

Department of Humanities & Social Sciences

[Class Notes]

Soft Skills- BAS 205

Session 2K22-23

Unit-I Basic of Applied Grammar and usage

Your Syllabus-

*Transformation of sentences, simple, compound and complex sentences, Subject verb agreement *Antonyms, *Synonyms, *Prefix and *Suffix, Homophones, Word Formation, Word Power*

Simple Sentences

A simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause.

Key: **Yellow, bold** = subject; green underline = verb, *blue, italics* = object, pink, regular font = prepositional phrase

Here are a few examples:

- **She** wrote.
- **She** completed *her literature review*.
- **He** organized *his sources* *by theme*.
- **They** studied *APA rules* *for many hours*.

Compound Sentences

A compound sentence contains at least two independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

Key: independent clause = **yellow, bold**; comma or semicolon = pink, regular font; coordinating conjunction = green, underlined

Here are a few examples:

- **She completed her literature review**, and **she created her reference list**.
- **He organized his sources by theme**; then, **he updated his reference list**.
- **They studied APA rules for many hours**, but **they realized there was still much to learn**.

Complex Sentences

A complex sentence contains at least one independent clause and at least one dependent clause. Dependent clauses can refer to the subject (who, which) the sequence/time (since, while), or the causal elements (because, if) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

Key: independent clause = **yellow, bold**; comma = pink, regular font; dependent clause = *blue, italics*

Here are a few examples:

- *Although she completed her literature review*, **she still needed to work on her methods section**.

- Note the comma in this sentence because it begins with a dependent clause.
- **Because he organized his sources by theme, it was easier for his readers to follow.**
 - Note the comma in this sentence because it begins with a dependent clause.
- **They studied APA rules for many hours as they were so interesting.**
 - Note that there is no comma in this sentence because it begins with an independent clause.
- Using some complex sentences in writing allows for more [sentence variety](#)

SUBJECT-VERB AGREEMENT

The ‘subject’ should agree with the ‘verb’ in number and person. A sentence that has a singular subject is accompanied by a singular verb. On the other hand, a sentence that has a plural subject should have a plural verb. The complex subject of the sentence is followed by a verb that agrees with the main noun in the subject.

He plays in the playground. (singular subject)

They play in the playground. (plural subject)

There are some nouns that can be treated as both singular and plural forms.

The government has (have) announced its (their) new employment scheme.

Other words that can have either singular or plural verbs are school, class, department, team, university, press, public, crowd, firm, committee, community, family, generation, electorate, group, jury, orchestra, and the names of specific organizations such as the Reserve Bank of India, Infosys, Maruti, and BBC.

You use a singular verb if you see an institution or organization as a whole unit and plural verb if you see it as a collection of individuals. There is not much difference in meaning, although in formal writing, use of singular verb is more common. But in some contexts, a plural form of the verb is needed. See the following sentence:

The jury disagree about the guilt of the accused.

However, in the following sentence, a singular form is preferred and you would say

The orchestra is about to play.

This cannot be ‘The orchestra are ...’ as you are referring to the orchestra as a unit, and not as the individuals comprising it.

There are some nouns that are plural and take a plural verb, such as premises, particulars, belongings, clothes, goods, earnings, surroundings, stairs, riches, savings, congratulations, and thanks.

Congratulations are due to you on your grand success.

His belongings are kept in the locker for safety.

Plural verbs are used with the nouns such as police, people, and staff. Some nouns always end in -s and look as if they are plural, but when we use them as the subject of a sentence, they have a singular verb as shown in the following sentence:

The *news* about the kidney racket is very disturbing.

Other words that end in -s and take a singular verb are means (method or money); academic disciplines, e.g., mathematics, physics, statistics, linguistics, economics, phonetics, and politics; sports such as athletics and gymnastics; and diseases such as diabetes, measles, and rabies. However, let us compare the following:

In academic disciplines:

Politics is the favourite of many students in this university.

Statistics was always the most feared subject for students.

Economics has only recently been added to the course list.

But in general use:

What are your politics? (political beliefs)

The statistics are not indicative of this fact. (information shown in numbers)

The economics of the project are not very encouraging. (the finances)

When a subject is made up of two or more items joined by *either ... or* or *neither ... nor*, we use a singular verb if the last item is singular (although a plural verb is sometimes used in informal English) and a plural verb if the last item is plural.

Either the classroom or the auditorium is a good place to hold the lecture.

Neither the secretary nor his representatives are to join the club.

If the last item is singular and the previous item plural, you can use either a singular or a plural verb.

Either the teachers or the principal *is/are* to blame for the problem in the school.

Let us now run through some important rules.

Use the singular verb in the following cases:

(a) With words such as *any of*, *none of*, *the majority of*, *a lot of*, *plenty of*, *all (of)*, *some (of)* and an unaccountable noun

(b) With *every* and *each* (normally used with a singular noun):

Every room in this guest house *has* an attached kitchen.

Each of the boys *plays* well.

(c) With *everyone*, *everybody*, and *everything*, (everyone is two words when the meaning is each one).

