

MISPLACED MODIFIERS

(Unit 7-3200)

Information about misplaced modifiers can be found in 3200--frames 1488-1526. A misplaced modifier is an adjective or adverb that is out of position. These modifiers may be clauses, phrases, or single words. When they are out of place, the sentence will be awkward or confusing. In most cases, modifiers should be near the words they modify. Study the following examples:

Confusing: This table was made by an old carpenter with carved legs.

(Does the writer mean the carpenter has carved legs?)

Clear: This table with carved legs was made by an old carpenter.

Confusing: A man drove past in a Corvette that was completely bald.

(Have you ever seen a bald car?)

Clear: A man that was completely bald drove past in a Corvette.

Confusing: Hawkins developed cancer shortly after he had married and died.

(Could anyone develop cancer after he had already died?)

Clear: Shortly after he had married, Hawkins developed cancer and died.

Note: The following words are often misplaced: almost, only, just, even, hardly, not, nearly, merely.

These words are usually placed in front of the words they modify.

Confusing: The folk singer only sang one song. (This incorrectly emphasizes the word “sang.”)

Clear: The folk singer sang only one song.

Directions: Place a check by the clear sentences in each pair

1a. Jane stomped on the bug without shoes on.

1b. Without shoes on, Jane stomped on the bug.

2a. Mabel, who was wearing her nightgown, let in the meter reader.

2b. Mabel let in the meter reader who was wearing her nightgown.

3a. The winner of the pie-eating contest almost ate five pies in ten minutes.

3b. The winner of the pie-eating contest ate almost five pies in ten minutes

4a. The man picked up the box of books with arthritis.

4b. The man with arthritis picked up the box of books.

5a. I only saw two dollars on the table.

5b. I saw only two dollars on the table.

6a. I gave my dress to Jackie with the low neckline.

6b. I gave my dress with the low neckline to Jackie.

7a. Looking straight at the student through her bifocals, the teacher awaited his answer.

7b. Looking straight at the student, the teacher awaited his answer through her bifocals.

Directions: Revise each of the following sentences so there are no misplaced modifiers.

8. The candidates discussed the problem of the federal deficit at the college.
9. The boy is sitting on the fence with red hair and whistling.
10. She watched her brothers play baseball in her new outfit.
11. I only want one sandwich for lunch.
12. My dad kept a Model A in the garage that he let me take apart whenever I wanted.
13. Joe just likes one kind of ice cream.
14. Debbie knew that chicken always pleased Ed when fried.
15. I saw him trying to copy my paper with my own eyes.
16. Marge has a wild personality who is a good friend of mine.
17. On the corner stood Grandpa with his old straw hat gesturing wildly.
18. I almost have my television on all the time to Channel 5.
19. Joe saw Foster hit a homerun with a cast on his leg.
20. I have some candy in my desk drawer that my mom made.

Grammar & ESL: Articles—*a*, *an*, *the*

The articles **a**, **an**, and **the** help your readers understand whether you're using a noun in an indefinite (general) or definite (specific) way.

Is the noun general? If the noun is general, use “*a*” or “*an*.”

- **A** and **an** are indefinite articles and are used to indicate a single item.
 - Take **a** pencil. (Take **one** pencil.)
 - I won **a** hundred dollars. (I won **one** hundred dollars.)
- Do not use **a** or **an** with a plural noun.
 - **Incorrect:** “They talked about a good restaurants.”
 - **Correct, Unspecific reference:** “They talked about a good restaurant to visit.”
 - **Correct, Specific reference:** “The talked about the good Italian restaurant on Main Street.”
- Use **a** as an unspecific reference **before a consonant**.
 - He likes to read **a** book. (She likes to read any book, **not** a specific one.)
 - That was **a** funny story. (That was **one of many** funny stories.)
- Use **a** when the word following it starts with a consonant sound.
 - **a** book, **a** hospital, **a** leg, **a** one-inch pipe, **a** youth
- Use **an** as an unspecific reference **before a vowel sound (a, e, i, o, u)**.
 - **an** apple, **an** opera, **an** eagle, **an** idea, **an** SOS (the **s** here is an **es** sound)
- Words that begin with **u** or **h** can have either a vowel or a consonant sound. Make the choice based on the sound of the first word after the article, even if that word is not the noun.
 - **a** union, **a** uniform (use **a** when the **u** sounds like the **y** in **you**)
 - **an** unbelievable event, **an** umbrella, **a** unique umbrella
 - **an** honor, **an** hour, **an** honest person
 - **a** hotel, **a** history book, **a** historian
 - **an** historian, **an** historic event (**NOTE:** words like historic can take either **a** or **an**)

Is the noun specific? If the noun is specific, use “*the*.”

- Use **the** as a specific reference to a common noun or something that is one of a kind.
 - Give me **the** book on **the** table. (identifies a specific book)
 - **The** sun rose at seven o'clock. (identifies something that is one of a kind)
- Use **a** or **an** to introduce a noun the first time it is mentioned, and then **the** is used afterwards whenever the noun is mentioned.
 - I bought **a** sandwich for lunch. I shared **the** sandwich with my friend.

Most proper nouns do not use an article. However, some do.

- A proper noun names unique person, place, or thing (New York City, Walt Disney, The United States of America)
 - **Correct:** "I went to New York City."
 - **Incorrect:** "I went to the New York City."
- An exception is the proper nouns with "of" as part of the name:
 - **the Fourth of July**
 - **the University of Virginia**
 - **the United States of America**
 - **the President of Mexico**
 - **the Statue of Liberty**
- Plural proper nouns use **the**:
 - **the Chicago Bulls**
 - **the Johnsons**
 - **the Blue Ridge Mountains**
- A proper noun that names a group (a collective noun) also uses **the**:
 - **the Commonwealth of Virginia**
 - **the United Arab Emirates**
 - **the Society of Friends**
- Some geographical features use **the**:
 - **the Gobi Desert**
 - **the Atlantic Ocean**
 - **the Pyramids**
 - **the Amazon**
- But other geographical features do not use **the**:
 - Lake Superior
 - Albemarle County
 - Route 29
 - Mount Vesuvius

When trying to decide whether to use an article, ask for help if you need it. Every time you learn a new use of an article, write it down.

BARRIERS TO COMMUNICATION

WHAT IS COMMUNICATION

???



**COMMUNICATION IS THE ART OF TRANSMITTING
KNOWLEDGE, IDEAS, INFORMATION AND THOUGHTS
FROM ONE PERSON TO ANOTHER.**

**THE TRANSFER SHOULD BE SUCH THAT
THE RECIEVER UNDERSTANDS
THE MEANING AND THE INTENT OF THE MESSAGE
AND GIVE PROPER FEEDBACK**





IMPORTANCE



- Necessary for planning
- Understanding each other
- Establishment of effective leadership
- Increases Efficiency
- Basis of Decision-making
- Smooth Working of Enterprise
- Motivation
- Co-ordination



There are three levels at which communication takes place

1. Noticing is done with the senses, and is at the physical level
2. Understanding is at the level of intelligence
3. Acceptance is at the emotional level

Anything that hinders the process of communication at any of these levels is a barrier to communication

Barriers to communication can be defined as the aspects or conditions that interfere with effective exchange of ideas or thoughts.

FACTORS

Environmental

Technological

Organizational

Jargons

External Noise

Emotions

Distance

Personal Interests

Halo Effect

Misinterpretation

Fear

Stress

Status

Chain of command

Trust Issues

Negative Self Image

CLASSIFICATION OF BARRIERS

PHYSICAL BARRIERS

SEMANTIC AND LANGUAGE BARRIERS

SOCIO-PSYCHOLOGICAL BARRIERS

ORGANIZATIONAL BARRIERS

CROSS-CULTURAL BARRIERS

PHYSICAL BARRIERS



Faulty Organizational Structure

- Large working area
- Closed office doors
- Separate areas for people of different status
- It forbids team member from effective interaction with each other.



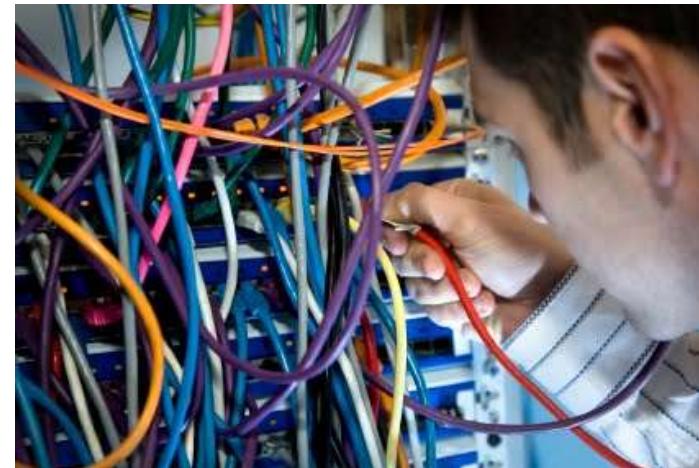
Noise

- Physical noise (outside disturbance)
- Psychological noise (inattentiveness)
- Written noise (bad handwriting/typing)
- Visual noise (late arrival of employees)



Time and Distance

- Improper Time
- Defects in Medium of communication
- Network Facilities
- Mechanical Breakdowns



Information Overload

- Piling up of tasks due to improper time management.
- Excess number of people assigned for same task
- Work overload/Information duplication.



SEMANTIC & LANGUAGE BARRIERS



Those who speak do not know

Those who know do not speak

- Random Japanese Guy

SEMANTICS

- What do you mean by **SEMANTICS**?
- Why is **SEMANTICS** required?
- When does **SEMANTIC BARRIER** arises?

SIMILAR SOUNDING WORDS

These words are known as **Homophones**



Pronunciation



Spelling



Meaning

Examples:

- pale/pail
- alter/altar
- buy/bye/by
- rain/reign

WORDS HAVE MULTIPLE PRONUNCIATIONS

These words are known as **Homographs**



Examples

- The bandage was **wound** around the **wound**.
- We must **polish** the **Polish** furniture.
- He could **lead** if he would get the **lead** out.

WORDS HAVE MULTIPLE MEANING

These Words are also known as **homonyms**



Examples

- Never **desert** your friends in the **desert**.
- Close the window before the bee gets too **close**

DENOTATIONS AND CONNOTATIONS

- **Denotation:** The literal meaning of a word
- **Connotations:** The emotions and associations connected to a word
 - **Favourable Connotation:** 'honest', 'noble', 'sincere'
 - **Unfavourable Connotation:** 'cowardly', 'slow', 'incompetent'

Examples:

They gave us cheap stuff.

At this shop, they sell things cheap

LANGUAGE BARRIERS

- Different Languages
- No Clarity in Speech



LANGUAGE BARRIERS



- Not being specific

- Using Jargons



SOCIO-PSYCHOLOGICAL BARRIERS



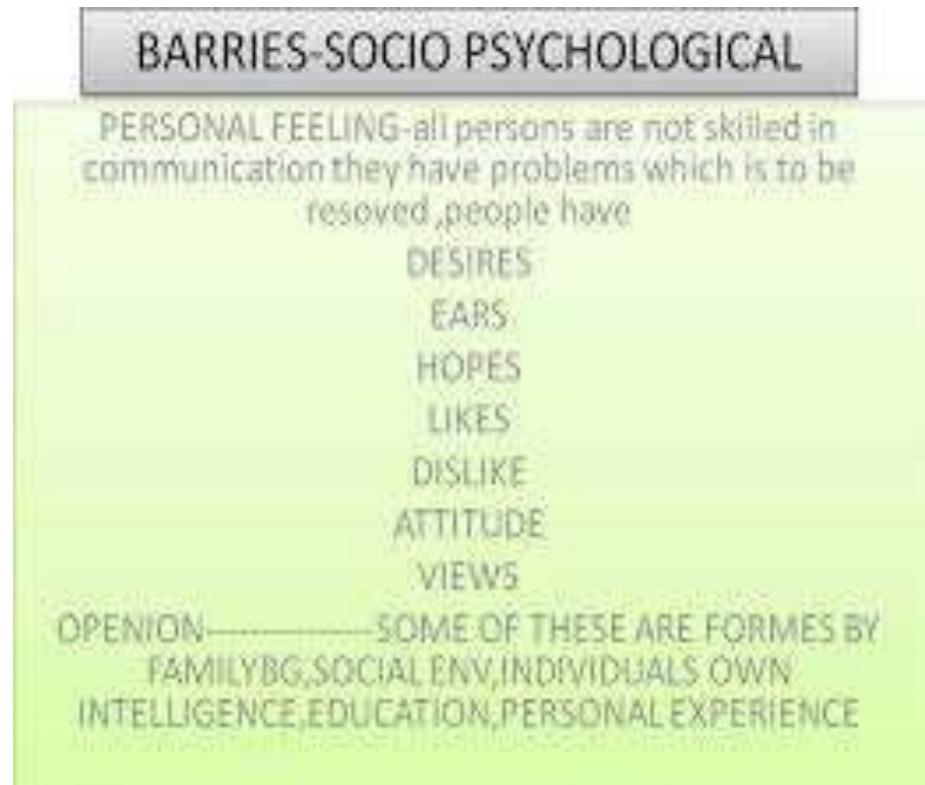
WHAT IS PYSCHOLOGICAL BARRIER?

**Psychological barriers
can be described as
the cause of distorted
communication
because of human
psychology problems.**



PSYCHOLOGICAL BARRIERS

- **Attitude and opinions:**
- **Emotions**
- **Filtering and distortion of message**
- **Status difference**
- **In attention**
- **Closed mind**
- **Fields of experience**



OTHERS INCLUDE:

- **Group identification**
- **Self-image**
- **Premature evaluation**
- **Distrust**
- **Poor retention**



CROSS-CULTURAL BARRIERS



WHAT IS CULTURE?



Cross Culture Communication

- Meaning of Cross Culture Communication
- Understanding different cultures facilitates Cross Culture Communication
- Components of Cross Culture Communication

Different Cross Cultural Barrier

- Language
 - Values



The image is a word cloud centered around the word "integrity". Other prominent words include "teamwork", "respect", "honesty", "excellence", "commitment", "customer", "service", "entrepreneurship", "professionalism", and "loyalty". The words are arranged in a circular pattern around the central word.

Different Cross Cultural Barrier

- Social Relation
- Concept of time

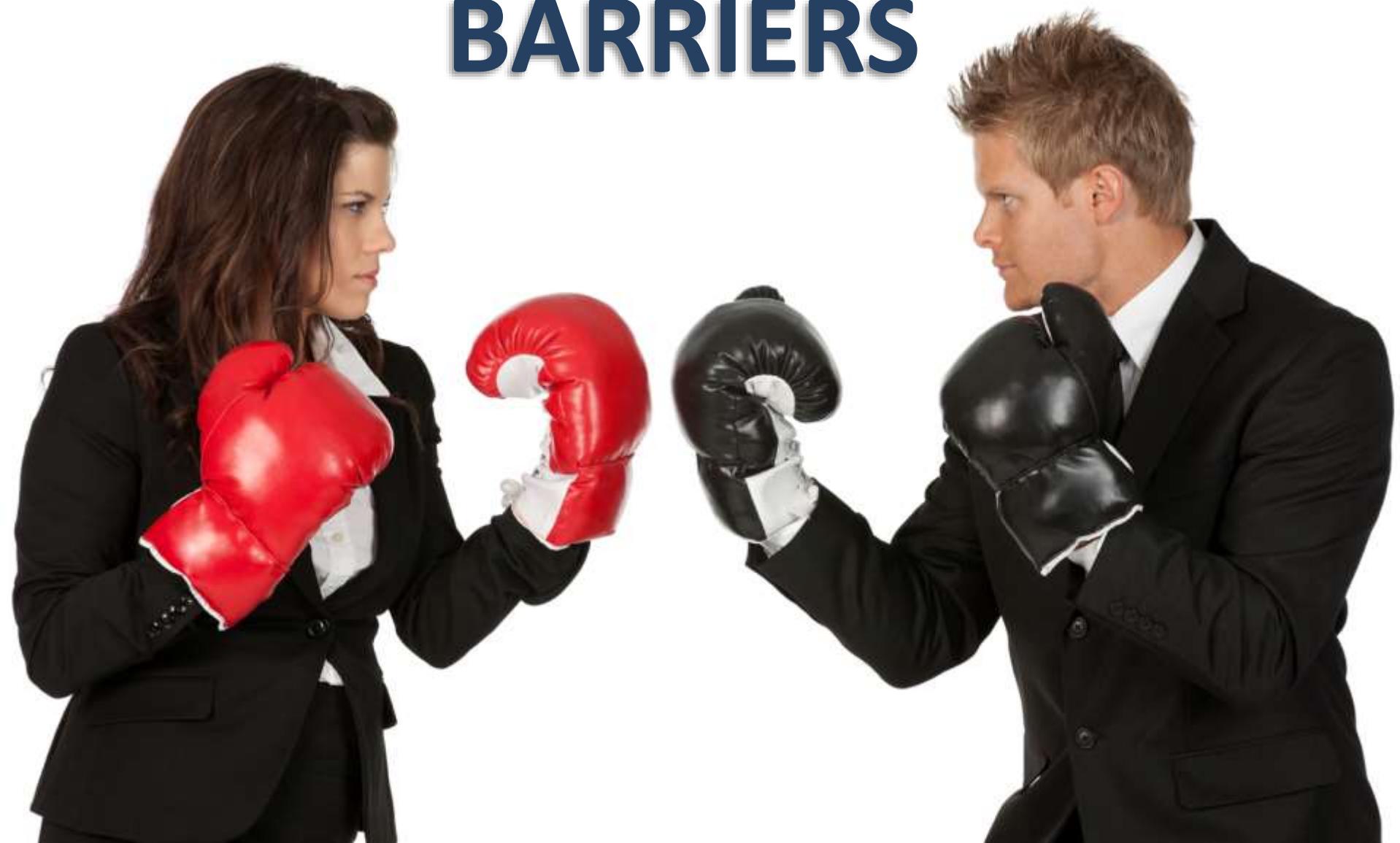


Different Cross Cultural Barrier

- Concept of space
- Gestures



ORGANISATIONAL BARRIERS



Organizational barriers

- Loss or distortion of messages as they pass from one level to another
- Filtering of information according to one's understanding/interpretation
- Messages not read completely or not understood correctly
- Deliberate withholding of information from peers perceived as rivals
- Information gap if upper level does not know the true state of affairs

....cont

- Lack of communication policy
- Authoritarian attitude of management
- Poorly Defined Authority and Responsibility
- Too Many Levels in Organization Structure
- Insufficient Communication Training

Overcoming Communication Barriers

Individual Skills

- Active listening
- Select the appropriate channel for the message
- Make a special effort to understand each other's perspective
- Managers should practice MBWA.

Overcoming Communication Barriers

Organizational Actions

- Create a climate of trust and openness
- Develop and use formal information channels in all directions
- Encourage the use of multiple channels including formal and informal communications
- The organizational structure should fit communication needs.



CONCLUSION

Ways To Overcome Barriers to Communication-

- **For Physical Barriers-**

- ❖ Appropriate Seating Arrangement
- ❖ Ensure Visibility & Audibility
- ❖ Environmental Comfort
- ❖ Minimise Visual/Oral Distractions

- **For Semantic Barriers-**

- ❖ Use of Simple Language
- ❖ Symbols & Charts
- ❖ Active Listening/ Constructive feedback

Contd..

- **For Socio-Psychological Barriers-**
 - ❖ Calling Attention & Motivation
 - ❖ Assistance & Sympathy

For Cross Cultural Barriers-

- ❖ Understanding of Traditions & Customs
- ❖ Information of all Sides of Culture

Contd..

- **For Organisational Barriers-**
 - ❖ Simple Organisational Structure
 - ❖ Avoiding Information Overload
 - ❖ Flexibility in Meeting Targets

CHANNELS OF COMMUNICATION

AND THEIR EFFECTIVENESS

Presented By:
Shivam Jhajj

What Are Communication Channels?



The flow of information is called communication.

Communication channels refer to the way it flows from one person to another.

