



**CHANDIGARH**  
**UNIVERSITY**

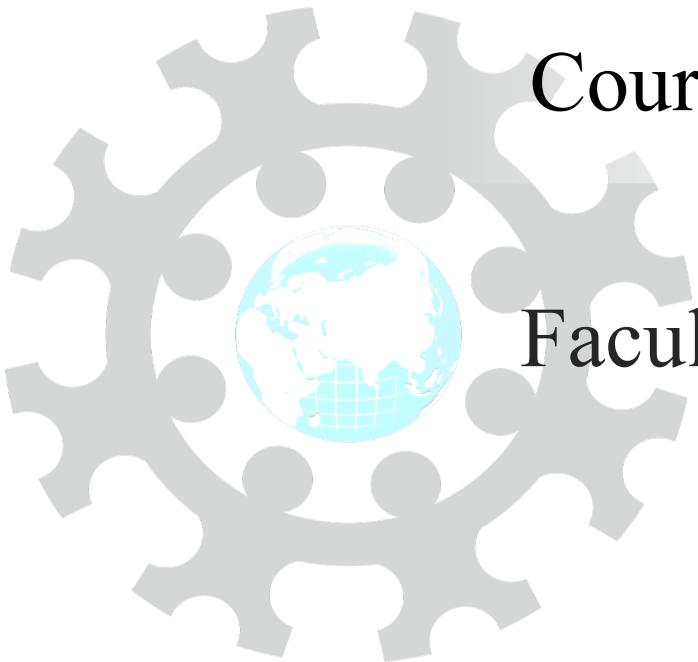
Discover. Learn. Empower.

# **University Institute Of Liberal Arts And Humanities**

Course Name- Communication Skills

Course Code- 20UCT-141

Faculty Name- Ms. Kritika Srivastava



**TRANSFORMATION AND CORRECTION  
OF SENTENCES**

DISCOVER . **LEARN** . EMPOWER

# COURSE OBJECTIVES

The Course aims to:

1	<b>Augment students overall communication and interpersonal skills by making them realize the importance of good oral and written English Language in professional life.</b>
2	<b>Enrich their reading capability with special emphasis on expanding vocabulary and grammatical formations.</b>
3	<b>Build exceptional reading and writing skills by correcting grammatical errors and pronunciation through practice.</b>

# Course Outcomes

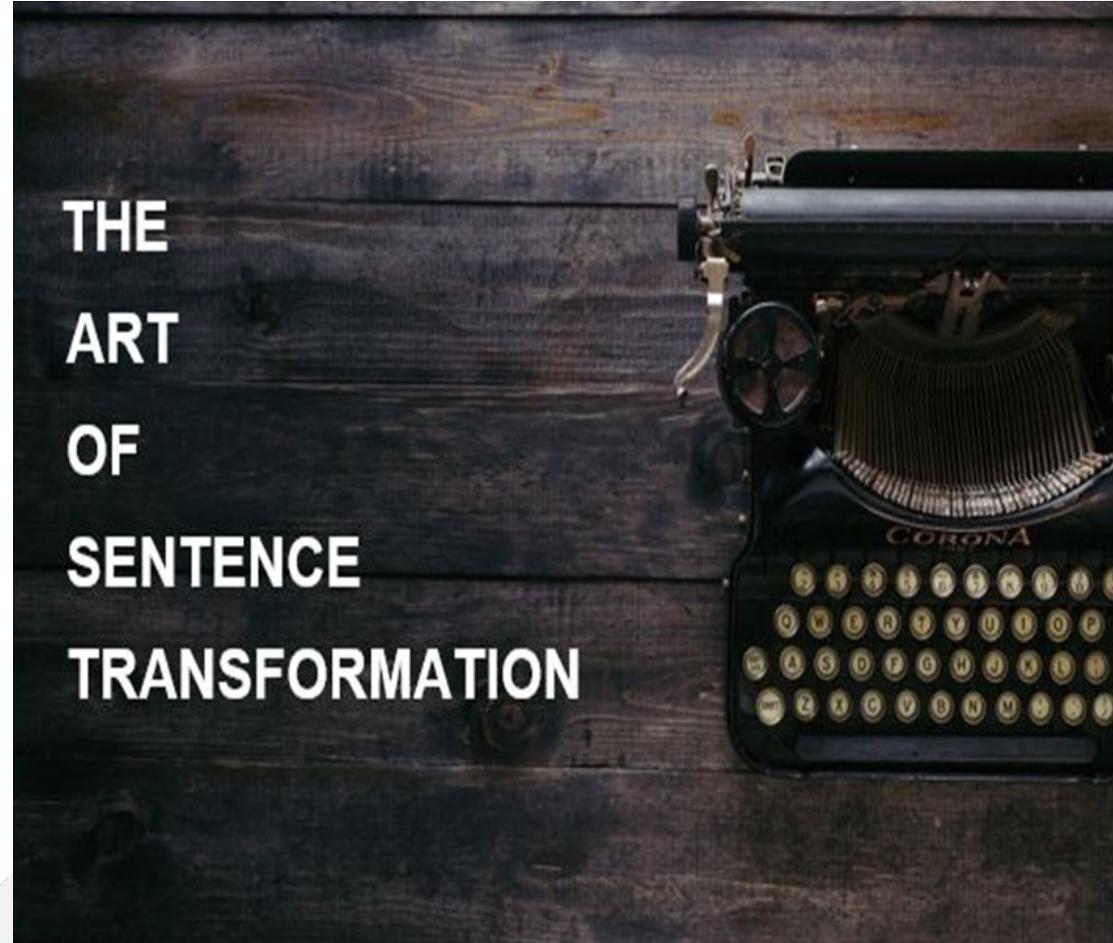
On completion, the students are expected to:

