

e. to have used the information obtained to sabotage

4) Because of this broken hip, John Jones [has not and possibly never will be able to run] the mile again.

a. has not and possibly never will be able to run

b. has not and possibly will never be able to run

c. has not been and possibly never would be able to run

d. has not and possibly never would be able to run

\***e. has not been able to run and possibly never will be able to run**

5) The child is [neither encouraged to be critical or to examine] all the evidence for his opinion.

a. neither encouraged to be critical or to examine

b. neither encouraged to be critical nor to examine

c. either encouraged to be critical or to examine

d. encouraged either to be critical nor to examine

\***e. not encouraged either to be critical or to examine**

6) When this war is over, no nation will [either be isolated in war or peace].

a. either be isolated in war or peace

b. be either isolated in war or peace

c. be isolated in neither war nor peace

\***d. be isolated either in war or in peace**

e. be isolated neither in war or peace

7) However many mistakes have been made in our past, the tradition of America, [not only the champion of freedom but also fair play], still lives among millions who can see light and hope scarcely anywhere else.

a. not only the champion of freedom but also fair play,

b. the champion of not only freedom but also of fair play,

\***c. the champion not only of freedom but also of fair play,**

d. not only the champion but also freedom and fair play,

e. not the champion of freedom only, but also fair play,

8) In this particular job we have discovered that [to be diligent is more important than being bright].

a. to be diligent is more important than being bright

b. for one to be diligent is more important than being bright

\***c. diligence is more important than brightness**

d. being diligent is more important than to be bright

e. by being diligent is more important than being bright

9) On their return, they [not only witnessed the sinking ship but the] amazing escape of the passengers.

a. not only witnessed the sinking ship but the

b. not only witnessed the sinking ship, but the

c. not only witnessed the sinking ship, but also the

\***d. witnessed not only the sinking ship but also the**

e. witnessed the sinking ship and also the

10) [Either you transfer the data which was demanded] or file a report explaining why you did not submit the overall annual figures.

a. Either you transfer the data which was demanded

b. You either transfer the data, which was demanded

\***c. You either transfer the data which were demanded**

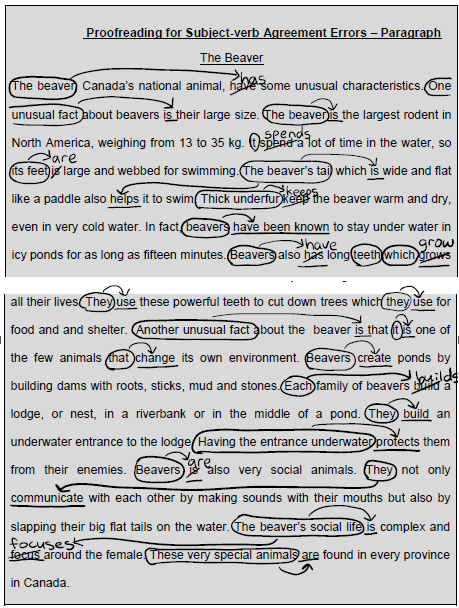
d. Either you transfer the data, which was demanded

e. Either you transfer the data, which were demanded

**MODULE 4**

**REWRITING SENTENCES**

**I. Proofreading for Subject-verb Agreement Errors – Paragraph**



**II. Rewrite the following sentences using the right pronoun.**

1. He says little, but does much.
2. People like different colors. some like red, and others like green.
3. If you don't have any other questions, let's go on to the next
4. The chicken tastes delicious. Please give me some more.
5. He can talk either in English or Spanish. (OR neither / nor)
6. He couldn't see the stranger clearly until he was only a few yards away from her.
7. I spoke with them one by one, and each one told me a different story.
8. In the future, robots will do more and more work for men. Few people will have to work long hours.
9. I glanced at my watch. It was earlier than I had thought.
10. There are trees on either side of the street.

**III. (A) Rewrite the following sentences using the tense indicated in the brackets.**  
1. He will do his work with diligence. (Simple present)  
**He does his work with diligence.**  
2. I followed his instructions. (Simple future)  
**I shall follow his instructions**.  
  
3. That will be interesting. (Present continuous)  
**That is being ( becoming) interesting.**  
  
4. I will not allow this to happen. (Simple past)  
**I allowed this to happen.**  
  
5. I will never raise any demand. (Present perfect)  
**I have never raised any demand.**  
  
6. He is crying at the top of his voice. (Past perfect)  
**He had cried at the top of her voice.**  
7. Great deeds were never done by small men. (Simple present)  
**Great deeds are never done by small men.**  
8. John broke his leg. (Present perfect)  
**John has broken his leg.**  
  
9. I know it is not the right thing to do. (Simple past)  
**I knew it was not the right thing to do.**  
  
10. We buy vegetables from the market. (Present perfect)  
**We have bought vegetables from the market.**

**III. (B) Rewrite these sentences using the vocabulary and the tenses given.**

1. When he had eaten his breakfast, he checked his emails.
2. I had been meaning to tell you the truth.
3. These tribes have been living in the Amazon rainforest for thousands of years.
4. I was wondering if I could get you anything.
5. He was forever forgetting to lock the door when he went out.

**IV. (A) Change the following sentences from active to passive voice**

1. A house will have been put up next year by my father.
2. These articles were bought at Kochi by him.
3. The floor is being cleaned by them
4. The watch has been stolen by someone
5. It will be found very easy by them.
6. The radio has not been repaired by anyone.
7. The first prize was won by my little daughter Neema.
8. He must be given another chance by you.
9. By whom was the money brought?
10. By whom was the glass broken?

**IV. (B) Change the following sentences from passive to active.**

1. The President of the Managing Board is to sign the appointment order
2. Newspapers report that there will be a mid-term election
3. Do you see pine trees in Kerala?
4. The earthquake caused a lot of harm
5. We ought to give these people work rather than charity
6. He ordered the police to pursue the thief
7. The public will learn with astonishment that war is imminent

**IV. (C) Rewrite as directed:**

A-P

Someone broke into the National Gallery late last night. The thieves had broken the alarm system before they climbed through a window. They stole some priceless works of art. They used a getaway car to escape. The police have questioned some suspects. They have not caught the thieves yet.

***The National Gallery was broken into late last night. The alarm system had been broken by the thieves before the window had been climbed through. Some priceless works of art were stolen by them. A getaway car was used by them to escape. Some suspects have been questioned by the police. The thieves have not been caught, yet.***

A-P

A few days ago, somebody stole Keith Dunn’s motorbike. Keith had left his motorbike outside his house. Keith reported the theft to the police. The police told him they would try to find his motorbike. This morning, the police called Keith and asked him to go to the police station. They had found his motorbike. The thieves had painted it and then sold it to someone else. The new owner had parked the motorbike outside the police station. The police arrested the thieves.

***A few days ago Keith Dunn’s motorbike was stolen. The motorbike had been left outside his house by Keith. The theft was reported to the police by Keith. He was told by the police that they would try to find his motorbike. This morning Keith was called by the police and was asked to go to the police station. His motorbike was found by them. It had been painted by the thieves and then it had been sold to someone else. The motorbike had been parked outside the police station by the new owner. The thieves were arrested by the police.***

P-A

***Yesterday afternoon, a volcanic eruption destroyed an entire village. Mount Sirius, which experts thought was dormant, erupted at 3 pm. Tourists had seen smoke rising from the mouth of the volcano two days before. The police moved the villagers away from the area for their own safety. Tons of lava and rock came out of the volcano and wrecked houses, roads and trees. Although the blast physically injured only a few people, doctors are treating many for shock. The authorities are keeping the area surrounding Mount Sirius clear in case in case of further activity.***

Yesterday afternoon, an entire village was destroyed by a volcanic eruption. Mount Sirius, which was thought by experts to be dormant, erupted at 3 pm. Smoke rising from the mouth of the volcano had been seen by tourists two days before. The villagers were moved away from the area for their own safety by the police. Houses, roads and trees were wrecked by tons of lava and rock having come out of the volcano. Although only a few people were physically injured by the blast many are being treated by doctors for shock. The area surrounding Mount Sirius is being kept clear by authorities in case of further activity.

**V. (A) Correct the dangling modifiers in the following sentences and rewrite them.**

1. Wearing glasses, the writer read from his new book. (Or: The writer, wearing glasses, read from his new book.)
2. Daily, except Thursday, you are welcome to visit the cemetery where famous Russian and Soviet composers, artists, and writers are buried.
3. As we begin, I must ask you to banish any information about the case from your mind.
4. A superb and inexpensive restaurant; fine food in appetizing forms is served expertly by waitresses.
5. At the end of the meeting, many of the trustees congratulated him for his speech and promised their support.
6. For sale: An antique desk with thick legs and large drawers suitable for a lady.
7. For sale: Several very old dresses in beautiful condition from grandmother.
8. Wanted: Man that does not smoke or drink to take care of cow.
9. For sale: Mixing bowl set with round bottoms for efficient beating designed to please a cook.
10. We made a profit of almost ten dollars.

## V. (B) Squinting Modifiers: Rewrite the following sentences meaningfully:

1. [Here, "quickly" could modify either "cycling uphill" or "strengthens the leg muscles."] Corrected: Quickly cycling uphill strengthens the leg muscles. [Now it's clear that it's the cycling that has to be quick!]

## Sunbathers who frequently apply a sunscreen block some of the sun’s harmful rays.

## Men and women who often lie out in the sun have leathery, dry skin.

## Doctors tell sunbathers they risk skin cancer when they are older.

## People who usually stay out of the sun will have better skin and fewer chances of skin cancer.

**V. (C) Splitting Modifiers: Rewrite the following sentences meaningfully:**

1. I simply want to live.  
   I want to simply live.
2. I plan to really enjoy Grad Night

**VI. Rewrite the following sentences correcting the faulty parallelisms**

1. The factory workers were ready, able, and were quite determined to do a great job.

The factory workers were ready, able, and determined to do a great job.  
  
2. The computer network is safer, stronger, and more secure.

NO CHANGE.  This sentence is correct.  All items in the list are comparative adjectives.  **Safer** and **stronger** use **-er**, but secure uses **more**.  
  
3.  We cannot be worried or terrified of the difficulties in life.

We cannot be worried **about** or terrified of the difficulties in life.   
  
4.  The actor taught his student how to read, how to stand, how to cry, and to talk with fans.

The actor taught his student how to read, how to stand, how to cry, and **how** to talk with fans.   
  
5.  The requirements for a chemistry degree are not as strict as a medical degree.

The requirements for a chemistry degree are not as strict as **the requirements for** a medical degree.

-OR-

The requirements for a chemistry degree are not as strict as **those for** a medical degree.  (**Those** refers to **the requirements**)

6.  Either you can join the army or the navy.

You can join **either** the army or the navy.

7.  The reorganization of the company is neither simple nor it will be cheap.

The reorganization of the company is neither simple nor cheap.

8.  When I was in high school, I learned piano and how to play the guitar.

When I was in high school, I learned how to play the piano and guitar.

9.  Fred supports the idea because, first, its simplicity; second, it is unique.

Fred supports the idea because, first, it **is simple**; second, it is unique.

10.  They are either our friends or they are not.

They are either our friends or **our enemies**.

11. Ask either Ben or Marianne to prepare the agenda for tonight's meeting.

OR Either ask Ben or ask Marianne to prepare the agenda for tonight's meeting.

12. The director for special projects visited not only our regional center in Baltimore but also our main

office in New York.

OR The director for special projects not only visited our regional center in

Baltimore but also visited our main office in New York.

13. The exercise both toned my muscles and helped me to lose weight.

14. At my training session, I was taught not only how to work the register, but also how to treat customers courteously.

OR At my training session, I was not only taught how to work the register, but also shown how to treat customers courteously.

15. Either work today or work tomorrow.

16. My friends are neither anxious to see the items in the museum nor happy about the admission price.

17. She is both happy about the raise and nervous about the extra responsibility.

18. They not only ate all the food in the house but also didn't clean up their mess.

19. Bert will meet us either at the restaurant or at the taxi stand.

OR Either Bert will meet us at the restaurant or he will be at the taxi stand.

20. The doctor promised neither to cause pain during the procedure nor to leave a scar.

**MODULE 5**

**SYLLOGISMS**

**In a number of competitive exams, there will be a few questions on deductions. Typically, each question consists of two statements called premises – on the basis of which a deduction has to be made. The answer has to be chosen from the given choices and that will be the deduction made. If no conclusion can be drawn, or the answer is not there, then the choice has to be marked (which will be worded) as “none of the above”.**

**Example: All monkeys are donkeys**

**All donkeys are pigs**

**Conclusion: All monkeys are pigs**

**Every premise consists of a subject and a predicate. The term that occurs in both the premises is known as the “middle term”. The answer or the conclusion should consist of the other two terms only. The middle term should not occur in the conclusion.**

**Premises can be divided into Universal and Particular statements OR affirmative and negative statements. This classification depends on the qualifier used in the premise.**

|  |  |  |
| --- | --- | --- |
|  | **Affirmative** | **Negative** |
| **Universal** | **All** | **No** |
| **Particular** | **Some, Many** | **Some not, many not** |

**The subject or the predicate can be either distributed (√) or not distributed (×) in the given premise depending on what kind of statement it is. The following table shows the distribution pattern of subject and predicate.**

|  |  |  |
| --- | --- | --- |
| **UNIVERSAL AFFIRMATIVE** | **√** | **×** |
| **UNIVERSAL NEGATIVE** | **√** | **√** |
| **PARTICULAR AFFIRMATIVE** | **×** | **×** |
| **PARTICULAR NEGATIVE** | **×** | **√** |

**Rules for deductions**

**1) Every deduction should contain three and only three terms**

**2) The middle term should be distributed at least once in the premises. Otherwise no conclusion can be drawn.**

**3) If the middle term is distributed twice then the conclusion cannot be universal.**

**4) If both premises are universal the conclusion will be universal.**

**5) If both premises are affirmative then the conclusion will be affirmative.**

**6) If both the premises are negative then no conclusion can be drawn.**

**7) If both the premises are particular then no conclusion can be drawn.**

**8) If one premise is negative then the conclusion must be negative.**

**9) If one conclusion is particular then the conclusion must be particular.**

**10) No term can be distributed in the conclusion, if it is not distributed in the premises.**

11) If the major premise is particular and minor premise is negative, no conclusion.

**In each of the following questions two statements are given and these statements are followed by two conclusions numbered (1) and (2). You have to take the given two statements to be true even if they seem to be at variance from commonly known facts. Read the conclusions and then decide which of the given conclusions logically follows from the two given statements, disregarding commonly known facts.**

**Give answer:**

**(A) If only (1) conclusion follows**

**(B) If sonly (2) conclusion follows**

**(C) If either (1) or (2) follows**

**(D) If neither (1) nor (2) follows and**

**(E) If both (1) and (2) follow.**

1. Statements: Some actors are singers. All the singers are dancers.

Conclusions: Some actors are dancers. No singer is actor. (a)

2. Statements: All the harmoniums are instruments. All the instruments are flutes.

Conclusions: All the flutes are instruments. All the harmoniums are flutes. (b)

3. Statements: Some mangoes are yellow. Some tixo are mangoes.

Conclusions: Some mangoes are green. Tixo is a yellow. (d)

4. Statements: Some ants are parrots. All the parrots are apples.

Conclusions: All the apples are parrots. Some ants are apples. (b)

5. Statements: Some papers are pens. All the pencils are pens.

Conclusions: Some pens are pencils. Some pens are papers. (e)

6. Statements: All the actors are girls. All the girls are beautiful.

Conclusions: All the actors are beautiful. Some girls are actors. (e)

7. Statements: All the windows are doors. No door is a wall.

Conclusions: Some windows are walls. No wall is a door. (b)

8. Statements: All cups are books. All books are shirts.

Conclusions: Some cups are not shirts. Some shirts are cups. (b)

9. Statements: Some cows are crows. Some crows are elephants.

Conclusions: Some cows are elephants. All crows are elephants. (d)

10. Statements: All the pencils are pens. All the pens are inks.

Conclusions: All the pencils are inks. Some inks are pencils. (e)

11. Statements: Some dogs are bats. Some bats are cats.

Conclusions: Some dogs are cats. Some cats are dogs. (d)

12. Statements: All the trucks are flies. Some scooters are flies.

Conclusions: All the trucks are scooters. Some scooters are trucks. (d)

13. Statements: All buildings are chalks. No chalk is toffee.

Conclusions: No building is toffee All chalks are buildings. (a)

14. Statements: All cars are cats. All fans are cats.

Conclusions: All cars are fans. Some fans are cars. (d)

15. Statements: All smart are women. Some women are educated.

Conclusions: Some smart are educated. No smart are educated. (c)

**Each of the following questions consist of two statements followed by four conclusions. Choose the correct conclusion from the given options**

1.Statements: No door is dog. All the dogs are cats. Conclusions:1. No door is cat. 2. No cat is door. 3. Some cats are dogs. 4. All the cats are dogs.

A. Only (2) and (4)

B. Only (1) and (3)

C. Only (3) and (4)

**D. Only (3)**

E. All the four

2. Statements: All green are blue. All blue are white. Conclusions: 1. Some blue are green. 2. Some white are green. 3. Some green are not white. 4. All white are blue.

**A. Only (1) and (2)**

B. Only (1) and (3)

C. Only (1) and (4)

D. Only (2) and (4)

3. Statements: All men are vertebrates. Some mammals are vertebrates. Conclusions: 1. All men are mammals. 2. All mammals are men. 3. Some vertebrates are mammals. 4. All vertebrates are men.

A. Only (4)

B. Only (2)

**C. Only (3)**

D. Only (1)

E. Only (1) and (3)

4. Statements: All the phones are scales. All the scales are calculators. Conclusions: 1. All the calculators are scales 2. All the phones are calculators 3. All the scales are phones 4. Some calculators are phones.

A. Only (1) and (4)

B. Only (3) and (4)

**C. Only (2) and (4)**

D. Only (1) and (2)

E. Only (1) and (3)

5. Statements: Some cars are scooters. No scooter is cycle. Conclusions: 1. No car is cycle. 2. No scooter is car. 3. Some cars are cycles. 4. Some scooters are cars.

A. None of the four.

B. All the four.

C. Only (1) and (4)

**D. Only (4)**

E. Only (2) and (4)

6. Statements: Some tables are T.V. Some T.V. are radios. Conclusions:1. Some tables are radios.2. Some radios are tables. 3. All the radios are T.V. 4. All the T.V. are tables.

A. Only (2) and (4)

B. Only (1) and (3)

C. Only (4)

D. Only (1) and (4)

**E. None of the four.**

7. Statements: Some pens are books. Some books are pencils. Conclusions:1. Some pens are pencils. 2. Some pencils are pens. 3. All pencils are pens. 4. All books are pens.

A. Only (1) and (3)

B. Only (2) and (4)

C. All the four

**D. None of the four**

E. Only (1)

8. Statements: All the goats are tigers. All the tigers are lions. Conclusions: 1. All the goats are lions.2. All the lions are goats. 3. Some lions are goats. 4. Some tigers are goats.

A. All the four

B. Only (1), (2) and (3)

**C. Only (1), (3) and (4)**

D. Only (2), (3) and (4)

9. Statements: All the books are pencils. No pencil is eraser. Conclusions: 1. All the pencils are books. 2. Some erasers are books. 3. No book is eraser. 4. Some books are erasers.