Formal Communication

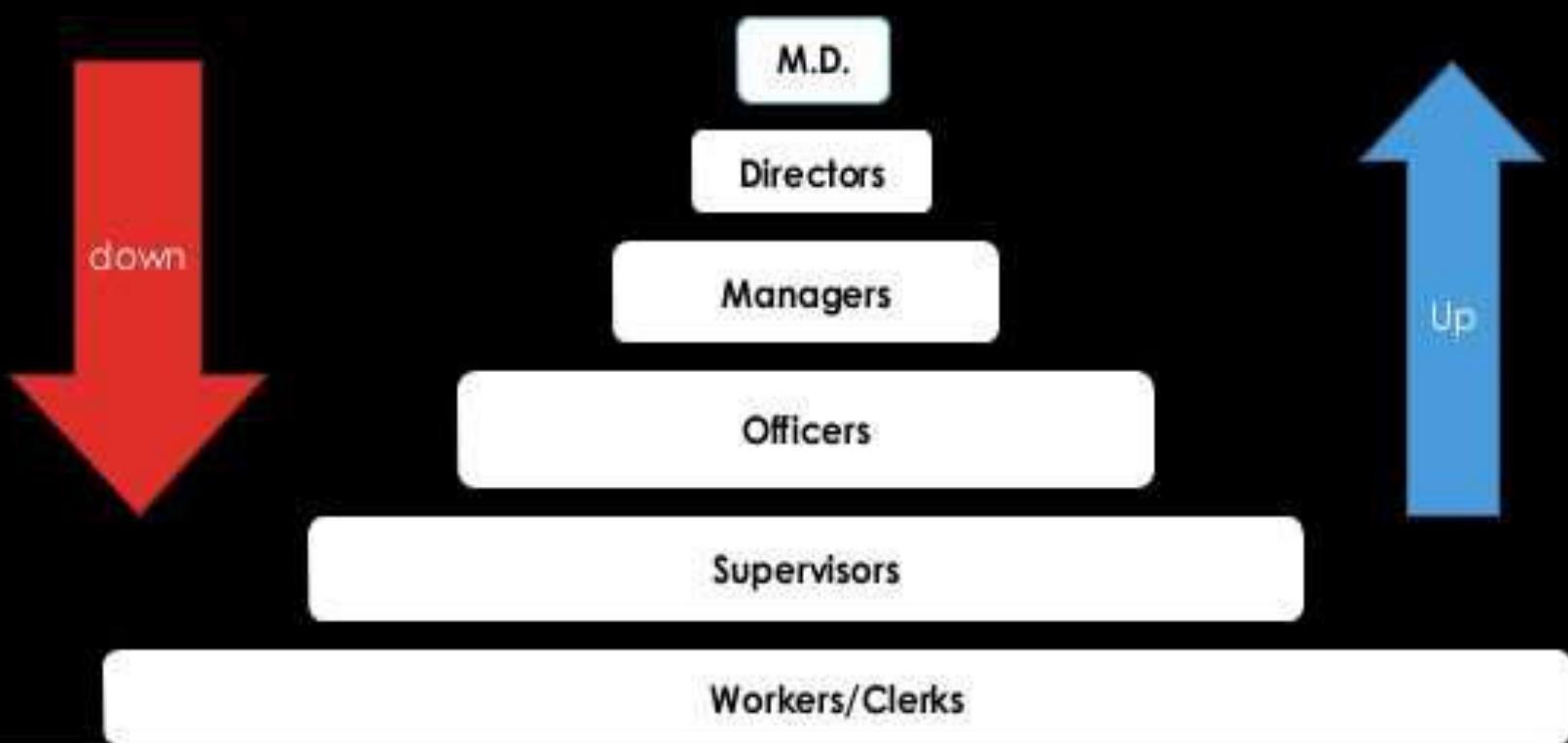
Official communication which takes place through official channels in the organization.

Formal communication can be classified as :

- 1) Vertical communication:**
 - Upwards or downwards.
- 2) Horizontal communication**
- 3) Diagonal communication**



COMMUNICATION CHANNELS

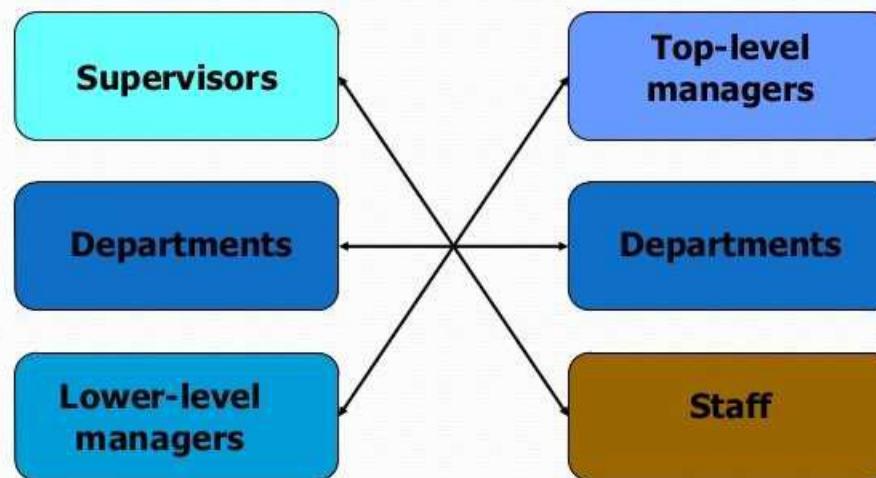


Horizontal Communication:

Between people on the same level of organization hierarchy.



Diagonal Communication:



ADVANTAGES/EFFECTIVENESS OF FORMAL COMMUNICATION :

- Systematic flow of information.
- Helps in fixation of authority .
- Sources of communication can be easily located.
- Facilitates managerial control.
- Helps in coordination of activities and efforts.

DISADVANTAGES OF FORMAL COMMUNICATION :

- Time consuming .
- Lacks personal touch and involvement.
- Rigid and time bound.
- Expensive

INFORMAL COMMUNICATION

Don't follows formal lines of communication.

It is also referred as the '**grapevine**'

Spreads
throughout the
organization
with its
branches going
out in all
directions.



Advantages/Effectiveness Of Informal Communication

- Enables employees to develop friendly relations amongst them.
- Enables people to express their views.
- Fast and effective communication.
- Satisfying the social needs of the workers.
- Flexible

Disadvantages Of Informal Communication

- Incomplete and inaccurate information.
- Lack of authenticity and difficult to trace.
- Problem in fixing responsibility.
- Leakage of confidential information.
- Information may be distorted.

Methods Of Communication

1.Oral communication:

Conveying messages through spoken words.

It includes face to face communication between individuals,
communication through telephone, public speech etc.

2. Written communication:

Transmission of messages in written words.

e.g. letters, reports, circulars, manuals etc.

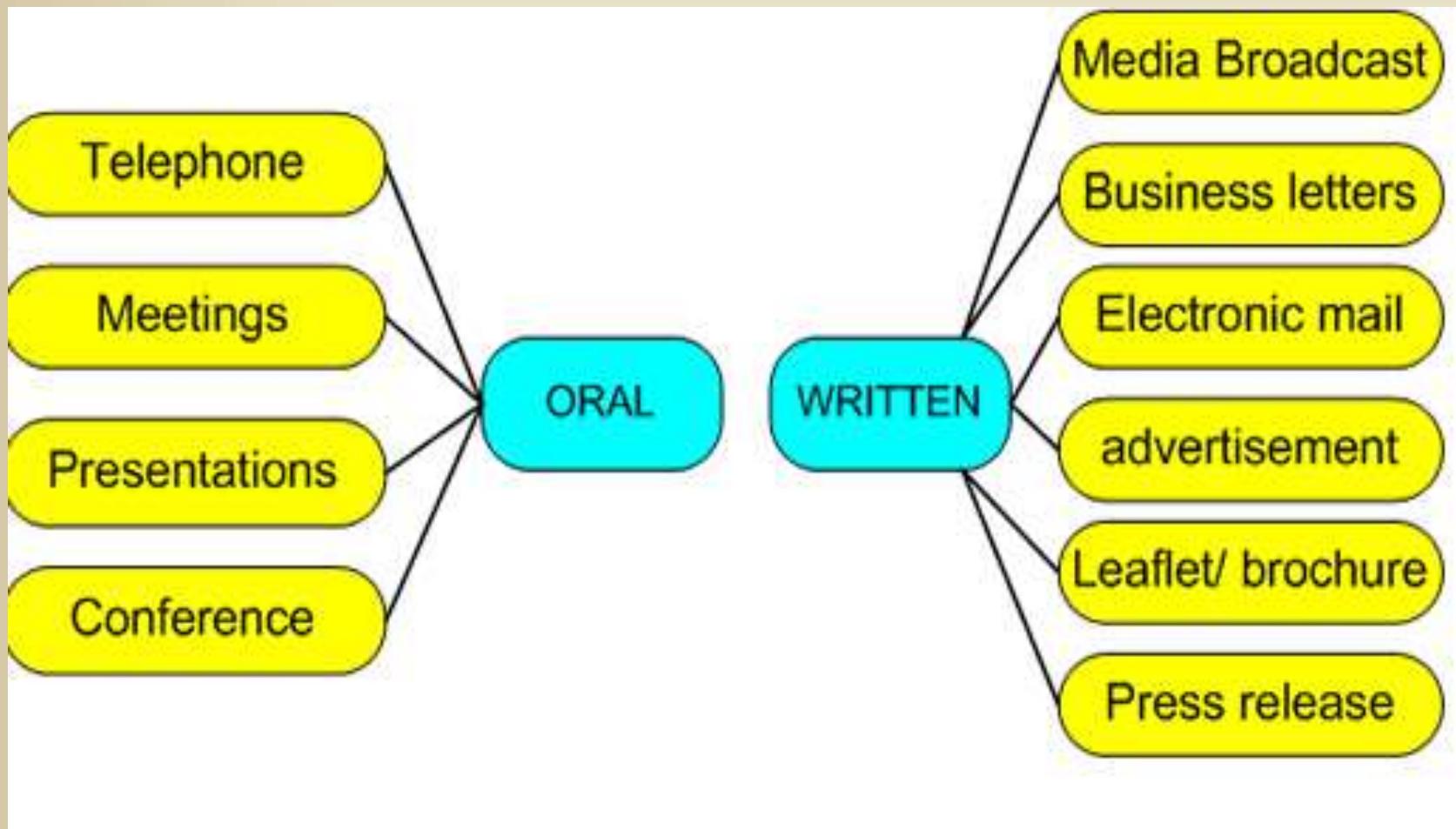
3.Gestural or Non-verbal Communication:

Expression through body parts is known as gestural or non-verbal communication.

It includes facial expression, movement of lips , movement of hands, even a mere silence etc.



Other Methods Of Communications



Thanks

ERROR SPOTTING RULES- PDF

1. After let, if a pronoun is used, that noun must be in the Objective Case.

- **Let he do it**
- Let him do it.

2. When two or more personal plural pronouns come together, the correct order starts with First person (we) followed by second person (you) and third person (they) respectively.

- **You they and we must go together.**
- We, you and they must go together.

3. When two or more singular personal pronouns are used together, the sequence must be second person(you) followed by third person (he) and first person (I) respectively. (It must be used in positive sentences)

- **I, you and he must help the needy.**
- You, he and I must help the need.

4. Singular nouns combines by either or, neither nor pronoun must be singular.

- **Neither Sudha nor Rama did their homework.**
- Neither Sudha nor Rama did her homework.

5. When two singular nouns are combined by and refer to the same person/thing, the pronoun used must be singular.

- **The director and vice chancellor is not intelligent in their duties.**
- The director and vice chancellor is not intelligent in his duties.

6. When two singular nouns are combined using “and” the pronoun used must be plural.

- **Rama and Sudha are not honest in her dealings**
- Rama and Sudha are not honest in their dealing.



7. Each of or None of + Plural noun/pronoun is takes singular pronoun/helping verb

- **Each of the boys have participated in the game.**
- Each of the boys has participated in the game.

8. Either/Neither are used for referring to two persons/things; any, none and no one is used for more than two things/persons

- **Neither of the three girls was presented in the class.**
- Neither of the two girls was presented in the class.

9. If+ she/I/you+ were takes nominative cases of the pronoun.

- **If you were him, you would have accepted the proposal.**
- If you were he, you would have accepted the proposal.

10. If a principle verb is used after: about, before, for, from, in, on, use verb+ing form.

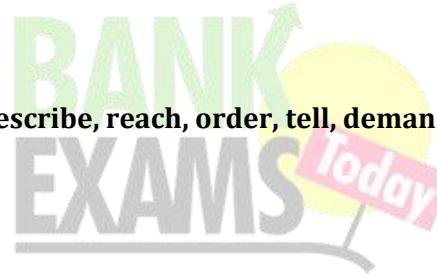
- **You must tell me before taking any decision.**
- You must inform the examiner after completing your exam

11. Say/suggest/ propose/speak/reply/explain/listen/write is always followed by to.

- **I suggest you take some rest.**
- I suggest you to take some rest.

12. After transitive verbs; discuss, describe, reach, order, tell, demand, attack, resemble, ridicule, no preposition is used.

- **He ordered for the food.**
- He ordered the food.
- **He demands to his release.**
- He demands his release.



13. No preposition is used after today, tomorrow, yesterday.

- **I met him on yesterday.**
- I met him yesterday.

14. Verb used after “about, after, at, before, for, in on” must be in V+ing form.

- **He will meet his parents before leave for France.**
- He will meet his parents before leaving for France.

15. The preposition used after two words must be made clear if these two words take some preposition or not.

- **He is aware and prepare for his duties.**
- He is aware of and prepare for his duties.

16. Hardly is followed by then and inversion of the sentences is used. Scarcely is used with when

- **Hardly had we step out of the home, when it began to rain.**

- Hardly had we step out of the home, then it began to rain.
- **Scarcely had we step out of the home, then it began to rain.**
- Scarcely had we step out of the home, when it began to rain.

17. Correct use of not only but also

- **He lost not only his shoes but also his books.**
- He not only lost his shoes but also his books.

18. Ago is always used in past indefinite tense.

- **He had met him two years ago**
- He met him two years ago.

19. Much is used with past participle and adjective and adverbs of comparative degree. Very is used with present participle.

- **The news is much surprising.(present participle)**
- The news is very surprising.
- **I was very surprised at his behavior.**
- I was much surprised (past participle) at his behavior.

20. Too means more than required which is used in negative sentences. It cannot be used in positive sense like too glad, too pleasant, too healthy.

- **The palace is too pleasant to look at.**
- The palace is very pleasant to look at.

21. Too----To and so-----that should not be intertwined

- **He is too weak that he cannot walk.**
- He is too weak to walk
- **He is so weak to walk**
- He is so weak that he cannot walk.

22. Elder and eldest must be used for persons (strictly these are used for the members of the same family)
Older is used to refer to a person who ahead of age.

- **My older brother is very protective.**
- My elder brother is very protective.
- **He is two years elder to me**
- He is two years older to me

23. All the adjectives referring to the same noun must be in the same degree of comparison.

- **He is the most handsome and wiser student of the class.**
- He is the most handsome and wisest student of the class.

24. Adjectives like “unique, ideal, perfect, complete, universal, entire, extreme, chief, do not admit the comparative degrees because they represent their superlative degree themselves.

- **He is the most perfect boy.**
- He is the perfect boy.
- **It is the most complete assignment.**
- It is the complete assignment.

25. The adjectives inferior, superior, senior, junior, prior etc. take the preposition to, not than.

- **He always felt inferior than her younger sister.**
- He always felt inferior to her younger sister.

26. When the subjects joined by nor/or are of different numbers, the verb must be plural and the plural verb must be placed next to the verb.

- **Neither teachers nor principal was present in the assembly.**
- Neither principal nor the teachers were present in the assembly.

27. The words like “together with, along with, as well as, in addition to” do not make the subject plural.

- **Alisha along with Anil are going for a picnic.**
- Alisha along with Anil is going for a picnic.

28. Rule for dependent clause----if we are mentioned a plural subject in the independent clause which is necessary for the sentence, the verb must agree with that subject.

- **She is one of the best teachers who has ever taught me.**
- She is one of the best teachers who have ever taught me.

29. When the helping verbs like am, is, was, were used with the personal pronouns, the other pronoun must be nominative case.

- **I am him.**
- I am he.
- **He was me**
- He was I.

30. Know followed by how, where, when, why takes to+V1

- **I know to drive.**
- I know how to drive.

31. After bid, let, behold, watch, see, feel, we use bare infinitive (without to)

- **I watched him grow.**
- I watched him grow.
- **I let him to cry.**
- I let him cry.

32. To+V1 is not used after can could may might should will would must dare not need not.

- **He dare not to speak to me.**
- He dare not speak to me
- **He could not to write.**

- He could not write a letter.

33. Than is always followed by bare infinitive.

- **He had better leave than to stay.**
- He had better leave than stay.

34. When but is used as a preposition and followed by a verb “to” is not used.

- **He did nothing but to weep.**
- He did nothing but weep.

35. Some Nouns always remain singular. The verb and pronoun associated with these nouns are also always singular.

Hair, information, aircraft, furniture, money, advice, sheep, fish, bread.

36. Some nouns are always in the plural form.

Scissors, trousers, spectacles, gloves, socks,

37. If the main topic, jist or crux of the sentence is singular, the verb and pronoun will also be singular.

Knowledge of maths, science, social studies and economics are 10th class students.

Pronunciation of Worcestershire, Choir, Penguin are very confusing.

38. Normally we treat all collective nouns singularly.

- The group of students has come first.
- My team has won the match.
- A bunch of keys was found in the trash.

39. When the subject of the collective noun comes before the collective noun its usage will be plural.

- A band of robbers has attacked the city.
- Robbers of a band have attacked the city.

40. All material nouns are treated singularly.

- Gold is expensive.
- Water is healthy.
- Oxygen is important.

41. When the material noun is countable, its usage becomes plural too.

- Diamonds are a woman's best friend.
- Please pick up all bricks and stones from the floor.
- My house is made of bricks and stones
- My house is made of brick and stone



42. Similar Sounding Words

- Practice and Practise
- Advice and Advise

There are a few pairs of words like the above in English vocabulary that have difference of 'c' and 's'. We must remember that there is a grammatical difference between these words.

- Advice is a noun. E.g. Thank you for your valuable advice.
- Advise is a verb. E.g. Thank you for advising me
- Practice is a noun. Eg How is your football practice going?
- Practise is a verb. E.g. Are you practising football everyday?

43. Both 'a' and 'an' are used to identify anything that is generalised in a statement. 'A book' means any book and 'an umbrella' means any umbrella, rather than a specific book or umbrella.

- 'A' is always used before nouns starting with a consonant sound.
- 'An' is always used before nouns starting with a vowel sound.

44. Usage of 'the'

(a) Anything specific stated in a sentence should be preceded by 'the'

Eg. Amitabh, the actor of the movie, is the favorite of the director who says he is nothing but the best.

E.g. the best, the most hardworking, the most beautiful etc

(b) Any natural resources will always have 'the'.

Eg. the sun, the moon, the Ganga, the Himalayas etc.

(c) Superlative degree of adjectives will always have 'the'.

E.g. the best, the most hardworking, the most beautiful etc

The' is never used before proper nouns but can be used before common nouns.

1. Proper Nouns

I love the India. (Incorrect)

My name is the Anshika. (Incorrect)

2. Common Nouns

The girl is waiting for us. (Correct)

The class needs to be adjourned. (Correct)

Only when a proper noun is treated as a common noun, especially in case of metaphors/ allusions, we can use 'the' before these nouns.

Ram is the Sachin Tendulkar of my team. (Correct)

Radha is the Hitler of her class. (Correct)

Note: The sentences in red are incorrect.



The following table explains the chapters we already added in the course and the chapters to be covered in near future.

Vocabulary Made Easy: The PDF contains 10 words from The Hindu newspaper with the graphic explanation, meaning, example and synonyms. This is printable and a quiz of 5 to 10 questions is incorporated with every PDF for practice. So far, we have covered Vocabulary Made Easy up to 13 Days.

250 Idioms Made Easy: The PDF contains 10 Idioms with the graphic explanation, meaning, and example.. This is printable and a quiz of 5 to 10 questions is incorporated with every PDF for practice. So far, we have covered 220 Idioms. A video lecture for the same topic will be provided for the same along with the practice questions important from the point of view of various exams.