CO Number	Title	Level
CO1	Produce correct contextual written text and speech in a wide range of communication situations.	Apply
CO2	Write original short compositions, in the form of paragraph writing, business correspondence, blogs etc. through logical support and argument.	Analyze
CO3	Demonstrate linguistic competence through accuracy in grammar, pronunciation and vocabulary.	Apply



# Transformation of Sentences

- *Transformation* is changing a sentence from one structural form to another, without changing its meaning.
- Transformation of *sentences* helps us to write a sentence in a variety of ways.
- The different types of sentence transformation are as follows:



# (A) Interchange of Affirmative to Negative Sentences

- Affirmative sentences can be changed into negative sentences and vice-versa.

Example:

1. They tried every plan. (Affirmative)  
They left no plan untried. (Negative)
2. No sooner did we reach the airport than the plane landed.  
(Negative)

As soon as we reached the airport the plane landed.  
(Affirmative)

## (B) Interchange of Interrogative to Assertive Sentences

A question is put either to get information or to suggest an answer that is expected by the speaker or the writer.

Only the latter type of questions can be changed into the Assertive form and vice-versa, as shown below:

1. Can a scorpion change its nature? (Interrogative)  
A scorpion cannot change its nature. (Assertive)
2. You will never learn to cook. (Assertive)  
When will you learn to cook? (Interrogative)

# Poll Question 1

Q. Transform the given sentences according to the instructions in the brackets:

**There is nothing better than an active life. (Convert into interrogative sentence)**

1. Is there anything better than an active life?
2. What is better than an active life?
3. Why do we need an active life?
4. Do we need an active life?

# (C) Interchange of Active and Passive Voice

- A sentence in the Active Voice can be changed into the Passive Voice and vice-versa.
1. Honour the brave. (Active)  
The brave should be honoured. (Passive)
  2. Brutus stabbed Caesar. (Active)  
Caesar was stabbed by Brutus. (Passive)
  3. I have always been pleased by your success. (Passive)  
Your success has always pleased me. (Active)

# (D) Sentences Having the Adverb ‘Too’

The form of a sentence having the Adverb ‘too’ can be changed, as shown below:

1. It is *too* cold to go outside. (with ‘too’)  
It is *so* cold *that* we cannot go outside. (without ‘too’)
2. The film review is *too* good to be true. (with ‘too’)  
The film review is *so* good *that* it cannot be true. (without ‘too’)
3. She is *so* clever *that* she sees through your façade.  
(without ‘too’)  
She is *too* clever to not see through your façade. (with ‘too’)

# (E) Interchange of Principle and Subordinate Clauses

## Simple Sentence

- Contains a subject and a predicate
- Expresses a complete thought.

### Examples:

The boys went to the park.

We like pizza.

### Tip:

A simple sentence is also called an independent clause.

## Compound Sentence

- Contains two or more independent clauses.
- Clauses are joined by a coordinating conjunction.

### Examples:

The boys went to the park, but they did not go to the zoo.

We like pizza, and we like spaghetti.