**A. Only (3)**

B. Only (1) and (3)

C. Only (1) and (2)

D. Only (2) and (3)

E. Only (3) and (4)

10. Statements: All the research scholars are psychologists. Some psychologists are scientists. Conclusions:1. All the research scholars are scientists. 2. Some research scholars are scientists. 3. Some scientists are psychologists.4. Some psychologists are research scholars.

**A. Only (3) and (4)**

**B**. None of the four

C. All the four

D. Only (3)

E. Only (2) and (4)

1. **Statements**: All machines are bad. Some bad are globe. All globes are round.

**Conclusions**: I. Some machines are round.

II. No machine is round.

A. if only conclusion I is true. B .if only conclusion II is true.

C. if either conclusion I or conclusion II is true. D. if neither conclusion I nor conclusion II is true

**Answer: c**

1. **Statements**: All cotton are jute. All jute are brown. No brown is red.

**Conclusions**: I. All brown are cotton.

II. Some jute are cotton

A. if only conclusion I is true. B. if only conclusion II is true.

C. if either conclusion I or conclusion II is true. D. if neither conclusion I nor conclusion II is true

**Answer b**

1. **Statements**: Some blue are black. Some black are grey. All grey are red. All red are pink.

**Conclusions:** I. Some red are black. II. Some pink are black.

III. Some pink are grey. IV. Some red are blue.

A. Only I & II follow B. Only II & III follow

C. Only I, II and III follow D. All follow.

**Answer c**

**Directions (1-5):** In each of the following questions two/three statements are given and these statements are followed by two conclusions numbered (1) and (2). You have to take the given statements to be true even if they seem to be at variance from commonly known facts. Read the conclusions and then decide which of the given conclusions logically follows from the two given statements, disregarding commonly known facts. Give answer:

(1) If only (1) conclusion follows

(2) If only (2) conclusion follows

(3) If either (1) or (2) follows

(4) If neither (1) nor (2) follows

(5) If both (1) and (2) follow

**1.**    **Statements**:

Some mobiles are pagers.

No mobile is a laptop.

**Conclusions**: 

1. No laptop is a pager. 2. Some pagers are definitely not mobiles

**For (2-3):**

**Statements**:

All tables are chairs.

All chairs are beds.

No bed is sofa.

**2.**    **Conclusions**:

1. Some tables are definitely not beds. 2. No sofa is a table

**3.**    **Conclusions**:

**1**. No chair is sofa. **2**. Some tables being sofa is a possibility.

4. **Statements**:

No fan is a cooler.

Some coolers are heaters.

All tubes are fans.

**Conclusions**:

**1.** No heater is a tube. **2.** All fans are tubes

**5.**  **Statements**:

Some stones are shells.

All shells are pearls.

No stone is fish

**Conclusions**:

**1.** No fish is a shells. **2.** All shells being fish is a possibility.

**Answers:**

|  |  |
| --- | --- |
| **Qs** | **Ans** |
| 1 | 4 |
| 2 | 2 |
| 3 | 1 |
| 4 | 4 |
| 5 | 4 |

Read more: <http://www.bankersadda.com/2014/05/syllogism-question-on-possibility-for.html#ixzz4AxyJWBpE>

**MODULE 6**

**LOGICAL ORDERING SENTENCES**

**What are Parajumbles?**

Parajumbles are jumbled paragraphs. Basically, you are given a paragraph – but the sentences are not in the right order. It’s up to you to untie this knot and rearrange the sentences so that they logically make sense. Normally instructions for this type of questions will read "Choose the most logical order of sentences from among the given choices to construct a coherent paragraph". Given below would be 4 or 5 perplexing sentences which he would need to sort and arrange like a jigsaw puzzle. Sounds fun? It is. If one knows how to go about it, that is. Solving jumbled paragraphs is a science. It is so much of a science that you can obtain an accuracy of 100% even if you are not a good reader.

**Establish Link Between Two Sentences and Then Examine The Options**

Suppose you establish the link 'BA'. The given options are:

**(a)** DABC          **(b)** ACDB          **(c)** CBAD           **(d)** DBAC.

Now you are left with option (c) and (d) to examine. You read the sentences in the order given by these two options and use your methods again to determine which one is correct.   
Is establishing links between two sentences easy?   
Not ALWAYS!!! However, easy or not, you can certainly establish links between two or more sentences with the help of some friends found in the sentences. These friends are:

**TRANSITION WORDS**

Transition words make the shift from one idea to another very smooth. They organize and connect the sentences logically. **Observing the transition words found in a sentence can often give you a clue about the sentence that will come before/after that particular sentence.** Given below are some commonly used transition words:

*also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly, consequently, hence, otherwise, subsequently, therefore, thus, as a rule, generally, for instance, for example, for one thing, above all, aside from, barring, besides, in other words, in short, instead, likewise, on one hand, on the other hand, rather, similarly, yet, but, however, still, nevertheless, first of all, to begin with, at the same time, for now, for the time being, in time, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind, after all, all in all* to sum-up.

**Transition Words: Example from CAT**

So how does knowledge of transition words helps us in parajumbles? Try out this CAT question:

**(CAT 2001)**

**A.** But in the industrial era destroying the enemy's productive capacity means bombing the factories which are located in the cities.

**B.** So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to do is bum his fields, or if you're really vicious, salt them.

**C.** Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.

**D.** How do you do battle with your enemy?

**E.** The idea is to destroy the enemy's productive capacity, and depending upon the economic foundation, that productive capacity is different in each case **F.** With regard to defence, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.

**1.** FDEBAC                     **2.** FCABED                    **3.** DEBACF                    **4.** DFEBAC

**Answer:**

Look at the transition word "**but**" in the first sentence. It signifies that the sentence is expressing an idea ***contrary to*** an idea expressed in some previous sentence. Now we need to find that previous sentence. If we further look at the beginning of the first sentence, it says "**but in the industrial era...**" which suggests that the contrariness is with respect to eras. Looking further, we see that sentence **B**and **C** are also starting with statement about eras. But the transition word at the start of **C** is "**now**" which expresses present era and hence it cannot chronologically come before any other past era. That is, if information era is the present era, talk about any other era will come **before** this. So sentence **B** is the correct sentence to come before the first sentence.

Likewise, sentence **C** is the correct sentence to come after the first sentence (sentence **C** is continuing the idea). Therefore, we have the link **BAC**.

We see that option 1, 3 and 4 all have the link BAC. Furthermore, all the three options have the link **EBAC**. Therefore, we only need to arrange **D** and **F**. The sentence **F** states that "**The purpose is...to battle with the enemy**" and **D** questions "**how do you battle with the enemy?**" Therefore, **D** will come after **F**.

Hence **FDEBAC** is the correct arrangement.

**PERSONAL PRONOUNS**

Personal pronouns are *he, she, it, him, her, they, you, your etc*. Remember that personal pronouns always refer to a person, place or thing etc. **Therefore, if a sentence contains a personal pronoun without mentioning the person, place or object it is referring to, the person, place or object must have come in the previous sentence.** Often, this is a good lead to identify a link.

**Personal Pronouns: Example from CAT: 1**

**(CAT 2001)**

**A.** Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing.

**B.** Once in office, they receive friends and relatives who feel free to call any time without prior appointment.

**C.** While working, one is struck by the slow and clumsy actions and reactions, indifferent attitudes, procedure rather than outcome orientation, and the lack of consideration for others.

**D.** Even those who are employed often come late to the office and leave early unless they are forced to be punctual.

**E.** Work is not intrinsically valued in India.

**F.** Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours.

**1.** ECADBF                  **2.** EADCFB                  **3.** EADBFC                  **4.** ABFCBE

**Answer:**

Look at the personal pronoun "**they**" in sentence **B**: Once in office, **they** receive friends and relatives who feel free to call any time without prior appointment. This they must be referring to some people. The reference to some people only comes in sentences **A**, **D**, and **F**. Therefore, one of the sentences will come before sentence B. Let's see the link **AB**, **DB**, and **FB**;

**Link AB-**Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing. Once in office, they receive friends and relatives who feel free to call any time without prior appointment.

**Link DB-**Even those who are employed often come late to the office and leave early unless they are forced to be punctual. Once in office, they receive friends and relatives who feel free to call any time without prior appointment.

**Link FB-**Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours. Once in office, they receive friends and relatives who feel free to call any time without prior appointment.   
Which of these links makes sense? Only link **DB**seems coherent. Now, we examine the options with link **DB**. We see that options 1 and 3 have link **DB** in them. Also, both the options have link **ADBF**. Therefore, ADBF is a link. Now we only need to place sentences **E**and **C**. We can do that by reading the sentences in the order given in options 1 and 3.

**Option 1: Link ECADBF-**Work is not intrinsically valued in India. While working, one is struck by the slow and clumsy actions and reactions, indifferent attitudes, procedure rather than outcome orientation, and the lack of consideration for others. Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing. Even those who are employed often come late to the office and leave early unless they are forced to be punctual. Once in office, they receive friends and relatives who feel free to call any time without prior appointment. Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours.

**Option 3: Link EADBFC-**Work is not intrinsically valued in India. Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing. Even those who are employed often come late to the office and leave early unless they are forced to be punctual. Once in office, they receive friends and relatives who feel free to call any time without prior appointment. Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours. While working, one is struck by the slow and clumsy actions and reactions, indifferent attitudes, procedure rather than outcome orientation, and the lack of consideration for others.

Both the options seem plausible. We have to determine which one of the links **EC**and **EA** is better. Here is the thumb rule when trying to determine plausibility of a link

*THE FLOW OF AUTHORS IDEA SHOULD BE COMPLETELY LOGICAL; THE AUTHOR DOES NOT JUMP FROM ONE IDEA TO OTHER SUDDENLY.*

In link **EC**, sentence **E**is talking about work not being valued whereas sentence **C** is talking about people being clumsy, indifferent, inconsiderate etc. Sentence **C** is **NOT** talking about value of work. It is talking about people's behavior. Therefore, EC cannot be a logical flow.

In link **EA**, sentence **E** is talking about work not being valued and sentence **A** is talking about people sitting idle. This certainly says that people do not value work. Therefore, **EA** is the correct link.  Hence, option 3 is correct.

**Personal Pronouns: Example from CAT: 2**

Here is another CAT question that seems tough but can be solved in a matter of seconds. See if you can do it:

**(CAT 2001)**

**A.**   Passivity is not, of course, universal.

**B.**   In areas where there are no lords or laws, or in frontier zones where all men go armed, the attitude of the peasantry may well be different.

**C.**   So indeed it may be on the fringe of the un-submissive.

**D.**   However, for most of the soil-bound peasants the problem is not whether to be normally passive or active, but when to pass from one state to another.

**E.**   This depends on an assessment of the political situation.

**1.** EDAC                    **2.** CDABE                    **3.** EDBAC                    **4.** ABCDE

**Answer:**

It cannot get easier than this. Look at the personal pronoun "**it**" in sentence **C**: So indeed **it** may be on the fringe of the un-submissive. What is "it" here referring to? And it says that "it may be... un-submissive." What can be un-submissive? It cannot be "political situation" (sentence E), "passivity" (sentence A), or "problem" (sentence D). Only "attitude" (sentence B) can be un-submissive. Therefore, **BC** is a link.

The link **BC** is only present in option 4 and we need not look any further.

**DEMONSTRATIVE PRONOUNS**

The demonstrative pronouns are *"this," "that," "these," and "those."* "This" and "that" are used to refer to singular nouns or noun phrases and "these" and "those" are used to refer to plural nouns and noun phrases. Whenever a sentence contains a demonstrative pronoun without mentioning the noun or the noun phrase, it means that the previous sentence must be mentioning that noun or noun phrase. Finding that noun or noun phrase helps us connect two sentences.

**Demonstrative Pronouns: Example from CAT**

**(CAT 2001)**

**A.** Michael Hofman, a poet and translator, accepts this sorry fact without approval or complaint.

**B.** But thanklessness and impossibility do not daunt him.

**C.** He acknowledges too "in fact he returns to the point often " that best translators of poetry always fail at some level.

**D.** Hofman feels passionately about his work, and this is clear from his writings.

**E.** In terms of the gap between worth and rewards, translators come somewhere near nurses and street-cleaners.

**1.** EACDB              **2.** ADEBC              **3.** EACBD              **4.** DCEAB

**Answer:**

Again an easy one. Notice the demonstrative pronoun "this" in sentence **A**: Michael Hofman, a poet and translator, accepts **this sorry fact** without approval or complaint. **Also note that sentence A is introducing Michael Hofman (***Michael Hofman, a poet and translator,...***) and will thereby come before every sentence containing the personal pronoun he or him**. So which sorry fact is sentence **A** referring to? It can only be the fact found in sentence **E**. Also, other sentences contain "he" or "him".

Therefore, **EA** is a link. Link **EA** is contained in option 1, 3 and 4. But in 4, sentence D is coming before sentence A, and this cannot happen because sentence A should be before any other sentence referring to Hofman as sentence A is introducing Hofman. Therefore, we are left with options 1 and 3. The difference between options 1 and 3 is the order of sentence **D** and **B**. Let's examine the link DB:

**Option 1: Link DB-**Hofman feels passionately about his work, and this is clear from his writings. But thanklessness and impossibility do not daunt him.   
Does this sound like a plausible flow? Certainly **NOT**. Therefore, link **DB** is incorrect and the correct answer is option 3.

**COMBINING IT ALL WITH LOGIC**

Sometimes using logic to decide the order of sentences can yield high dividends. In the previous example, we had used logic to determine that sentence A would come before any other sentence referring Hofman. Keep your eyes open for clues such as these. Here's is the last CAT question that I cracked, using logic; see if you can do the same:

**Example from CAT**

**(CAT 2001)**

**A.**   The situations in which violence occurs and the nature of that violence tends to be clearly defined at least in theory, as in the proverbial Irishman's question: "Is this a private fight or can anyone join in?"

**B.**    So the actual risk to outsiders, though no doubt higher than our societies, is calculable.

**C.**   Probably the only uncontrolled applications of force are those of social superiors to social inferiors and even here there are probably some rules.

**D.**   However binding the obligation to kill, members of feuding families engaged in mutual massacre will be genuinely appalled if by some mischance a bystander or outsider is killed.

**1.** DABC                         **2.** ACDB                **3.** CBAD                         **4.** DBAC

**Answer:**

The clue to this question came to me from the word "**calculable**" in sentence B: So the actual risk to outsiders, though no doubt higher than our societies, is **calculable**. How does something become "calculable"? Then I noticed sentence A and the phrase "**clearly defined in theory**..."  Something becomes **calculable** when it is **clearly** **defined in theory**. No other sentence could give answers to "calculable". Therefore, the link **AB** was clearly marked. The link **AB** was present in option 1 only. Easy, no?  
Notice that I have been going to the option again and again to eliminate one or two options. Form this habit sedulously. It will pay you rich dividends.

**Acronym Approach**

***Full form vs. short form:*** In PJ we encounter full and short names sometimes acronyms of some term or institution.

Ex-World Trade Organization – WTO  
Dr. Manmohan Singh - Dr. Singh  
Karl Marx – Marx  
President George W. Bush - President bush or the president

The rule is that if both full form as well as short form is present in different sentences, then the sentence containing full form will come before the sentence containing short form.

**Example**:

1. If you are used to having your stimulation come in from outside, your mind never develops its own habits of thinking and reflecting

2. Marx thought that religion was the opiate, because it soothed people's pain and suffering and prevented them from rising in rebellion

3. If Karl Marx was alive today, he would say that television is the opiate of the people.

4. Television and similar entertainments are even more of an opiate because of their addictive tendencies.

A. 2134       B. 1423      C. 2431      D. 3241

**Answer:**

Sentence 2 has Marx (short Form) and sentence 3 has Karl Marx (Full form). So 3 will come before 2. Now look at the options. In A, B and C, 2 is placed before C3-hence rejected. **D is the right answer**.

**Time Sequence Approach (TSA)**

***Either dates or time sequence indicating words*:** Be aware of the time indication either by giving years - or by using time indicating words. Arrange the sentences using their proper time sequence. Here are a few time sequence indicating words -*Before after later when*

**Example 1:**

1. Then two astronomers—the German, Johannes Kepler, and the Italian, Galileo Galilei-started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.

2. His idea was that the sun was stationary at the centre and that the earth and the planets move in circular orbits around the sun.

3. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus.

4. Nearly a century passed before this idea was taken seriously.

A. 3421        B. 3241          C. 2314            D. 3142

**Solution:**

Answer is 3241  
The 3rd sentence talks about the time event and other time vents follow it in a chronological order. So **option A** is Best choice

**Example 2:**

1. By the time he got to Linjeflug four years later, he had learned many lessons; in fact, he began his second stint as top dog by calling the entire company together in a hanger and asking for help, a far cry from his barking out commands just 48months back.

2. At SAS, he arrived at a time crisis.

3. This book is chock-a-block full of intrusive stories and practical advice, describing Carton's activities at Vingresor (where he assumed his first presidency at age 32), Linjeflug, and SAS in particular.

4. He began at Vingresor as an order giver, not a listener - neither to his people nor to his customers and made every mistake in the book.

A. 2143             B. 2134             C. 3214                  D. 3412

**Solution:**

4 will come before 1 and 2. Hence 3412.

**Alternate:** In 3, order is given - Vingressor, Linjeflug, SAS - arrange according to this.

**Alternate:** 3 will be the opening sentence because only 3 has noun (NAME) for he.

**Hypothesis or Theory Approach**

If any sentence is working as an example - place it after the sentence for which it is working as an example, not necessarily just after – because one has to explain the idea, it is hypothesis/ theory. It should not be before the idea that it explains.

**Example:**

1. The potential exchanges between the officials of IBBF and the Maharashtra Body-Building Association has all the trappings of a drama we are accustomed to.

2. In the case of sports persons, there is room for some sympathy, but the apathy of the administrators, which has even led to sanctions from international bodies, is unpardonable.

3. A case in the point is the hefty penalty of US $10,000 slapped on the Indian Body-Building Federation for not fulfilling its commitment for holding the Asian Championships in Mumbai in October.

4. It is a matter of deep regret and concern that the sports administrators often cause more harm to the image of the country than sportsmen and sportswomen do through their dismal performances.

A. CABD              B. DBCA            C. DABC         D. CDBA

**Solution:**

Here sentence 3 is an example of sentence 4. So it will come after 4. So now only option B and C remain. Now go by ACRONYM Method discussed earlier. (IBBF in 1 and Indian Body-Building Federation in 3) 3 will come before 1.

So only **option B** remains, which is the right option.

**Articles Approach**

Articles can be divided into two categories –   
1. Definite (the) and   
2. Indefinite (a and an).

When the author uses 'a / an' - he wants to make a general statement - wants to introduce the noun followed by a/an for the first time but when he uses 'the' he wants to refer back to some previously discussed noun. It means having 'the' is very unlikely in the opening sentence. If 'a/an' and 'the' both are used for the same noun then the sentence containing 'the' will come after the sentence containing a/an.

**Noun, Pronoun and Adjective (NPA) Approach**

**1. Pronoun** – Whenever pronoun comes – it will come in the immediate sentence containing the respective noun.

i. e. A sequence can be like this

Noun   
Pronoun   
Pronoun  
Pronoun

or like   
Noun Pronoun  
.............. no pronoun   
Noun   
Pronoun

i.e. the pronoun sequence will continue till it is halted by a break (i.e. a sentence containing no pronoun) then if necessary it will start with the noun again. We can't write pronoun after a break. It is not a correct form of writing.

**Opening – Closing sentence (OCS) Approach**

***Supported or free, general or need previous explanation***

OCS is particularly useful in 4 sentence parajumble (where opening sentence is not given)  
Let's see the characteristics of an opening sentence

It will **introduce an idea** in thefirst hand.