Important PDFs: In this section, you will get all the important PDFs to have a strong grasp of the language. This section already have three important PDFs:

- Root Words Made Easy I
- Root Words Made Easy II
- 1000 English Language Verbs (Base Form- Past Form- Past Participle Form)
- Important Abstract Noun PDF

English Grammar Lessons: This section covers every little detail of Grammar Topics related to the English Language. Each topic is explained in detail in Video Lecture followed by Practice Quiz and PDFs related to the topics. This section is updated with 3 videos every week.

Reading Comprehension: This section is considered to most difficult and also an integral part of all banking competitive exams. To make it easy for you, we will provide you video lectures ranging from easy Reading Comprehension Passage to High-Level Passages along with practice sets to brush up your learning and enhance your skills.

Error Spotting: This section will cover a variety of error spotting questions starting with error spotting questions based on grammar topics. Levels to be covered here will be Easy-Moderate-Difficult. Each video lesson will have at least 20 questions along with 10 practice questions for the learners.

In addition to the above-mentioned topics, the course covers topics like **Cloze Tests, Descriptive Paper, Phrase Replacement, Sentence Improvement, Sentence Completion, Sentence Rearrangement.**

Vocabulary Made Easy- PDF+Quiz	Day 1 to Day 20
250 Idioms Made Easy PDF	Day 1 to Day 21 Video Lectures 13
Important PDFs	<ul style="list-style-type: none"> • Root Words Made Easy I • Root Words Made Easy II • 1000 English Language Verbs (Base Form- Past Form- Past Participle Form) • Important Abstract Noun PDF
Phrasal Verbs Made Easy	<ul style="list-style-type: none"> • Phrasal Verbs Made Easy: 1 • Phrasal Verbs Made Easy: 2 • Phrasal Verbs Made Easy: 3 • Phrasal Verbs Made Easy: 4 • Phrasal Verbs Made Easy: 5 • Phrasal Verbs Made Easy: 6 • Phrasal Verbs Made Easy: 7 • Phrasal Verbs Made Easy: 8
English Grammar Topics	<ul style="list-style-type: none"> • Nouns- Video+ PDF+Quiz • Pronoun- Video+ PDF+Quiz • Verb- Video+ PDF+Quiz • Adjectives- Video • Adverb- Video • Preposition- Video • Conjunctions and Interjection- Video • Tense 1: Simple Tense • Tense 2: Continuous Tense • Tense 3: Perfect Tense • Tense 4: Perfect Continuous Tense • Worksheet on Tenses • Worksheet on Parts of Speech • Tenses Made Easy (Hindi)

Reading Comprehension	8 Video lectures
Error Spotting	14 Video Lectures
Descriptive English	<ul style="list-style-type: none"> • Descriptive English Guide • Descriptive Test Evaluation • Important Words to Include in Essay



ENGLISH

PARAGRAPH WRITING

Topic

Structure Of a Paragraph that includes;

- * The definition of a paragraph
- * The parts of paragraph
- * Stages of paragraph writing

What is a Paragraph?

”A paragraph is a group of sentences about a single topic”. Together, the sentences of paragraph explain the writer’s main idea about the topic. In academic writing, a paragraph is often between five and ten sentences long but it can be longer or shorter, depending on the topic.

Parts of paragraph

A paragraph has three basic part;

1. The Topic Sentence
2. The Supporting Sentences
3. The Concluding Sentence

1. The topic sentence

This is the main idea of the paragraph. It is usually the first sentence of the paragraph, and it is the most general sentence of the paragraph.

2. The supporting sentences

These are the sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentence.

3. The concluding sentence

This may be found as the last sentence of the paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment about the topic.

How to write a paragraph?

Paragraph writing has following four stages;

1. Prewriting
2. Writing
3. Editing
4. Publishing

1. Prewriting The Paragraph

“This is the stage when you think carefully and organize your ideas for your paragraph before you begin writing”.

PREWRITING STEPS

There are six prewriting steps

1. Think carefully about what you are going to write
2. Open your notebook
3. Collect facts related to your paragraph
4. Write down your own ideas
5. Find main idea
6. Organize your facts and ideas in a way that develops your main idea

2. Writing The Paragraph

“The Writing stage is when you turns your ideas into sentences”

There are five steps of writing the paragraph

- 1. Open your notebook**
- 2. Write topic sentence, supporting sentences and concluding sentence**
- 3. Write clear and simple supporting sentences**
- 4. Focus on main idea of the paragraph**
- 5. Use dictionary to help you find additional words to explain your idea**

3. Editing The Paragraph

“The editing stage is when you check your paragraph for mistakes and correct them”.

Grammar and Spellings

1. Check your spellings.
2. Check your grammar
3. Read your paragraph again
4. Make sure that each sentence has a subject
5. See if your subjects and verbs agree with each other
6. Make sure that each sentence make sense

STYLE AND ORGANIZATION

1. Make sure that your paragraph has a topic
2. Make sure that your supporting sentences focus on main idea
3. Make sure that you have a concluding sentence

Peer Editing

“Showing your work to another student is a very useful way to improve your writing. This is called peer editing”.

You read your partner's writing and your partner read yours. You comment on your partner's reading your partner comments on yours. You might talk together, write comments on a sheet that your instructor gives you or write directly on your partner's paper.

4. Publishing Of The Paragraph

“The publishing stage is when you produce a final copy of your paragraph to hand in”.

There are three steps of publishing

- 1. Make a paper copy of your paragraph**
- 2. Show your work to your teacher, tutor or parents**
- 3. Ask them for hints and suggestions to improve your writing.**

THANK YOU

ANY QUESTION??? •

Paragraph Writing

Md. Raju Ahmed Rony

What is a Paragraph?

- A group of sentences
- A clear main idea
- Supporting information
- Part of a longer composition
- A miniature essay

Structure of a Paragraph

Supporting sentences

They give details to develop
& support the main
idea of the paragraph

Topic sentence
*It introduces the
main idea of
the paragraph*

Closing sentence
*It restates
the main idea of
the paragraph*

Structure of a Paragraph



A Good Paragraph has . . .

- ***Unity-*** One main idea,
topic sentence,
other supporting sentence
- ***Support-*** Supporting ideas,
evidences and examples,
details

Cont'd

- ***Coherence-*** well organized details,
clear and sensible connection,
linkers or connectors
- ***Good Language-*** grammatical accuracy,
correct punctuation,
apt vocabulary,
variety of structure

Types of Paragraphs

- **Descriptive** – to tell/to describe
- **Narrative** - to express/to entertain
- **Expository** – to inform/to explain
- **Persuasive** – to influence/to persuade

Cont'd

- **Compare and contrast** - to find similarities and differences and to analyze and evaluate two or more concepts.
- **Cause and Effect** -to explain why something happened as a result of something .

How to write a paragraph

- Planning- Selecting a topic
 - Brainstorming ideas
 - Determining important ideas
 - Organizing ideas in order
 - Making a simple outline
- Drafting- Introduction ,body, conclusion
- Revising, Editing and Publishing

Example:

- There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

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Thank You

Phrasal Verbs

Units 11 - 12

Introduction

- A phrasal verb = a verb + a particle

For example: put off

Put = verb off = particle

I put off my trip. = I postponed my trip.

- The verb and the particle have a special meaning.

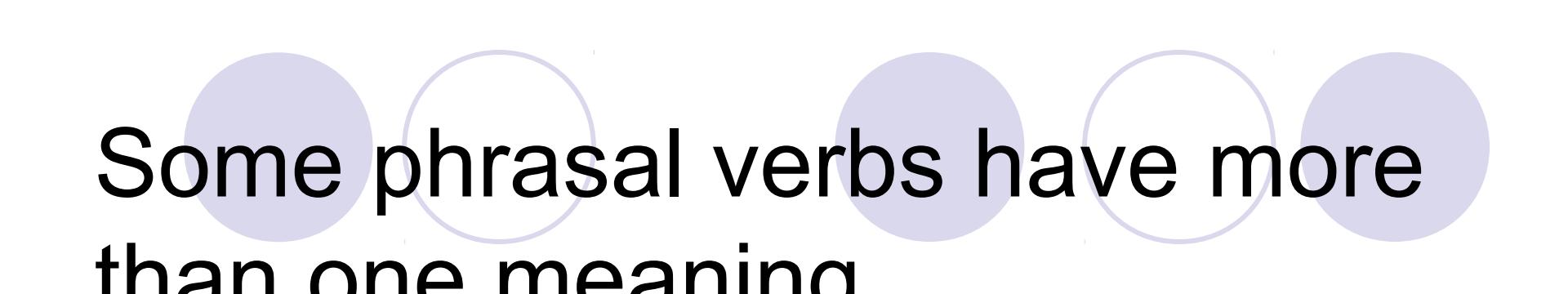
When you use the same verb with a different particle, the meaning changes.

put + off = to postpone

put + on = to cover your body with clothes

put + back = to return something to its original place

put + away = to put something in its original place



Some phrasal verbs have more than one meaning.

keep on = to continue

keep on = not to remove something

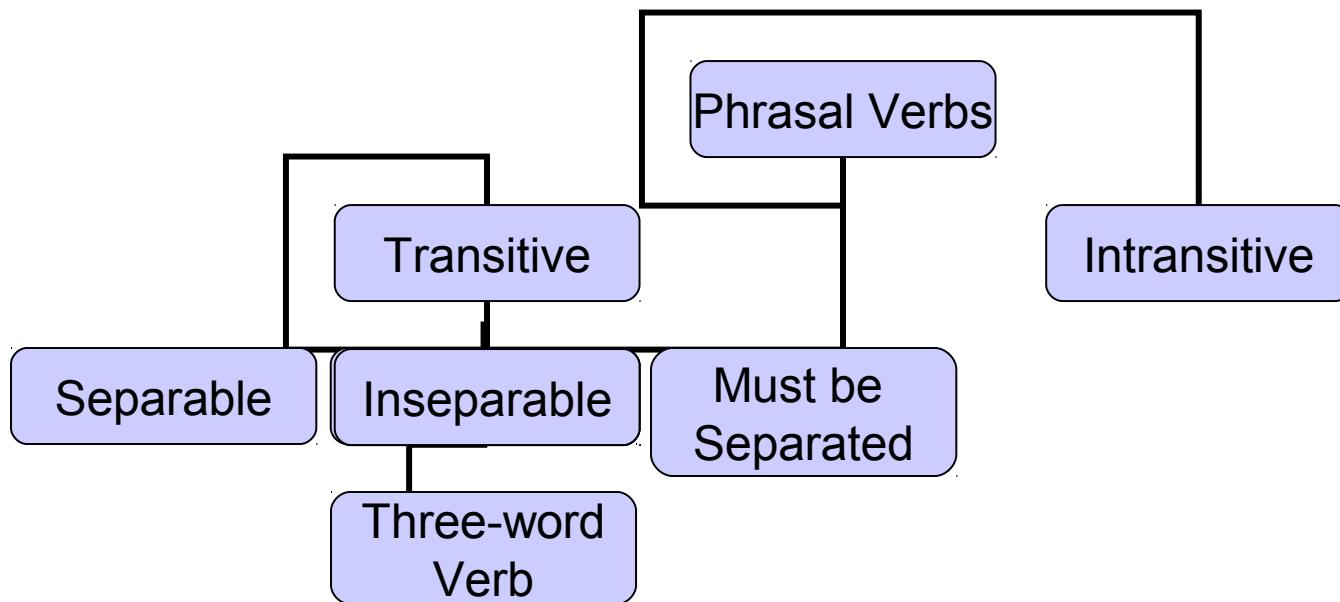
take off = remove

take off = leave



- They are very common, especially in informal English.

Kinds of Phrasal Verbs



Transitive Phrasal Verbs

These verbs have objects.

Are you writing down these notes?

I haven't called Mr. Wilson back.

Intransitive Phrasal Verbs

These verbs do not have **objects**.

Tony's car broke down.

Jane grew up in a small town.

Separable Phrasal Verbs

- Most phrasal verbs are separable.
- The verb and the particle can be separated.
- When the object is a noun, you can:
Put the noun after the particle.
Jimmy put on his coat.
or
Put the noun between the verb and the particle.
Jimmy put his coat on.
- When the object is a pronoun, you must put it between the verb and the particle.
Jimmy put it on
Jimmy put on it. (incorrect)

When to separate phrasal verbs

- You can separate the verb and the particle when the **object** consists of just a few words.

Mr. Wilson called his appointment off.

When **not** to separate phrasal verbs

- You cannot separate the verb and the particle when the object is longer than four words.

Mr. Wilson call off his 3:30 appointment with Dr. Smith.

Mr. Wilson call his 3:30 appointment with Dr. Smith off. (incorrect)

Inseparable Phrasal Verbs

- The verb and the particle can't be separated.
- With these verbs, you cannot put the object between the verb and the particle, even when the object is a pronoun.

Yesterday, I **ran into** Alan.

Yesterday, I **ran into** him

Yesterday, I **ran Alan into**. (incorrect)

Yesterday, I **ran him into**. (incorrect)

Phrasal verbs that must be separated

- There is a small number of these verbs.
- With these verbs, you must put the object between the verb and the particle.

Tina kept **her jacket on**.

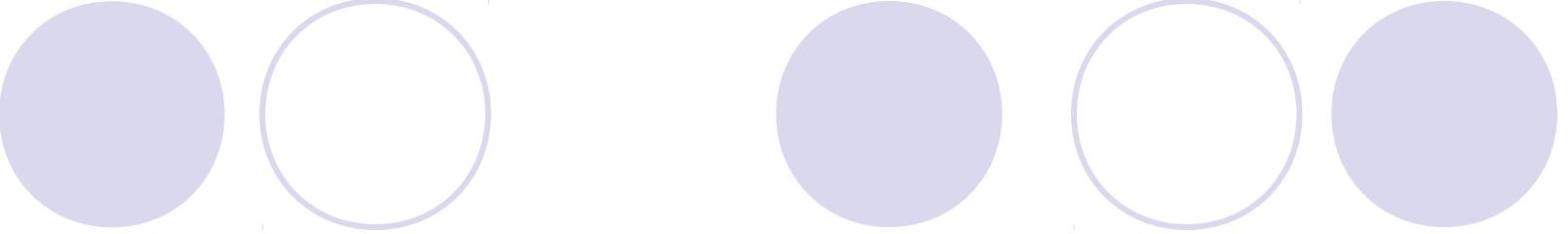
Tina kept on **her jacket**. (incorrect)

Three-word Phrasal Verbs

- These verbs are usually inseparable.
- Phrasal verb + a preposition

Tina dropped out **of** school.

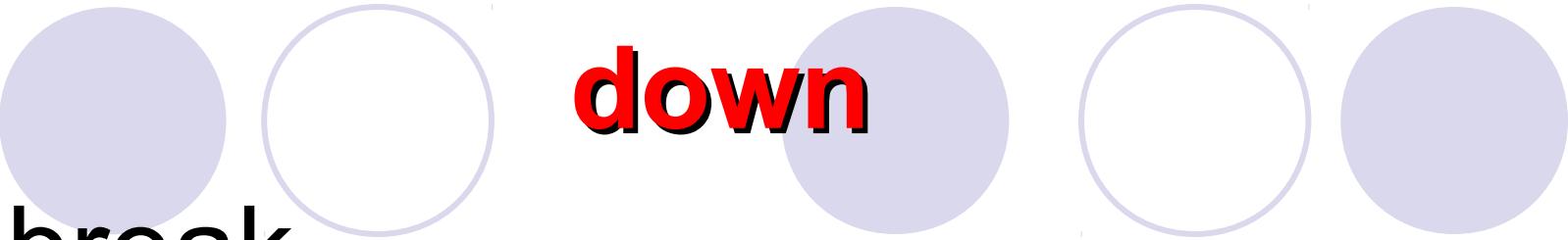
Joe went back **to** his country.



Review

Two Word Phrasal Verbs

-
- out**
- ask
 - blow
 - break
 - cross
 - eat
 - figure
 - fill
 - find
 - go
 - hand
 - help
 - point
 - print
 - put
 - take
 - throw

- 
- break
 - fall
 - put
 - sit
 - tear
 - turn
 - write

- break
- bring
- call
- cheer
- clean
- dress
- fill
- get
- give
- grow

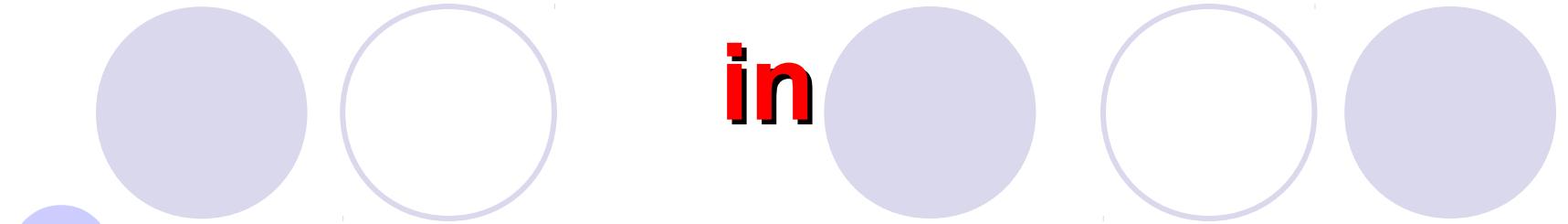
up

- hang
- look
- make
- pick
- show
- speak
- stand
- stay
- tear
- turn

-
- back**
- bring
 - call
 - come
 - get
 - give
 - go
 - pay
 - put
 - sit
 - take
 - turn

-
- call
 - get
 - go
 - have
 - leave
 - put
 - try
 - turn
- on**

-
- call
 - get
 - lay
 - put
 - shut
 - turn
- off**

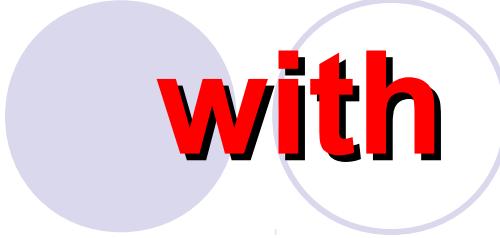
- 
- come
 - fill
 - get
 - hand
- in

-
- get
 - go
 - look
 - start
 - talk
 - think
 - turn



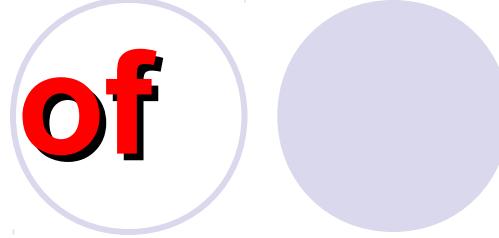
Review

Three Word Phrasal Verbs



with

- come along
- fool around
- get together
- get along
- get through
- hang around
- hand out



of

- drop out
- get out
- move out
- run out
- tear out

to

from

- come over
- go back
- go over
- move in

- get back
- keep away

How can I learn the phrasal verbs?