### Tip:

Look for these conjunctions:  
*for, and, nor, but, or, yet.*

## Complex Sentence

- Contains an independent clause and a dependent clause.
- Dependent clause begins with a subordinating conjunction.

### Examples:

Because the boys went to the park, they did not go to the zoo.

The boys did not go to the zoo because they went to the park.

### Tip:

Look for these subordinating conjunctions:  
*after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever.*

# Interchange of Principle and Subordinate Clauses(contd.)

➤ *Conversion of Simple Sentences into Compound Sentences and vice-versa.*

For Example--

- Besides being industrious, he is wise. (Simple)  
He is not only industrious but also wise. (Compound)
- He is very rich yet he is very unhappy. (Compound)  
In spite of his riches, he is very unhappy. (Simple)

# Interchange of Principle and Subordinate Clauses(contd.)

➤ *Conversion of Simple Sentences into Complex Sentences and vice-versa:*

*For Example--*

- Nocturnal people are usually very creative. (Simple)  
People who are awake at night are usually very creative.  
(Complex)
- We eat so that we can live. (Complex)  
We eat to live. (Simple)

# (E) Interchange of Degrees of Comparison

- The transformation of sentences can take place by changing the degrees of comparison of an Adjective or an Adverb in the sentence.

	<b>ADJECTIVE</b>	<b>COMPARATIVE</b>	<b>SUPERLATIVE</b>
<b>ONE syllable</b>	fast young	-ER faster younger	-EST the fastest the youngest
<b>ONE syllable Ending in -E</b>	nice strange	-R nicer stranger	-ST the nicest the strangest
<b>ONE syllable Consonant + Short Vowel + Consonant</b>	big hot	Double the last consonant and add -ER bigger hotter	-EST the biggest the hottest
<b>TWO syllables Ending in -Y</b>	happy crazy	Remove the -Y and add -IER happier crazier	-IEST the happiest the craziest
<b>TWO or MORE syllables</b>	famous beautiful	MORE + more famous more beautiful	<b>THE MOST +</b> the most famous the most beautiful
<b>Common Exceptions</b>	good bad	better worse	<b>the best</b> <b>the worst</b>

# (E) Interchange of Degrees of Comparison (Continued)

1. No other student is as talented as Gurpreet in the class.  
**(Positive)**

Gurpreet is more talented than any other student in the class.

**(Comparative)**

Gurpreet is the most talented in the class. **(Superlative)**

2. Some languages are atleast as interesting as German.  
**(Positive)**

German is not more interesting than other languages are.

**(Comparative)**

German is not the most interesting of the languages.

**(Superlative)**

# (F) Interchange of Exclamatory and Assertive Sentences

## Types of Sentences

### Assertive/Declarative sentence

A sentence that states or declares something is called an Assertive or Declarative Sentence.

#### Example

- There is a huge swimming pool at my school.
- My father gave me a set of Noddy's comics.

### Interrogative sentence

A sentence in which a question is asked is called an Interrogative sentence. It always ends with a question mark (?) **Examples:**

- How far is the airport from the railway station?
- What are the ingredients of this dish?

### Imperative sentence

A sentence through which an order is given or a request is made or a suggestion or advice is given called an Imperative sentence. **Examples:**

- May I borrow your notebook for a day?
- Throw the garbage in the dustbin.

### Exclamatory sentence

A sentence that expresses the feeling of joy, sorrow, surprise, wonder, applause or contempt is called an Exclamatory Sentence.

#### Examples:

- How cold it is today!
- Oh! we lose it.

# (F) Interchange of Exclamatory and Assertive Sentences

Exclamations can be changed into Assertions as shown in the examples below:

1. What a beautiful day! (Exclamatory)  
It is a beautiful day. (Assertive)
2. If only I had the wings of a dove! (Exclamatory)  
I wish I had the wings of a dove. (Assertive)
3. It is a great shame. (Assertive)  
What a shame! (Exclamatory)