In most of the cases it will use **indefinite article a/an**. i.e. if both definite and indefinite articles are used for the same noun then the sentence containing noun with indefinite article a/an will come first (may be opening sentence).  
The sentence can stand alone

It will **not have pronouns** (exception: if respective noun is not mentioned anywhere). It will not have contrast words/or words indicating continuation/or words like -*hence , therefore, so*- etc.

**Key Words Approach - KWA**

***Some words will be repeated in two consecutive sentences.***

In most of the cases we repeat some important words of one sentence in the sentence that follows.

Hence if you are seeing any important (not like he, she, that, is, are type) then chances are that these two sentences will be consecutive. Remember it gives you an idea that which sentences can be consecutive for example 23 or 32 but for exact order you have to look for some other clue or meaning.

**Structure Approach - SA**

**Link sentences logically i.e.**

Link the sentences logically i.e. see what is the role played by a specific sentence

Premise  
Conclusion  
Support  
Example  
Continuation

and then search for some proper sentence that should come before or the one which will follow.

**Indicating Words Approach - IWA**

***Take care of words that indicate something helpful to decide sequence.***

Some words indicates some specific nature of sentences that will come before or that will follow.  
Look for the words like

But  
So  
Therefore  
And  
However

think what they are indicating.

**Signal/Indicating Word List**

Writers use transitions to link their ideas logically. These transitions or signal words are clues that can help you figure out what the sentence actually means and its sequence. Para-jumble sentences often contain several signal words, combining them in complex ways.

**NOTE:** The list given below is not a comprehensive list. You must collect the signal words while reading.

**Cause and Effect Signals**

Look for words or phrases explicitly indicating that one thing causes another or logically determines another.

Accordingly  
in order to  
because  
so...that  
consequently  
therefore  
given  
thus  
hence  
when...then  
if...then

**Support Signal Words**

Look for the words or phrases supporting a given sentences. These words containing sentences will not be the opening sentence. These sentences will follow immediately the sentence supported.

Furthermore  
Additionally  
Also  
And  
Too  
as well  
besides  
indeed  
likewise  
moreover

**Contrast Signals (Explicit)**

***Precisely and clearly expressed or readily observable; leaving nothing to implication.***

Look for function words or phrases (conjunctions, sentence adverbs, etc.) that explicitly indicate a contrast between one idea and another, setting up a reversal of a thought.

Albeit  
Nevertheless  
Although  
Nonetheless  
But  
Notwithstanding  
Despite  
on the contrary  
even though  
on the other hand   
however  
rather than  
In contrast  
Still  
In spite of   
While  
Instead of   
yet

**Contrast Signals (Implicit)**

***Implied though not directly expressed; inherent in the nature of something***

Look out for words which indicate contrast or turn a situation or something unexpected possibly even unwanted, has occurred.

Anomaly  
Anomalous  
Anomalously  
Illogic  
Illogical  
Illogically  
Incongruity  
Incongruous  
Incongruously  
Irony  
Ironic  
Ironically  
Paradox  
Paradoxical  
Paradoxically  
Surprise  
Surprising  
Surprisingly  
Unexpected  
Unexpectedly

**Time sequence indicating words**

Before  
After  
Later  
When

**All the Rules in Brief**

**The approaches for PARAJUMBLE**

**Acronym Approach –** full form vs. short form

**Time Sequence Approach – TSA** – either dates or time sequence indicating words

**Examples Approach – EA** – after an hypothesis or theory

**Articles –** definite and indefinite

**Noun, Pronoun, and Demonstrative Adjective – NPDA Approach** – limited to not just noun

**Opening – Closing Sentence Approach – OCSA**– supported or free, general or need previous explanation

**Key Words Approach – KWA** – words repeated in two consecutive sentences

**Structure Approach – SA** – link sentences logically.

**Indicating Words Approach – IWA** – take care of words that indicate something helpful to decide the sequence.

**Arrange the following in a meaningful sequence.**

1. (p) and closed the door behind me (q) when Holmes pulled me abruptly into the room

(r)with an apology for my intrusion, I was about to withdraw (s) and found him in deep conversation with a very stout, florid-faced, elderly gentleman with fiery red hair (t) I had called upon my friend, Mr. Sherlock Holmes, one day in the autumn of last year

a. trpsq

b. tspqr

c. pqstr

d. prtqs

\*e. tsrqp

2. (w) communication in the context of globalization demands a higher degree of competence;

(x) ENGLISH LANGUAGE TEACHING in this context should incorporate adaptations to meet the demands (y) Innovative classroom activities and the use of latest technology will equip a teacher to conduct effective ENGLISH LANGUAGE TEACHING classes in this context

z) one should possess skills and knowledge to overcome the dialectal as well as the cultural barriers

a. wzyx

\*b. wzxy

c. zwxy

d. zwyx

e. zxyw

3. e) but to represent him as a man of stainless virtue is to make him ridiculous (f)our feeling towards Hastings is not exactly that of the House of Commons (g) which impeached him in 1787

(h) he had great qualities, and he rendered great services to the State

a. gfeh

\*b. fghe

c. hefg

d. fehg

e. gefh

4. (m) if K is a Galilean co-ordinate system (n) then every other co-ordinate system K' is a Galilean one (o) it is in a condition of uniform motion of translation (p)when, in relation to K,

a. nmpo

b. nmop

c. monp

\*d. mnpo

e. onpm

5.(w) Fasting is nature's oldest, most effective and yet least expensive method of treating disease  
(x) It is recognized as the cornerstone of natural healing (y) Fasting refers to complete abstinence from food for a short or long period for a specific purpose (z) The word is derived from the old English, 'feastan' which means to fast, observe, be strict

a. yzwx

b. wyxz

c. zyxw

\*d. wzyx

e. none of these

6.(d) The Donnithorne Arms stood at the entrance of the village (e) and a small farmyard and stackyard which flanked it, indicated (f) it gave the traveler a promise of good feed for himself and his horse (g) that there was a pretty take of land attached to the inn

\*a. degf

b. edgf

c. fdeg

d. defg

e. gefd

7. (m) it is very easy to learn how to speak and write correctly (n) but masters of correct speaking and writing (o) the mastery of just twenty hundred words, the knowing where to place them, will make us not masters of the English language (p) Small number, you will say, compared with what is in the dictionary! (q) as for all purposes of ordinary conversation and communication, only about 2,000 different words are required (r)But nobody ever uses all the words in the dictionary or could use them did he live to be the age of Methuselah, and there is no necessity for using them

a. mopnqr

b. moqpnr

\*c. mqonpr

d. mqpnor

e. mnopqr

8. (e) which can be used in mechanical description (f) but it also indicates the reference-bodies or systems of coordinates, permissible in mechanics (g) his law not only says something about the motion of the bodies (h) a body removed sufficiently far from other bodies continues in a state of rest or of uniform motion in a straight line (i) the law of inertia can be stated thus:

\*a. ihgfe

b. fehgi

c. higef

d. ihgef

e. ihefg

9. (m) Lightning has struck the rails on our railway embankment at two places (n) that these two lightning flashes occurred simultaneously (o) I ask you whether there is sense in this statement

(p) make the additional assertion (q) let us keep them as A and B, far distant from each other

(r) you will answer my question with a decided "Yes."

\*a. mqpnor

b. mnoqpr

c. mpqonr

d. monpqr

e. mnoqpr

10. (v)Even Pythagoras, some 2500 years ago, applied colour light therapeutically (w) according to practitioners of chromotherapy, the cause of any disease can be traced to the lack of a particular colour in the human system (x) and it is best used as a supportive therapy (y)They apply coloured light to the body in order to restore the imbalance (z)Chromotherapy is a method of treatment of diseases by colour

a. zwxvy

b. wvxzy

\*c. zxwyv

d. vxyzw

e. vxzwy

11. (e) Although New York remained the hub (f) new plays were often generated in the healthy theater world beyond (g) the period covered encompasses a rise in regional American theaters

a. efg

b. feg

c. gfe

d. egf

\*e. none of these

12. (v) we need your help and contribution (w) be sure to check the copyright laws for your country

(x) and keep posting these files (y) before you post these files (z) copyright laws are changing all over the world

a. zwyxv

b. wzxyv

c. vyxzw

d. zywxv

\*e. none of these

13. (e) while he filled the office of Secretary (f) the whole was wrapped up in an envelope, super scribed To Mr. Skinner, Merchant (g) and on examination, the large manuscript proved to be one of the long-lost Essays of Milton (h) towards the close of the year 1823, Mr. Lemon, deputy keeper of the state papers, in the course of his researches among the presses of his office, met with a large Latin manuscript (i) with it were found corrected copies of the foreign dispatches written by Milton

\*a. hiefg

b. iehfg

c. fgeih

d. efghi

e. hifeg

14. (p) now if we use a system of co-ordinates (q) then, relative to this system, every fixed star describes a circle of immense radius in the course of an astronomical day (r)a result which is opposed to the statement of the law of inertia (s) which is rigidly attached to the earth

a. sqpr

b. psrq

c. sprq

\*d. psqr

e. qrsp

15. (v) it sets off a chain of events (w) that reverberates around the globe (x) the Brown family is one of the most respected in America (y) but behind the facade of fame and glamour lies a hidden web of, drugs and murder (z) when Henry Brown, one of the wealthiest and notorious men in the world, mysteriously dies

a. yxvzw

b. xzwvy

\*c. xyzvw

d. zvwxy

e. xywvz

**MODULE 7**

**READING COMPREHENSION**

#### Introduction

GMAT reading comprehension questions are meant to test your understanding of the implications, meanings, and structures presented in the passages. You can expect to see 2 to 4 passages of 200 to 400 words each, in the verbal section of the GMAT exam. Each passage will be followed by 4 questions. Because the GMAT is now a computer-adaptive test, you will only see 1 question at a time. The passage, however, will remain on your computer screen until you have answered all of the questions related to it.

#### The 3 Most Common Types of Reading Comprehension Passages

The passages you will encounter on the GMAT will most likely address one of the 3 topics described below. Each type of passage calls for a slightly different optimum test-taking strategy. Regardless of what topic you encounter, you can rest assured that everything you need to know will be included in the passage. GMAT test writers intentionally pick obscure topics for comprehension passages. They do this to minimize the chances of giving someone with previous exposure to a particular topic an unfair advantage over others taking the same version of the test.

**1.) Science Passages**.  These passages deal with topics including biology, chemistry, and medicine. You should approach them by doing an initial speed reading/skimming of the text. Your goal in this first review is simply to understand how the passage is structured and to analyze its outline.

Although they are often quite boring (no joke!), science passages are also very factual and straightforward. Hence, they will likely provide the easiest reading comprehension questions you will encounter on the GMAT exam. You are not likely to see any inference questions drawing on a science passage. You are much more likely to see several factual questions that can be answered directly from the passage. Science passages will likely be the easiest reading comprehension questions you encounter!

**2.) Social science passages**.  Typically, these passages deal with topics such as history, politics, and geography. They will probably be the most enjoyable reading comprehension passages you will read. This is fortunate, because you must read these passages slowly in order to answer the many inference questions they are sure to present.

**3.) Business passages**.  Business passages involve very difficult structures, and present questions that require you to infer information and even to determine the authors' moods and opinions. They need to be read slowly and carefully.

Frequently, business passages also include compound words that few people have ever heard before, and that even fewer people use in ordinary conversation. Don't feel bad when you run into such terms. They are not very difficult to decipher if you break them down and examine each of their parts.

#### The 4 Most Common Types of GMAT Reading Comprehension Questions

**1.) Factual Questions**.  You will likely find these questions the easiest ones to answer, but also the most time consuming. You need to be careful because they often contain "curveballs" such as those described below, in the strategies and tips section. However, these curveballs are also relatively easy to recognize and overcome.

**2.) Inference Questions**.  Inference questions do not test your knowledge of explicitly-cited facts, but rather your ability to draw conclusions from other information. These questions may even ask you to make a judgment about the author's opinions, or to guess what further conclusions the author might draw. They are usually the most difficult questions for test takers.

**3.) Main Idea Questions**.  Main idea questions ask the test taker to identify the passage's overall theme, as opposed to supporting facts and arguments. Many clients have told us that they thought these questions were exceptionally difficult. Our advice is to accept that just because all of the answer choices have been discussed in the passage, it does not mean that every one of them can be called the passage's central theme.

In main idea questions, answer choices that emphasize factual information can usually be eliminated. Answer choices that are too narrow or too broad also tend to be incorrect. Those answer choices that contain key words and concepts from the main idea presented by the passage are more likely to be correct.

**4.) Tone Questions**.  You will often be asked to describe the passage's tone. The same general rule about negativity applies here. The tone is much more likely to be positive or neutral than it is to be negative. For a science passage, the tone is most likely neutral.

#### Reading Comprehension Tips and Strategies

**Tip 1: Use your scrap paper**.  Since these passages can be rather long and present difficult sentence and paragraph structures, you may want to use your scrap paper to take ***very brief*** notes on the main ideas of each paragraph. Because the GMAT is now computer adaptive, you will not be able to mark up the passages on your monitor.

Taking brief notes is particularly useful for remembering where to find factual information in the science passages. When we say very brief notes, what we have in mind is something along the lines of "Paragraph 1: The different types of butterflies, Paragraph 2: How their nervous systems work, Paragraph 3: Why pesticide A is killing too many of them," etc. Use abbreviations liberally. Using scrap paper in this fashion can also help you outline passages and identify their main arguments for main idea questions.

Of course, you can also use your scrap paper as you go along, to keep track of the answer choices you are able to eliminate as incorrect.

**Tip 2: Read the first question before you read the passage**.  As we stated earlier, the new CAT structure of the GMAT prevents you from seeing all of the questions about a reading passage at the same time. Nonetheless, you will gain a slight advantage by reading the first question before you read the passage for the first time. This will give you a better idea of what you should be focusing on as you read, in order to answer that question.

**Tip 3: Identify the type of passage you are reading**.  Memorize the 3 common passages types that we outlined above and remember that each one should be treated differently in order to optimize your score on this section.

**Tip 4: When answering a fact question, read both the passage providing the data – and several lines before it – carefully**.  When a fact question directs you to look at a particular line of text for information, you will often find that one of the answer choices is a deceptive one, taken directly from that line number. More likely than not, there will be something in the sentence or two before the referenced line number that will give you the proper frame for interpreting the data – and hence direct you to the right answer to the fact question.

**Tip 5: Don't jump to conclusions with fact questions using Roman numerals to identify answer choices**.  You will recognize this style of question as soon as you see it:

1. I only
2. II only
3. III only
4. I and II only
5. II and III only

The catch is that, oftentimes, facts I and II will be presented very close to each other in the passage, but fact III will be buried much further in the text. Take the time to review and consider each fact on its own merits.

**Tip 6: Eliminate the "oohs and ahhs" answer choices**.  When consultants refer to "oohs and aahs," they are talking about interesting factoids that spice up presentations without adding anything of real value to the analysis. The GMAT also contains these types of answer choices. An 'ooh and ahh' choice will refer to a fact in the passage ... but just not to one that answers the question being asked.

**Tip 7: Practice, practice, practice**.  We just want to say this one last time. You can't expect to become a scratch golfer just by reading a few magazine articles and watching a few golf tournaments on TV. Likewise, you can't expect to become an expert at taking the GMAT just by reading some tips and advice. You also need to work through many practice questions and learn to put tips and strategies like the ones we have presented to use.

**1.     For Vocab questions, think like a thesaurus.** Approximately 15% of the RC questions will ask you about a specific word from a paragraph. Keep in mind that you are NOT expected to know the definition of this word, and most of the time the standard dictionary definition will be listed among the answer choices and will be INCORRECT. Look back to the passage and ask yourself, how is this word being used in context? Try to come up with your own word that is similar in meaning and could replace the word in the sentence. Use this prediction to eliminate answer choices.

**2.     Focus on the first and final paragraphs to find the Main Idea.** The author usually uses the first paragraph to introduce his topic and start a discussion of the Main Idea. The final paragraph wraps up the discussion of the body paragraphs and reinforces the Main Idea. If you are having trouble finding what the overall purpose or point is for the passage, go back to these two bookending paragraphs. Look for thesis statements or concluding summations.

**3.     Remember that Details are used to reinforce each paragraph.** Detail questions make up one quarter (25%) of RC questions. If you are asked about the purpose of a Detail or why the author mentions something, take a look at the paragraph in which the detail is found. Authors use details to support their points. What point is the paragraph trying to make?

**4.     Assume the Tone is complex.** Sometimes the author’s tone is relatively simple. He could simply be offering some statistics or factual data, or adopt a removed, neutral tone. However, the harder passages will have a more complicated Tone. Look for the subtle changes in the author’s views. Tone is revealed in diction, or word choice. What does the author like? What does he criticize? What adjectives and adverbs does he use to describe things? He may feel positively about one aspect of the Topic, and negatively about another aspect.

**5.     Find the implication to support the Inference.** The correct answer for an Inference question is NOT something that sounds reasonable to you. It is the choice that puts into words an unstated implication from the passage. Only once choice can be correct because the passage will be worded in such a way as to only support ONE of the implications. Look for stated support for each answer choice in the passage. Don’t rely on your memory, and avoid large leaps in logic. The correct answer is ALWAYS based on something from the passage.  You just have to find it!

Look out for structural words that tell you the important ideas or transitions in a passage.

**IDEA WORDS**Similarly  
Moreover  
Additionally  
In the same way  
Likewise

**CONCLUSION WORDS**Thus  
Therefore  
Hence  
So  
In summary  
In conclusion

**CONTRADICTION OR CONTRAST WORDS**Nevertheless  
Nonetheless  
However  
But  
Although  
Though  
Even though  
Notwithstanding  
Yet  
Despite  
In spite of  
On the one hand on the other hand  
While  
Unlike

* Recognizing the major features of an RP: **topic, main idea, purpose, tone, theme, and logic**.
* Recognizing the use of rhetorical devicesand literary techniques, including: **hyperbole, repetition, imagery and figurative language, sound patterns, rhetorical questions, idioms and clichés, irony, foreshadowing, and motif**.
* Decoding unfamiliar words from context.
* Finding informational details (facts) in the passage.
* Identifying cause and effect and follow the logic of arguments.
* Comparing and contrasting arguments.

**KEY:**

**RC1:**

**1)** Answer (C)

The reason elders gave to the children to dissuade them from buying two ice-creams was that a

boy turning eyes from one cone to the other, one in each hand was more likely to fall. But, as

rightly guessed by the author, there is a 'deeper' reason for parents' refusal to let children buy

two ice-creams. Therefore, the claim that elders 'rightly suggested that a boy turning eyes from

one cone to the other was more likely to fall' is incorrect. Option c) is the correct answer.

**2)** Answer (D)

The word 'parvenus' refers to 'a person of humble origin who has gained wealth'. In other words,

the phrase 'little parvenus' means 'young upstarts'. Option d) is the correct answer.

**3)** Answer (B)

Consider the following sentence from the passage: "This liturgy seemed to me so...to celebrate

it". From this sentence, we can understand that the main reason why the author wanted two twocent

cones instead of one four-cent cone was because it suggested intemperance. Option b) is

the correct answer.

**4)** Answer (B)

Refer to the lines of the para "Nowadays the moralist risks seeming at odds with morality, in a

world where the consumer civilization now wants even adults to be spoiled, and promises them

always something more, from the wristwatch in the box of detergent to the bonus bangle

sheathed, with the magazine it accompanies, in a plastic envelope."