**By
heart!**

Phrasal Verb	Meaning	Example
Act on	To take action because of something like information received.	The police were ACTING ON a tip from an informer and caught the gang red-handed.
Act out	Perform something with actions and gestures..	They ACTED OUT the story on stage.
Act up	Behave badly or strangely.	My computer's ACTING UP; I think I might have a virus.
Add on	Include in a calculation.	You have to ADD the VAT ON to the price they give.
Add up	To make a mathematical total.	We ADDED UP the bill to check it was correct.
Agree with	Affect- usually used in the negative to show that something has had a negative effect, especially is it makes you feel bad.	I feel terrible- that food didn't AGREE WITH my stomach.
Aim at	To target.	The magazine is AIMED AT teenagers.
Allow for	Include something in a plan or calculation.	You should ALLOW FOR delays when planning a journey.
Allow of	Make possible, permit.	The rules don't ALLOW OF any exceptions.
Angle for	Try to get something indirectly, by hinting or suggesting.	He's been ANGLING FOR an invitation, but I don't want him to come.
Answer back	To reply rudely to someone in authority.	Her mother was shocked when she started ANSWERING her BACK and refusing to help.
Argue down	Beat someone in a debate, discussion or argument.	The teacher tried to ARGUE the girl DOWN, but she couldn't.
Argue down	Persuade someone to drop the price of something they're selling.	She ARGUED him DOWN ten percent.
Argue out	Argue about a problem to find a solution.	If we can't ARGUE our differences OUT, we'll have to take them to court.
Ask about	Ask how someone is doing, especially professionally and in terms of health.	He ASKED ABOUT my father.
Ask after	Enquire about someone's health, how life is going.	Jenny rang earlier and ASKED AFTER you, so I told her you were fine.
Ask around	Ask a number of people for information of help.	I have no idea, but I'LL ASK AROUND at work and see if anyone can help.
Ask in	To invite somebody into your house.	Jon's at the door.' ASK him IN.'
Ask out	To invite someone for a date.	He wanted to ASK her OUT but was too shy.
Ask over	Invite.	They have ASKED us OVER for drinks on Friday.
Ask round	Invite someone.	We ASKED John ROUND for dinner.
Auction off	Sell something in an auction.	They AUCTIONED OFF their property as they were heavily in debt.
Back away	Retreat or go backwards.	The crowd BACKED AWAY when the man pulled a knife.
Back down	Retract or withdraw your position or proposal in an argument.	She refused to BACK DOWN and was fired.
Back into	Enter a parking area in reverse gear.	He prefers to BACK his car INTO the garage.
Back off	Retreat.	The police told the protesters to BACK OFF.
Back out	Fail to keep an arrangement or promise.	He BACKED OUT two days before the holiday so we gave the ticket to his sister
Back out of	Fail to keep an agreement, arrangement.	She BACKED OUT OF the agreement at the last minute.
Back up	Make a copy of computer data.	You should always BACK UP important files and documents so that you won't lose all your work if something goes wrong with the hardware.
Bag out	Criticise.	Don't bag out BAG OUT Australian English.
Ball up	Confuse or make things complicated.	The new project has BALLED me UP- I have no idea what to do.
Bargain down	Persuade someone to drop the price of something they're selling.	I BARGAINED her DOWN to half what she originally wanted.
Bash about	Mistreat physically.	If you BASH your monitor ABOUT like that, it won't last long.
Bash in	Break, damage or injure by hitting.	The burglars BASHED the door IN to enter the house.
Bash out	Write something quickly without much preparation.	I BASHED the essay OUT the night before I had to hand it in.
Be after	Try to find or get.	The police ARE AFTER him because of the theft.
Be along	Arrive.	The next bus should BE ALONG in the next quarter of an hour or so.
Be away	Be elsewhere; on holiday, etc..	She's AWAY on business for three weeks.
Be cut out for	Be suitable, have the necessary qualities.	She's not CUT OUT FOR this kind of work.
Be cut up	Be upset.	She was very CUT UP about coming second as she thought she deserved to win.
Be down	Be depressed.	He's BEEN DOWN since his partner left him.
Be fed up	Be bored, upset or sick of something.	I AM FED UP of his complaints.
Be taken with	Like something.	I WAS very TAKEN WITH the performance- it was superb.
Be up	Be out of bed.	She's not UP yet.
Bear down on	Move towards.	She spotted him on the other side of the room and BORE DOWN ON him.

Bear on	Influence, affect.	The judge's character may well BEAR ON the final decision.
Bear out	Confirm that something is correct.	Statistics BEAR OUT the government's positions on the issue.
Bear up	Resist pressure.	How are you BEARING UP under the strain?
Bear up under	Cope with something difficult or stressful.	He's BEARING UP UNDER the pressure.
Bear with	Be patient.	Please BEAR WITH me a moment while I finish this email.
Beat down	Strong sunshine.	The sun WAS really BEATING DOWN and we couldn't stay outdoors.
Beat out	Narrowly win in competition.	The marathon runner barely BEAT OUT his rival at the tape.
Beat up	Attack violently.	The mugger BEAT him UP and stole his wallet.
Belong with	Be in the correct or appropriate location with other items.	Does this disc BELONG WITH those on the shelf?
Bend down	Lower the top half of your body.	I BENT DOWN to pick it up off the floor.
Big up	Exaggerate the importance.	He BIGS himself UP all the time.
Bitch up	Spoil or ruin something.	I BITCHED UP the interview.
Black out	Fall unconscious.	He BLACKED OUT and collapsed on the floor.
Blast off	Leave the ground- spaceship or rocket.	The space shuttle BLASTED OFF on schedule yesterday.
Block in	Park a car and obstruct another car.	I couldn't drive here this morning because someone had BLOCKED me IN.
Block off	Obstruct an exit to prevent people from leaving.	The police BLOCKED OFF the road after the murder.
Blow away	Impress greatly.	Her first novel BLEW me AWAY.
Blow down	When the wind forces something to fall.	A tree was BLOWN DOWN in the storm.
Blow in	Arrive, sometimes suddenly or unexpectedly.	He BLEW IN from Toronto early this morning.
Blow off	Not keep an appointment.	We were going to meet last night, but she BLEW me OFF at the last minute.
Blow up	Explode.	The bomb BLEW UP without any warning.
Boil up	Feel a negative emotion strongly.	The anger BOILED UP in me when I saw what they had done.
Bone up on	Study hard for a goal or reason.	I need to BONE UP ON my French grammar for the test.
Book in	Check in at a hotel.	WE took a taxi from the airport to the hotel and BOOKED IN.
Call up	Telephone.	I CALLED him UP as soon as I got to a phone to tell him the news.
Calm down	Stop being angry or emotionally excited.	When I lose my temper, it takes ages for me to CALM DOWN again.
Cancel out	Have an opposite effect on something that has happened, taking things back to the beginning.	The airport taxes CANCELLED OUT the savings we had made on the flight tickets.
Cap off	Finish or complete, often with some decisive action.	She CAPPED OFF the meeting with a radical proposal.
Care for	Like.	I don't CARE FOR fizzy drinks; I prefer water.
Carried away	Get so emotional that you lose control.	The team got CARRIED AWAY when they won the championship and started shouting and throwing things around.
Carry forward	Make something progress.	They hope the new management will be able to CARRY the project FORWARD.
Carry off	Win, succeed.	She CARRIED OFF the first prize in the competition.
Carry on	Continue.	CARRY ON quietly with your work until the substitute teacher arrives.
Decide upon	Choose, select.	Jane spent a long time looking at houses before she bought one, but eventually DECIDED UPON one near her office.
Die away	Become quieter or inaudible (of a sound).	The last notes DIED AWAY and the audience burst into applause.
Die back	When the parts of a plant above ground die, but the roots remain alive.	The plant DIES BACK in the winter.
Die down	Decrease or become quieter.	It was on the front pages of all the papers for a few days, but the interest gradually DIED DOWN.
Die for	Want something a lot.	I'm DYING FOR the weekend- this week's been so hard.
Die off	Become extinct.	Most of the elm trees in the UK DIED OFF when Dutch elm disease arrived.
Die out	Become extinct or disappear.	Some scientists say that the dinosaurs DIED OUT when a comet hit the earth and caused a nuclear winter.
Dig in	Start eating greedily.	We were starving so we really DUG IN when the food finally did arrive.
Dig into	Reach inside to get something.	She DUG INTO her handbag and pulled out a bunch of keys.
Fawn over	Praise someone in an excessive way to get their favour or something from them.	She FAWNED OVER the inspectors in the hope that they would give her a good grade.
Feed off	Eat a food as part of an animals diet.	The gecko FEEDS OFF mosquitoes and other insects.
Feed on	Give someone a particular food.	He FEEDS his cat ON dry food.
Feed up	Give someone a lot of food to restore their health, make them bigger, etc.	She's been ill for a fortnight so we're FEEDING her UP.
Feel up	Touch sexually, grope.	Someone FELT me UP in the club as I was trying to get to the bar.
Feel up to	Feel capable of doing something.	I'm so tired. I don't think I FEEL UP TO going out tonight.
Get ahead	Progress.	Nowadays, you need IT skills if you want to GET AHEAD.
Get ahead of	Move in front of.	I work at home in the evening to GET AHEAD OF schedule.
Get along	Leave.	It's late; we must be GETTING ALONG.
Give up	Stop doing something that has been a habit.	I GAVE UP taking sugar in tea and coffee to lose weight.
Hit on	Have an idea.	I suddenly HIT ON the solution

Hold off	Stop someone from attacking or beating you.	Chelsea couldn't HOLD their opponents OFF and lost the game.
Hold on	Wait.	Could you HOLD ON for a minute; she'll be free in a moment.
Hook up	Meet someone.	We HOOKED UP at the conference.
Hunt out	Search until you find something.	It took me ages to HUNT OUT the photos.
Jack up	Increase sharply.	They have JACKED UP the price of oil this month.
Jam on	Apply or operate something forcefully.	Jack JAMMED ON the brakes when the rabbit ran in front of his car.
Jaw away	Talk just for the point of talking rather than having anything to say.	That shows that your interest is not in helping the student, but in JAWING AWAY.
Jazz up	Make something more interesting or attractive.	The show was getting stale so they JAZZED it UP with some new scenes.
Keep around	Keep something near you.	I KEEP a dictionary AROUND when I'm doing my homework.
Keep at	Continue with something difficult.	She found the course hard but she KEPT AT it and completed it successfully.
Keep away	Don't allow someone near something.	Medicines should always be KEPT AWAY from children.
Keep back	Maintain a safe distance.	The police told the crowd to KEEP BACK from the fire.
Key to	Plan things to fit or suit people or situations.	Promotions are KEYED TO people's abilities.
Key up	Make someone excited or nervous.	The noise got us KEYED UP.
Kick about	Discuss.	We KICKED the idea ABOUT at the meeting.
Kick in	When a drug starts to take effect.	Her hayfever didn't feel half as bad once the antihistamines had KICKED IN.
Kick out	Expel.	The family KICKED the au pair OUT when they found out that she was planning to move to work for another household.
Knock off	Finish work for the day.	We KNOCKED OFF early on Friday to avoid the rush hour queues.
Lash down	Secure something with ropes or cords.	We LASHED the tarpaulin DOWN to stop the wind blowing it away.
Lash into	Criticise someone strongly.	He LASHED INTO them for messing thins up.
Lash out	Suddenly become violent.	He LASHED OUT and broke the man's nose.
Lay on	Organise, supply.	They LAID ON a buffet lunch at the conference.
Lay out	Spend money.	They LAID OUT thousands of pounds on their wedding reception.
Let in	Allow someone to enter.	The doorman didn't LET him IN the nightclub because he was wearing jeans.
Let off	Not punish.	The judge LET him OFF with a fine rather than a prison sentence since it was his first offence.
Line up	Arrange events for someone.	We have LINED UP a lot of meetings for them.
Link up	Connect, join.	The train LINKS UP the cities.
Live by	Follow a belief system to guide your behaviour.	He tries hard to LIVE BY the Bible.
Live down	Stop being embarrassed about something.	If I fail the test and everyone else passes, I'll never be able to LIVE it DOWN.
Live with	Accept something unpleasant.	It's hard to LIVE WITH the pain of a serious illness.
Log in	Enter a restricted area on a computer system.	I had forgotten my password and couldn't LOG IN.
Log into	Enter a restricted area of a computer system.	I LOGGED INTO the staff intranet to check my email.
Log off	Exit a computer system.	When she'd finished working on the spreadsheet, she LOGGED OFF and left the office.
Log on	Enter a computer system.	He entered his password for the college intranet and LOGGED ON.
Log out	Exit a computer system.	Danny closed the programs and LOGGED OUT when it was time to go home.
Look up	Consult a reference work (dictionary, phonebook, etc.) for a specific piece of information..	I didn't know the correct spelling so I had to LOOK it UP in the dictionary.
Magic away	Make something disappear quickly.	He MAGICKED the bill AWAY and paid for us all before I could get my wallet out.
Make after	Chase.	The police MADE AFTER the stolen car.
Make away with	Steal.	The thieves MADE AWAY WITH the painting.
Make it	Arrive or get a result.	I thought you weren't coming, so I was really pleased you MADE IT.
Make it up to	Try to compensate for doing something wrong.	He tried to MAKE IT UP TO her, but she wouldn't speak to him.
Make of	Understand or have an opinion.	What do you MAKE OF your new boss?
Make off	Leave somewhere in a hurry.	They MADE OFF when they heard the police siren.
Mash up	Mix sources of audio, video or other computer sources..	She MASHED UP the songs into a single track.
Melt down	Heat something solid, especially metal, until it becomes liquid.	They MELTED the gold statue DOWN and turned it into gold bars.
Mess about	Not be serious, not use something properly.	The children were MESSING ABOUT with the TV remote control and broke it.
Mix up	Confuse.	I always MIX those two sisters UP because they look so like each other.
Move into	Start living in a place.	They MOVED INTO the house as soon as it was ready.
Move up	Move to make space.	Could you MOVE UP and let me sit down?
Nail down	Succeed in getting, achieve.	They are having trouble NAILING DOWN the contract.
Name after	Give someone a name to remember another person.	I was NAMED AFTER my uncle who died in the war.

Narrow down	Remove less important options to make it easier to choose.	I am not sure which university to apply to, but I have NARROWED my list DOWN to three.
Nerd out	Play safe and avoid taking a risk.	I'm going to NERD OUT and not go on the river trip.
Opt for	Choose.	I OPTED FOR an endowment mortgage and lost a lot of money.
Opt in	Choose to be part or a member of something.	If you want them to notify you of updates, you have to OPT IN.
Opt into	Choose to be a member or part of something.	I OPTED INTO the scheme.
Opt out	Choose not to be part of something.	The UK OPTED OUT of a lot of EU legislation on working hours and conditions.
Pack in	Stop doing something.	I'm trying to PACK IN smoking.
Pack off	Send someone away.	His boss PACKED him OFF to a regional office.
Pack out	Fill a venue.	The stadium was PACKED OUT.
Pack up	Stop doing something.	You should PACK UP smoking.
Pad down	Sleep somewhere for the night.	I'm too tired to come home; can I PAD DOWN here tonight?
Pad out	Make a text longer by including extra content, often content that isn't particularly relevant.	I couldn't think of much to write, so I PADDED the essay OUT with a few lengthy quotes.
Pal around	Be friendly and spend time with someone.	We PALLED AROUND at university.
Pal up	Become friends.	We PALLED UP when I started working with her.
Pass away	Die.	Sadly, Georgia's uncle PASSED AWAY yesterday after a short illness.
Pass back	Return.	I felt awful when the teacher started to PASS BACK the exam papers.
Pass by	Go past without stopping.	I was just PASSING BY when I saw the accident.
Patch up	Fix or make things better.	I tried to PATCH things UP after the argument, but they wouldn't speak to me.
Pay back	Repay money borrowed.	I PAID BACK the twenty pounds I'd borrowed.
Pay off	Produce a profitable or successful result.	Their patience PAID OFF when he finally showed up and signed the contract.
Peel away	Leave a group by moving in a different direction.	Some of the crowd PEELED AWAY to get out of the crush.
Peg out	Put washing outside to dry.	I PEGGED the washing OUT after it stopped raining.
Phase in	Introduce gradually.	They are PHASING IN the reforms over the next two years.
Phase out	Remove gradually.	They have introduced a compact edition of the newspaper and are PHASING OUT the broadsheet edition over the next few months.
Pick at	Eat unwillingly.	I wasn't very hungry so I just PICKED AT my food.
Pick up	Collect.	While you're in town, can you PICK UP my trousers from the Dry Cleaner?
Pig out	Eat a lot.	The food was great, so I really PIGGED OUT.
Pile up	Accumulate.	Work just keeps on PILING UP and I really can't manage to get it all done.
Pin down	Discover exact details about something.	The government can't PIN DOWN where the leak came from.
Pin on	Attach the blame to someone.	The police tried to PIN the crime ON him.
Pin up	Fix something to a wall, or other vertical surface, with a pin.	I PINNED the notice UP on the board
Pine away	Suffer physically because of grief, stress, worry, etc.	He's been PINING AWAY since his wife died and is a shadow of his former self.
Pipe down	Be quiet (often as an imperative).	The lecturer asked the students to PIPE DOWN and pay attention.
Pipe up	To speak, raise your voice.	At first, no one answered, then finally someone PIPED UP.
Play along	Pretend to agree or accept something in order to keep someone happy or to get more information.	I disagreed with the idea but I had to PLAY ALONG because everyone else liked it.
Play around	Be silly.	The children were PLAYING AROUND and being annoying.
Play up	Behave badly.	The children PLAYED UP all evening and drove the babysitter mad.
Plug in	Connect machines to the electricity supply.	He PLUGGED the TV IN and turned it on full blast.
Plump down	Put something in a place without taking care.	He PLUMPED his bag DOWN and kicked his shoes off.
Plump for	Choose.	I PLUMPED FOR the steak frites.
Point out	Make someone aware of something.	He POINTED OUT that I only had two weeks to get the whole thing finished.
Poke about	Move things around or search in a casual way to try to find something.	I POKED ABOUT in my CD collection to see if I could find it.
Poke around	Move things around or search in a casual way to try to find something.	I POKED AROUND in my desk to see if the letter was there.
Polish off	Finish, consume.	She POLISHES OFF half a bottle of gin every night.
Polish up	Improve something quickly.	I need to POLISH UP my French before I go to Paris.
Pop in	Visit for a short time.	He POPPED IN for a coffee on his way home.
Pop off	Talk loudly, complain.	He's always POPPING OFF when things don't suit him.
Power up	Turn a computer or electronic device on so that it is ready to use.	I POWERED UP my laptop and started work.
Price up	Charge more for something.	In rural areas where they have a monopoly, some garages PRICE UP fuel because there's nowhere else to buy it.
Pull ahead	Overtake, move in front.	The lorry was going slowly but we managed to PULL AHEAD.
Pull out	Move into traffic.	The traffic was so bad that it took me ages to PULL OUT.



Articles

Group Members:-

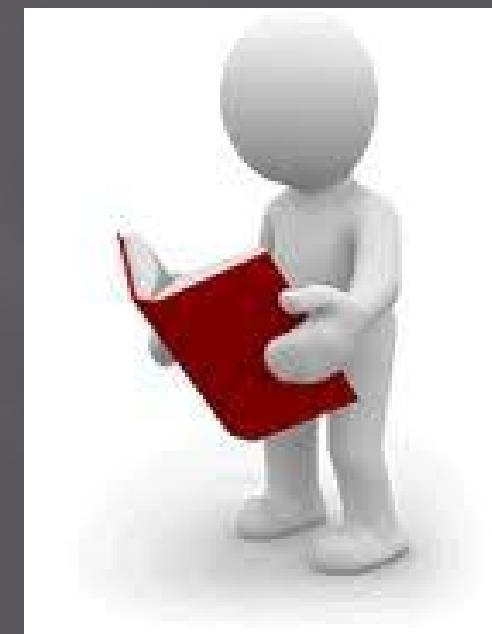
Archana Gupta

Manish Kumar

Ansha Sharma

Pooja Meena

Bhupander Kumar



Articles

Grammar

Articles

a

an

the

Indefinite articles

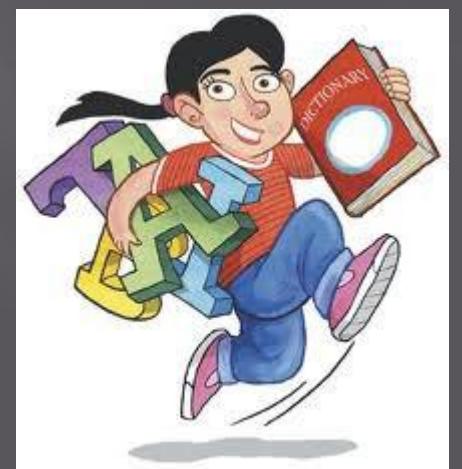
definite article

An article is an adjective. Like adjectives, articles modify nouns.

A, **an** and **the** are called articles

A, **an** are called indefinite articles

The is called definite article



A AN THE

The is used to refer to specific or particular nouns.

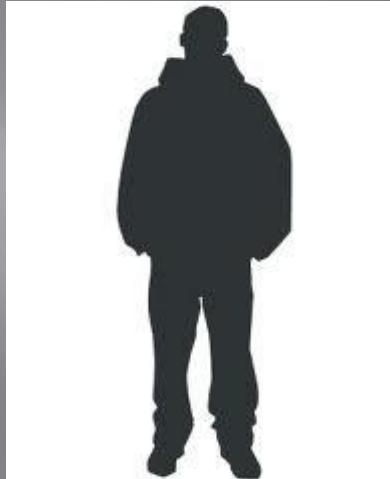


A / an is used to modify non-specific or non-particular nouns.