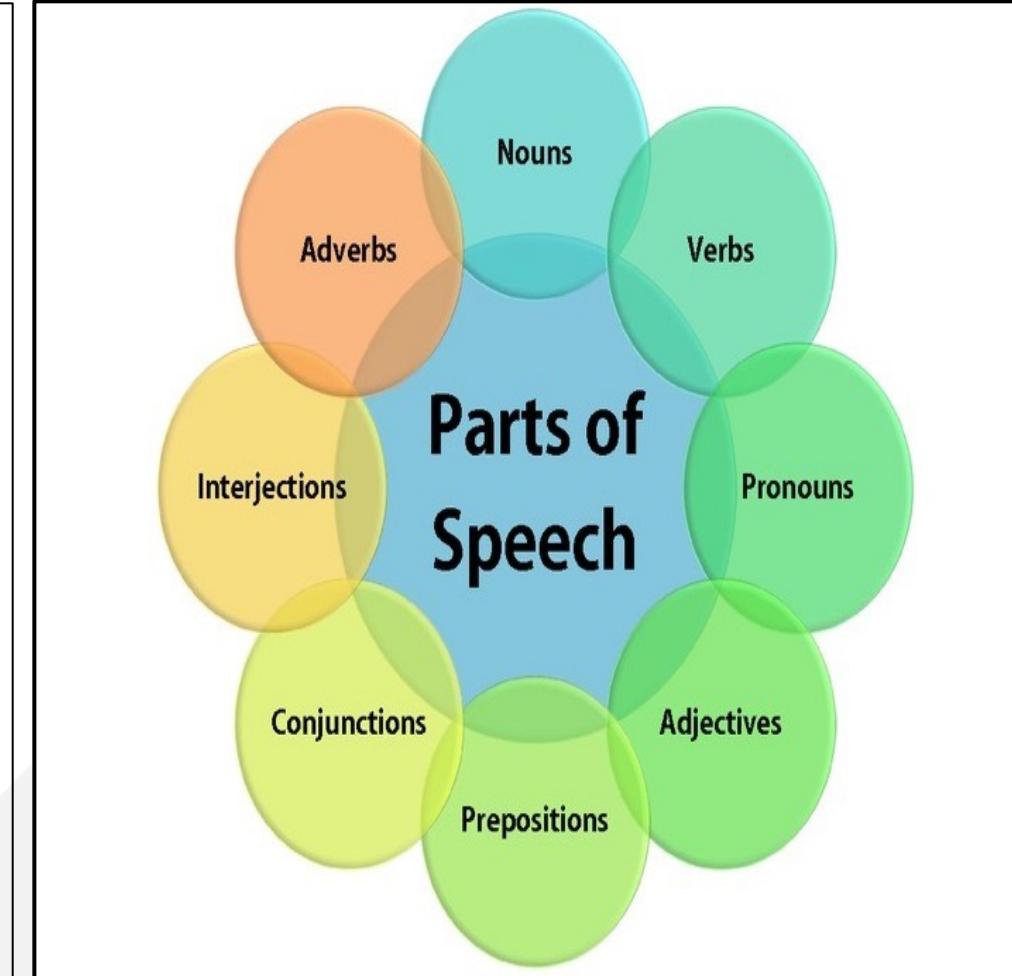


# (H) Interchange Of Parts Of Speech

We can transform a sentence by interchanging parts of speech without changing its meaning.

For Example--

- That was an act of *nobility*. (noun)  
That was a *noble* act. (adjective)
- He works with *care*. (noun)  
He works *carefully*. (adverb)
- I have *sympathy* for her. (noun)  
I *sympathize* with her. (verb)



## Poll Question 2

Q. Rewrite the sentence by changing the underlined word according to the instructions given in the bracket.

- **It was *fortunate* that he was not injured. (Adverb)**
  1. Fortunately, there was no injury.
  2. He is not injured, which is fortunate for him.
  3. Fortunately, he was not injured.
  4. Fortunately, he was least injured.