This explains option B.

**5)** Answer (A)

Refer to the para 4 "The pathetic, and obviously mendacious, justification was that a boy

concerned with turning his eyes from one cone to the other was more inclined to stumble over

stones, steps, or cracks in the pavement. I dimly sensed that there was another secret

justification, cruelly pedagogical, but I was unable to grasp it."

According to the author the justification was pedagogical, didactic comes closest to the meaning.

**RC2:**

**1) Answer (c)**

The author gives various examples of spheres of life that are considered private and others that

are considered to be public. But, nowhere in the passage does he mention that the decision

about what is considered private and what is considered public is decided by the Government.

Option a) is incorrect.

The author does not mention anywhere in the passage that it is better to not air one’s opinion

publicly. Option b) is incorrect.

Refer to the first sentence of the last paragraph. The author says that reasons for privacy could

be good or bad but barriers to information exist. The statement in option c) is therefore true.

Option d) in not correct. It is mentioned in the second paragraph that the sale of a land is not

private.

So, option c) is the correct answer.

**2) Answer (c)**

In the passage, the author is mainly concerned with a couple of points - 1. the notion of what

constitutes privacy is elastic and 2. barriers to information exist. He gives various examples to

illustrate both the points.

Option c) captures both these main points. Option a) talks about only one of these points. Option

b) cannot be inferred. There is no reference to fundamental rights of a person anywhere in the

passage. Option d) is also an incomplete summary.

Option c) is therefore the correct answer.

**3) Answer (a)**

According to the author, the notion of privacy is elastic. So, a sphere of life that is considered to

have a lot of privacy may not have such privacy in the future and a sphere of life that is

considered to not have much privacy might have a lot of privacy in the future. He gives several

examples to make this point. Option a) is correct.

The author only talks about how the notion of privacy is elastic and about how barriers to privacy

exist. He does not give his opinion about whether privacy or lack of it in various spheres is good

or bad. So, options b), c) and d) cannot be inferred.

**4) Answer (b)**

The article talks about privacy in the larger context of public opinion. So, it is likely to be from a

book on public opinion.

The passage is not about countries and their governments. Option a) can be ruled out.

It is unlikely that a passage of this nature is a blog-post, especially by an ex-politician or from a

newspaper editorial. Options c) and d) can be ruled out.

Option b) is the correct answer.

**MODULE 8**

**CRITICAL REASONING**

**A. Learn how to identify arguments**

**Is the text an argument?** An ***argument*** here doesn't mean a dispute or controversy. It means an attempt to provide a reason for believing something by citing something else. It is an attempt to show that something is true, or probably true, by appealing to something else, some reason or evidence, which indicates that it is true.

**B. Types of Arguments**

**Deductive and Inductive Arguments**

***Deductive arguments*** are arguments that show a tight connection between the premises and the conclusions. There is no possible way the conclusion could fail to be true if the premises are true. (That is not to say, of course, that the premises are true.) Arguments in mathematics and in pure logic are often of this sort: "If no one watered my plants during my vacation, they will all die. No one watered my plants during my vacation. Therefore, my plants have all died." The premises of that argument might possibly be false. But, if they are both true, then there is no way the conclusion can be false.

C. Putting it into your own words

**Now that you know how to break down arguments into premises and conclusions, you are able to translate a passage into your own words.**Each question is divided into two parts: the ***stimulus*** (the first part of the question that usually consists of an argument) and the ***stem***, which asks a questions such as, "which of the following is an assumption of the paragraph above?"  When you finish reading the stimulus, try to summarize in your mind what the argument in the stimulus is about (premises, conclusions, and assumptions). Most of the stimulus parts of the questions have a flaw that you can readily identify.

. Evaluate an argument

**Now that you can break a stimulus into premises and conclusions and put the argument into your own words, how do you find errors in the arguments?**

**The Usual Suspects: Common Logical Fallacies**

We've identified several logical errors that commonly appear in the Critical Reasoning questions.

**1. Circular Reasoning**

Here, an unsubstantiated assertion is used to justify another unsubstantiated assertion, which is, or at least could be, used to justify the first statement. For instance, Joe and Fred show up at an exclusive club. When asked if they are members, Joe says "I'll vouch for Fred." When Joe is asked for evidence that he's a member, Fred says, "I'll vouch for him."

**2. The Biased Sample Fallacy**The *Fallacy of the Biased Sample* is committed whenever the data for a statistical inference is drawn from a sample that is not representative of the population under consideration. The data drawn and used to make a generalization is drawn from a group that does not represent the whole.

F. Get an idea of the right answer

**If you can identify an argument and assess its strengths, you may come up with a right answer after reading the stem.**  
  
When you finish reading the stimulus and the stem and you have analyzed everything using the techniques above, you can usually come up with a pre-phrase of the right answer before even getting to the answer choices. Coming up with the right pre-phrase of the answer is only half of the battle, however. From the five answer choices, you have to pick the answer that most closely resembles your pre-phrased answer. The potential answers are difficult to read and contain traps. If you have a general idea of the answer going into the answer choices, you are in a good position to correctly identify the answer.

Test takers should not be discouraged if they cannot come up with a pre-phrase. Some questions are difficult and an immediate answer will not jump out at you.

Don't fall for traps from test writers

**If you have gone as far as to be able to identify and assess an argument, don't fall into a trap when picking an answer.**

Test writing is an extremely time-consuming task. One of the most difficult parts of test writing is generating the "junk" wrong answer choices. Test writers have an easy way out. On nearly every question you will see wrong answers that are either the **trick opposites** or **scope traps**. These wrong answers do not do much to test ability; they are simply there to fool inexperienced and unskilled test takers. Test writers like to use them because they take a few seconds to write and fool most students, thereby making the question "harder."

On the positive side, a skilled test taker may quickly identify these two trap questions types. Most of the wrong answers in any given Verbal test will be one of the two types of junk answers. If you can identify the junk answer choices, you may thereby eliminate wrong answers and increase your chances of getting the right answer. Below we have several examples.

**II. Typical Critical Reasoning Question Types**

**A. Must Be True Questions  
B. Assumption Questions  
C. Strengthen and Weaken Questions  
D. Main Point Questions  
E. Paradox Questions  
F. Reasoning Questions**

**A. Must Be True Questions**

Must Be True Questions are extremely common. These are the typical Must Be True Questions:

* If the statements above are true, which of the following must also be true?
* Which of the following is [implied, must be true, implicit, most reasonably drawn] in the passage above?
* Which of the following conclusions can most properly be drawn if the statements above are true?
* Which of the following inferences (**inference** means the same thing as "must be true" on the test) is best supported by the statement made above? (**Conclusions** differ from **inferences** in that conclusions are the result of premises and inferences are something that must be true.)

**How to tackle "Must Be True Questions":**

1. Read the stimulus and look for the argument.
2. Note that Must Be True questions may not be an argument. They may just be a series of facts. Nevertheless, try to find the argument.
3. MUST BE TRUE questions

B. Assumption Questions

An assumption is an unstated premise that supports the author's conclusion. It's the connection between the stated premises and the conclusion. An assumption is something that the author's conclusion depends upon. Assumption questions are extremely common and have stems that look like this:

* Which of the following most accurately states a hidden assumption that the author must make in order to advance the argument above?
* Which of the following is an assumption that, if true, would support the conclusion in the passage above?

**How to approach Assumption Questions**

1. **Look for gaps between the premises and the conclusion. Ask yourself why the conclusion is true. Before you progress to the answer choices, try to get feel of what assumption is necessary to fill that gap between the premises.**
2. **Beware of extreme language in the answer choices of assumption questions. Assumptions usually are not extreme. "Extreme" answer choices usually contain phrases such as *always, never,* or *totally.***

C. Strengthen and Weaken Questions

Assumptions connect premises to conclusions. You may strengthen or weaken an argument by strengthening or weakening the assumptions. Here are some examples of Strengthen/Weaken question stems:

Strengthening:

* The conclusion would be more properly drawn if it were made clear that...
* Which of the following, if true, would most strengthen the conclusion drawn in the passage above?
* The argument as it is presented in the passage above would be most strengthened if which of the following were true?

**D. Main Point Questions**

In MAIN POINT questions, you have to identify the conclusion of an argument. You are trying to find the author's point and should approach this question in a similar way to the reading comprehension main point questions. They come in several different formats:

* The main point of the passage is that...
* Which of the following statements about... is best supported by the statements above?
* Which of the following best states the author's conclusion in the passage above?
* Which of the following conclusions can be most properly drawn from the data above?

The conclusion of arguments in Main Point questions is usually not directly stated. To find the conclusion, identify the premises and then identify the conclusion drawn from the premises. Main Point questions differ from the other Critical Reasoning questions in that the argument in the stimulus is usually valid. (In most other Critical Reasoning questions the reasoning is flawed.)

**How to approach Main Point Questions:**

1. **Analyze scope**: main point junk answers will typically go outside the direct scope of the passage. Be careful to look directly at the scope of the question. Main Point answers must be within the scope of the passage. Your opinions or information outside of the passage are always outside of the scope.
2. Knock out answers with extreme wording. Main Point answers typically do not use *only, always, never, best* or any strong words that leave little wiggle room. The right answers on Main Point

**E. Paradox Questions**

These questions present you with a paradox, a seeming contradiction in the argument, and ask you to resolve it or explain how that contradiction could exist. Paradox questions are rare and more common at the higher skill levels. Here are some examples of the ways in which these questions are worded:

* Which of the following, if true, would help to resolve the apparent paradox presented above?
* Which of the following, if true, contributes most to an explanation of the apparent discrepancy described above?

**How to approach paradox questions**

1. Read the argument and find the apparent paradox, discrepancy, or contradiction.

2. State the apparent paradox, discrepancy, or contradiction in your own words.

3. Use POE (process of elimination). The best answer will explain how both sides of the paradox, discrepancy, or contradiction can be true. Eliminate answers that are out of scope.

**F. Reasoning Questions**

Reasoning questions ask you to describe how the argument was made, not necessarily what it says. Here are some examples of the ways in which these questions are worded:

* How does the author make his point?
* A major flaw in the argument above is that it...
* A's response has which of the following relationships to B's argument?

**How to approach Reasoning Questions**

1. Read the argument and find the conclusion.

2. State the reasoning in your own words.

TYPES OF QUESTIONS

1. Assumptions
2. Conclusion
3. Strengthen Argument
4. Weaken Argument
5. Bold Face CR
6. Inference
7. Must Be True
8. Cause and Effect
9. Resolve a Paradox

~~Numbers and Percents~~

1. Logical Flaw
2. Additional Evidence
3. Similar Reasoning
4. Argument Evaluation
5. Complete the Passage
6. Method of Reasoning

1.

I do not need an alarm clock as my bedroom has a window to the east.   
  
Which of the following is an assumption involved in the argument above?  
  
  
A. I cannot sleep for more than twelve hours at a stretch.  
  
B. I can wake up on my own.  
  
C. I sleep at night.   
  
D. The morning sunlight falls on my face because my bed stands next to the window.  
  
E. The windows in my bedroom have sheer glass.

B is incorrect because it states "I can wake up on my own". If the person can wake up on his or her own then why bother stating there is a window to the east and THIS makes an alarm clock redundant? Surely the window is helping this person in some way or they could've said I sleep inside a cave and dont require an alarm clock. Who cares about the help this window provides right?   
  
If Option C is Negated and the person CAN sleep during the day, again, why would the argument care about the window to the east? Note, this person WANTS to wake up on time, thus the alarm clock is mentioned but the window to the EAST does the job. Why? It could've been on the floor. The idea is, this person cannot sleep during the day. The sun or the position of the bed is not relevant.

2.

The peculiar evil of silencing the expression of an opinion is that it robs the human race. It takes from posterity, as well as the existing generation, and from those who dissent from the opinion even more than from those who hold it. If the opinion is right, they are deprived of the opportunity of exchanging error for truth; if it is wrong, they lose what is almost as great a benefit: the clearer perception and livelier impression of truth, produced by its collision with error.  
  
Which one of the following best expresses the conclusion presented in the argument?  
  
(A) Silencing the expression of an opinion is robbing the human race.  
(B) Silencing the expression of an opinion harms those who dissent more than those who agree.  
(C) Anyone who agrees with an opinion would not want to silence its expression.  
(D) Gaining a clearer perception and livelier impression of truth is a great benefit.  
(E) The greatest benefit is the opportunity of exchanging truth for error.

A. Silencing the expression of an opinion is robbing the human race. ->this is correct since all the premises are given to prove this concl only   
  
B. Silencing the expression of an opinion harms those who dissent more than those who agree. -> this is not a concl but a premise and may be sub concln  
  
C. Anyone who agrees with an opinion would not want to silence its expression. -> this is not mentioned anywhere OOS  
  
D. Gaining a clearer perception and livelier impression of truth is a great benefit. -> this is just an inference  
  
E. The greatest benefit is the opportunity of exchanging truth for error -> this is extreme option hence eliminate

3.

Advertising by mail has become much less effective, with fewer consumers responding. Because consumers are increasingly overwhelmed by the sheer amount of junk mail they receive, most discard almost all offers without considering them. Thus, an effective way for corporations to improve response rates would be to more carefully target the individuals to whom they mail advertising, thereby cutting down on the amount of junk mail each consumer receives.  
  
Which of the following, if true, would most support / strengthen this recommendation?  
  
  
(A) There are cost effective means by which corporations that currently advertise by mail could improve response rates.  
  
(B) Many successful corporations are already carefully targeting the individuals to whom they mail advertising.  
  
(C) Any consumer who, immediately alter receiving an advertisement by mail, merely glances at it is very likely to discard it.  
  
(D) Improvements in the quality of the advertising materials used in mail that is carefully targeted to individuals can improve the response rate for such mail.  
  
(E) Response rates to carefully targeted advertisements by mail are considerably higher, on average, than response rates to most other forms of advertising.  
  
**Step 1: Identify the Question**  
  
The words if true and support in the question stem indicate that this is a **Strengthen the Argument** question.  
  
**Step 2: Deconstruct the Argument**  
  
Mail ad à Less eff (++ junk)  
  
Ó Target mail ads à improve resp rate  
  
**Step 3: Pause and State the Goal**  
  
On Strengthen questions, the correct answer should make the conclusion more likely to be valid. What would make it more likely that the plan to more carefully target mailed advertisements will have its intended effect of increasing response rate?  
  
**Step 4: Work from Wrong to Right**  
  
(A) The argument focuses on the effects of a particular plan: more targeted advertising to improve response rates. Whether there alternative methods to improve response rates is not relevant.  
  
(B) If anything, this choice weakens the argument. If some companies (successful ones!) are already targeting ads but overall response rates are still declining (as the argument states), then perhaps the plan is not a good one after all.  
  
(C) The argument already states that consumers frequently discard advertisements. This answer does not provide any additional information.  
  
(D) This answer provides an additional means that companies could use to improve response rates: improving the quality of materials. However, this answer does not address whether the plan in the argument (more targeted advertising) will be effective on its own.  
  
**(E) CORRECT**. This answer provides evidence that the plan will have its intended effect: targeted advertising does generate higher response rates.  
  
**Evaluation of a Plan**  
  
**Situation**   
Advertising by mail has become less effective because consumers overwhelmed with the amount of junk mail they receive discard almost all of it without considering it.  
  
**Reasoning**   
*What would most help to support the claim that making mail advertising more carefully targeted would improve response rates?* The passage recommends targeted advertising, reasoning that since targeted advertising would reduce the total amount of junk mail consumers receive, it would generate higher response rates. Any additional evidence for the claim that carefully targeted advertising would improve response rates would support this recommendation.  
  
(A) Even if targeted advertising and every other means of improving response rates were too expensive to be cost-effective, **targeted advertising could still be effective for any corporation willing to pay the expense**.  
  
(B) If many corporations already mail targeted advertising, and mail advertising is nonetheless yielding declining response rates, that suggests that targeted mail is an **ineffective way** to increase response rates.  
  
(C) This could be equally true for **targeted and untargeted** mail advertising, so it **does not suggest that the former is more effective**.  
  
(D) The question under consideration is whether more carefully targeted mail advertising would in itself increase response rates, not whether higher quality advertising would do so.  
  
**(E) Correct**. This provides some evidence that carefully targeted mail advertising is associated with higher response rates than untargeted mail advertising is, and therefore that targeting mail advertising more carefully would improve response rates.

4. Sales of telephones have increased dramatically over the last year. In order to take advantage of this increase, Mammoth Industries plans to expand production of its own model of telephone, while continuing its already very extensive advertising of this product.  
  
Weaken the argument: Which of the following, if true, provides most support for the view that Mammoth Industries cannot increase its sales of telephones by adopting the plan outlined above?  
  
(A) Although it sells all of the telephones that it produces, Mammoth Industries' share of all telephone sales has declined over the last year.  
  
(B) Mammoth Industries' average inventory of telephones awaiting shipment to retailers has declined slightly over the last year.  
  
(C) Advertising has made the brand name of Mammoth Industries' telephones widely known, but few consumers know that Mammoth Industries owns this brand.  
  
(D) Mammoth Industries' telephone is one of three brands of telephone that have together accounted for the bulk of the last year's increase in sales.  
  
(E) Despite a slight decline in the retail price, sales of Mammoth Industries' telephones have fallen in the last year.

**(A) Although it sells all of the telephones that it produces, Mammoth Industriesâ€™ share of all telephone sales has declined over the last year.**  
  
This does not weaken the argument. In fact, Mammoth sold all of its phones. By increasing production it will in all likelihood sell the extra phones.   
  
**(B) Mammoth Industriesâ€™ average inventory of telephones awaiting shipment to retailers has declined slightly over the last year.**  
  
Not quite sure how this relates to the argument. Telephones awaiting shipment and telephones sold do not fall into the same category.   
  
**(C) Advertising has made the brand name of Mammoth Industriesâ€™ telephones widely known, but few consumers know that Mammoth Industries owns this brand.**  
  
People are buying the phone. That is the important part. Whether these people know that Mammoth owns the brand is not important to sales.  
  
**(D) Mammoth Industriesâ€™ telephone is one of three brands of telephone that have together accounted for the bulk of the last yearâ€™s increase in sales.**  
  
That's great - looks like mammoth is doing well, and will continue to do well by expanding its production.  
  
(E) Despite a slight decline in the retail price, sales of Mammoth Industriesâ€™ telephones have fallen in the last year.  
  
Hmm...suddenly things do not look so rosy for Mammoth. The rest of the market did well, yet Mammoth phones did poorly. Thus, one can't base market trends on Mammoth's phones sales. Sure the market may continue to do well, but that does not imply Mammoth will be able to take advantage of a surging market.

5.

Many people choose listening to a particular kind of music that is compatible with the mental state they are in. However, **studies have shown that people can report feeling happier and calm after listening to sad music.**Nevertheless, it is uncalled for to conclude that sad music actually makes people happy. The studies also found that the people only felt positive emotions after listening to sad music when the purpose of listening to it was to release emotions. Contrarily, **when the purpose of listening to such music was to recall memories, people felt even more morose after listening to sad music.**  
  
In the above argument, the two boldface portions play which of the following roles?

A) The first is an observation that the argument accepts as true; the second is a belief that forms part of the support for the main conclusion of the argument.  
B) The first is evidence against the main conclusion of the argument; the second is an intermediate conclusion used to support the main conclusion of the argument.  
C) The first is evidence that is used to support a conclusion drawn in the argument; the second is part of the reasoning used to support another conclusion drawn in the argument.  
D) The first is an observation, an implication of which is disputed in the argument; the second is part of the reasoning used to support the position taken by the argument as a whole.  
E) The first is a belief that the argument does not dispute; the second is an observation that forms part of the support for the main conclusion of the argument

Main Conclusion = Many people choose listening to a particular kind of music that is compatible with the mental state they are in.