Everyone in the audience *is* considered for inclusion in the workshop.

Use the plural verb in the following cases:

With *a/the majority of*, *a number of*, *a lot of*, *plenty of*, *all (of)*, and *some (of)* and plural noun, we use a plural verb. But if we say *the number of*, we use a singular verb.

The number of tigers in the country is decreasing.

but

A number of reports have been questioned.

A lot of lectures are planned.

Plenty of showrooms now accept credit cards.

Use either the singular or the plural verb in the following cases:

With *any of*, *each of*, *either of*, *neither of*, and *none of*, usually a singular verb is used. The plural verb is used in informal style.

I doubt if *any* of them *knows* where the illegal arms are hidden.

Neither of the popular Indian games *has* (*have*) got international recognition so far.

Some phrases with a plural form are thought of as singular and, therefore, take a singular verb. These include phrases referring to measurements, amounts, and quantities as shown in the following examples:

Three quarters of a ton *is* too much.

The three hundred rupees I earned *was* kept in the locker.

When a subject has two or more items joined by *and*, a plural verb is used. However, phrases connected by *and* can also be followed by singular verbs if you think of them as making up a single item, as in the following sentences:

Choco pie and ice cream is Amrit's favourite at the moment.

Research and development involves myriad of activities.

After per cent (also percent or %), we use singular verb.

An inflation of 10 per cent per annum makes a big difference in any economy.

A 75 per cent likelihood of winning *is* worth the effort.

Prefixes

A prefix is a word part added to the beginning of a word to create a new meaning.

The main rule to remember when adding a prefix to a word is **not** to add letters or leave out any letters.

Prefix	Meaning	Example
dis	not, opposite of	dis + satisfied = dissatisfied
mis	wrongly	mis + spell = misspell
un	not	un + acceptable = unacceptable
re	again	re + election = reelection
inter	between	inter + related = interrelated

Suffixes

A suffix is a word part added to the end of a word to create a new meaning. Study the suffix rules in the following boxes.

Rule 1

When adding the suffixes *-ness* and *-ly* to a word, the spelling of the word does not change.

Examples:

- dark + ness = darkness
- scholar + ly = scholarly

Exceptions to Rule 1

When the word ends in *y*, change the *y* to *i* before adding *-ness* and *-ly*.

Examples:

- ready + ly = readily
- happy + ness = happiness

Rule 2

When the suffix begins with a vowel, drop the silent *e* in the root word.

Examples:

- care + ing = caring
- use + able = usable

Exceptions to Rule 2

When the word ends in *ce* or *ge*, keep the silent *e* if the suffix begins with *a* or *o*.

Examples:

- replace + able = replaceable
- courage + ous = courageous

Rule 3

When the suffix begins with a consonant, keep the silent *e* in the original word.

Examples:

- care + ful = careful
- care + less = careless

Exceptions to Rule 3

Examples:

- true + ly = truly
- argue + ment = argument

Rule 4

When the word ends in a consonant plus *y*, change the *y* to *i* before any suffix not beginning with *i*.

Examples:

- sunny + er = sunnier
- hurry + ing = hurrying

Rule 5

When the suffix begins with a vowel, double the final consonant only if (1) the word has only one syllable or is accented on the last syllable and (2) the word ends in a single vowel followed by a single consonant.

Examples:

- tan + ing = tanning (one syllable word)
- regret + ing = regretting (The accent is on the last syllable; the word ends in a single vowel followed by a single consonant.)
- cancel + ed = canceled (The accent is not on the last syllable.)
- prefer + ed = preferred

Links for Vocabulary, Antonyms & Synonyms, Homophones, Prefix and Suffix

1. https://drive.google.com/file/d/19SrwQn1_NTJ9kYsnKZQOFtReWV-kAheg/view?usp=share_link
(Link of antonyms and synonyms)
2. https://drive.google.com/file/d/1TpqCZskwQf9uWj0tCIjHDFIPUpesHwhH/view?usp=share_link (link of prefix and suffix)
3. https://drive.google.com/file/d/1d4ooUMFrQFwNvCY7R4DJDA4wemWHmads/view?usp=share_link (link of homophones)
4. https://drive.google.com/file/d/1rxflKLm8W3_TMfxasRcCUIS26CToBG2T/view?usp=share_link (*advanced vocabulary link*)

References

Book References-

1. Oxford A-Z of Grammar and Punctuation by John Seely- 2013.
2. Professional English by Meenakshi Raman, Sangeeta Sharma-2019.
3. Objective English by Edgar Thorpe- fifth edition.
4. Communication Skills by Sanjay Kumar, Pushp Lata- 2011.

E- References (If any)

1. <https://grammar.yourdictionary.com/grammar/sentences/conditional-sentences.html>
(Conditional Sentences)
2. <https://www.wallstreetenglish.com/exercises/direct-and-indirect-speech-exercises>
(Narration)

Note-

* Detailed list of antonyms, synonyms, prefix and suffix already provided in the PPT in the form a link.