# Tips & Tricks

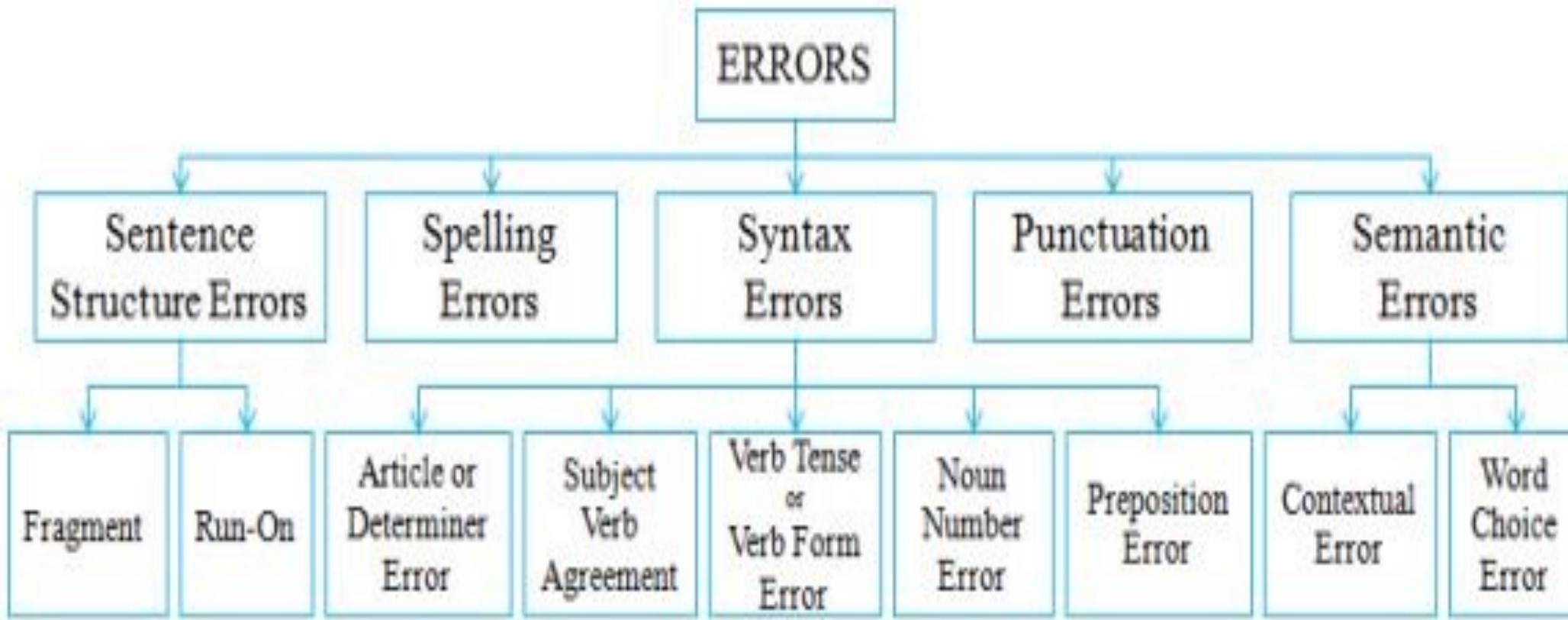
How to Solve

## **SENTENCE CORRECTION**

Questions?



# Types of Errors



# Sentence Structure Errors

➤ **Sentence structure determines how the different parts of a sentence are put together, from its punctuation to the ordering of its words.**

There are two especially common sentence construction mistakes:

- **Sentence fragments:** missing necessary components to form a full grammatically correct sentence.
- **Run-on sentences:** incorrect punctuation used to join different parts of a sentence.

# Fragments

➤ **A complete sentence must have three components:**

- A subject (the actor in the sentence)
- A predicate (the verb or action)
- A complete thought (it can stand alone and make sense).
- A fragment is an incomplete sentence.

complete sentence

(

I need to go  
to the farm.

fragment)  
)

Because I promised  
I'd pick up eggs.

I need to go to the farm because  
I promised I'd pick up eggs.



# Fragments

➤ **It cannot stand alone and does not express a complete thought.**

- Some fragments lack either a subject or verb or both.
- Dependent clauses are also fragments if they stand alone.

**Example:**

- Went out of business after Starbucks Coffee opened.
- One of my friends who won a contest by playing a variety of instruments.
- Since I went fishing.

# Run-on Sentences

- **A run-on sentence is not simply a long sentence.**  
It might include:
  - Lack of punctuation and/or conjunctions
  - Incorrect punctuation
  - A comma splice—two independent clauses joined by a comma—is a run-on sentence.

**Run-on Sentences** - two or more complete sentences (ie, independent clauses) that are not properly joined or separated.

Run-on: I was hungry I ate lunch.

Correction #1: I was hungry. I ate lunch.

Correction#2: I was hungry; I ate lunch.

Correction#3: I was hungry, so I ate lunch.