**Quote:**

A) The first is an observation that the argument accepts as true; the second is a belief that forms part of the support for the main conclusion of the argument.

First part of option A can be true but second part (BF2) doesn't support the main conclusion. When People wanted to be happy/ just recall memories ( read were not sad) they felt more morose after listening to sad music. This doesn't support the main conclusion. Option A is out.

**Quote:**

B) The first is evidence against the main conclusion of the argument; the second is an intermediate conclusion used to support the main conclusion of the argument

First part can be true but second part is incorrect as BF2 is not intermediate conclusion. BF2 is study which can be a observation/evidence. Option B is out.

**Quote:**

C) The first is evidence that is used to support a conclusion drawn in the argument; the second is part of the reasoning used to support another conclusion drawn in the argument.

First part is incorrect. In the stem after the BF1 , "however" shows a contrast. Option C is out.

**Quote:**

D) The first is an observation, an implication of which is disputed in the argument; the second is part of the reasoning used to support the position taken by the argument as a whole.

First part can be true as the conclusion is disputed in BF1. Second part is also correct as BF2 is used as a reasoning to dispute the main conclusion.  
Correct.

**Quote:**

E) The first is a belief that the argument does not dispute; the second is an observation that forms part of the support for the main conclusion of the argument

First part is wrong as the BF1 disputes the main conclusion. Option E is wrong.

6.

Studies have shown that a large percentage of car accidents are caused by aggressive driving. To help reduce the number of accidents and to promote traffic safety in general, insurance companies have begun to issue discounts to drivers who take defensive driving courses. Research shows that people who practice defensive driving are considerably less likely to get into a car accident. Therefore, the insurance company’s plan should help reduce the number of accidents.   
  
Assuming the statements above are true, which of the following can be inferred from them?   
  
  
A. The majority of accidents are caused by drivers who possess insurance.   
  
B. People who manage to consistently avoid car accidents are likely practicing defensive driving.   
  
C. Young males and other demographics known for disproportionately being involved in car accidents are less likely to practice defensive driving than other demographics.   
  
D. An individual who does not practice defensive driving is always more likely to get into a car accident than an individual who does practice defensive driving.   
  
E. Discounts are the most effective way for insurance companies to promote defensive driving.

answer is (C).   
  
Let’s first look at answer choice (B) and why it is incorrect:  
  
Essentially, this answer choice is saying that people who practice defensive driving are likely to avoid accidents. However, those who in general avoid accidents could be doing so for a variety of reasons, i.e. defensive driving isn’t the only way to avoid accidents. (You can think of those who avoid accidents as a large circle or which defensive drivers are only a small circle within this large circle).   
  
So let’s say 90% of people who avoid accidents do so because of something besides defensive driving (e.g. they get their brakes tested). If this is the case, then (B) is invalidated, because the people who are consistently avoiding accidents are not necessarily practicing defensive driving.   
  
As for answer (C), though it may seem “out of scope” because it mentions demographics not found in the prompt, inference questions can pertain to information outside the passage. As long as the statement can be inferred based on the information in the passage.   
  
In this case, “those who practice defensive driving are considerably less likely to get into a car accident” does not include young male/other demographics. This group, based on the information in the passage, is likely to get into a car accident. Therefore, young males/others are less likely to practice defensive driving.

7.

Fact: Asthma, a bronchial condition, is much less common ailment than hay fever, an allergic inflammation of the nasal passages.  
  
Fact: Over 95 percent of people who have asthma also suffer from hay fever.  
  
If the information given as facts above is true, which of the following must also be true?  
  
(A) Hay fever is a prerequisite for the development of asthma.  
  
(B) Asthma is a prerequisite for the development of hay fever.  
  
(C) Those who have neither hay fever nor asthma comprise less than 5 percent of the total population.  
  
(D) The number of people who have both of these ailments is greater than the number of people who have only one of them.  
  
(E) The percentage of people suffering from hay fever who also have asthma is lower than 95 percent.

A: Hay fever is prerequisite for Asthma: No what about the 5 % Ashthmatic people who are outside the circle of Hay Fever?  
B: Definitely not, lot of people are lying in the are of Hay Circle which is not shared with Asthma circle  
C: No, the population circle can be really really big, and Asthma and Hay Fever Circle combined may make a small part of its area!  
D:Number of people who have only hay fever and not asthma - the unshared portion of Hay Fever circle - can be really big, as per fact 1  
E: Correct - Since Hay Fever is much more common, there a lot of people in unshared portion and this will make the number of people with both ailments 95 %.  
If there was an exact number of people with Asthma, and Hay Fever, then the %age of people with Hay Fever who also have Asthma will be 95 %. As the number of people with Hay Fever is much migger than those with Hay Fever, those with both will comprise a smaller percentage of the total hay fever group.

8.

It is true of both men and women that those who marry as young adults live longer than those who never marry. This does not show that marriage causes people to live longer, since, as compared with other people of the same age, young adults who are about to get married have fewer of the unhealthy habits that can cause a person to have a shorter life, most notably smoking and immoderate drinking of alcohol.   
  
Cause and effect: Which of the following, if true, most strengthens the argument above?   
  
  
(A) Marriage tends to cause people to engage less regularly in sports that involve risk of bodily harm.   
  
(B) A married person who has an unhealthy habit is more likely to give up that habit than a person with the same habit who is unmarried.   
  
(C) A person who smokes is much more likely than a nonsmoker to marry a person who smokes at the time of marriage, and the same is true for people who drink alcohol immoderately.   
  
(D) Among people who marry as young adults, most of those who give up an unhealthy habit after marriage do not resume the habit later in life.   
  
(E) Among people who as young adults neither drink alcohol immoderately nor smoke, those who never marry live as long as those who marry.

It is clearly E   
  
The argument is saying that those who marry young tend to live longer, **NOT** *because they are marrie*d, **BUT** *because they tend to not have unhealthy habits*.   
  
E strengthens the argument saying that among young people, those who do not have unhealthy habits but **DO NOT** marry live as long as the ones that **DO** marry.

9.

A recent article in one of the nation's leading newspapers noted that despite the government's warning about peanut butter likely being contaminated by salmonella and the government's subsequent recall of a limited amount of peanut butter, 90% of grocery store shoppers surveyed said that they did not plan to change their peanut butter purchasing habits. Nevertheless, roughly two months after the limited recall and one month after the leading newspaper published its article, the country's peanut butter manufacturers reported that same-store sales to grocery store shoppers fell 75% year-over-year.

Which of the following, if true, best explains the apparent paradox above?

A) The initial survey of shoppers failed to consider the effect of subsequent cuts in the price of peanut butter.

B) Fearing additional instances of contamination and subsequent lawsuits, many retailers that sold peanut butter removed the product voluntarily from their shelves.

C) A report similar to the report that appeared in the leading newspaper appeared in one of the nation's tabloid magazines on the same day.

D) Days before the newspaper conducted its survey, a widely-respected bacterial research specialist published an op-ed article in a major newspaper arguing that the threat from salmonella-infected peanut butter was smaller than the government would later contend.

E) A study published after the government recall of some peanut butter stated that individuals intended to change the type of jelly and bread they purchased.

The paradox: After a government recall of some peanut butter, shoppers indicated that they would not change their peanut butter purchasing habits. However, same-store-sales of peanut butter subsequently fell dramatically.

Since consumers did not publicly signal any intention to change their behavior, another explanation must exist. Multiple possible explanations exist: the stores voluntarily removed peanut butter, subsequent and more damaging information about peanut butter contamination became public, or consumers responded to the survey in a biased manner (e.g., denying that they will change their purchasing habits so as to appear as if they never fell for purchasing contaminated products).

1. This answer heightens the paradox by making the subsequent fall in sales of peanut butter even more unexplainable since a price cut would have stimulated sales (not provided an explanation for their decline).
2. This answer identifies a correct explanation for the paradox. With stores fearful about lawsuits, they removed peanut butter and consequently "same-store sales to customers fell."
3. Although a tabloid is a much less respected source than a leading newspaper, the fact still remains that the article appeared in a leading newspaper. Further, the source of the news does not explain the discrepancy between individuals' stated intent to continue purchasing peanut butter and the subsequent poor sales figures. If the tabloid as a source were a problem, it would only further increase the paradox over why sales declined (why would consumers seemingly base their decisions upon a tabloid).
4. When the individuals took the survey where they stated their intent to continue purchasing peanut butter, they knew about the op-ed piece as it appeared "days before the newspaper conducted its survey." Consequently, the op-ed cannot explain individuals' switch in behavior (i.e., intending to purchase peanut butter but then deciding not to).
5. The original argument notes that "the country's peanut butter manufacturers" (i.e., every manufacturer accounted for—not limited to the specific type of peanut butter recalled) reported a drop in sales. Although consumers' intention to change the type of jelly and bread they purchased could imply that consumers would change the type of peanut butter they purchased, it does not explain why sales would virtually stop altogether. There is a difference between changing the type of jelly purchased (and by correlation, the type of peanut butter purchased) and stopping purchasing jelly altogether (and by correlation, stopping purchasing peanut butter altogether).

10 .

Brunhilda: Economists have predicted that our generation will be the first that cannot confidently look forward to having a better standard of living than that enjoyed by our parents.  
  
Siegfried: That's simply untrue. My father's standard of living is nowhere near as high as his parents' was, and my own standard of living is already higher than that of my parents.   
  
Logical Flaw: Which of the following best describes the error of reasoning contained in Siegfried's argument above?   
A. It relies upon an unreasonable appeal to authority.   
B. It assumes the truth of what it sets out to prove.   
C. It offers an example that is not inconsistent with Brunhilda's argument.   
D. It is based on an unproven speculation about future events.   
E. It uses evidence of a correlation to argue the existence of a causal relationship.

Paraphrasing a bit to make the stimulus follow the fallacy above:  
  
\* Brunhilda: Economists have predicted that our generation will be the first that cannot confidently look forward to having a better standard of living than that enjoyed by our parents.  
  
\* Siegfried: **[From my experiences]** My father's standard of living is nowhere near as high as his parents' was, and my own standard of living is already higher than that of my parents. **So your point is simply untrue**  
  
Siegfried assumes his own experience is comprehensive enough ==> He is an expert /authority of this matter ==> His conclusion must be true.  
  
This error is very common. When you hear some one says:  
*The scientists say that.....  
I have a book that says......  
I read a newspaper that says......  
I saw on TV.........  
From my own experience, I think.......*  
  
Immediately, you should think about the fallacy "appeal to authority". You should ask:  
*The scientists have expertise on this matter ?  
The book is believable ?  
The information on newspaper is true ?  
The TV channel is biased or not?  
Your own experience is comprehensive enough?  
etc.......*  
  
**ANALYZE EACH ANSWER**  
  
A. It relies upon an unreasonable appeal to authority.   
**Correct.** As stated above.  
  
B. It assumes the truth of what it sets out to prove.   
**Wrong.** The truth of what Siegfried said is actually true (from his family experience), not out of prove as B says.  
  
C. It offers an example that is not inconsistent with Brunhilda's argument.   
**Wrong. Shell Game**. The language used in C may make you think C is correct, but it's not. Actually, Siegfried opposed what Brunhilda mentioned because he said "this is simply untrue".  
  
D. It is based on an unproven speculation about future events.   
**Wrong.** Siegfried did not base his argument on future events, actually he mentioned something in the past (his family experience)  
  
E. It uses evidence of a correlation to argue the existence of a causal relationship.  
**Wrong.**Siegfried did not oppose to any causal relationship here.

11.

John usually sorts incoming mail, such as bills and legal papers, into different folders according to various criteria. When he needs a specific document, John looks for it in the appropriate folder. However, if John mistakenly puts a letter into the wrong folder, he will not find it later when he looks in the appropriate folder. Jane hypothesizes that refraining from sorting the letters, but rather searching through all of them when necessary, would be more efficient.  
  
Additional evidence: Which of the following investigations is most likely to yield significant information that would help evaluate Jane's hypothesis?  
  
A. Stopping the sorting, and seeing whether John is pleased with the new system  
B. Using each method for a month, and seeing which has more sorting errors  
C. Comparing the time it takes to sort the letters with the time it takes to find a misplaced letter  
D. Comparing the look-up time without sorting with the look-up time in case of a sorting error  
E. Comparing the time saved by having pre-sorted folders to the time wasted on sorting and on sorting errors

A. Stopping the sorting, and seeing whether John is pleased with the new system Irrelevant  
B. Using each method for a month, and seeing which has more sorting errorsWe need to be more efficient. This means we need to be concerned about saving time and efforts. This may save efforts but may not save time  
C. Comparing the time it takes to sort the letters with the time it takes to find a misplaced letter only 1 misplaced letter? What if the time to find 1 letter is very low but John misplaces a lot of letters. This will increase the total time and effort.  
D. Comparing the look-up time without sorting with the look-up time in case of a sorting error "a" sorting error. What if there are a lot of sorting errors?

There is another problem with D: if Jane sorts than she spend time to sort (time 1) and to look-up presorted (time 2) (2 different times). If she doesn't sort - only tyme to look-up unsorted (time 3). But D compares time 3 to time 2. However states nothing about time 1.

E. Comparing the time saved by having pre-sorted folders to the time wasted on sorting and on sorting errors Correct.

12.

Beautiful beaches attract people, no doubt about it. Just look at this city's beautiful beaches, which are among the most overcrowded beaches in the state.

Which of the following exhibits a pattern of reasoning most similar to the one exhibited in the argument above?

A. Moose and bear usually appear at the same drinking hole at the same time of day. Therefore, moose and bear must grow thirsty at about the same time.

B. Children who are scolded severely tend to misbehave more often than other children. Hence if a child is not scolded severely that child is less likely to misbehave.

C. This software program helps increase the work efficiency of its users. As a result, these users have more free time for other activities.

D. During warm weather my dog suffers from fleas more so than during cooler weather. Therefore fleas must thrive in a warm environment.

E. Pesticides are known to cause anaemia in some people. However, most anaemic people live in regions where pesticides are not commonly used.

The correct response is (D). The original argument bases a conclusion that one phenomenon causes another on an observed correlation between the two phenomena. The argument boils down to the following:   
  
Premise: X (beautiful beach) is correlated with Y (crowd of people).   
Conclusion: X (beautiful beach) causes Y (crowd of people).   
  
Answer choice (D) demonstrates the same pattern of reasoning:   
  
Premise: X (warm weather) is correlated with Y (fleas).   
Conclusion: X (warm weather) causes Y (fleas).   
  
(A) demonstrates a different pattern of reasoning than the original argument:   
  
Premise: X (moose at the drinking hole) is correlated with Y (bears at the drinking hole).   
Conclusion: X (moose) and Y (bear) are both caused by Z (thirst).   
  
(B) demonstrates a different pattern of reasoning than the original argument:   
  
Premise: X (scolding children) is correlated with Y (misbehavior among children).   
Assumption: Either X causes Y, or Y causes X.   
Conclusion: Not X (no scolding) will be correlated with not Y (no misbehavior).   
  
(C) demonstrates a different pattern of reasoning than the original argument:   
  
Premise: X (computer program) causes Y (efficiency).   
Assumption: Y (efficiency) causes Z (free time).   
Conclusion: X (computer program) causes Z (free time).   
  
(E) demonstrates a different pattern of reasoning than the original argument. In fact, (E) is not a complete argument; it contains two premises but no conclusion:   
  
Premise: X (pesticides) causes Y (anemia).   
Premise: Not X (pesticide-free regions) is correlated with Y (anemia).

13.

George: Some scientists say that global warming will occur because people are releasing large amounts of carbon dioxide into the atmosphere by burning trees and fossil fuels. We can see, though, that the predicted warming is occurring already. In the middle of last winter, we had a month of springlike weather in our area, and this fall, because of unusually mild temperatures, the leaves on our town’s trees were three weeks late in turning color.  
  
Which one of the following would it be most relevant to investigate in evaluating the conclusion of George’s argument?  
  
(A) whether carbon dioxide is the only cause of global warming  
(B) when leaves on the trees in the town usually change color  
(C) what proportion of global emissions of carbon dioxide is due to the burning of trees by humans  
(D) whether air pollution is causing some trees in the are to lose their leaves  
(E) whether unusually warm weather is occurring elsewhere on the globe more frequently than before

Very often, when atacking a CR question , we must look at the CONCLUSION, premises just to support the conclusion and they should not be touched.   
  
Premise 1 ( provided by very smart people!) : global warming will occur because people are releasing large amounts of carbon dioxide into the atmosphere, so: **the release of CO2 leads -> to global warming**  
  
Premise/evidence 2: we had a month of springlike weather AND this fall the leaves on our town’s trees were three weeks late in turning color.**Evidence of warm weather is provided**.   
We begin to believe in the premise 1 provided by scientists and the evidence provided in premise 2.   
  
**Conclusion is : the predicted warming is occurring already** Ok so far? Good.   
to undermine the conclusion we must cast doubts on CONCLUSION AND not on premises, as they are often unchangeable.   
  
(A) whether carbon dioxide is the only cause of global warming - we don't care about the **cause or whether it is only one or may be two casues** - this atacks premise 1, we care about only "warming is occurring already"  
(B) when leaves on the trees in the town usually change color - usually? so what? this refers to premise 2, we keep in mind that "warming is occurring already" - not relevant, eliminate it!  
(C) what proportion of global emissions of carbon dioxide is due to the burning of trees by humans - - irrelevant: 1.since atacks premise not conclusion, 2. carbon dioxide proportion due to "the burning of trees by humans" is smaller when comparing to burning fossil fuels.   
(D) whether air pollution is causing some trees in the area to lose their leaves - it may cause or it may not, but how does it refers to conclusion? - eliminate it! moreover, D talks **about polution and trees** to lose their leaves, something about warming? No! move on.   
(E) whether unusually warm weather is occurring elsewhere on the globe more frequently than before - THIS IS IT!  
**What if the warm weather is occurring elsewhere on the globe with the same frequency as before? If yes, it is occuring then the predicted warming is NOT occurring already**- it really atacks the conclusion!

14.

Individuals owed their existence to their parents; without whose countless sacrifices, they would never survive nor grow into sane human beings. They realized their potential in a stable and peaceful society, made possible by the efforts of thousands of anonymous men and women. They became rational, reflective and moral beings within a rich civilization created by scores of sages, saints, savants and scientists.  
  
Which of the following best completes the passage ?  
  
A. Even a whole lifetime was not enough to pay back what they owed their parents, let alone all the others.  
B. In short, every human being owed his humanity to others and benefited from a world, to the creation of which, he had not contributed anything.  
C. Furthermore, their creditors were by their very nature unspecifiable  
D. To talk about 'repaying' the debts did not therefore make sense except in a clumsy and metaphorical way of describing one's response to unsolicited but  
indispensable gifts.  
E. The only thing he can do is to make his contributions for the future.

The last sentence talks about the various ways in which ‘individuals’ owed their existence to others. The passage discusses how a human being grows and develops through the contribution of others. Option (b) sums it up best. The other options discuss “repayment of debts”. These ‘debts’ are not clearly established in the given paragraph.

15.

Hollywood restaurant is replacing some of its standard tables with tall tables and stools. The restaurant already fills every available seat during its operating hours, and the change in seating arrangements will not result in an increase in the restaurant's seating capacity. Nonetheless, the restaurant's management expects revenue to increase as a result of the seating change without any concurrent change in menu, prices, or operating hours.   
  