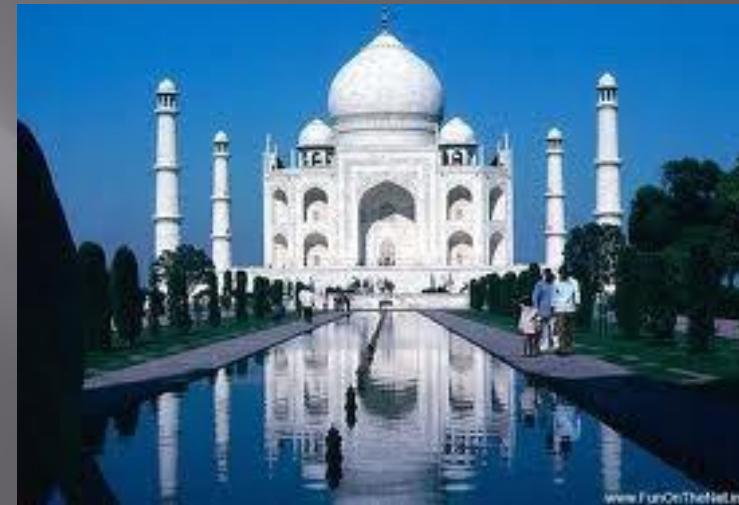
We use **a**, **an**, or **the** before nouns that we want to introduce.

Nouns are names of people, places, animals or things.

A Person



A Place



A thing

'A' is used

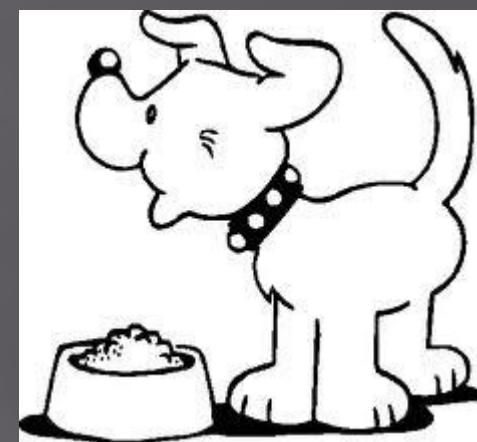
➤ Before beginning with a consonant sound.



(Eg) a boy, a bird

➤ Before a singular noun beginning

(Eg) a book, a school, a dog.



➤ Even before vowel letters which don't have vowel sound.

(Eg) a European, a unit, a union.

Some words start with a **vowel** letter but begin with a consonant sound, so we use **a** before these words too.

a university



a uniform



a one-rupee note



We use **a** before words that begin with a consonant.



a girl

a clock

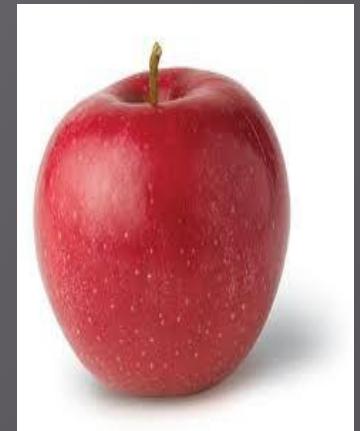


a lamp

‘An’ is used

Before a word beginning with a vowel

(Eg) an idiot, an apple

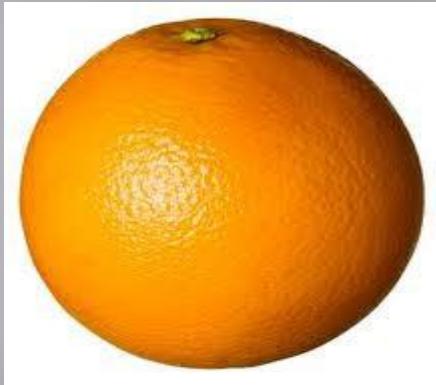


Before a word beginning with ' h' but not sounded

(Eg) an honour, an hour, an honest man

We use **an** before words that begin with a vowel sound .

a,e,i,o,u are vowels



an orange



an umbrella

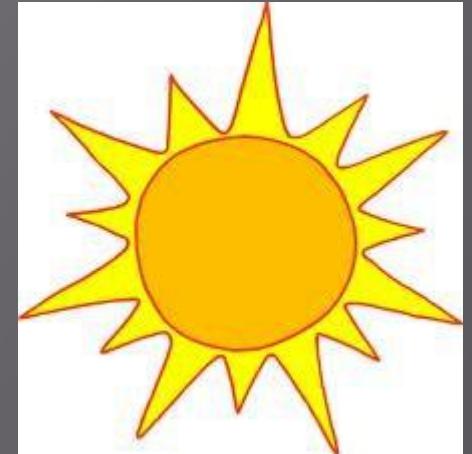


an eye

'The' is used

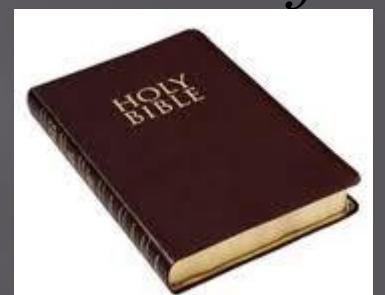
1. *Before unique objects*

(Eg) *the sun, the sky, the moon*



2. *Before the names of mountains, rivers, oceans, deserts etc.*

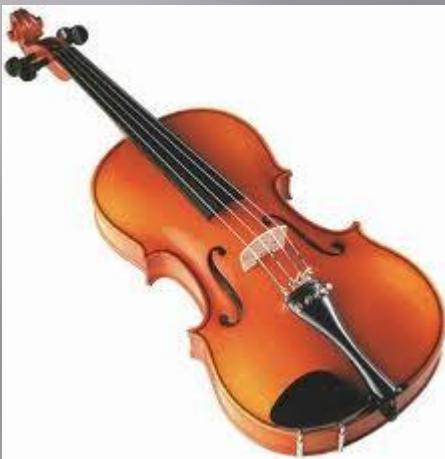
(Eg) *the Ganges, the Sahara, the Pacific*



3. *Before the names of books*

(Eg) *the Bible, the Ramayana, the Quran*

*4. Before the superlative degree
(Eg) the best, the tallest*



*5. Before musical instruments
(Eg) the flute, the violin*

*6. Before an adjective to denote a whole class
(Eg) the old, the rich, the poor*

*We use the when we know that there is
only one of a particular thing.*

the sky



the world



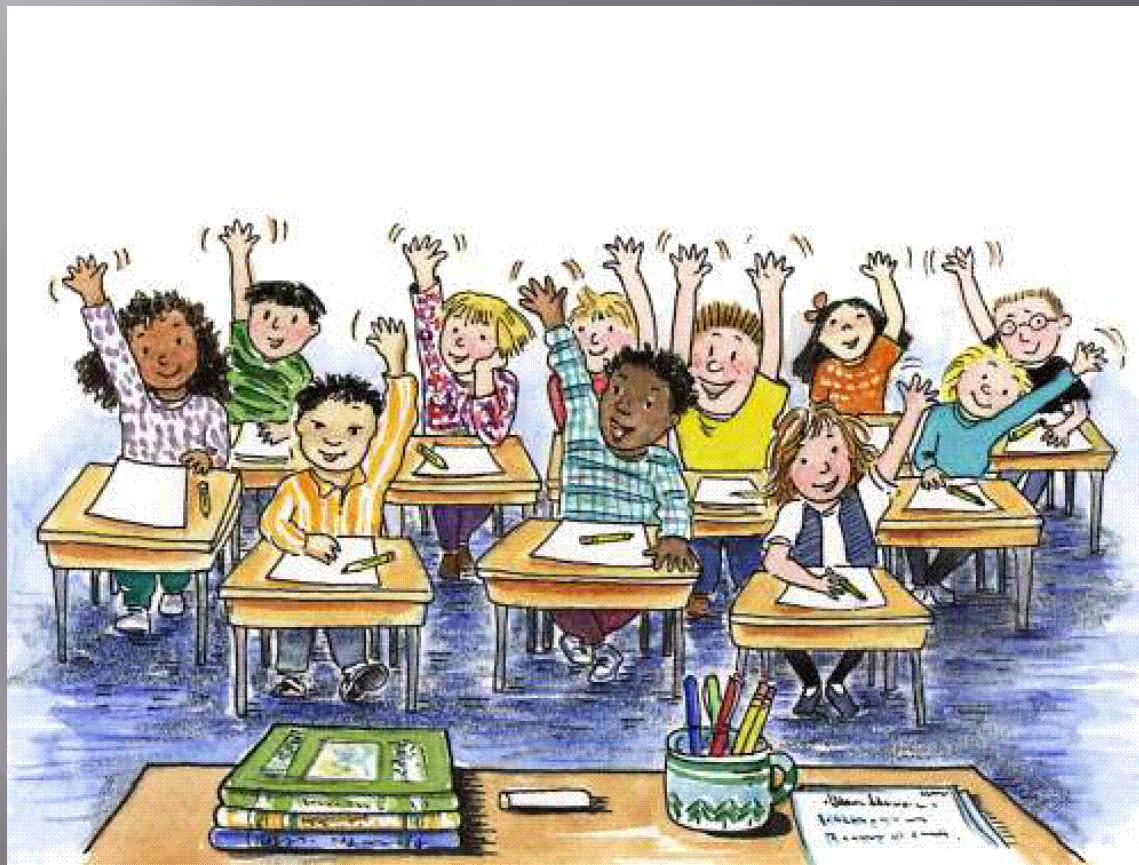
the North Pole



Omission of article

1. Before the names of relations (father, uncle, sister)
2. Before the names of material (gold, silver, diamond)
3. Before proper noun (Lotus, Chennai, Priya)
4. Before abstract noun (honesty, wisdom, truth)
5. Before language (Tamil, Hindi, English)
6. Before certain phrases (at noon, by train, on foot)

THE END!!!



Pronoun-Noun Agreement

Note: This document should only be used as a reference and should not replace assignment guidelines.

A pronoun is a word that refers to a noun and can stand in its place. By using a pronoun, you can refer to the same person, place, thing, or idea repeatedly without using the same noun every time. For example, the following sentence becomes far less awkward when pronouns are used:

- | | |
|-------------------|---|
| WITHOUT PRONOUNS: | Molly thinks that Molly should sell Molly's car to Molly's brother. |
| WITH PRONOUNS: | Molly thinks that she should sell her car to her brother. |

Pronoun Types

Pronouns may be divided into several categories, based on how they are used:

- Demonstrative (*this, that, these, those*)
- Indefinite (*anybody, something, etc.*)
- Intensive or reflexive (*yourself, herself, myself*)
- Interrogative (*who? which? what?*)
- Personal (*I, you, he, she, we, they*)
- Possessive (*my, your, her, his, their*)
- Relative (*who, whom, whose, which, that*)

Selecting the Right Pronoun

Every pronoun must agree with its antecedent (the noun to which the pronoun refers or which it replaces).

- EXAMPLE: **Molly** thinks that **she** should sell **her** car.
 Molly = antecedent she/her = pronouns

A pronoun agrees with its antecedent when they match in both number and gender.

Agreement in Number

A pronoun must match its antecedent in number. In other words, if the antecedent is plural, the pronoun must be plural, and if the antecedent is singular, the pronoun must be singular.

- EXAMPLE: **Freddy** wears **his** Superman outfit at least twice a week. (Since the word *Freddy* is singular, the pronoun that refers to it is also singular.)
EXAMPLE: **Freddy's parents** believe that **their** son is slightly peculiar. (Because the word *parents* is plural, the pronoun referring to it must also be plural.)

Agreement in Gender

A pronoun must match its antecedent in gender. If the antecedent is feminine, use the pronouns *she*, *her*, and *hers*, and if it is masculine, use the pronouns *he*, *him*, and *his*. Plural pronouns (*they*, *them*, *their*, and *theirs*) refer to plural nouns of either gender.

- EXAMPLE: Freddy's **father** is embarrassed by **his** son.
 However, Freddy's **mother** thinks **her** son is cute.
 Freddy's **aunts** always take pictures of **their** nephew.
 Freddy's **uncles** enjoy playing with **their** sister's superhero son.

Common Mistakes

Antecedents with Conjunctions

When singular antecedents are joined by *and*, use a plural pronoun to refer to them.

-
- | | |
|------------|---|
| INCORRECT: | Jim and Sally are proud of his and her new son. |
| CORRECT: | Jim and Sally are proud of their new son. |

Pronoun-Noun Agreement

Note: This document should only be used as a reference and should not replace assignment guidelines.

When antecedents are joined by *or* or *nor*, the pronoun referring to them should match the part of the antecedent that is closest to the pronoun.

EXAMPLES: Neither her sisters nor **Jeannie** will bring **her** basketball.
 Neither Jeannie nor **her sisters** will bring **their** basketball.

Pronouns as Antecedents

One of the most common mistakes in pronoun-antecedent agreement occurs when the antecedent of a pronoun is, itself, a pronoun. In such cases, as with pronoun-noun agreement, the two pronouns must agree with each other in both number and gender.

INCORRECT: Those boxes have unbroken lids, but **these** need to have **its** lids replaced.
CORRECT: Those boxes have unbroken lids, but **these** need to have **their** lids replaced.

Pronoun-antecedent agreement may be especially confusing when the antecedent is an indefinite pronoun. Indefinite pronouns refer to or replace nonspecific people, places, things, or ideas. The following indefinite pronouns are always singular. Consequently, pronouns that refer to them will always be singular as well:

anybody	either	neither	somebody
anyone	everybody	nobody	someone
each	everyone	one, no one	

INCORRECT: **Everybody** needs to bring **their** assignment to class.
CORRECT: **Everybody** needs to bring **his or her** assignment to class.

Gender

Sometimes, a singular antecedent's gender is unknown, or the antecedent refers to a group composed of both males and females. To avoid gender bias, use both the masculine and feminine pronouns.

INCORRECT: **Everyone** returned **his** books to the library.
CORRECT: **Everyone** returned **his or her** books to the library.

If using *he* or *she* or *his* or *her* sounds awkward, rework your sentences whenever possible so that the antecedents of unknown or mixed gender are plural:

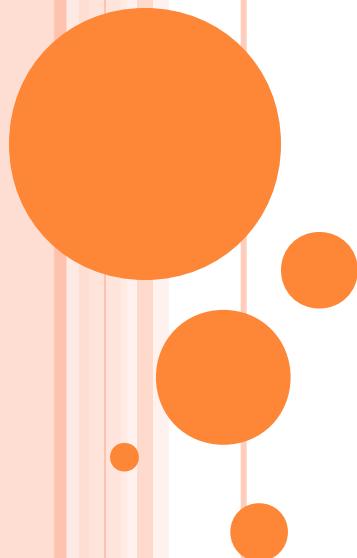
Awkward: **Everyone** turned in **his or her** homework and got out **his or her** textbook.
Better: **All** of the class members turned in **their** homework and got out **their** textbooks.

Correcting Faulty Agreement

When you have identified an error in pronoun-antecedent agreement, answering the following questions will help you to correct the problem:

1. Which word is the pronoun?
2. What is its antecedent?
3. Is the antecedent plural or singular?
4. Does the pronoun match the antecedent in number?
5. What is the gender of the antecedent?
6. Does the pronoun match the antecedent's gender?

PUNCTUATION



by: Imrana Naeem

WHY TO PUNCTUATE

- Punctuation marks are symbols that indicate the structure and organization of written language, as well as intonation n and pauses to be observed when reading aloud.
- In written English, punctuation is vital to disambiguate the meaning of sentences.



**Correct punctuation can
save a person's life**

Let's eat grandpa.

Let's eat, grandpa.

THE POWER OF PUNCTUATION

An English professor asked the students to punctuate the following:

“A woman without her man is nothing”

All of the males in the class wrote

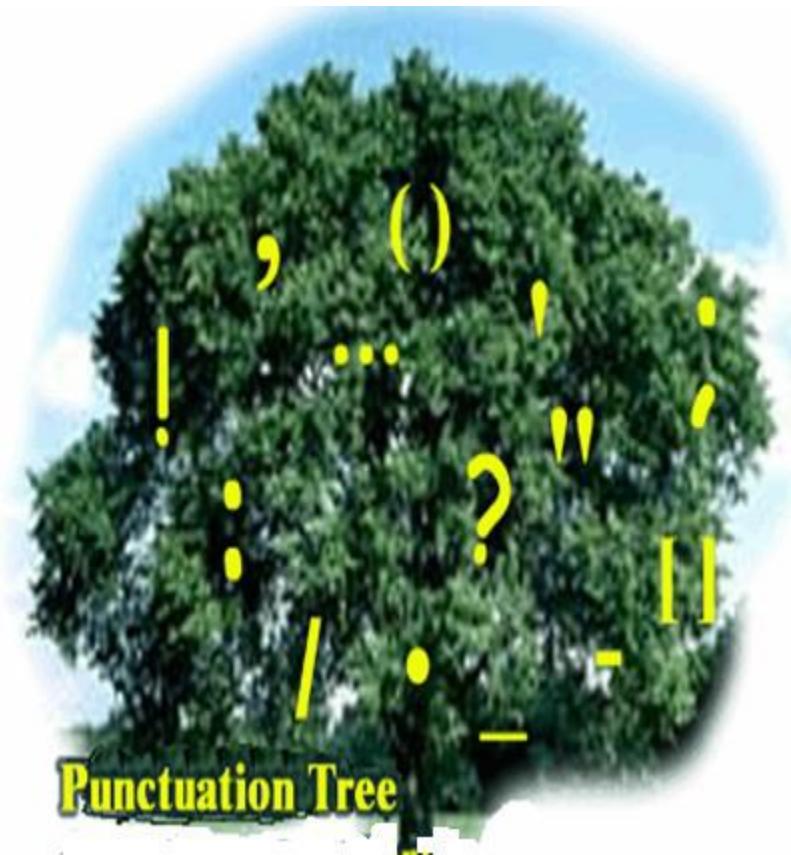
“A woman without her man, is nothing.”

All of the females in the class wrote

“A woman: without her, man is nothing.”

PUNCTUATION MARKS

- Full stop/period
- Ellipses marks
- Comma
- Colon
- Semi colon
- Question mark
- Exclamation mark
- Quotation marks
- Parentheses
- Apostrophe
- Hyphen and Dash



SPACING WITH PUNCTUATION

- **Rule 1.** With a computer, use only one space after commas, semicolons, colons, exclamation points, question marks, and quotation marks.
- **Rule 2.** Use no spaces on either side of a hyphen.

Example:

We borrowed twenty-two sheets of paper.



Full Stop



RULES

1. Use a full stop at the end of a complete sentence that is a statement.

- **Example:**

I know that you would never break my trust intentionally.

2. If the last word in the sentence ends in a full stop, do not use another full stop after it.

- **Examples:**

- I know that M.D. She is my sister-in-law.
- Please shop, cook, etc. I will do the laundry.

Ellipsis Marks



RULE

The three-dot method is used for ellipsis marks. Use no more than three marks whether the omission occurs in the middle of a sentence or between sentences.

- **Example:**
- **Original sentence:** The regulation states, “All agencies must document overtime or risk losing federal funds.”

Rewritten using ellipses: The regulation states, “All agencies must document overtime. . .”

Comma

,



RULES

1. To avoid confusion, use commas to separate words and word groups with a series of three or more.
 - Example:
 - My property is to be split among my husband, daughter, son, and nephew.
(Omitting the comma after son would indicate that the son and nephew would have to split one-third of the property.)
2. Use a comma to separate two adjectives when the word *and* can be inserted between them.
 - Example:
 - He is a strong, healthy man.
3. Use commas before or surrounding the name or title of a person directly addressed.
 - Examples:
 - Will you, Aisha, do that assignment for me?
 - Yes, Doctor, I will.

4. Use a comma to separate the day of the month from the year and after the year.

- **Example:**
- She talked to her husband on December 5, 2003, in Mill Valley, California.
(If any part of the date is omitted, leave out the comma)
They talked in December 2003, in Mill Valley.

5. Use commas to set off expressions that interrupt the flow of the sentence.

- **Example:**
- I am, as you have probably noticed, very nervous about this.

6. If something or someone is sufficiently identified, the description following it is considered nonessential and should be surrounded by commas.

- **Example:**
- Freddy, who has a limp, was the only person available with required qualification .



7. When starting a sentence with a weak clause, use a comma after it.

Conversely, do not use a comma when the sentence starts with a strong clause followed by a weak clause.

○ **Example:**

- If you are not sure about this, let me know now.

Let me know now if you are not sure about this.