# Dangling Participles

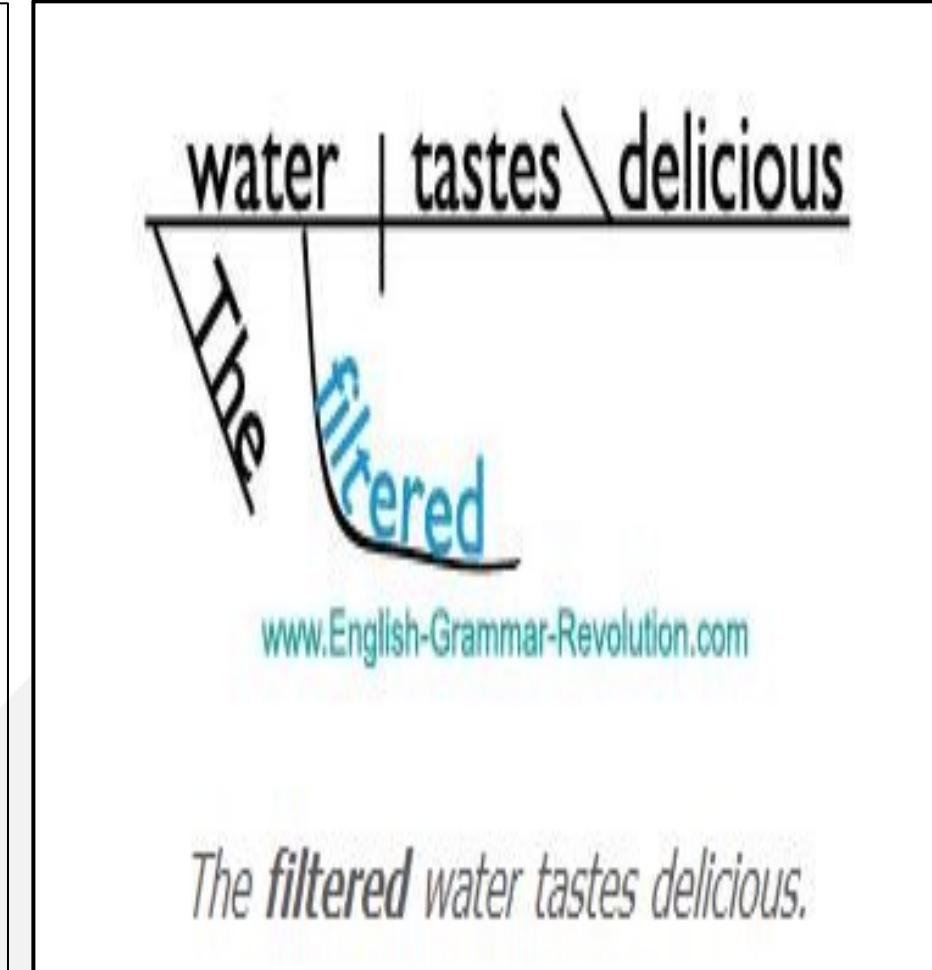
➤ A dangling participle is a word or phrase that modifies a word not clearly stated or an unintended noun in the sentence.

**Example:**

- He chased the monkey with his hat.  
(He chased the monkey wearing his hat or the monkey had his hat?)

- **Correct:** Wearing his hat, he chased the monkey.

(The participle has to be next to the noun that it modifies. The participle phrase 'wearing his hat' modifies 'he'.)



# Poll Question 3

**Q. Coming around the corner, the skyscrapers came clearly into view across the river.**

1. Coming around the corner, the skyscrapers are viewed clearly across the river.
2. Coming around the corner, the skyscrapers came clearly into view across the river.
3. Coming around the corner, the people got a view of the skyscrapers across the river.
4. Comes around the corner, the skyscrapers came clearly into view across the river.

# Subject/Verb Agreement

- Singular subjects must have singular verbs.
- Plural subjects must have plural verbs.
- Rule of thumb:
  - Subjects ending in “s” are plural
  - Verbs ending in “s” are singular

## For Example:

- The box of ornaments belong in the attic.
- High levels of mercury occurs in some fish.
- What we need are more pots and pans.



# Pronoun/Antecedent Agreement

➤ **Pronouns are words that take the place of nouns while Antecedents are the words that the pronouns refer to.**

- Pronouns must agree with their antecedents in number, gender, and person.
- Number = singular or plural
- Gender = masculine, feminine, or neuter
- Person = 1st, 2nd, or 3rd person

## **Example:**

- Everyone should make their own decisions.
- Each speaker maintained their poise.

# Verb Tense

- There are three verb tenses in English Language: Past, Present and Future.
- The present, past and future tenses are divided into four types: Simple, continuous, perfect and perfect continuous.