Which of the following, if true, provides the best reason for the expectation?  
  
  
(A) One of the taller tables takes up less floor space than one of the standard tables.  
  
(B) Diners seated on stools typically do not linger over dinner as long as diners seated at standard tables.  
  
(C) Since the restaurant will replace only some of its standard tables, it can continue to accommodate customers who do not care for the taller tables.  
  
(D) Few diners are likely to avoid the restaurant because of the new seating arrangement.  
  
(E) The standard tables being replaced by tall tables would otherwise have to be replaced with new standard tables at a greater expense.

(A) One of the taller tables takes up less floor space than one of the standard tables.  
"....change in seating arrangements will not result in an increase in the restaurant's seating capacity..." Incorrect  
  
  
(B) Diners seated on stools typically do not linger over dinner as long as diners seated at standard tables.  
so , the standard table/new arrangement will attract more diners.  
  
(C) Since the restaurant will replace only some of its standard tables, it can continue to accommodate customers who do not care for the taller tables.  
customers who do or do not care for the taller table is not under consideration.  
  
(D) Few diners are likely to avoid the restaurant because of the new seating arrangement.  
weakening  
  
(E) The standard tables being replaced by tall tables would otherwise have to be replaced with new standard tables at a greater expense.  
expense is not under consideration.

**MODULE 9**

**IDIOMS**

**CHOOSE THE CORRECT MEANING OF THE IDIOM FROM THE FOUR OPTIONS:**

1. To end in smoke

1. Smoking too many cigarettes
2. House burnt down
3. **Face failure**
4. Religious ceremony

2. To get into hot waters

1. Bathe in the winter months
2. To get healthy
3. To get rich
4. **To get into trouble**

3. To make ends meet

1. A short story
2. **To earn enough to live**
3. To skip classes
4. To be an expert

4. Bolt from the blue

1. **Sudden shock**
2. To get punched
3. To lose a tight game
4. To ask for help

5. To burn the candle at both ends

1. To argue endlessly
2. Long power cut
3. **To work long hours**
4. To have a good time

6. To bury the hatchet

1. **To end enmity**
2. To kill someone
3. To hide stolen treasure
4. To overexert

7. To spill the beans

1. To eat clumsily
2. **To reveal a secret**
3. To get exhausted
4. To fight

8. To lead someone up the garden path

1. To give directions
2. To show a beautiful place
3. **To mislead someone**
4. To exaggerate

9. To weather a storm

1. To criticize someone
2. **To survive a crisis**
3. To be an introvert
4. To guess correctly

10. To bite one’s lip

1. To be unsure
2. To feel sorry at someone’s plight
3. **To not react despite being angry**
4. To laugh at someone’s misfortune

**Match the following idioms with their meanings**

**KEY**

1. Chip on the shoulder i. Negative attitude towards something for no reason

2. Get it off your chest l. Talk to someone to about a problem you have

3. Have the stomach for a fight a. Be in the mood for a tough argument, encounter.

4. Have your finger in many pies. b. Be involved with many projects simultaneously.

5. Have your head in the clouds j. Not to concentrate, dream about something else.

6. Have your head screwed on (straight) c. Be sensible, wise, reasonable.

7. Head over heels in love m. Totally in love with someone

8. Pig's ear d. Disaster, catastrophe

9. Head start f. Lead/advantage

10. Keep your chin up h. Try and stay happy and think positively

11. Keep your ear to the ground g. Listen out for news about something

12. Lip service k. Something said only to be polite and keep one happy

13. Look down your nose at people e. Have a superior attitude towards others.

**Match the following idioms with their meanings**

**KEY**

1. **jump the gun** = to do something too soon.
2. **give somebody a piece of your mind**= to speak angrily to somebody about

something bad they have done

1. **a long haul** = the long road; the option that takes the most time
2. **know/learn the ropes** = the process of learning about something so you are comfortable with it
3. **get out of bed on the wrong side** = to wake up in a bad mood
4. **a grey area** = a vague area; an unclear area
5. **burn your bridges** = ruin a relationship, resulting in you being unable to return

somewhere

1. **get your foot in the door** = to complete the first step towards achieving an

opportunity

1. **breathe down somebody’s neck** = to watch somebody very closely (often in an

annoying way)

1. **give somebody free rein** = to give somebody full control of something

**MODULE 10**

**PHRASAL VERBS**

*Go Give Look Push Sit*

*Point Count Build*

*Over Up Around About Away*

*On After Under Out In*

*I. Find the phrasal verbs to fill the spaces in the following sentences from the box above*

1. The firefighters fought the blaze while the crowd \_\_\_\_\_looked on\_\_\_\_\_\_\_.

2. We all felt so tired after the first hour of walking but our guide told us we had to \_\_\_\_\_\_push on \_\_\_\_\_\_ if we wanted to make the inn by nightfall.

3. While the office computer system was being fixed, there was nothing to do so we just \_\_\_\_\_\_sat around\_\_\_\_\_\_.

4. If you don't know what that word means Jenkins, \_\_\_\_look\_\_\_\_\_\_\_ it \_\_\_\_\_\_up\_\_\_\_\_\_ in the dictionary!

5. I can't understand what you are talking about with this design. Can we \_\_\_\_\_\_go over\_\_\_\_\_\_ it again?

6. I am \_\_\_\_\_\_\_counting on\_\_\_\_\_ Julie to arrive with the stereo. Otherwise, we won't have any music for the party!

7. Stop slouching in the chair like that. \_\_\_\_\_\_sit up\_\_\_\_\_\_!!

8. Many athletes use steroids to \_\_\_\_\_build\_\_\_\_\_\_\_ themselves \_\_\_\_\_up\_\_\_\_\_\_\_.

9. I would like to \_\_\_\_\_\_point out\_\_\_\_\_\_ that there is a piece missing in this model. Hadn't you seen it?

10. I don't like these types of rough games. I think I'll \_\_\_\_\_\_sit \_\_\_\_\_\_ this one \_\_\_\_\_\_\_\_out\_\_\_\_ if you don't mind.

*Burn Catch Cut Fall Head*

*Tell Live Pick See Walk*

*On Out Off For*

*About Over In Up*

*II. Find the phrasal verbs to fill the spaces in the following sentences from the box above*

1. We need to \_\_\_\_\_head out \_\_\_\_\_\_ early tomorrow if we want to catch the first bus into town.

2. And when we get into town, we can \_\_\_\_head\_\_\_\_\_\_\_ straight \_\_\_\_\_for\_\_\_\_\_\_ the first bank we see.

3. She didn't manage to \_\_\_\_\_\_\_pick out\_\_\_ anyone from the line-up as she had forgotten completely what the mugger looked like.

4. I will never \_\_\_\_\_live up\_\_\_\_\_\_ to the expectations of my father. I can do nothing right in his eyes!

5. Candles usually \_\_\_\_\_\_\_burn out\_\_\_\_ after about four hours.

6. When you get to the bank, don't stop, \_\_\_\_\_\_walk on\_\_\_\_\_ for another hundred metres and you will see the chemist's on your left.

7. If you want to lose weight Brian, you need to \_\_\_\_\_\_\_\_cut out\_\_\_ most meat and all that chocolate you eat in the evening.

8. The sniper \_\_\_\_picked off\_\_\_\_\_\_\_ the enemy troops one by one till they were all dead.

9. In this snow and ice, it's so easy to \_\_\_\_fall over\_\_\_\_\_\_\_.

10. She wasn't interested in his money. She \_\_\_\_\_\_fell for\_\_\_\_\_ his sense of humour.

*Blow Carry Cover End Give*

*Let Pass Run Talk Touch*

*In Around To Back*

*Over For Up On*

*III. Find the phrasal verbs to fill the spaces in the following sentences from the box above*

1. Don't worry about the argument you had with your sister. It will soon \_\_\_\_\_\_blow over\_\_\_\_\_.

2. If you see Jane tomorrow, \_\_\_\_pass on\_\_\_\_\_\_\_ my best wishes to her for her new baby.

3. We went to that new cinema first, then the pizza restaurant and we \_\_\_\_\_ended up\_\_\_\_\_\_ in the bar near the old bridge.

4. Parents often worry about their teenage children \_\_\_\_\_running up\_\_\_\_\_\_ a huge phone bill

5. It's been raining for three hours now and it doesn't look like it will \_\_\_\_\_\_\_\_let up\_\_\_ today.

6. He tried to \_\_\_\_cover up \_\_\_\_\_\_\_ his deception but he was discovered when he left an incriminating photocopy on his desk.

7. He isn't a good boxer but his trainer keeps \_\_\_\_talking\_\_\_\_\_\_\_ him \_\_\_\_\_\_up\_\_\_\_\_ as though he was world champion.

8. The professor spent two hours speaking about the economy without even \_\_\_\_\_touching on\_\_\_\_\_\_ globalisation.

9. The money we owe you for un-used vacation time will \_\_\_\_carry over\_\_\_\_\_\_\_ to next month's cheque.

10. With that accent of his, he could \_\_\_\_\_\_pass for\_\_\_\_\_ a Frenchman I think.

*Come Call Climb Drop Hand*

*Work Leave Move Put Take*

*In After Off On*

*Into Away Round Up*

*IV. Find the phrasal verbs to fill the spaces in the following sentences from the box above*

1. John \_\_\_\_takes after\_\_\_\_\_\_\_ his mother in many ways. They are very similar.

2. Before the ship could \_\_\_\_\_move off\_\_\_\_\_\_, the crew had to wait for a late passenger.

3. Feeling bored in prison, a lot of prisoners decide to \_\_\_\_\_\_take up\_\_\_\_\_ a new hobby or interest.

4. I lost my wallet but went to the police station where someone had \_\_\_\_\_handed\_\_\_\_\_\_ it \_\_\_\_\_\_in\_\_\_\_\_.

5. The most dangerous part of a flight is when the plane is \_\_\_\_taking off\_\_\_\_\_\_\_.

6. I had a few minutes and I was in the area so I decided to \_\_\_\_\_\_drop in\_\_\_\_\_.

7. Even though this is a film about politics, the writer manages to \_\_\_\_\_work in\_\_\_\_\_ many references to football which I thought very strange.

8. He \_\_\_\_came into\_\_\_\_\_\_\_ a lot of money when his rich French uncle died a couple of years ago.

9. The doctor was \_\_\_\_\_\_\_called away\_\_\_\_ urgently while at the party.

10. I was so tired last night that I \_\_\_\_dropped off\_\_\_\_\_\_\_ in front of the TV.

*Add Clear Draw Find Keep*

*Make Pull Stand Turn Lay*

*Up By About Against*

*Over Out Off Down*

*V. Find the phrasal verbs to fill the spaces in the following sentences from the box above*

1. First he buys the flowers, then the theater tickets. Then he gets all embarrassed when we ask about Mary. It all \_\_\_\_adds up\_\_\_\_\_\_\_ to them two going out I think.

2. Kathy was two hours late and we had to \_\_\_\_stand about\_\_\_\_\_\_ in the cold waiting for her.

3. Try and \_\_\_\_draw out\_\_\_\_\_\_\_ the meeting as long as possible because we don't have the final budget plans yet!

4. The Americans \_\_\_\_pulled out\_\_\_\_\_\_\_ of the 1980 Moscow Olympics after the invasion of Afghanistan.

5. Because of this economic downturn, we may have to \_\_\_\_\_\_\_lay off\_\_\_\_ up to 100 people.

6. I never \_\_\_\_found out \_\_\_\_\_\_\_ about my wife's affairs until well after the divorce.

7. He got a lot of people to lend him money by \_\_\_\_\_making out\_\_\_\_\_\_ he represented an up and coming film company. Then he disappeared overnight.

8. And he \_\_\_\_made off\_\_\_\_\_\_\_ with all the money he had been given.

9. The corruption scandal caused the resignation of three minister and   
eventually, even the prime minister \_\_\_\_stood down\_\_\_\_\_\_\_.

10. To help your heart Mr. Jones, I suggest you \_\_\_\_\_keep off\_\_\_\_\_\_ all fatty foods for a few months

*Back Change Feel Hold Do*

*Look Play Set Throw Knock*

*On After Down Back*

*Over In Off Up*

*VI. Find the phrasal verbs to fill the spaces in the following sentences from the box above*

1. Even though he was proved wrong, he absolutely refused to \_\_\_\_back down\_\_\_\_\_\_\_.

2. There were two pilots on the flight to Australia and they \_\_\_changed over\_\_\_\_\_\_\_\_ after half the flight was completed.

3. Can you \_\_\_\_\_look after\_\_\_\_\_\_ my cat for a few days while I am away on business?

4. The baby has been quite ill this week and yesterday, after dinner, \_\_\_\_\_\_\_threw up\_\_\_\_\_\_\_\_ her dinner.

5. If the children \_\_\_\_\_play up\_\_\_\_\_\_ while we are out Kathy, put them to bed and don't let them watch TV in their rooms, OK?

6. I have a splitting headache and I certainly don't \_\_\_\_\_\_\_\_feel up \_\_\_ to going to watch a concert.

7. There was a stupid man in the post office asking about the history of stamps. He \_\_\_\_\_held up\_\_\_\_\_\_ the line of people for fifteen minutes!

8. We both left university the same year and \_\_\_\_\_\_set up\_\_\_\_\_ our own business called "Fluffy Fings".

9. Don't get him worried about money. If I were you, I'd \_\_\_\_play down\_\_\_\_\_\_\_ the importance of getting the loan or he will panic.

10. The government should \_\_\_back up\_\_\_\_\_\_\_\_ their fine words about foreign aid with real increases in the money they give to the Third World.

**MODULE 11**

**ONE WORD SUBSTITUTES**

|  |  |
| --- | --- |
| 1. Very pleasing to eat |  |
| |  |  |  |  | | --- | --- | --- | --- | | A. | Appetising | B. | **Palatable** | | C. | Tantalising | D. | Sumptuous | |  |
| 2. Something that relates to everyone in the world | |
| |  |  |  |  | | --- | --- | --- | --- | | A. | General | B. | Common | | C. | Usual | D. | **Universal** | | |
| 3. A style full of words | |
| |  |  |  |  | | --- | --- | --- | --- | | A. | **Verbose** | B. | Pedantic | | C. | Rhetorical | D. | Abundant | | |

|  |
| --- |
| 4. One who dabbles in fine arts for the love of it and not for monetary gains |
| |  |  |  |  | | --- | --- | --- | --- | | A. | Connoisseur | **B.** | **Amateur** | | C. | Professional | D. | Dilettante | |

|  |
| --- |
| 5. A school boy who cuts classes frequently is a |
| |  |  |  |  | | --- | --- | --- | --- | | A. | Defeatist | B. | Sycophant | | C. | **Truant** | D. | Martinet | |

|  |
| --- |
| 6. One who does not marry, especially as a religious obligation |
| |  |  |  |  | | --- | --- | --- | --- | | A. | Bachelor | **B.** | **Celibate** | | C. | Virgin | D. | Recluse | |

|  |
| --- |
| 7. One who is honourably discharged from service |
| |  |  |  |  | | --- | --- | --- | --- | | A. | Retired | **B.** | **Emeritus** | | C. | Relieved | D. | Emancipated | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 8. The act of violating the sanctity of the church is | | | | | |
| A | Blasphemy | B. | Heresy |
| C | **Sacrilege** | D. | Desecration |
| 9. A name adopted by an author in his writings | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | A. | Nickname | **B.** | **Pseudonym** | | C. | Nomenclature | D. | Title | | | | | | |

|  |
| --- |
| 10. The absence of law and order |
| |  |  |  |  | | --- | --- | --- | --- | | A. | Rebellion | **B.** | **Anarchy** | | C. | Mutiny | D. | Revolt | |

11-To examine the one’s own thoughts and feelings:

A.Meditation B.Retrospection C.Reflection **D.Introspection** E.None of these

12-The custom of having many wives

A.Monogamy B.Bigamy **C.Polygamy** D.Matrimony E.None of these

13-To cause troops etc to spend out in readiness for battle:

1. Align B. Collocate **C. Deploy** D.Disperse E.None of these

14-Anything written in letter after it is signed:

A.Posterity B.Postdiction **C.Postscript** D.Corrigendum E.None of these

15-The policy of extending a country’s empire and influence:

**A.Imperialism** B.Capitalism C.Internationalism D.CommunismE.None of these

16-The custom of having more than one husband at the same time:

A.Polygamy **B.Polyandry** C.DebaucheryD.Bigamy E.None of these

17-List of headings of the business to be transacted at a meeting:

A.Schedule **B.Agenda** C.ProceedingsD.Experts E.None of these

18-To send an unwanted person out of the country:

A.Exclude B.Ostracize C.**Deport** D.Expatriate E.None of these

19-A government run by a dictator:

A.Democracy **B.Autocracy** C.Oligarchy D.Theocracy E.None of these

20-One who is determined to exact full vengeance for wrongs done to him:

A.Vindicator B.Usurer **C.Vindictive** D.Virulent E.None of these

21-An office or post with no work but high pay:

A.Honorary B.**Sinecure** C.Gratis D.Ex-officio E.None of these

22-Murder of a brother:

A.Patricide B.Regicide C.Homicide **D.Fratricide** E.None of these

23-A person living permanently in a certain place:

A.Native B.Resident **C.Domicile** D.Subject E.None of these

24-To slap with a flat object:

A.Hew **B.Swat**  C.Chop D.Gnaw E.None of these

25-Regard of others as a principle of action:

A.Cynicism B.Nepotism C.Philanthropy **D.Altruism** E.None of these

**MODULE 12**

**PUNCTUATION**

## RYURun-ons - Comma Splices - Fused Sentences

**Run-ons, comma splices, and fused sentences are all names given to compound sentences that are not punctuated correctly. The best way to avoid such errors is to punctuate compound sentences correctly by using one or the other of these rules.**

1**. Join the two independent clauses with one of the coordinating conjunctions (and, but, for, or, nor, so, yet), and use a comma before the connecting word.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**He enjoys walking through the country, and he often goes backpacking on his vacations.**

**2. When you do not have a connecting word (or when you use a connecting word other than and, but, for, or nor, so, or yet between the two independent clauses) use a semicolon (;).**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_;\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**He often watched TV when there were only reruns; she preferred to read instead.**

**Or use an independent marker word.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; however,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**He often watched TV when there were only reruns; however, she preferred to read instead.**

**So, run-ons and fused sentences are terms describing two independent clauses which are joined together with no connecting word or punctuation to separate the clauses**.