8. Use a comma to separate two strong clauses joined by a conjunction—*and, or, but, for, nor*. You can omit the comma if the clauses are both short.

○ **Examples:**

- I have painted the entire house, but he is still working on sanding the doors.
- I paint and he writes.

9. Use the comma to separate two sentences if it helps to avoid confusion.

○ **Example:**

- I chose the colors red and green, and blue was his first choice.



10. Use commas to introduce direct quotations shorter than three lines.

- **Example:**
- He actually said, “I do not care.”

11. Use a comma to separate a statement from a question.

- **Example:**
- I can go, can't I?

12. Use a comma to separate contrasting parts of a sentence.

- **Example:**
- That is my money, not yours



13. Use a comma when beginning sentences with introductory words such as *well*, *now*, or *yes*.

- **Examples:**
- Yes, I do need that report.

Well, I never thought I'd live to see the day.

14. Use commas surrounding words such as *therefore* and *however* when they are used as interrupters.

- **Examples:**
- I would, therefore, like a response.
- I would be happy, however, to volunteer for the Red Cross.



Colon



RULES

1. Use the colon to introduce a list of items when introductory words such as *namely, for example, or that is* do not appear.

- **Examples:**
- I want the items namely, butter, sugar, and flour.
- I want the following items: butter, sugar, and flour.

2. A colon should not precede a list unless it follows a complete sentence.

- **Examples:**
- I want an assistant who can (1) input data, (2) write reports, and (3) complete tax forms.
- I want an assistant who can do the following:
 - (a) input data,
 - (b) write reports, and
 - (c) complete tax forms.



3. Use a colon when the second clause explains the first clause and no conjunction is being used to connect the clauses. If only one sentence follows the colon, do not capitalize the first word of the new sentence. If two or more sentences follow the colon, capitalize the first word of each sentence.

- **Examples:**
- I enjoy reading: novels by Kurt are my favorite.
- Garlic is used in Italian cooking: It greatly enhances the flavor of pasta dishes: It also enhances the flavor of eggplant.



4. Use the colon to introduce a direct quotation that is more than three lines in length. In this situation, leave a blank line above and below the quoted material. Single space the long quotation. Indent one-half inch on both the left & right margins. Quotation marks are not used.

- **Example:**

The author wrote in the first chapter:

Georgia went back to her room and stared at the intricate patterns of burned moth wings in the clear glass of the overhead light. She felt herself as pitiable as the burnt moth. She could not manage the stress and anxiety she was experiencing this moment. The world was seeming odd to her.



Semicolon

;



RULES

1. Use a semicolon in place of a full stop to separate two sentences. where the conjunction has been left out.

- **Examples:**
- Call me tomorrow; I will give you my answer then.
- I have paid my dues; therefore, I expect all the privileges listed in the contract.

2. Use the semicolon to separate units of a series when one or more of the units contain commas.

- **Example:**
- This conference has people who have come from Lahore, Pakistan; Bombay, India; and Jadah, Saudi Arabia.



3. Use the semicolon between two sentences that are joined by a conjunction but already have one or more commas within the first sentence.

- **Examples:**
- When I finish here, I will be glad to help you; and that is a promise I will keep.
- If she can, she will attempt that feat; and if her husband is able, he will be there to see her.



Question Mark

?



RULES

1. Use a question mark only after a direct question.

- **Example:**
- Will you go with me?

I asked if he would go with me.

2. Use a question mark when a sentence is half statement and half question.

- **Example:**
- You do care, don't you?



Exclamation Mark

!



RULE

1. Use exclamation points to show emphasis or surprise. Do not use the exclamation point in formal business letters.

- Example:
- I'm truly shocked by your behavior!



Quotation Marks

“ ”



RULES

1. Full stops and commas always go inside quotation marks.
 - Example:
 - She said, “you need to hurry up.”

2. The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks.
 - Examples:
 - She asked, “Will you still be my friend?”
 - Do you agree with the saying, “All’s fair in love and war”?

(Only one ending punctuation mark is used with quotation marks. Also, the stronger punctuation mark wins. Therefore, no full stop after war is used.)



3. When you have a question outside quoted material AND inside quoted material, use only one question mark and place it inside the quotation mark.

- **Example:**
- Did she say, “May I go?”

4. Use single quotation marks for quotes within quotes.

- **Example:**
- He said, “Danial said, ‘Do not treat me that way.’”

5. Use quotation marks to set off a direct quotation only.

- **Example:**
- “When will you be here?”, he asked.
He asked when you will be there.

6. Do not use quotation marks with quoted material that is more than three lines in length.



Parentheses

()



RULES

1. Use parentheses to enclose words or figures that clarify or are used as an aside.

- **Example:**
- I expect five hundred dollars (\$500).
- He finally answered (after taking five minutes to think) that he did not get the question.
(Commas could have been used in the above example. Parentheses show less emphasis or importance.)

2. Use full parentheses to enclose numbers or letters used for listed items.

- **Example:**
- We need an emergency physician who can (1) think quickly, (2) treat patients respectfully, and (3) handle complaints from the public.



3. Full stop go inside parentheses only if an entire sentence is inside the parentheses.

- **Example:**
- Please read the analysis. (I have enclosed it as Attachment A.)
Please read the analysis (Attachment A).

Apostrophe'



RULES

1. Use the apostrophe with contractions. The apostrophe is always placed at the spot where one or more letters have been removed.

○ **Examples:**

○ don't, isn't

You're right.

She's a great teacher.

2. Use the apostrophe to show possession. Place the apostrophe before the s to show singular possession.

○ **Examples:**

○ one boy's hat

○ one child's hat

(Names ending in s or an s sound are also required to have the second s added .)

○ Mr. Jones's golf clubs

○ Mrs. Lees's books (name is Lees)



3. Use the apostrophe where the noun that should follow is implied.

- **Example:**
 - This was his father's, not his, jacket.

4. To show plural possession, make the noun plural first. Then immediately use the apostrophe.

5. With a singular compound noun, show possession with 's at the end of the word.

- **Example:**
 - my mother-in-law's hat

6. If the compound noun is plural, form the plural first and then use the apostrophe.

- **Example:**
- my two brothers-in-law's hats

7. Use the apostrophe and *s* after the second name only if two people possess the same item.

Examples:

Sara's and Amna's job contracts will be renewed next year.

(Indicates separate ownership.)

- Sara and Amna's job contracts will be renewed next year.

(Indicates joint ownership of more than one contract.)

8. Never use an apostrophe with possessive pronouns: *his, hers, its, theirs, ours, yours, whose*. They already show possession so they do not require an apostrophe.

- **Example:**

Correct: This book is hers, not yours.

Incorrect: Sincerely your's.



Hyphen



RULES

1. To check whether a compound noun is two words, one word, or hyphenated, you may need to look it up in the dictionary. If you can't find the word in the dictionary, treat the noun as separate words.

- **Examples:**

eyewitness

eye shadow

eye-opener

2. Hyphenate all compound numbers from *twenty-one* to *ninety-nine*.

- **Examples:**

○ The teacher had thirty-two children in her classroom.

○ Only twenty-one of the children were bilingual.



3. Hyphenate all spelled-out fractions.

- **Example:**
- You need one-third of a cup of sugar for that recipe.

4. When adverbs other than *-ly* adverbs are used as compound words in front of a noun, hyphenate. When the combination of words is used after the noun, do not hyphenate.

- **Examples:**
- The well-known actress accepted her award.
The actress who accepted her award was well known.
- He got a much-needed haircut yesterday.

His haircut was much needed.



5. Generally, hyphenate between two or more adjectives when they come before a noun and act as a single idea.

- **Example:**
- friendly-looking man

(compound adjective in front of a noun)



Hyphen with Prefixs

-



RULES

1. The current trend is to do away with unnecessary hyphens. Therefore, most prefixes and suffixes are used without a hyphen.

- **Examples:**
- noncompliance
- Semiconscious

2. Hyphenate prefixes when they come before proper nouns.

- **Example:**
- un-American



3. When a prefix ends in one vowel and a root word begins with a different vowel, generally attach them without a hyphen.

- **Examples:**
- antiaircraft
- proactive

4. Hyphenate prefixes ending in an *a or i* only when the root word begins with the same letter.

- **Examples:**
- ultra-ambitious
- semi-invalid

5. Prefixes and root words that result in *double e's and double o's* are usually combined to form one word.

- **Examples:**
- preemployment
- coordinate
- **Exceptions:**
- de-emphasize
- co-owner



6. Hyphenate all words beginning with *self* except for *selfish* and *selfless*.

- **Examples:**
- self-assured
- self-respect
- self-addressed

7. Use a hyphen with the prefix *ex*.

- **Example:**
- His ex-wife sued for nonsupport

8. Use the hyphen with the prefix *re* only when the *re* means again AND omitting the hyphen would cause confusion with another word.

- **Examples:**
- Will she recover from her illness?
Re does not mean again.
- I have re-covered the sofa twice.

Re does mean again AND omitting the hyphen would have caused confusion with another word.



Dashes



EN DASH

1. An en dash, named for the width of a typesetter's *n* key, is a little longer than a hyphen. It is used for span of time when you might otherwise use *to*.

- Examples:
- The years 2001–2003
- January–June



EM DASH

An em dash is longer than an en dash (named for the width of a typesetter's *m key*). *Don't use it just* because you are uncertain about correct punctuation. In informal writing, em dashes may replace commas, semicolons, colons, and parentheses to indicate added emphasis, an interruption, or an abrupt change of thought.

- Examples:
- You are the friend—the only friend—who offered to help me.
- Never have I met such a nice person—before you.



You're done!



S.N o.	Checklist for Sky Diving	Yes	No
1	Have I checked my Parachute with experts?	yes	
2.	Have I decided my landing point?	yes	
3.	Have I taken all necessary equipment in case of emergency?	Yes	
4.	Have I learnt rules and regulations for safe dive ?	yes	

REPORT WRITINGS (ACCIDENT AND SURVEY REPORT)

You are the safety engineer of a tyre manufacturing company. A major fire accident has taken place in the factory and 12 workers have sustained severe burnt injuries. The Managing Director of the Company has asked you to prepare a detailed report on the accident, together with your recommendations for averting similar accident in the future. Your report should not exceed 250-300 words.

ACCIDENT REPORT

The manager

Safety Engineering Dept.

Tyre Manufacturing Unit,

The managing Director

Tyre Manufacturing Unit,

Chennai.

Sir,

Sub: Report on Fire Accident

Ref: Your memo dated on 1st march 2018

With reference to your memo, a detailed report is submitted on the accident that took place a couple of days ago in our factory .

On 1st March, a fire broke out around 8.30 a.m. in the electrical circuit. It spread quickly and engulfed a vast area, consuming a large number of gas cylinders in the process. Moreover, the labourers working in the following station sustained burn injuries. Fortunately, as it occurred during early morning not many had come to work.

The fire service was called immediately and the fire was extinguished after half an hour. People with burnt injuries were sent to the hospital. About 12 workers are badly injured , and people with minor burns are recovering slowly.

Investigations are going on. To avoid such incidents in future certain recommendations are provided:

1. It is recommended to provide gloves and helmets for the employees.
2. It is suggested to give hands on training to escape from such mishaps in the near future
3. It is decided to fix fire extinguishers and fire alarms in every block.
4. It is suggested to appoint a team to have continuous check on safety measures in the company
5. The wiring in all places should be regularly checked.
6. A fire extinguisher should be installed in the gas filling department.
7. The employees should be trained to deal with emergency situations.
8. It is instructed to all the employees to work only with safety gloves and helmets.

Yours sincerely,
XXXXX

Safety Engineers.
Tyre Manufacturing Unit,
Chennai.

SURVEY REPORT

As a Executive Director of an organization, conduct a national survey on oceans and their importance in the present scenario. Submit the report to the Chair person of your organization with detailed analysis and descriptions. Give certain recommendations to safe guard oceans and to give enlightenment for the society on oceans.

The Executive Director
Aquatics Control
Chennai-103

The Chair Person
Aquatics Control
Chennai-103

Sub: Report on Safeguarding Oceans
Ref: Your memo no. 123/54/18 dated on 12/03/2018 on safeguarding oceans and.

Anne Platt McGinn illustrates in her book, *Safeguarding the Health of the Oceans*, the damage humanity has caused oceans and the potential destruction to come. Currently, most commercial fish species are fully or overexploited. More than half of the world's coastlines are threatened by development and pollution, and coral reefs are dying from cyanide poisoning, pollution, and global warming.

In a national telephone survey for The OCEAN Project, explored the public's connections, values, attitudes, and knowledge relating to the oceans. Our goal was to better understand what needs to be communicated to build awareness and to increase our concern about the health of the oceans.

Before embarking on the survey, Institute of Ocean Technology conducted six focus groups among people who have visited an aquarium, zoo, or science museum in the last two years. The focus group analysis, which identified values and beliefs that are decisive when discussing ocean protection, contributed greatly to our understanding of public attitudes and to the crafting of relevant questions for the poll.

The national survey for The OCEAN Project was conducted among 1,500 adults in the our society. The national survey of 1,500 adults from our state from July 24 to August 8 were asked dozens of questions on their attitudes toward the oceans. This section provides an overview and summary of key analytical points of the survey. As we found in the focus group phase of this research, aquariums, zoos, and science museums have a unique opportunity to educate the public about the importance of oceans. At the moment, we are not generally concerned about the health of the oceans, and we find the public possesses only a very basic understanding of the oceans, their functions, and their connections to human survival. However, communicating to the public with facts alone is not likely to increase the saliency of these issues. To raise concern and urgency, we must link factual information about the oceans and the threats to them with people's personal connection to the oceans, their values, and everyday lives. Our analysis of the survey data identifies key points about public attitudes toward the oceans that will inform how aquariums, zoos, and science museums can strengthen commitment to ocean protection.

Oceans are viewed as powerful, vast, relaxing, and fun. Large majorities of the general public connect the oceans with a number of positive words and phrases. As we heard in the focus groups, the oceans are viewed as: powerful; vast; relaxing; and fun. To a lesser extent, they are seen as important for emotional well-being and frightening.

The public possesses little awareness of ocean health, especially of the oceans beyond the beach. When asked about the health of the open, deep oceans, close to half of the public report that they do not know enough about these oceans to give an opinion and slightly over a quarter say so for coastal waters. Americans who live within a two-hour drive of the ocean are more familiar with coastal waters, but four in ten of them are still unable to offer an opinion about the deep oceans.

Protecting the oceans is not an urgent issue. At the moment, the oceans are not perceived to be in immediate danger, and the need for action to protect the oceans is not readily apparent. Lack of urgency about oceans' health is demonstrated by the plurality of four in ten people who rate the health of coastal waters and ocean beaches as "only fair," close to a quarter say it is good or excellent; and only one in ten says poor. When we look at the seriousness of a number of environmental problems, damage to the oceans is considered a second tier environmental problem. Threats to the oceans are seen as less serious than air and water pollution and toxic waste, and about as serious as global climate change, species extinction, and overconsumption of resources in the state.

Recommendations

- It is recommended to bring awareness on this issue to every citizen in the country.
- It is suggested to recycle the water from various industries and not to pollute the oceans.
- It is advised to have strong bond with the oceans, when people use it as a recreational environment.

- It is requested that every citizen have a serious responsibility to impart knowledge to the youngsters to save oceans
- It is advised that the fisheries and coastal organizations stop all harmful practices in the ocean to save those aquatics.

MINUTES OF MEETING

MINUTES OF THE SUPER HIGH SCHOOL SCHOOL SITE COUNCIL MEETING NOVEMBER 15, 2018

The Super High School, School Site Council met in regular session on Tuesday, November 15, 2018, at 5:00 p.m. The meeting was held at Super High School, 801 Glenwood Ave., Atlanta, GA 30316 in the library.

School Council Members present:

Sharonda Murrell
Kolandra Henry
Amy Feng

School Council Members absent:

Dr. Shirlene Carter
Herschel Knox
Priscilla Ponder

9 members were present, representing a quorum.

1. Call to Order

Vice Chairperson, Arlesia McCullough called the meeting to order at 5:21 p.m.

2. Roll call

Arlesia McCullough called the roll.

3. Approval of Agenda

Council member, Sharonda Murrell distributed the agenda which had been presented via email. Ramiro Garcia made a motion to amend the agenda which was seconded by Leslie Grant. 8 members were in favor, 1 member, A. McCullough opposed Super High, School Site Council November 2018

VOTE: Agenda was approved with a few additions: Compliance checklist, updated contact information, update norms. The majority ruled and the agenda was approved.

4. Approval of Minutes

Council member, Sharonda Murrell displayed the minutes from the October 18, 2018 meeting on the projector for those who may not have received them via email.

Moved, seconded, and carried that the school council approve the minutes of the October 18, 2018 meeting.

MOTION: McCullough; SECOND: Garcia MOTION CARRIED

5. Recognize visitors

The council recognized our visitor, Mr. Chris Murphy, parent of a 9th grader at Super High School. Mr. Murphy expressed his concern about not receiving or having access to the

notification of the election for School Site Council.

The council acknowledged Mr. Murphy's concerns and agreed to look into the election procedure in more detail. The council wanted to review exactly what the election process was? Was it followed? The council agreed to do an inquiry and come back to address Mr. Murphy's concerns.

6. Presentation to School

Council Chair report – Bylaws review

The council discussed looking into the bylaws again to determine the necessary steps for membership. It was discussed as the various ways of communicating meetings to the general public. The council agreed that the bylaws needed to be reviewed overall.

7. Report of Principal

Mr. Murdock, principal, discussed the school Discipline Plan and the fact that Super High is a pilot school for the program. Mr. Murdock shared that PBIS (Positive Behavior & Intervention Support) allowed Super High to no longer be disproportionate where discipline is concerned.

Super High, School Site Council November 2018

8. Old Business

Review and approve change in SPSA. Team has determined not to order Great Math Program and purchase the Really Great Math Program. This will increase cost by \$2200. MOTION: McCullough; SECOND: Garcia MOTION CARRIED

9. New Business

Ms. Murrell shared that Maynard Jackson is currently trying to increase the enrollment in the gifted program. Ms. Feng just administered testing to about 19 students who based on their EOCT scores in math and reading were selected to be tested. Ms. Murrell went on to share the Title 1 Budget and also a Title 1 presentation.

10. Review the meeting dates (February 21, March 20 and April 17)

It was decided that there would be an additional meeting on May 13, 2018.

11. Adjournment

With no further business to come before the school council, the meeting was adjourned at 6:34p.m. MOTION: Leslie Grant; SECOND: Ramiro Garcia MOTION CARRIED

[The next meeting of the Super High-School Site Council will be held on February 21, 2019 at 5:00 p.m. at Super High School.]



REPORT WRITING

Presented By
Sandeep Kadyan
Moumita Bagchi

Meaning

A report is a presentation of facts and findings, usually as a basis for recommendations; written for a specific readership, and probably intended to be kept as a record.

- ❖ **It is purely based on observation and analysis.**
- ❖ **A report gives an explanation of any circumstance.**
- ❖ **A report discusses a particular problem in detail.**

CONTD..

- ❖ Reports are required for judging the performances of various departments in an organization.
- ❖ A good report is always fact finding and not fault finding. It should be prepared in an impartial manner. The writers of the report should be impartial in their outlook and approach.

Classification

- 1 **Formal**
- 2 **Informal**
- 3 **Statutory**
- 4 **Non-statutory**

Contd..

- 1 **Routine**
- 2 **Special**
- 3 **Informative**
- 4 **Interpretative**

Formal and informal

- ❖ **Formal Reports:** A formal report is one which is prepared in a prescribed form and is presented according to an established procedure to a prescribed authority.
- ❖ **Informal Reports:** An informal report is usually in the form of a person-to-person communication. It may range from a short, almost fragmentary statement of facts on a single page, to a more developed presentation taking several pages.