## VERB TENSE CHART

ENGLISH VERB TENSE	PAST	PRESENT	FUTURE
SIMPLE	I walked to the store.	I walk to the store.	I will walk to the store.
PROGRESSIVE	I was walking to the store.	I am walking to the store.	I will be walking to the store.
PERFECT	I had walked to the store.	I have walked to the store.	I will have walked to the store.
PERFECT PROGRESSIVE	I had been walking to the store.	I have been walking to the store.	I will have been walking to the store.

# Punctuation Errors



# Commas(,)

- **Use a comma and a coordinating conjunction (and, but, for, or, nor, so, yet) to join two independent clauses.**
  - The game was over, but the crowd refused to leave.
  - Yesterday was her birthday, so they went out to dinner.
- **Use commas after introductory clauses, phrases, or words that come before the main clause.**
  - While I was eating, the cat scratched at the door.
  - To get a seat, you'd better come early.

# Commas(,)

➤ **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.

➤ **Use commas to set apart a parenthetical phrase in a sentence.**

- My friend Jessica, who lives in Connecticut, is a yoga teacher.



# Semicolons(;)

- **Use a semicolon between two related independent clauses that are not joined by a conjunction.**
  - The participants in the first study were paid; those in the second were unpaid.
- **Use a semicolon to separate elements in a series that already contains commas.**
  - The students in the class were from Lynchburg, Virginia; Washington, D.C.; and Raleigh, North Carolina.

# Semicolons(;)

- **Use a semicolon to join two independent clauses when the second clause begins with:**
  - **A conjunctive adverb**  
(however, therefore, moreover, furthermore, thus, meanwhile, nonetheless, otherwise)
  - **A transition**  
(in fact, for example, that is, for instance, in addition, in other words, on the other hand).
- **Example:** I really have no interest in politics; however, I do like to stay informed by watching the debates.

# Colons(:)

- **Use a colon to introduce a list preceded by an independent clause.**
  - The application includes the following pieces: personal information, job history, and references.
- **Use a colon to separate an independent clause and a final phrase or clause that illustrates, extends, or amplifies the preceding thought.**
  - They have agreed on the outcome: informed participants perform better than do uninformed participants.

# Apostrophes(')

- **Use an apostrophe to create a contraction** (but don't use contractions in your academic writing!).
  - I don't like him very much.
  - Use an apostrophe to form a possessive noun.
  - My mother's job is better than all my brothers' jobs put together.
  - Dickens's later works are much darker than his early novels.
- **Do NOT use an apostrophe to form a plural.**
  - Remember that “it’s” = “it is,” but “its” is possessive.

# Quotation mark(“ ”)

- **If the sentence ends with the quotation (and if there is no parenthetical citation), put your final mark of punctuation INSIDE the quotation marks:**
  - “That dog is as big as a horse.”
- **If the sentence continues after the quotation, you’ll usually need a comma AFTER your quotation but BEFORE your final quotation mark:**
  - “I wish this workshop were over,” John said.
- **If the quotation ends in an exclamation point or question mark, omit the comma:**
  - “I hate going to the dentist!” John bellowed.

# Poll Question 4

**Q. Which of the following sentences is correctly punctuated?**

1. This is what I ate for breakfast an apple and a bowl of cereal.
2. This is what I ate for breakfast; an apple and a bowl of cereal.
3. This is what I ate for breakfast: an apple and a bowl of cereal.
4. This is what I ate for breakfast, an apple and a bowl of cereal.