**Incorrect: They weren't dangerous criminals they were detectives in disguise.**

**Correct: They weren't dangerous criminals; they were detectives in disguise.**

**Incorrect: I didn't know which job I wanted I was too confused to decide.**

**Correct: I didn't know which job I wanted, and I was too confused to decide.**

**3) Use a dependent marker word**

**Because I didn’t know which job I wanted, I was very confused.**

**HYPHEN**

**Hyphenated Compounds**

**A *compound word* is a combination of two or more words that serves the purpose of a single part of speech.**

**There are three possible ways of rendering compound words: they can be written separately (*prime minister, high school, vacation home*); they can be hyphenated (*all-day event, used-car dealer, three-week vacation, tongue-lashing, know-it-all attitude*); or they can be written as one word (*highway, spaceship, boyfriend, racehorse, onsite, offsite, the Australian outback*).**

**There is a wide range of variation in the use of hyphens to join compound words. No rules govern all combinations, and the possible combinations are virtually limitless, so many of them will not be found in the dictionary. Furthermore, even dictionaries vary in their treatment of some compound words.**

***PERMANENT COMPOUNDS***

**Some compounds are so common and so frequently used that they have become "permanent compounds." Combinations like*racehorse, boy scout, basketball, railroad, prime minister, vacation home, know-it-all, sit-in, city-state, high school, break-in, and breakout*can be looked up in a *current* dictionary to determine whether to separate them, hyphenate them, or write them as one word.**

**And even though some dictionaries may vary in their treatment of certain permanent compounds, at least the presence of one form or another in an authoritative dictionary provides justification for the style the writer finally settles on.**

**Once you have selected a style for a given compound word, however, it is essential that you use the form *consistently* within the body of that particular piece of writing. It will not do, for example, to write "science-fiction writers" in one paragraph, and then write "science fiction writers" two or three paragraphs later.**

**Of course, it would be perfectly acceptable to write "science-fiction writers," and then write "science fiction" later in the same piece, because in the first instance "science-fiction" is a compound adjective modifying the noun "writers," whereas in the second, the compound consists of the adjective "science" modifying the noun "fiction." Because the grammatical structures are different, they are not governed by the same rule of usage.**

***EXAMPLE:* Whatever science-fiction writers write tends to be labeled science fiction, even if it would fit better into the category of fantasy.**

***TEMPORARY OR "IMPROVISED" COMPOUNDS***

**Some compounds are created on the spot to fulfill a specific need (which is to say, they are *on-the-spot* creations). Permanent compounds often start out as improvised compounds, but then become so widely accepted that they are included in the dictionary as permanent compounds.**

**Examples of temporary compounds that have made the transition to permanent compounds are *know-it-all, heart-stopping, sit-in, and down-in-the-heels*. But even these compounds are hyphenated or not depending on the context of the sentences they occur in.**

***EXAMPLE***

**~That is a really *off-the-wall*suggestion.**

**~That suggestion is really off the wall.**

**~We should get rid of these out-of-date textbooks and replace them with more                up-to-date materials.**

**~Those textbooks are really out of date. The last time they were up-to-date was in          1949.**

**Notice that "out of date" can be left unhyphenated following the linking verb "are," but "up-to-date" still seems to require the hyphens. On the other hand, it would also be acceptable to write "These textbooks are really out-of-date," simply because that usage is so common, though usually a modifying compound is not hyphenated following the noun it modifies or following a linking verb ("to be" or "state of being" verb).**

**Besides, it would seem inconsistent to write "out of date" without hyphens following the linking verb when "up-to-date" is hyphenated in a similar context. Therefore, in the preceding example, it would be better (more consistent) to write "These textbooks are really out-of-date. The last time they were up-to-date was in 1948."**

**Most on-the-spot, improvised combinations, even some that are widely used (some *widely-used* ones), are not to be found in the dictionary, so writers must struggle to apply sometimes variable rules in order to achieve a reasonable level of consistency in their treatment of compound words.**

**Although there are exceptions to most of the rules governing compound words, there are some generally applicable principles, and some rules that are more reliably applicable than most.**

**HYPHENS WITH NUMBERS**

**1. The parts of written-out compound numerals from twenty-one to ninety-nine are joined by a hyphen.**

**forty-two**

**sixty-seven**

**eighty-one**

**ninety-nine**

**2. A hyphen joins the numerator and denominator of a written-out fraction.**

**two-thirds**

**one-fourth**

**four-fifths**

**one-thousandth**

**BUT when a hyphen already appears *in* either the numerator or the denominator, the hyphen *between* the numerator and denominator is omitted.**

**twenty-four thirty-fifths**

**three ten-thousandths**

**two twenty-fifths**

**3. When a written-out number or a numeral is joined to a unit of measurement and the resulting compound is used as an adjective, use a hyphen to join the number and its unit of measurement.**

**the 100-yard dash**

**a ten-day tour**

**a two-minute speech**

**a 40-hour work week**

**4. With other types of phrases with numbers, use hyphens to join the parts of the numerical modifier.**

**a nine-year-old girl**

**a six-year-old**

**a five-dollar bill**

**an eighteenth-century philosopher**

**a 20th-century novelist**

**5. A hyphen can be used to indicate a range of numbers, if an  *n*-dash is not available.**

**~The tour was 2-3 hours long.**

**~The U.S. was part of the Allied war effort in the years 1941-1945.**

**BUT if the phrase is written as "*from* . . . *to*" or "*between* . . . *and*,"  then the hyphen is *not* used to replace the second word.**

**WRONG: --The tour was between 2-3 hours long.**

**RIGHT: --The tour was between two and three hours long.**

**WRONG: --The U.S. was part of the Allied war effort in the years from 1941- 1945.**

**RIGHT: --The U.S. was part of the Allied war effort from 1941 to 1945.**

**WRONG: --The lead actors were from 12-14 years old.**

**RIGHT: --The lead actors were from 12 to 14 years old..**

**RIGHT: --The lead actors were between 12 and 14 years old..**

**RIGHT: --The lead actors were 12-14 years old.**

***PREFIXES***

          A prefix attached to a common word usually becomes part of the word, so that the combination is written as one word.

***I. COMMON PREFIXES***

*Most compounds made with the following prefixes are not hyphenated:*

anti             intra              re

co               macro       semi

de               micro        sub

hyper      non               supra

hypo           pre                trans

infra            pseudo     un

***EXAMPLES:***   *antiwar, cochampion, coadministration, cochair, codiscover, comanagement, copayment, cofounders, copartners, cohabitate, coauthorship, decommission, debriefing, hyperactive, hypoallergenic, interpersonal, intramural, infrastructure, macroeconomics, macrocosm, microchip, microcosmic, predawn, prewar, prehistory, preadult, preverbal, prehuman, premeasure, prerequisite, pseudoclassic, pseudopregnancy, pseudosophisticated, pseudoscientific, realign, reread, reabsorb, reallocate, reassemble, reanimate, reapply, reappoint, semiautomatic, semiannual, semiarid, semiformal, semiliterate, subgenre, subacute, subcutaneous, subcontract, subcategory, subadult, transcontinental, transmontane, transoceanic, unappealing, unintentional, uninhibited, uninspiring, unimpressive.*

***EXCEPTIONS***

*A. Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation.*

          1. To avoid doubling a vowel:

***anti-art***

***anti-administration***

***co-opt (but cooperation)***

***de-emphasize***

          2. To avoid tripling a consonant:

***shell-like***

          3. To prevent initial reading or mispronunciation:

***re-cover****vs.****recover***(I will ***re-cover*** the sofa when I ***recover*** from the flu.)

***re-lay****vs.***relay** (***Relay*** the message. They will ***re-lay*** the tiles.)

***re-lease****vs.****release*** (Will you ***re-lease*** the apartment? Will they                ***release*** the hostages?)

*either****co-worker*** or ***coworker*** (but "coworker" could be initially                  misread as "cow-orker")

*B. When one of these prefixes is combined with a word that begins with a capital letter, a hyphen is used to avoid having a capital letter in the middle of the word.*

***anti-American***

***un-Christian***

***pseudo-British***

***trans-European***

***trans-Atlantic***

          The alternative forms "transatlantic" and "unchristian" have become fairly common recently, but when in doubt, stick to the rule about hyphenating a prefix when the word it is attached to begins with a capital letter.

***II.ALL AND SELF USED AS PREFIXES***

*When all and self are used as prefixes, they are usually hyphenated:*

***all-around***

***all-American***

***all-encompassing***

***all-wise***

***all-knowing***

***all-seeing***

***all-powerful***

***self-image***

***self-confident***

***self-examination***

***self-appointed***

***self-styled***

***self-announced***

***self-designated***

***self-starter***

***III. WORDS WITH GREAT AND GRAND AS PREFIXES***

*A.  When* ***great*** *is used as a prefix with kinship terms, it is hyphenated:*

***great-aunt***

***great-grandmother***

***great-uncle***

*B.   When* ***grand*** *is used as a prefix with kinship terms, it is sometimes hyphenated, sometimes not:*

***grandmother***

***grandfather***

***grand-uncle***

***grand-niece***

***IV. WORDS WITH HALF AS A PREFIX***

*Words with* ***half*** *as a prefix are usually, but not always, hyphenated :*

***half-life***

***half-asleep***

***half-baked***

***half-pound***

***half-kilo***

***half-hearted***or ***halfhearted***

***halfway***

## Brief Overview of Punctuation

**When speaking, we can pause or change the tone of our voices to indicate emphasis. When writing, we use punctuation to indicate these places of emphasis.**

**Independent clause: a clause that has a subject and a verb and can stand alone; a complete sentence**

**Dependent clause: a clause that has a subject and a verb but cannot stand alone; an incomplete sentence**

#### Comma

**Use a comma to join 2 independent clauses by a comma and a coordinating conjunction (and, but, or, for, nor, so).**

**Road construction can be inconvenient, but it is necessary.**

**The new house has a large fenced backyard, so I am sure our dog will enjoy it.**

**Use a comma after an introductory phrase, prepositional phrase, or dependent clause**.

**To get a good grade, you must complete all your assignments.**

**Because Dad caught the chicken pox, we canceled our vacation.**

**After the wedding, the guests attended the reception.**

**Use a comma to separate elements in a series. Although there is no set rule that requires a comma before the last item in a series, it seems to be a general academic convention to include it. The examples below demonstrate this trend.**

**On her vacation, Lisa visited Greece, Spain, and Italy.**

**In their speeches, many of the candidates promised to help protect the environment, bring about world peace, and end world hunger.**

**Use a comma to separate nonessential elements from a sentence. More specifically, when a sentence includes information that is not crucial to the message or intent of the sentence, enclose it in or separate it by commas.**

**John's truck, a red Chevrolet, needs new tires.**

**When he realized he had overslept, Matt rushed to his car and hurried to work.**

**Use a comma between coordinate adjectives (adjectives that are equal and reversible).**

**The irritable, fidgety crowd waited impatiently for the rally speeches to begin.**

**The sturdy, compact suitcase made a perfect gift.**

**Use a comma after a transitional element (however, therefore, nonetheless, also, otherwise, finally, instead, thus, of course, above all, for example, in other words, as a result, on the other hand, in conclusion, in addition)**

**For example, the Red Sox, Yankees, and Indians are popular baseball teams.**

**If you really want to get a good grade this semester, however, you must complete all assignments, attend class, and study your notes.**

**Use a comma with quoted words.**

**"Yes," she promised. Todd replied, saying, "I will be back this afternoon**."

**Use a comma in a date.**

**October 25, 1999**

**Monday, October 25, 1999**

**25 October 1999**

**Use a comma in a number.**

**15,000,000**

**Use a comma in a personal title.**

**Pam Smith, MD**

**Mike Rose, Chief Financial Officer for Operations, reported the quarter's earnings.**

**Use a comma to separate a city name from the state.**

**West Lafayette, Indiana**

**Dallas, Texas**

**Avoid comma splices (two independent clauses joined only by a comma). Instead, separate the clauses with a period, with a comma followed by a coordinating conjunction, or with a semicolon.**

**COLON**

#### Colon

**Use a colon to join 2 independent clauses when you wish to emphasize the second clause.**

**Road construction in Dallas has hindered travel around town: parts of Main, Fifth, and West Street are closed during the construction.**

**Use a colon after an independent clause when it is followed by a list, a quotation, appositive, or other idea directly related to the independent clause.**

**Julie went to the store for some groceries: milk, bread, coffee, and cheese.**

**In his Gettysburg Address, Abraham Lincoln urges Americans to rededicate themselves to the unfinished work of the deceased soldiers: "It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."**

**I know the perfect job for her: a politician.**

**Use a colon at the end of a business letter greeting.**

**To Whom It May Concern:**

**Use a colon to separate the hour and minute(s) in a time notation.**

**12:00 p.m.**

**Use a colon to separate the chapter and verse in a Biblical reference.**

**Matthew 1:6**

**SEMI COLON**

#### Semicolon

#### Use a semicolon to join 2 independent clauses when the second clause restates the first or when the two clauses are of equal emphasis.

**Road construction in Dallas has hindered travel around town; streets have become covered with bulldozers, trucks, and cones.**

**Use a semicolon to join 2 independent clauses when the second clause begins with a conjunctive adverb (however, therefore, moreover, furthermore, thus, meanwhile, nonetheless, otherwise) or a transition (in fact, for example, that is, for instance, in addition, in other words, on the other hand, even so).**

**Terrorism in the United States has become a recent concern; in fact, the concern for America's safety has led to an awareness of global terrorism.**

**Use a semicolon to join elements of a series when individual items of the series already include commas.**

**Recent sites of the Olympic Games include Athens, Greece; Salt Lake City, Utah; Sydney, Australia; Nagano, Japan.**

**COMMA**

## Extended Rules for Using Commas

**Extended Rules for Using Commas**

#### Comma Use

**1. Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: and, but, for, or, nor, so, yet.**

**The game was over**,but**the crowd refused to leave.**

**The student explained her question**, yet**the instructor still didn't seem to understand.**

**Yesterday was her brother's birthday**, so**she took him out to dinner.**

**2. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.**

**a. Common starter words for introductory clauses that should be followed by a comma include after, although, as, because, if, since, when, while.**

While**I was eating**, **the cat scratched at the door.**

Because**her alarm clock was broken**, **she was late for class.**

If**you are ill**, **you ought to see a doctor.**

When**the snow stops falling**, **we'll shovel the driveway.**

**However, don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).**

**Incorrect:She was late for class, because her alarm clock was broken.**

**Incorrect:The cat scratched at the door, while I was eating.**

**Correct:She was still quite upset, although she had won the Oscar. (This comma use is correct because it is an example of extreme contrast)**

**b. Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words).**

Having finished the test,**he left the room.**

To get a seat,**you'd better come early**.

After the test but before lunch,**I went jogging.**

The sun radiating intense heat,**we sought shelter in the cafe.**

**c. Common introductory words that should be followed by a comma include yes, however, well.**

Well,**perhaps he meant no harm.**

Yes,**the package should arrive tomorrow morning.**

However,**you may not be satisfied with the results.**

**3. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.**

**Here are some clues to help you decide whether the sentence element is essential:**

* **If you leave out the clause, phrase, or word, does the sentence still make sense?**
* **Does the clause, phrase, or word interrupt the flow of words in the original sentence?**
* **If you move the element to a different position in the sentence, does the sentence still make sense?**

**If you answer "yes" to one or more of these questions, then the element in question is nonessential and should be set off with commas. Here are some example sentences with nonessential elements:**

**Clause:That Tuesday, which happens to be my birthday,is the only day when I am available to meet.**

**Phrase:This restaurant has an exciting atmosphere. The food, on the other hand,is rather bland.**

**Word:I appreciate your hard work. In this case, however,you seem to have over-exerted yourself.**

**4. Do not use commas to set off essential elements of the sentence, such as clauses beginning with that (relative clauses). That clauses after nouns are always essential. That clauses following a verb expressing mental action are always essential.**

**That clauses after nouns:**

**The book that I borrowed from you is excellent.**

**The apples that fell out of the basket are bruised.**

**That clauses following a verb expressing mental action:**

**She believes that she will be able to earn an A.**

**He is dreaming that he can fly.**

**I contend that it was wrong to mislead her.**

**They wished that warm weather would finally arrive.**

**Examples of other essential elements (no commas):**

**Students who cheat only harm themselves.**

**The baby wearing a yellow jumpsuit is my niece.**

**The candidate who had the least money lost the election.**

**Examples of nonessentialelements (set off by commas):**

**Fred, who often cheats,is just harming himself.**

**My niece, wearing a yellow jumpsuit,is playing in the living room.**

**The Green party candidate, who had the least money,lost the election.**

**Apples, which are my favorite fruit,are the main ingredient in this recipe.**

**Professor Benson, grinning from ear to ear,announced that the exam would be tomorrow.**

**Tom, the captain of the team,was injured in the game.**

**It is up to you,Jane,to finish.**

**She was**, **however,too tired to make the trip.**

**Two hundred dollars, I think,is sufficient.**

**5. Use commas to separate three or more words, phrases, or clauses written in a series.**

**The Constitution establishes the legislative**,**executive**,**and judicial branches of government.**

**The candidate promised to lower taxes**,**protect the environment**,**reducecrime**,**and end unemployment**.

**The prosecutor argued that the defendant**, **who was at the scene of the crime**,**who had a strong revenge motive**,**and who had access to the murder weapon**,**was guilty of homicide.**

**6. Use commas to separate two or more coordinate adjectives that describe the same noun. Be sure never to add an extra comma between the final adjective and the noun itself or to use commas with non-coordinate adjectives.**

**Coordinate adjectives are adjectives with equal ("co"-ordinate) status in describing the noun; neither adjective is subordinate to the other. You can decide if two adjectives in a row are coordinate by asking the following questions:**

* **Does the sentence make sense if the adjectives are written in reverse order?**
* **Does the sentence make sense if the adjectives are written with and between them?**

**If you answer yes to these questions, then the adjectives are coordinate and should be separated by a comma. Here are some examples of coordinate and non-coordinate adjectives:**

**He was a difficult**,**stubborn child. (coordinate)**

**They lived in a white frame house. (non-coordinate)**

**She often wore a gray wool shawl. (non-coordinate)**

**Your cousin has an easy**,**happy smile. (coordinate)**

**The 1) relentless**,**2) powerful3) summer sun beat down on them. (1-2 are coordinate; 2-3 are non-coordinate.)**

**The 1) relentless**,**2) powerful**, **3) oppressive sun beat down on them. (Both 1-2 and 2-3 are coordinate.)**

**7. Use a comma near the end of a sentence to separate contrasted coordinate elements or to indicate a distinct pause or shift.**

**He was merely ignorant**,**not stupid.**

**The chimpanzee seemed reflective**,**almost human.**

**You're one of the senator's close friends**,**aren't you?**

**The speaker seemed innocent**,**even gullible.**

**8. Use commas to set off phrases at the end of the sentence that refer back to the beginning or middle of the sentence. Such phrases are free modifiers that can be placed anywhere in the sentence without causing confusion. (If the placement of the modifier causes confusion, then it is not "free" and must remain "bound" to the word it modifies.)**

**Nancy waved enthusiastically at the docking ship, laughing joyously. (correct)**

**Incorrect:Lisa waved at Nancy, laughing joyously. (Who is laughing, Lisa or Nancy?)**

**Laughing joyously**, **Lisa waved at Nancy. (correct)**

**Lisa waved at Nancy**, **who was laughing joyously. (correct)**

**9. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.**

**Birmingham**,**Alabama**, **gets its name from Birmingham**,**England**.

**July 22**, **1959**,**was a momentous day in his life**. **Who lives at 1600 PennsylvaniaAvenue**,**Washington**, **DC?**

**Rachel B. Lake**,**MD**,**will be the principal speaker.**

**(When you use just the month and the year, no comma is necessary after the month or year: "The average temperatures for July 1998 are the highest on record for that month.")**

**10. Use a comma to shift between the main discourse and a quotation.**

**John said without emotion**,**"I'll see you tomorrow."**

**"I was able**," **she answered**,**"to complete the assignment."**

**In 1848**,**Marxwrote**,**"Workers of the world, unite!"**

**11. Use commas wherever necessary to prevent possible confusion or misreading.**

**To George**, **Harrison had been a sort of idol.**

#### Comma Abuse

**Commas in the wrong places can break a sentence into illogical segments or confuse readers with unnecessary and unexpected pauses.**