Statutory and Non-Statutory

On the basis of formal organization:

- ❖ **statutory report:** A report prepared and presented according to the form and procedure laid down by law is called a statutory report. Ex: audit report

- ❖ **non-statutory report:** Formal reports which are not required under any law but which are prepared to help the management in framing the policies is called non statutory report. Ex: for policy formulations

Routine and Special

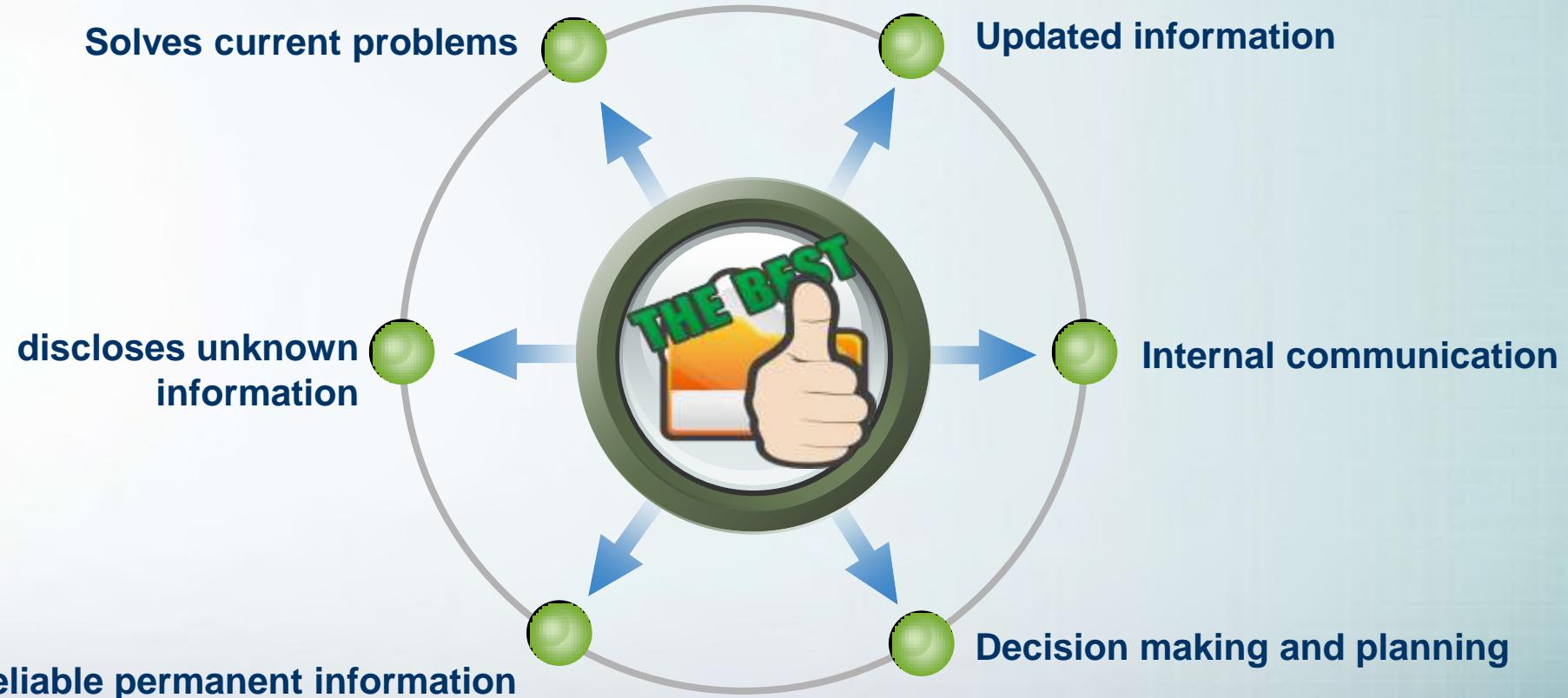
- ❖ **Periodic or Routine Reports:** are prepared and presented at regular, prescribed intervals. They may be submitted annually, semi-annually, quarterly, monthly, fortnightly, weekly or even daily.

- ❖ **Special Reports:** They are related to a single occasion or situation. Such as technical report of a particular product.

Informative and Interpretative

- ❖ **On the basis of function:**
- ❖ **Informative Reports:** These reports present facts about certain given activity in detail without any note or suggestions. Ex: A vice-chancellor asking about the number of candidates appearing at a particular examination.
- ❖ **Interpretative Reports:** It analyzes the facts, draws conclusions and makes recommendations. Ex: A company chairman may ask for a report on falling trends in sale in a particular area. He will in this case be naturally interested in knowing all the details including that of opinion of any of the investigator.

Advantage



Steps for report writing

Five steps are suggested to write a report:—

- ❖ **Investigating the source of information:** It is done right in the beginning. Major sources of information are- Company files, personal observation, interviews, letters, questionnaires, library research.

- ❖ **Taking notes:** During the investigation phase, the writer keeps on taking notes of anything that appears to be related to the subject.

Contd..

- ❖ **Analyzing the data:** After taking notes it is then the data is analyzed.
- ❖ **Making an outline:** In this stage, the problem is stated, the facts are recorded, they are briefly analyzed and the logical conclusion is arrived at.
- ❖ **Writing the report:** The last stage is that of writing the report. It will need constant shuttling between the outline and the notes.

Format

❖ For short report

- 1. Title**
- 2. Introduction**
- 3. Discussion**
- 4. Summary and conclusions**
- 5. Recommendations**
- 6. (appendix)**

Contd..

❖ **For long reports:**

- 1. Title or title page**
- 2. (contents list)**
- 3. (abstract)**
- 4. Introduction**
- 5. Summary and conclusions**
- 6. Recommendations**
- 7. Discussion**
- 8. (appendix)**



Thank You !



Rules in Subject – Verb Agreement



Mr. JOHN KIER D. AQUINO



Rules in Subject – Verb Agreement

Prerequisite Knowledge:

Singular Verbs	Plural Verbs
am	
is	are
was	were
has	have
does	do
s form	base form



Rules in Subject – Verb Agreement

Rule # 1 : Intervening Expressions do not affect the number of the verb.

Example:

Jose Rizal, like the other heroes, is brave.

Simple Subject	Intervening Expressions	Verb
Jose Rizal	like the other heroes	is



Let's Practice!

1. Tandang Sora, together with some neighbors, (was, were) a great help in the fight for freedom.
2. Teodora Alonzo, many Filipinos say, (was, were) an ideal mother.
3. The Spaniards, as well as the prisoners, (was, were) searching the room.
4. Gabriela Silang, along with other brave women, (has, have) a place in our hearts.
5. Our heroes, including Gregoria De Jesus, (is, are) courageous.



Rules in Subject – Verb Agreement

Rule # 2 : Compound subjects joined by ‘and’ take the plural verb.

Example:

Ninoy Aquino and his wife were not afraid to speak for their rights and the rights of others.

Compound Subject	Connector	Verb
Ninoy Aquino his wife	and	were



Rules in Subject – Verb Agreement

Rule # 3 : Compound subjects connected by ‘and’ BUT preceded by ‘each’, ‘every’, or ‘no’ require a singular verb.

Examples:

1. Each boy and girl **was** given a medal.
2. Every grade five and grade six pupil **is** required to join the parade.



Rules in Subject – Verb Agreement

Rule # 4 : When a compound subject is joined by ‘or’ or ‘nor’ the verb agrees with the nearer subject.

Examples:

1. Either Elisa or her friends **are** coming.
2. Either his friends or Carlo **is** coming.



Rules in Subject – Verb Agreement

Rule # 5 : When the special pronoun “I” is one of the two subjects connected by either/or or neither/nor, put it second and follow it with the singular verb “am”

Examples:

1. Neither she nor I **am** going to the festival.
2. Either him or I am in charge of the program.



Rules in Subject – Verb Agreement

Rule # 6: When “either” and “neither” are subjects, they always take singular verbs.

Examples:

1. Neither of them **is** available to speak right now.
2. Either of us **is** capable of doing the job.



Let's Practice!

1. The pupils and teachers (is, are) participating in the activities.
2. Men and women (has, have) something in common.
3. Either Marissa or Melissa (is, are) coming.
4. Every Filipinos and Americans (is, are) included with the policy.
5. Adam and Eve (was, were) deceived by the snake.



Rules in Subject – Verb Agreement

Rule # 7 : A collective noun takes a singular verb if the idea expressed by the subject is thought of as a unit; it takes a plural verb when the idea refers to separate individuals.

Examples:

1. **The class has prepared a program.**

(Meaning to say that the whole class prepared the program.)

2. **The class have given different suggestions.**

(Meaning that the “class” is not taken as a whole but it refers to the members of the class, separately or individually.)



The staff is in a meeting.

Staff is acting as a unit here.

The staff are in disagreement about the results.

The staff are acting as separate individuals in this example.

The sentence would read even better as:

The staff members are in disagreement about the findings.



Rules in Subject – Verb Agreement

Rule # 8 : The Indefinite Pronouns in Group A require singular verb while indefinite pronouns in Group B use plural verb.

A	B
anyone; no one	most
anybody; nobody	all
everyone; everybody	many
someone; somebody	a few

Examples:

1. **Everybody is welcome.**
2. **Most are here already.**



Rules in Subject – Verb Agreement

Rule # 9 : Some nouns that are plural in form but singular in meaning take singular verbs.

Rule # 10 : Some nouns are considered plural and require plural verbs.

Plural in Form but Singular in Meaning	Plural in Form and Require Plural Verbs
news, measles, appendicitis, aerobics, mathematics, economics, mumps, civics, molasses	tongs, pants, trousers, suspenders, ashes, clothes, shorts, pliers, scissors



Rules in Subject – Verb Agreement

Rule # 11 : Measurements of length, time, distance and weight take a singular verb

Examples:

1. **Five meters is all I need for the uniform.**
2. **Two hours is required to finish the game.**



Rules in Subject – Verb Agreement

Rule # 12: When the subject indicates a *fraction, percent, part, majority, some, none, remainder*, etc. the verb agrees with the noun in the ‘of the phrase’.

Examples:

1. **Two-thirds of the pie is gone**
2. **Fifty percent of the pies are gone.**
3. **All of the pie is gone.**



Rules in Subject – Verb Agreement

Rule # 13 : The verb that follows ‘there’ and ‘here’ is singular when the subject that follows the verb is singular; it is plural when the subject is plural.

Examples:

1. There **is a change** in the weather.
2. There **are changes** in the program.



Let's Practice!

1. There (is, are) a storm coming.
2. Here (is, are) the storm.
3. Here (is, are) the pliers.
4. There (is, are) the scissors.
5. Here (is, are) the 50 kilos of rice.



Rules in Subject – Verb Agreement

Rule # 14: Sometimes the pronouns "who", "that", and "which' are the subjects of the verb in the middle of the sentence. They become singular or plural according to the noun before them.

Examples:

1. Faisal **is** the **scientist** **who** **writes** the reports.
2. He **is** one of the **men** **who** **do** the work.



Rules in Subject – Verb Agreement

Rule # 15: The pronoun ‘you’ always takes a plural verb.

Examples:

1. **You are so beautiful.**

2. **You are not alone.**

Sentence Types and Functions

Choosing what types of sentences to use in an essay can be challenging for several reasons. The writer must consider the following questions: Are my ideas simple or complex? Do my ideas require shorter statements or longer explanations? How do I express my ideas clearly? This handout discusses the basic components of a sentence, the different types of sentences, and various functions of each type of sentence.

What Is a Sentence?

- A sentence is a complete set of words that conveys meaning. A sentence can communicate
 - a statement (I am studying.)
 - a command (Go away.)
 - an exclamation (I'm so excited!)
 - a question (What time is it?)
- A sentence is composed of one or more clauses. A clause contains a subject and verb.

Independent and Dependent Clauses

- There are two types of clauses: independent clauses and dependent clauses. A sentence contains at least one independent clause and may contain one or more dependent clauses.
- An independent clause (or main clause)
 - is a complete thought.
 - can stand by itself.
- A dependent clause (or subordinate clause)
 - is an incomplete thought.
 - cannot stand by itself.

You can spot a dependent clause by identifying the subordinating conjunction. A subordinating conjunction creates a dependent clause that relies on the rest of the sentence for meaning. The following list provides some examples of subordinating conjunctions.

- after
- as
- before
- if
- though
- while
- unless
- although
- because
- even though
- since
- when
- until
- whereas

Independent and Dependent Clauses

Independent clause: When I go to the movies, **I usually buy popcorn.**
Dependent clause: **When I go to the movies**, I usually buy popcorn.

Independent clause: **I don't like the ocean** because sharks scare me.
Dependent clause: I don't like the ocean **because sharks scare me.**

What Are the Different Types of Sentences?

Sentences are divided into four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

Simple Sentences

Definition	A simple sentence contains one independent clause.
Examples	<ul style="list-style-type: none">• Johnny rode his bike to school.• Who is your best friend?• She ate her lunch, took a walk, and went back to work.

Compound Sentences

Definition	A compound sentence contains two independent clauses. A coordinating conjunction (for, and, nor, but, or, yet, so) often links the two independent clauses and is preceded by a comma.
Examples	<ul style="list-style-type: none">• She wanted to go on vacation, so she saved up her money.• I like apples, but my sister loves bananas.• Tim loves to read, and he also loves to hike.

Complex Sentences

Definition	A complex sentence contains one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction .
Examples	<ul style="list-style-type: none">• She went to class even though she was sick.• As John was arriving to work, he realized he forgot his lunch.• While I enjoy classical music, I prefer rock and roll because I play the drums.

Compound-Complex Sentences

Definition	<ul style="list-style-type: none">• A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses.
Examples	<ul style="list-style-type: none">• Although she felt guilty for missing her friend's birthday, she took her out to dinner the next day, and they had a great time.• I try to eat healthy food, but because fast food is so convenient, I cannot maintain a healthy diet.• If he got the job, he would have to commute 50 miles to work, so he decided the job was not worth it.

What Are the Functional Purposes of each Type of Sentence?

Because each type of sentence can serve various functions, the writer should use the type of sentence that best communicates the purpose of his or her idea.

- Choose the sentence type that will most clearly and accurately convey the logic of your idea.
- Consider the amount of information your readers need, and consider the links the readers need to process the information.
- Vary sentence structures to pace your readers through your argument.

Functions of Simple Sentences

Use simple sentences when presenting a limited amount of information. Although simple sentences may be shorter, they are not any less academic than other sentence types.

To declare a direct statement	<ul style="list-style-type: none">• First, I will give background information about my project.• This conclusion is supported by extensive evidence.
To display a simple list	<ul style="list-style-type: none">• The researchers created their hypothesis, conducted some tests, and drew their conclusions.• My evidence comes from journal articles, periodicals, and books.
To give concise directions	<ul style="list-style-type: none">• Please consider my application for the internship.• Turn to Table 1 in the appendix.
To ask a question	<ul style="list-style-type: none">• What is the true meaning of the poem?• What will this study mean to medical research in a decade?

Functions of Compound, Complex, and Compound-Complex Sentences

Compound, complex, and compound-complex sentences can serve similar purposes. The writer can tailor the amount of information he or she provides by adding independent and dependent clauses to simple sentences.

To combine similar ideas	<ul style="list-style-type: none">• Compound: Recycling is an effective way of helping the environment, and everyone should recycle at home.• Complex: Since recycling is an effective way of helping the environment, everyone should recycle at home.• Compound-Complex: Since recycling is an effective way of helping the environment, everyone should recycle at home; we can all work together to protect our planet.
To compare or contrast ideas	<ul style="list-style-type: none">• Compound: Van Gogh was a talented and successful artist, but he had intense personal issues.• Complex: Although he was a talented and successful artist, Van Gogh had intense personal issues.• Compound-Complex: Although he was a talented and successful artist, Van Gogh had intense personal issues; indeed, many say his inner turmoil contributed to his beautiful art.
To convey cause and effect or chain of events	<ul style="list-style-type: none">• Compound: The researchers did not come to the correct conclusion, so they restructured their hypothesis.

	<ul style="list-style-type: none"> • Complex: Since the researchers did not come to the correct conclusion, they restructured their hypothesis. • Compound-Complex: Since the researchers did not come to the correct conclusion, they restructured their hypothesis, and they will attempt the experiment again.
To elaborate on a claim or extend reasoning	<ul style="list-style-type: none"> • Compound: Cell phones should not be permitted in class, for they distract students and teachers. • Complex: Since cell phones distract students and teachers, they should not be used in class. • Compound-Complex: Since cell phones distract students and teachers, they should not be used in class, and I encourage faculty to forbid their use.

Activity 1

Directions: Identify the sentence type. Circle any coordinating or subordinating conjunctions. Underline independent clauses once and dependent clauses twice. Then, explain what function the sentence is performing.

1. *Harry Potter* was rejected from many publishers before J.K. Rowling found success.

Sentence type: _____

Function: _____

2. Even though the patients showed various symptoms, the clinical study found that lack of sleep contributes to the inability to focus, irritability, and poorer health.

Sentence type: _____

Function: _____

3. More and more students are relying on online databases to find sources.

Sentence type: _____

Function: _____

4. The business analysts proposed higher numbers for next quarter, and they expect to exceed those numbers the following quarter.

Sentence type: _____

Function: _____

5. Homeless teens face intense obstacles, but when it comes to schooling, they do have the chance to receive an education if they enroll in a special program.

Sentence type: _____

Function: _____

Activity 2

Directions: Practice composing your own sentences given the information provided. Consider what sentence type will be best to express the information.

1. You are telling the reader about three important qualities of a character in a book.

Sentence: _____

2. You are showing both sides of an argument.

Sentence: _____

3. You are wondering about the types of resources available to students at SJSU.

Sentence: _____

4. You are describing a sequence of events.

Sentence: _____

5. You are providing extensive detail about a particular event.

Sentence: _____

Answer Key for Activity 1

1. Complex; convey a chain of events
2. Complex; compare/contrast ideas
3. Simple; declare a simple statement
4. Compound; combine similar ideas
5. Compound-complex; elaborate on a claim, cause/effect

Answer Key for Activity 2

Since answers will vary, bring your sentences from this activity to the Writing Center so you can review them with a tutor.

SENTENCE KINDS

Declarative

A declarative sentence "declares" or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. A declarative sentence ends with a period (.).

Examples

1. I'll meet you at the train station.
2. The sun rises in the East.
3. He doesn't get up early.

Imperative

The imperative commands (or sometimes requests). The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a period (.) or an exclamation point (!).

Examples

1. Open the door.
2. Finish your homework
3. Pick up that mess.

Interrogative

The interrogative asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming?). The interrogative form ends with a question mark (?).

Examples

1. How long have you lived in France?
2. When does the bus leave?
3. Do you enjoy listening to classical music?

Exclamatory

The exclamatory form emphasizes a statement (either declarative or imperative) with an exclamation point (!).

Examples

1. Hurry up!
2. That sounds fantastic!
3. I can't believe you said that!

SENTENCE TYPES

- Simple
- Compound
- Complex
- Compound - Complex

Simple Sentences

Simple sentences contain no conjunction (i.e., and, but, or, etc.).

Examples

1. Frank ate his dinner quickly.
2. Peter and Sue visited the museum last Saturday.
3. Are you coming to the party?

Compound Sentences

Compound sentences contain two statements that are connected by a conjunction (i.e., and, but, or, etc.).

Examples

1. I wanted to come, but it was late.
2. The company had an excellent year, so they gave everyone a bonus.
3. I went shopping, and my wife went to her classes.

Complex Sentences

Complex sentences contain a dependent clause and at least one independent clause. The two clauses are connected by a subordinator (i.e., which, who, although, despite, if, since, etc.).

Examples

1. My daughter, who was late for class, arrived shortly after the bell rang.
2. That's the man who bought our house.
3. Although it was difficult, the class passed the test with excellent marks.

Compound - Complex Sentences

Compound - complex sentences contain at least one dependent clause and more than one independent clause. The clauses are connected by both conjunctions (i.e., but, so, and, etc.) and subordinators (i.e., who, because, although, etc.).

Examples

1. John, who briefly visited last month, won the prize, and he took a short vacation.
2. Jack forgot his friend's birthday, so he sent him a card when he finally remembered.
3. The report which Tom complied was presented to the board, but it was rejected because it was too complex.

Sentence Structure

Using different types of sentences allows you to highlight different relationships between ideas and to add variety to your writing. This resource is designed to help you to construct sentences accurately, so that your meaning is clear.

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2. Simple sentences	... 4
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Clauses and phrases

Sentences are made up of clauses and phrases. All sentences must have at least one independent clause.