# Common Usage Errors

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# Commonly Confused Words

## Loose vs. Lose

- **Loose:** Free
- **Lose:** Misplace



## Principle vs. Principal

- **Principle:** Rule
- **Principal:** Chief person

## Than vs. Then

- **Than:** comparison
- **Then:** At that time

## Weather vs. Whether

- **Weather:** Atmospheric conditions
- **Whether:** If, in case

## Foreword vs. Forward

- **Foreword:** An introductory note
- **Forward:** Reward the front

## Peace vs. Piece

- **Peace:** Absence of war
- **Piece:** Part, portion

## Quiet vs. Quite

- **Quiet:** Silent
- **Quite:** Really, positively

## To vs. Too

- **To:** In the direction of
- **Too:** Also

## Which vs. Witch

- **Which:** what one
- **Witch:** sorceress



## Emigrate vs. Immigrate

- **Emigrate:** Leave your own country
- **Immigrate:** Come & live in a country

## Plain vs. Plane

- **Plain:** Simple
- **Plane:** Flat surface

## Stationary vs. Stationery

- **Stationary:** Not moving
- **Stationery:** Writing paper

## Weak vs. Week

- **Weak:** Feeble
- **Week:** Seven days

## Who vs. Whom

- **Who:** Subject
- **Whom:** Object

## Fewer vs. Less

- **Fewer:** used with number
- **Less:** with quantity/amount

# Commonly Confused Words

## ➤ They're / Their / There

- They're going to store together. (contraction of “they are”)
- The managers are in their weekly meeting. (possessive)
- Place the flowers there. (adv. – indicates location/direction)

## ➤ You're / Your

- You're going to be a great writer! (contraction of “you are”)
- Your hair looks nice today. (possessive)

## ➤ Who's / Whose

- Who's on first base? (contraction of “who is”)
- Whose watch is this? (possession)

# Commonly Confused Words

## ➤ It's / Its / It's'

- It's a beautiful day! (contraction of “it is”)
- Download the program, along with its readme file. (possessive)
- Its' is not a word.

## ➤ Affect / Effect

- The outage shouldn't affect anyone during work hours. (verb – to act on, influence)
- The outage shouldn't have any effect on users. (noun – result)

# Commonly Confused Words

## ➤ To / Too / Two

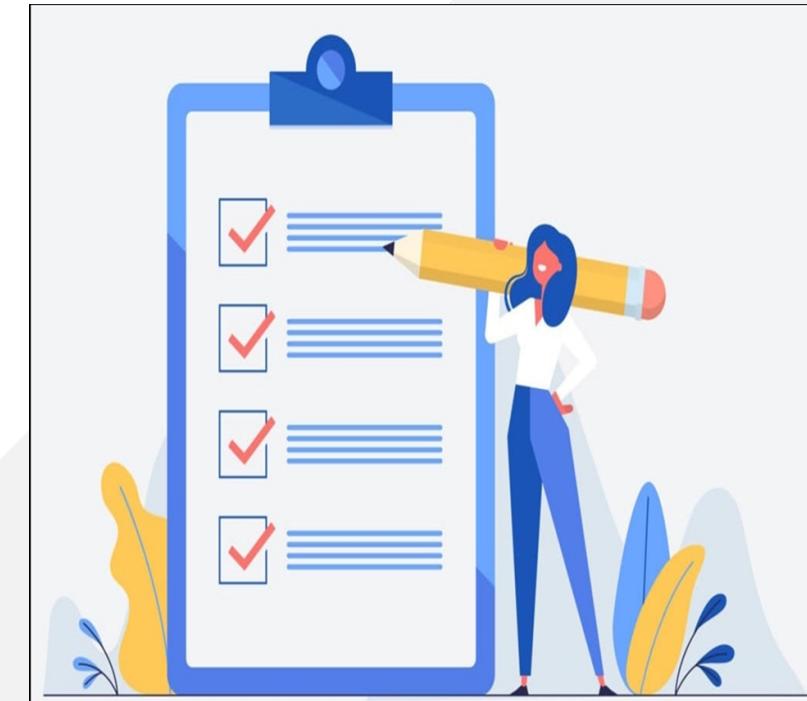
- I am going to the store. (preposition)
- She decided to go along too. (adv. – also)
- I have two buttons missing. (number)

## ➤ A lot / Alot / Allot

- The workers are worrying a lot about their jobs. (adv. – to a great degree/extent)
- Alot is not a word.
- We were each allotted twenty tickets. (verb – to assign/distribute)

# Preparation Tips to Solve Sentence Correction Questions

- Keep the following things in mind while tackling a sentence correction question:
- Identify the concept
  - Similar answer choices
  - Treat all options equally
  - Pay attention to the non-underlined part
  - Choose the shorter answer
  - Substitute the selected answer
  - Elimination technique



# Applications

## **Effective Communication Skills ensure:**

- Stronger decision-making and problem-solving
- Upturn in productivity
- Convincing and compelling corporate materials
- Clearer, more streamlined workflow
- Enhanced professional image
- Sound business relationships
- Successful response ensured

# Assessment Pattern

**Students are assessed on the basis of the following parameters:**

- Hourly Tests - 2
- Assignments
- Surprise Test
- Quiz
- Student Engagement
- End Semester Exam

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# THANK YOU

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