**12. Don't use a comma to separate the subject from the verb.**

**Incorrect:An eighteen-year old in California, is now considered an adult.**

**Incorrect:The most important attribute of a ball player, is quick reflex actions.**

**13. Don't put a comma between the two verbs or verb phrases in a compound predicate.**

**Incorrect:We laid out our music and snacks, and began to study.**

**Incorrect:I turned the corner, and ran smack into a patrol car.**

**14. Don't put a comma between the two nouns, noun phrases, or noun clauses in a compound subject or compound object.**

**Incorrect (compound subject):The music teacher from your high school, and the football coach from mine are married.**

**Incorrect (compound object):Jeff told me that the job was still available, and that the manager wanted to interview me.**

**15. Don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).**

**Incorrect (extreme contrast):She was late for class, because her alarm clock was broken. (incorrect)**

**Incorrect:The cat scratched at the door, while I was eating.**

**Correct:She was still quite upset, although she had won the Oscar.(This comma use is correct because it is an example of extreme contrast)**

#### Parenthesis

**Parentheses are used to emphasize content. They place more emphasis on the enclosed content than commas. Use parentheses to set off nonessential material, such as dates, clarifying information, or sources, from a sentence.**

**Muhammed Ali (1942-present), arguably the greatest athlete of all time, claimed he would "float like a butterfly, sting like a bee."**

#### Dash

**Dashes are used to set off or emphasize the content enclosed within dashes or the content that follows a dash. Dashes place more emphasis on this content than parentheses.**

**Perhaps one reason why the term has been so problematic—so resistant to definition, and yet so transitory in those definitions—is because of its multitude of applications.**

**In terms of public legitimacy—that is, in terms of garnering support from state legislators, parents, donors, and university administrators—English departments are primarily places where advanced literacy is taught.**

**The U.S.S. Constitution became known as "Old Ironsides" during the War of 1812—during which the cannonballs fired from the British H.M.S. Guerriere merely bounced off the sides of the Constitution.**

**To some of you, my proposals may seem radical—even revolutionary.**

**Use a dash to set off an appositive phrase that already includes commas. An appositive is a word that adds explanatory or clarifying information to the noun that precedes it.**

**The cousins—Tina, Todd, and Sam—arrived at the party together.**

#### Quotation Marks

**Use quotation marks to enclose direct quotations. Note that commas and periods are placed inside the closing quotation mark, and colons and semicolons are placed outside. The placement of question and exclamation marks depends on the situation.**

**He asked, "When will you be arriving?" I answered, "Sometime after 6:30."**

**Use quotation marks to indicate the novel, ironic, or reserved use of a word.**

**History is stained with blood spilled in the name of "justice."**

**Use quotation marks around the titles of short poems, song titles, short stories, magazine or newspaper articles, essays, speeches, chapter titles, short films, and episodes of television or radio shows.**

**"Self-Reliance," by Ralph Waldo Emerson**

**"Just Like a Woman," by Bob Dylan**

**"The Smelly Car," an episode of Seinfeld**

**Do not use quotation marks in indirect or block quotations.**

#### Italics

**Underlining and Italics are often used interchangeably. Before word-processing programs were widely available, writers would underline certain words to indicate to publishers to italicize whatever was underlined. Although the general trend has been moving toward italicizing instead of underlining, you should remain consistent with your choice throughout your paper. To be safe, you could check with your teacher to find out which he/she prefers. Italicize the titles of magazines, books, newspapers, academic journals, films, television shows, long poems, plays of three or more acts, operas, musical albums, works of art, websites, and individual trains, planes, or ships.**

**Time**

**Romeo and Juliet by William Shakespeare**

**The Metamorphosis of Narcissus by Salvador Dali**

**Amazon.com**

**Titanic**

**Italicize foreign words.**

**Semper fi, the motto of the U.S. Marine Corps, means "always faithful."**

**Italicize a word or phrase to add emphasis.**

**The truth is of utmost concern!**

**Italicize a word when referring to that word.**

**The word justice is often misunderstood and therefore misused.**

***MORE NOTES***

***“****Yes****,”*** *he said****, “****and I always keep my promises.****” –*** *DOUBLE QUOTES and COMMA*

*What is ESS****?***Electronic Screen Syndrome **(**ESS**)**, is the result of over exposure to screens in the forms of video game systems, tablets, and smart phones. – QUESTION MARK AND BRACKETS

*Cynthia’s daughter****,*** *Sarah****,*** *is a midwife****.*** *– COMMA AND FULL STOP*

*We can go to the museum to do some* ***research; Mondays*** *are pretty quiet there. – SEMI-COLON*

*It wasn’t* ***easy: to*** *begin with, I had to find the right house. - COLON*

*In the words of Whitney Houston****: “I’m*** *every woman****!****” – COLON, Apostrophe AND EXCLAMATORY*

If you use double **quotation marks**, then you should use **single quotation marks** for a **quote** within a **quote**. For **example**:

**"**When I say **'**immediately,**'** I mean some time before August,**"** said the manager. **"**Why did she call the man a **'**traitor**'**?**" – single and double quotes**

## Round Brackets

Round brackets (also called **parentheses**, especially in American English) are mainly used to separate off information that isn’t essential to the meaning of the rest of the sentence. If you removed the bracketed material the sentence would still make perfectly good sense. For example:

Mount Everest (in the Himalayas) is the highest mountain in the world.

There are several books on the subject (see page 120).

He coined the term "hypnotism" (from the Greek word hypnos meaning "sleep") and practiced it frequently.

They can also be used to enclose a comment by the person writing:

He’d clearly had too much to drink (not that I blamed him).

## Square Brackets

Square brackets (also called **brackets**, especially in American English) are mainly used to enclose words added by someone other than the original writer or speaker, typically in order to clarify the situation:

He [the police officer] can’t prove they did it.

If parentheses or brackets are used at the end of a sentence, the period should be placed outside, as the final punctuation:

They eventually decided to settle in the United States (Debbie's home).

Dante testified that it was the last time he saw them [the missing coins].

Dante testified that it was the last time he saw them [the missing coins]. – square brackets

### Braces

Braces are also known as curly brackets "{ }". On a qwerty keyboard, the left and right curly braces are found on the same keys as the square brackets.

Braces are mostly used in music or poetry. The only use for a brace in writing is when a writer presents or creates a list of equal choices for a reader or in a number set.

Examples:

* Number set: {2, 4, 6, 8, 10, 12}
* Equal choices: Choose a color **{**red, white, blue, pink**}** to paint the wall - Braces
* Music chords: [ {c, e, g} {e, g, c2} {g, c2, e2} ]

Non-**hyphenated** is an **example** of a **hyphenated** word. – hyphen

**Dash** implies change of thought - **Examples**, Use of **Dash** ... **Dash** (-) is **one** of those punctuation marks which create a dramatic impact in the written language.

**What he said was true - or so I thought**

**Alisha and Paras - they are a fun couple  will be visiting us this evening.**

The scheduled window for the cable installation is 1:00**–**3:00pm.

Em dashes can replace parentheses at the end of a sentence and the reader can choose to read out what is in between the dashes unlike what is between the brackets

After a split second of hesitation, the second baseman leaped for the ball—or, rather, limped for it.

We went to three countries **--**America, Australia and Canada **--**this summer.

Thoreau believes that “if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, . . . he will live with the license of a higher order of beings.”  
  
Thoreau argues that by simplifying one’s life, “the laws of the universe will appear less complex . . .” (152).

He was paid a meagre Rs. 80**/**day.  
This is a neatly furnished kitchen**/**dining room.

**KEY**

**1. “**Yes**,”** he said**, “**and I always keep my promises.**” –** DOUBLE QUOTES and COMMA

2. What is ESS**?**Electronic Screen Syndrome **(**ESS**)**, is the result of over exposure to screens in the forms of video game systems, tablets, and smart phones. – QUESTION MARK AND BRACKETS

3. Cynthia’s daughter**,** Sarah**,** is a midwife**.** – COMMA AND FULL STOP

4. We can go to the museum to do some **research; Mondays** are pretty quiet there. – SEMI-COLON

5. It wasn’t **easy: to** begin with, I had to find the right house. - COLON

6. In the words of Whitney Houston**: “I’m** every woman**!**” – COLON, Apostrophe AND EXCLAMATORY

7. **"**When I say **'**immediately,**'** I mean some time before August,**"** said the manager. **"**Why did she call the man a **'**traitor**'**?**" – single and double quotes**

8. Dante testified that it was the last time he saw them [the missing coins]. – square brackets

9. Choose a color **{**red, white, blue, pink**}** to paint the wall – Braces

10. Non-**hyphenated** is an **example** of a **hyphenated** word. – hyphen

11. **What he said was true - or so I thought.**

**12. Alisha and Paras - they are a fun couple will be visiting us this evening.**

13. The scheduled window for the cable installation is 1:00**–**3:00pm. - Dash

14. After a split second of hesitation, the second baseman leaped for the ball—or, rather, limped for

it.

15. We went to three countries **--**America, Australia and Canada **--**this summer. –Double dashes

16. Thoreau believes that “if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, . . . he will live with the license of a higher order of beings.”  
17. Thoreau argues that by simplifying one**’**s life, “the laws of the universe will appear less complex . . .” (152). – Ellipses and apostrophe

18. He was paid a meagre Rs. 80**/**day.

19. This is a neatly furnished kitchen**/**dining room. – Slash

20. Chris**’**s car had four 8**’**s in its number plate. -apostrophe

**MODULE 13**

**EMAIL WRITING**

Writing Effective Emails

The average office worker receives [**around 80 emails each day**](http://www.radicati.com/wp/wp-content/uploads/2011/05/Email-Statistics-Report-2011-2015-Executive-Summary.pdf). With that volume of mail, individual messages can easily get overlooked. Follow these simple rules to get your emails noticed and acted upon.

1. Don't overcommunicate by email.
2. Make good use of subject lines.
3. Keep messages clear and brief.
4. Be polite.
5. Check your tone.
6. Proofread.

1. Don't Overcommunicate by Email

One of the biggest sources of stress at work is the sheer volume of emails that people receive. So, before you begin writing an email, ask yourself: "Is this really necessary?"

As part of this, you should use the phone or IM to deal with questions that are likely to need some back-and-forth discussion. Use our [**Communications Planning Tool**](http://www.mindtools.com/CommSkll/CommunicationsPlanning.htm)   to identify the channels that are best for different types of message.

Also, email is not as secure as you might want it to be, particularly as people may forward emails without thinking to delete the conversation history. So avoid sharing sensitive or personal information in an email, and don't write about anything that you, or the subject of your email, wouldn't like to see plastered on a billboard by your office.

Whenever possible, deliver [**bad news**](http://www.mindtools.com/pages/article/bad-news.htm)   in person. This helps you to communicate with empathy, compassion, and understanding, and to [**make amends**](http://www.mindtools.com/pages/article/making-amends.htm)   if your message has been taken the wrong way.

2. Make Good Use of Subject Lines

A newspaper headline has two functions: it grabs your attention, and it summarizes the article, so that you can decide whether to read it or not. The subject line of your email message should do the same thing.

A blank subject line is more likely to be overlooked or rejected as "spam," so always use a few well-chosen words to tell the recipient what the email is about.

You may want to include the date in the subject line if your message is one of a regular series of emails, such as a weekly project report. For a message that needs a response, you might also want to include a call to action, such as "Please reply by November 7."

A well-written subject line like the one below delivers the most important information, without the recipient even having to open the email. This serves as a prompt that reminds recipients about your meeting every time they glance at their inbox.

| **Bad Example** | **Good Example** |
| --- | --- |
| Subject: Meeting | Subject: PASS Process Meeting - 10 a.m. February 25, 2014 |

If you have a very short message to convey, and you can fit the whole thing into the subject line, use "EOM" (End of Message) to let recipients know that they don't need to open the email to get all the information that they need.

| **Example** |
| --- |
| Subject: Could you please send the February sales report? Thanks! EOM |

(Of course, this is only useful if recipients know what "EOM" means.)

3. Keep Messages Clear and Brief

Emails, like traditional business letters, need to be clear and concise. Keep your sentences short and to the point. The body of the email should be direct and informative, and it should contain all pertinent information. See our article on [**writing skills**](http://www.mindtools.com/CommSkll/WritingSkills.htm)   for guidance on communicating clearly in writing.

Unlike traditional letters, however, it costs no more to send several emails than it does to send just one. So, if you need to communicate with someone about a number of different topics, consider writing a separate email for each one. This makes your message clearer, and it allows your correspondent to reply to one topic at a time.

| **Bad Example** | **Good Example** |
| --- | --- |
| Subject: Revisions For Sales Report  Hi Jackie,  Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures. I also felt that the tone could be more formal.  Also, I wanted to let you know that I've scheduled a meeting with the PR department for this Friday regarding the new ad campaign. It's at 11:00 a.m. and will be in the small conference room.  Please let me know if you can make that time.  Thanks!  Monica | Subject: Revisions For Sales Report  Hi Jackie,  Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures.  I also felt that the tone could be more formal.  Could you amend it with these comments in mind?  Thanks for your hard work on this!  Monica |

It's important to find balance here. You don't want to bombard someone with emails, and it makes sense to combine several, related, points into one email. When this happens, [**keep things simple**](http://www.mindtools.com/pages/article/KeepItSimple.htm)   with numbered paragraphs or bullet points, and consider [**"chunking"**](http://www.mindtools.com/CommSkll/Chunking.htm)   information into small, well-organized units to make it easier to digest.

Notice, too, that in the good example above, Monica specified what she wanted Jackie to do (in this case, amend the report). If you make it easy for people to see what you want, there's a better chance that they will give you this.

### 4. Be Polite

People often think that emails can be less formal than traditional letters. But the messages you send are a reflection of your own [**professionalism**](http://www.mindtools.com/pages/article/professionalism.htm)  , values, and attention to detail, so a certain level of formality is needed.

Unless you're on good terms with someone, avoid informal language, slang, [**jargon**](http://www.mindtools.com/CommSkll/JargonBusting.htm)  , and inappropriate abbreviations. Emoticons can be useful for clarifying your intent, but it's best to use them only with people you know well.

Close your message with "Regards," "Yours sincerely," or "All the best," depending on the situation.

Recipients may decide to print emails and share them with others, so always be polite.

5. Check the Tone

When we meet people face-to-face, we use the other person's [**body language**](http://www.mindtools.com/pages/article/Body_Language.htm)  , vocal tone, and facial expressions to assess how they feel. Email robs us of this information, and this means that we can't tell when people have misunderstood our messages.

Your choice of words, sentence length, punctuation, and capitalization can easily be misinterpreted without visual and auditory cues. In the first example below, Emma might think that Harry is frustrated or angry, but, in reality, he feels fine.

| **Bad Example** | **Good Example** |
| --- | --- |
| Emma,  I need your report by 5 p.m. today or I'll miss my deadline.  Harry | Hi Emma,  Thanks for all your hard work on that report. Could you please get your version over to me by 5 p.m., so I don't miss my deadline?  Thanks so much!  Harry |

Think about how your email "feels" emotionally. If your intentions or emotions could be misunderstood, find a less ambiguous way to phrase your words.

6. Proofreading

Finally, before you hit "send," take a moment to review your email for spelling, grammar, and punctuation mistakes. Your email messages are as much a part of your professional image as the clothes you wear, so it looks bad to send out a message that contains typos.

As you proofread, pay careful attention to the length of your email. People are more likely to read short, concise emails than long, rambling ones, so make sure that your emails are as short as possible, without excluding necessary information.

Our article on [**writing skills**](http://www.mindtools.com/CommSkll/WritingSkills.htm)   has tips and strategies that you can use when proofreading your emails.

## Key Points

Most of us spend a significant portion of our day reading and composing emails. But the messages we send can be confusing to others.

To write effective emails, first ask yourself if you should be using email at all. Sometimes, it might be better to pick up the phone.

Make your emails concise and to the point. Only send them to the people who really need to see them, and be clear about what you would like the recipient to do next.

Remember that your emails are a reflection of your professionalism, values, and attention to detail. Try to imagine how others might interpret the tone of your message. Be polite, and always proofread what you have written before you click "send."

7 Simple Steps to Improve Business Email Writing Skills in English

**1. Subject Line**

Always have a subject line that summarises briefly and clearly the contents of the message. for example, Re: Summary of Our Meeting with ABC Suppliers

**2. Short and Simple Sentences**

Use short and easy sentences. Long sentences can often be difficult to read and understand. The most common mistake that I see my students making is to translate directly from their own language. This can often lead to confusing sentences. I always tell my students to use the KISS Test – Keep It Short and Simple

**3. Think of who your reader is going to be**

Is it a colleague, a client or your boss? Should the email be informal or formal? Most Business Emails these days have a neutral tone. Note the difference between Informal and Formal:

Informal – *Thanks for the email of 15 February*  
Formal – *Thank you for your email received 15 February*

Informal – *Sorry, I can’t make it.*  
Formal – *I am afraid I will not be able to attend*

Informal – *Could you…?*  
Formal – *I was wondering if you could….?*

Some emails to colleagues can be informal if they are friends. This is the style that is closest to speech, so there are often everyday words and conversational expressions that can be used. For instance, *‘Don’t forget’*, *‘Catch you later’*, *‘Cheers’*.

The reader will also accept bad grammar in informal emails.

However, if the email is going to a client or senior colleague, bad grammar and an over-friendly style will not be acceptable.

**4. Be very careful of capital letters, punctuation, spelling and basic grammar**

While these can be tolerated in informal emails, they are very important in business emails as they are an important part of the image you create. Give yourself time to edit what you’ve written before you push that Send button. In today’s busy world, it’s very easy to send out many emails without checking them so make a conscious effort to edit.

**5. Think about how direct or indirect you want to be**

In some cultures it is common practice to be very direct in email correspondence. However, this can cause a problem if you’re writing to someone in another country and in a language that is not yours. They might find your directness rude and sometimes offensive.

Consider these:

Direct – *I need this in half an hour.*Indirect and polite – *Would it be possible to have this in half an hour?*

Direct – *There will be a delay*  
Indirect – *I’m afraid there will be a slight delay.*

Direct – *It’s a bad idea*  
Indirect – *To be honest, I’m not sure it would be a good idea.*

By adjusting your tone, you are more likely to get a more positive response from your reader.

**6. Be positive!**

Look at these words: *helpful, good question, agreed, together, useful, I’d be delighted, mutual, opportunity.*

Now look at these: *busy, crisis, failure, forget it, I can’t, it’s impossible, waste, hard*

The words you use show your attitude to life so choose your words wisely.

**7. Get feedback**

Try and get some feedback on the emails that you write in real life. This could be from your English Teacher or someone you know whose English is better than yours.

**MOCK TEST 1 (KEY)**

KEY – SSK 113 (VERBAL SECTION)

|  |  |
| --- | --- |
| Q NO | ANSWER |
| 1 | C |
| 2 | B |
| 3 | A |
| 4 | C |
| 5 | D |
| 6 | C |
| 7 | B |
| 8 | A |
| 9 | C |
| 10 | C |
| 11 | B |
| 12 | E |
| 13 | D |
| 14 | A |
| 15 | D |
| 16 | D |
| 17 | B |
| 18 | D |
| 19 | A |
| 20 | E |
| 21 | C |
| 22 | E |
| 23 | A |
| 24 | D |
| 25 | E |
| 26 | B |
| 27 | D |
| 28 | C |
| 29 | D |
| 30 | A |
| 31 | C |
| 32 | C |
| 33 | B |
| 34 | E |
| 35 | B |
| 36 | B |
| 37 | D |
| 38 | A |
| 39 | A |
| 40 | B |