Clauses

A **clause** is a group of words which has:

- a **subject**, ie. the focus of the clause, or someone or thing which does something in the clause
and
- a **complete finite verb**, ie. a verb which has a subject and a sense of time

<i>For example,</i>	<u>Subject</u>	<u>Verb</u>
	<i>The lecture</i>	<i>finished</i>
	<i>Pollution</i>	<i>causes</i>
	<i>New Zealand</i>	<i>is</i>
		<i>at 3 pm</i>
		<i>cancer</i>
		<i>in the south Pacific</i>

There are **two** kinds of clauses: **independent** (or **main**) clauses and **dependent** (or **subordinate**) clauses

Independent

An independent clause **expresses a complete thought and can stand on its own** as a sentence

e.g. Learning a new language is often frustrating.

Dependent

A dependent clause does not express a complete thought and needs to be joined to an independent clause to become a sentence. It usually begins with a word such as *although, while, because, who, which, if*, etc.

e.g. Although learning a new language is often frustrating

Practice

Find the subject and the verb in the following clauses. Then decide if each clause is dependent or independent.

1. Dairying is concentrated in districts with reliable summer grass ¹
2. Although it started out with a similar fauna and flora to New Caledonia and Australia ²
3. Scarcity creates the need for a system to allocate the available resource among some of its potential users ³
4. Banks, insurance companies, and investment companies can now enter one another's markets ³
5. When layoffs become inevitable ⁴
6. These obvious contamination problems have long been known ⁵

Phrases

A **phrase** is a group of words which either does not have a subject,

e.g. walks to work every day

or does not have a finite verb,

e.g. The reason being their good design

Practice

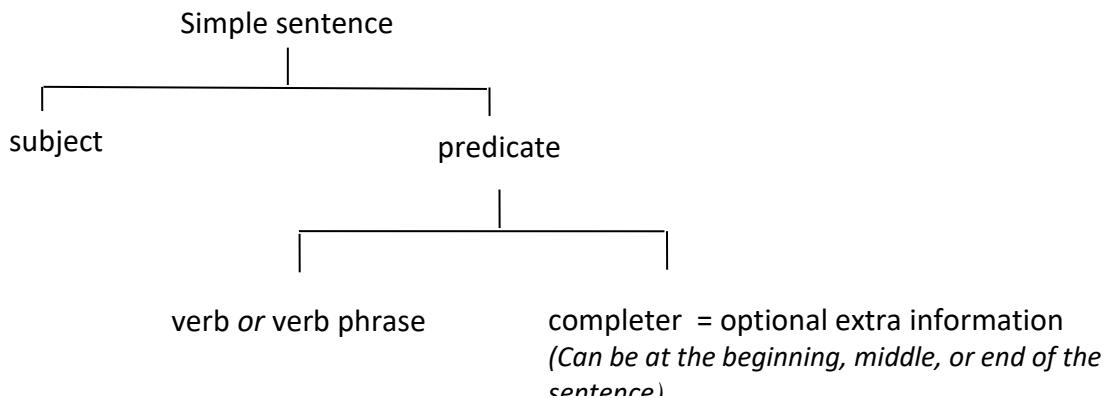
Identify the following as phrases or clauses.

1. Trying to build up breeding herd numbers ¹
2. The relationship between predator and prey ⁵
3. The development of technology allowed people to speed up evolutionary change ⁵
4. Because humans are long-lived and reproduce slowly ⁵

Simple sentences

A **simple** sentence has only **one clause**, which must be an **independent** clause. The word “*simple*” does not necessarily mean “*easy*”; simple sentences can also contain phrases, so they are often long and complicated. However, they still have only **one subject** and **one finite verb**.

The diagram below illustrates the basic elements of a simple sentence.



For example, the following are all simple sentences:

Completer	Subject	Completer	Verb	Completer
	<i>The level of unemployment</i>		<i>increased.</i>	
	<i>The RMA</i>		<i>was passed</i>	<i>in 1991.</i>
	<i>The course</i>		<i>includes</i>	<i>practical report writing.</i>
	<i>The report, commissioned by the Ministry of Education,</i>		<i>identified</i>	<i>four areas for improvement.</i>
<i>In the late 1980s,</i>	<i>the value of the NZ housing market</i>		<i>declined</i>	<i>by 10%.</i>

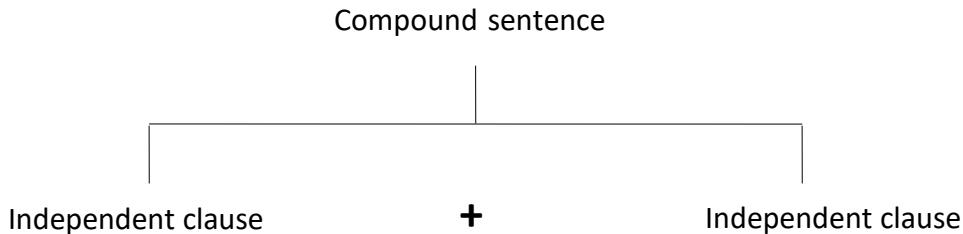
Practice

Check whether the following are complete sentences.

1. The greatest danger that a species faces in a rapidly coevolving ecosystem ⁵
2. Diversity has become a strategic imperative for corporations ⁴
3. Her Maori name, Maata Mahupuku, inscribed on her headstone ²
4. As profits fell and the government reduced internal prices to realign with export prices ²
5. Taste, or personal food preference, is another strong determinant of demand ¹
6. Implications for food and fibre marketing are many ¹

Compound sentences

A **compound** sentence has **two or more independent clauses**.



e.g. *The bus stopped, and we got out.*
I enjoy playing tennis, but I hate playing golf.
Learning a language is difficult ; however, it is worth the effort.

In this type of sentence, each clause has **equal** (or nearly equal) **importance**.

The clauses can be joined in **three** ways:

1. With a **coordinating conjunction**

i.e. *and, but, or, for, nor, yet, so*

e.g. *Diversity has become a strategic imperative for corporations, and the term has already entered the corporate vocabulary.³*

or with a **correlative conjunction**

e.g. *not only ... but also*

e.g. *Not only have conservationists been successful in bringing issues to the attention of governments, but they have also achieved considerable success in having policies and institutions introduced or changed to meet their demand.*⁶

2. With a **semi-colon (;**

e.g. *Astute depositors could see what was happening to the value of the land that was supporting the assets of the banks; they moved quickly to remove their deposits for cash.*³

3. With a **semi-colon** and another kind of **link word** called a **conjunctive adverb**

e.g. furthermore, however, therefore, in contrast, similarly

e.g. *These obvious contamination problems have long been known; however, what is not often realised is the organic matter carried in ground water can contaminate samples.*⁵

Many of these link words can also be placed in other parts of the sentence.

However, some other aspects of the reforms appear counterproductive.

Some other aspects of the reforms, however, appear counterproductive.

*Some other aspects of the reforms appear counterproductive, however.*⁶

Practice

A. Underline the two independent clauses in the following sentences

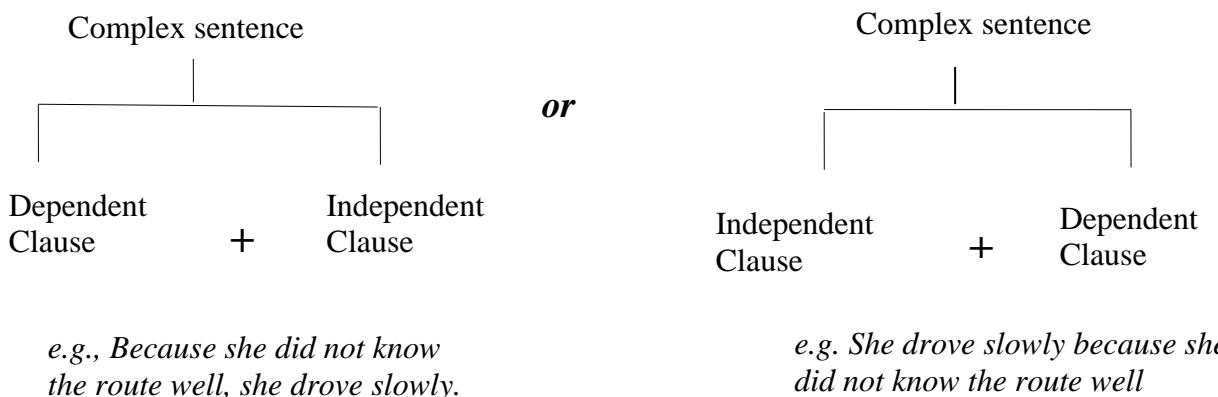
1. Modern management techniques have been used with success in firms in the industrial sector, and there is scope for a greater transfer of these concepts, techniques and principles to the farm sector.¹
2. We do not know where the first beachhead for the invasion was, but it is a fair guess that the narrow strait between Bali and Lombok was the first and most fundamental barrier to be breached.⁵
3. Coal mining forms part of the relatively invisible history of Bannockburn, yet it was in some ways the backbone of the local economy.⁷
4. Environmental politics may have a substantial policy focus to it, or it may be quite abstract and of little direct significance to policy.⁶

B. Join the following pairs of sentences together to make compound sentences.

1. People have been conducting policy research for millennia. Policy studies emerged as a field of intellectual enquiry less than fifty years ago.⁶
2. Problems do not just exist. They must be defined.⁶
3. In the early 1870s there were large numbers of Chinese and European miners on the Bannockburn field. Their activities have proved difficult to trace in the physical remains in the landscape.⁷

Complex sentences

A **complex** sentence has **one independent clause** and **one or more dependent clauses**.



In this type of sentence, the clauses do not have equal importance. The **independent (or main) clause** contains the most important idea, and the **dependent** clause adds extra information.

The two clauses are linked by a **subordinate conjunction** placed at the beginning of the dependent clause.

e.g. although, because, just as, whereas, unless, even though

e.g. Today, New Zealand lacks crocodiles, goannas, freshwater turtles and land turtles, even though all were probably part of its Gondwanan heritage⁵

Even though crocodiles, goannas, freshwater turtles and land turtles were probably part of its Gondwanan heritage, New Zealand lacks these species today.⁵

Practice

Underline the independent clauses and double underline the dependent clauses in the following sentences.

1. Because it is so frequently misunderstood, the last point merits restatement.³
2. One is restricted to a tiny patch of boulders and a rainforest relic on two islands, while the others are restricted to remnant areas on the North Island.³
3. Although the [Lotto] win brought many nice things, it occasioned a period of transition that meant loss, change and much painful growth.⁴
4. Some investors, who are known as **value investors**, invest in companies that have share prices close to or below the book value of the company.³

Compound-complex sentences

A compound-complex sentence has two or more independent clauses and at least one dependent clause.

e.g. *When the new structure was proposed in 2003, the Council at first refused to discuss the plans with community groups, but the Environment Court over-ruled the decision and insisted on a full consultation process.*

Useful resources on sentence structure

If you would like to know more about **phrases, clauses, and sentences, or how to improve your sentence structure in reports and essays**, visit our website at <http://ltl.lincoln.ac.nz> for more resources or ask at the Service Point about the workshops, drop-in sessions, and individual appointments we offer.

There are also many useful sources in the LU library and on the WWW. You could start with:

RMIT's Writing Skills site:

https://www.dlsweb.rmit.edu.au/lst/content/4_WritingSkills/06sentences.htm

Purdue University's Online Writing Lab: <http://owl.english.purdue.edu/owl/>

Rozakis, L. (2003). *English grammar for the utterly confused*. New York: McGraw-Hill.

Sources for examples

Examples in this worksheet have been adapted from the following texts:

¹ Wallace, L. T. & Lattimore, R.(Eds.). (1987). *Rural New Zealand – What Next?* Lincoln, New Zealand: Agribusiness & Economic Research Unit.

² McIntyre, R. (2002). *The canoes of Kupe*. Wellington, New Zealand: Victoria University Press.

³ Drummond, E. H. & Goodwin, J. W. (2004). *Agricultural Economics* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

⁴ Wilson, I. (2000). *The new rules of corporate conduct*. Westport, CT: Quorum Books.

⁵ Flannery, T. (1994). *The future eaters*. Port Melbourne, Australia: Reed Books.

⁶ Buhrs, T. & Bartlett, R.V. (1993). *Environmental Policy in New Zealand*. Auckland: Oxford University Press.

⁷ Stephenson, J., Bauchop, H., & Petchey, P. (2004). *Bannockburn Heritage Landscape Study*. (Science for Conservation 244). Retrieved April 27, 2006, from Department of Conservation Web site:
<http://www.doc.govt.nz/Publications/004~Science-and-Research/Science-for-Conservation/PDF/sfc244.pdf>

Answers for practice exercises

Clauses & phrases

Find the subject and the verb in the following clauses. Then decide if each clause is dependent or independent.

1. Dairying (**subject**) is (**verb**) concentrated in districts with reliable summer grass **Independent clause**
2. Although it (**subject**) started out (**verb**) with a similar fauna and flora to New Caledonia and Australia. **Dependent clause**
3. Scarcity (**subject**) creates (**verb**) the need for a system to allocate the available resource among some of its potential users **Independent clause**
4. Banks, insurance companies, and investment companies (**subject**) can now enter (**verb**) one another's markets **Independent clause**
5. When layoffs (**subject**) become (**verb**) inevitable **Dependent clause**
6. These obvious contamination problems (**subject**) have long been known (**verb**) **Independent clause**

Identify the following as phrases or clauses.

1. Trying to build up breeding herd numbers **phrase**
2. The relationship between predator and prey **phrase**
3. The development of technology allowed people to speed up evolutionary change **clause**
4. Because humans are long-lived and reproduce slowly **clause**

Simple sentences

Check whether the following are complete sentences.

1. The greatest danger that a species faces in a rapidly coevolving ecosystem **incomplete**
2. Diversity has become a strategic imperative for corporations **complete**
3. Her Maori name, Maata Mahupuku, inscribed on her headstone **incomplete**
4. As profits fell and the government reduced internal prices to realign with export prices **incomplete**
5. Taste, or personal food preference, is another strong determinant of demand **complete**

6. Implications for food and fibre marketing are many ***complete***

Compound sentences

Underline the two independent clauses in the following sentences

1. Modern management techniques have been used with success in firms in the industrial sector, and there is scope for a greater transfer of these concepts, techniques and principles to the farm sector.
2. We do not know where the first beachhead for the invasion was, but it is a fair guess that the narrow strait between Bali and Lombok was the first and most fundamental barrier to be breached.
3. Coal mining forms part of the relatively invisible history of Bannockburn, yet it was in some ways the backbone of the local economy.
4. Environmental politics may have a substantial policy focus to it, or it may be quite abstract and of little direct significance to policy.

Join the following pairs of sentences together to make compound sentences.

1. People have been conducting policy research for millennia, ***yet*** policy studies emerged as a field of intellectual enquiry less than fifty years ago.
2. Problems do not just exist; they must be defined.
3. In the early 1870s there were large numbers of Chinese and European miners on the Bannockburn field, but their activities have proved difficult to trace in the physical remains in the landscape.⁷

Complex sentences

Underline the independent clauses and double underline the dependent clauses in the following sentences.

1. Because it is so frequently misunderstood, the last point merits restatement.
2. One is restricted to a tiny patch of boulders and a rainforest relic on two islands, while the others are restricted to remnant areas on the North Island.
3. Although the [Lotto] win brought many nice things, it occasioned a period of transition that meant loss, change and much painful growth.
4. Some investors, who are known as value investors, invest in companies that have share prices close to or below the book value of the company.

Sentence Structure Guide

There are four sentence structures in English. Master these four structures, and your written expression will improve dramatically.

Simple sentence

As the name suggests, this is the easiest type of sentence to construct. But that certainly doesn't mean it's too simple for academic writing. Quite the contrary, simple sentences are terrific for your academic writing because they can be so clear and, well, simple.

A simple sentence has a **subject**, **verb**, and **object**. Your **subject** is the noun at the beginning of your sentence. It is the doer of the action to follow. Your **verb** is the action word that describes what the noun is doing. And your **object** is everything that follows your verb. It is the result of the action taking place. Here are some examples:

Chelsea ran to the shop.

This **research examines** the gender identity of two middle class women.

Simple sentences don't have to be short:

Chelsea ran to the shop to buy milk, eggs and ham for dinner that night.

This **research examines** the gender-fluid identity of three groups of women who work as professionals in the financial industry.

This **research examines** the success rate of Australian financial institutions and the barriers to wealth creation for everyday consumers.

This **essay argues** that a democracy can balance individual freedom with other concerns by putting strict limits on hate speech.

If you are not a very confident writer, stick to simple sentences. These are perfect sentences to write. As you can see, simple sentences can be short or long. After you've mastered combining **subjects**, **verbs** and **objects** together into clear sentences, then you can move on to the other three sentence types.

Compound sentence

In this sentence type, you use **and**, **or**, or **but** to connect two simple sentences together. Each 'half' of your compound sentence can stand on its own as a complete sentence. When you write a compound sentence, you have decided that both pieces are related, and therefore can be connected together into one sentence. Here are some examples:

Chelsea ran to the shop to buy milk, eggs and ham for dinner that night, but the shop was closed due to a power outage.

This **research examines** the success rate of Australian financial institutions and our **surveys reveal** the unique investment opportunities missed by everyday consumers.

This **study is** too general, and the other **study is** too narrow.

Sentence Structure Guide

Each ‘half’ of these sentences could have stood on their own.

Chelsea ran to the shop to buy milk, eggs and ham for dinner that night. The shop was closed due to a power outage.

The content of the sentence determines whether it should be combined or not. It’s up to you whether you think your two simple sentences belong together in one sentence, connected by **and**, **or**, or **but**, or if you think your sentences should stand on their own. This is now a tool that you can use to improve the clarity of your writing.

Complex sentence

A complex sentence connects a **dependent clause** with an **independent clause**. An independent clause is a simple sentence. It is a sentence that can stand on its own. A dependent clause is a part of a sentence that cannot stand on its own. These clauses contain a **subject** and a **verb**, but do not express a complete thought. However, dependent clauses are very useful in your academic writing because they help you to communicate complex ideas. Here are some examples of dependent clauses:

Although Chelsea ran to the shop

While the research shows that the success rate of Australian financial institutions is high

Even though these results are accurate

All of these are dependent clauses. They can’t stand on their own as sentences, but they do help you to introduce contrasts and build on your ideas. These dependent clauses need to be connected to an independent clause (a simple sentence), in order to express a complete thought. Here are some examples:

Although Chelsea ran to the shop, she didn’t get there in time.

While the research shows that the success rate of Australian financial institutions is high, everyday consumers are missing out on important investment opportunities.

Even though these results are accurate, a larger study is still needed to prove the credibility of the findings.

Here is another sentence structure for you to use as a tool in your writing. Complex sentences can be very useful when you want to introduce a contrast, a result, and cause and effect.

Here’s a list of words that introduce dependent clauses:

after	that
although	though
as	unless until
because	when
before	whenever
even if	where

Sentence Structure Guide

even though	whereas
if	wherever
in order that	whether
provided that	while
rather than	why
since	so that
	than

(<http://www.chompchomp.com/terms/subordinateclause.htm>)

Compound-complex sentence

These are the trickiest sentence types. By now, you can probably guess that this sentence type combines a compound sentence with a complex one. So, a dependent clause is combined with a compound sentence. Even though these sentences are indeed tricky, with practice they should become easier to write, and, more importantly, easy to read. Here are some examples:

Since the shop was closed, **Chelsea ran home** and her sister made her a cheese sandwich.

Because everyday consumers are missing out on important investment opportunities, **this research aims to show firms how to teach clients about investing** and **to help clients understand the technical information provided by firms**.

While the first study was too general, **the second study was too narrow** and **it was conducted without ethics approval**.

Only attempt these sentences if you do indeed have something complex to express, and you feel it would be best expressed within one sentence. The above examples could have easily been written as one simple sentence and one complex sentence, or two or three simple sentences. The kind of sentence structure you choose is up to you. Increasingly, that choice should depend on what you feel the reader needs in order to be carefully guided through your ideas.

Final tips

- A sentence only conveys one thought
- A sentence needs a **subject**, **verb** and **object**
- Choose to write simple sentences more often than not
- Choose to write short sentences instead of long ones

Mastering these four sentence structures means writing clear sentences, and it means avoiding composing sentences that are too long for the reader to grasp. Practice all four structures, while mainly focusing on the simple sentence. If you can clearly combine **subject**, **verb** and **object** then you are well on your way to communicating clear ideas.



Sequence of Events

RC2.2 (5th Grade) Analyze text that is in sequential or chronological order.
(4 questions on CST)

Sequence

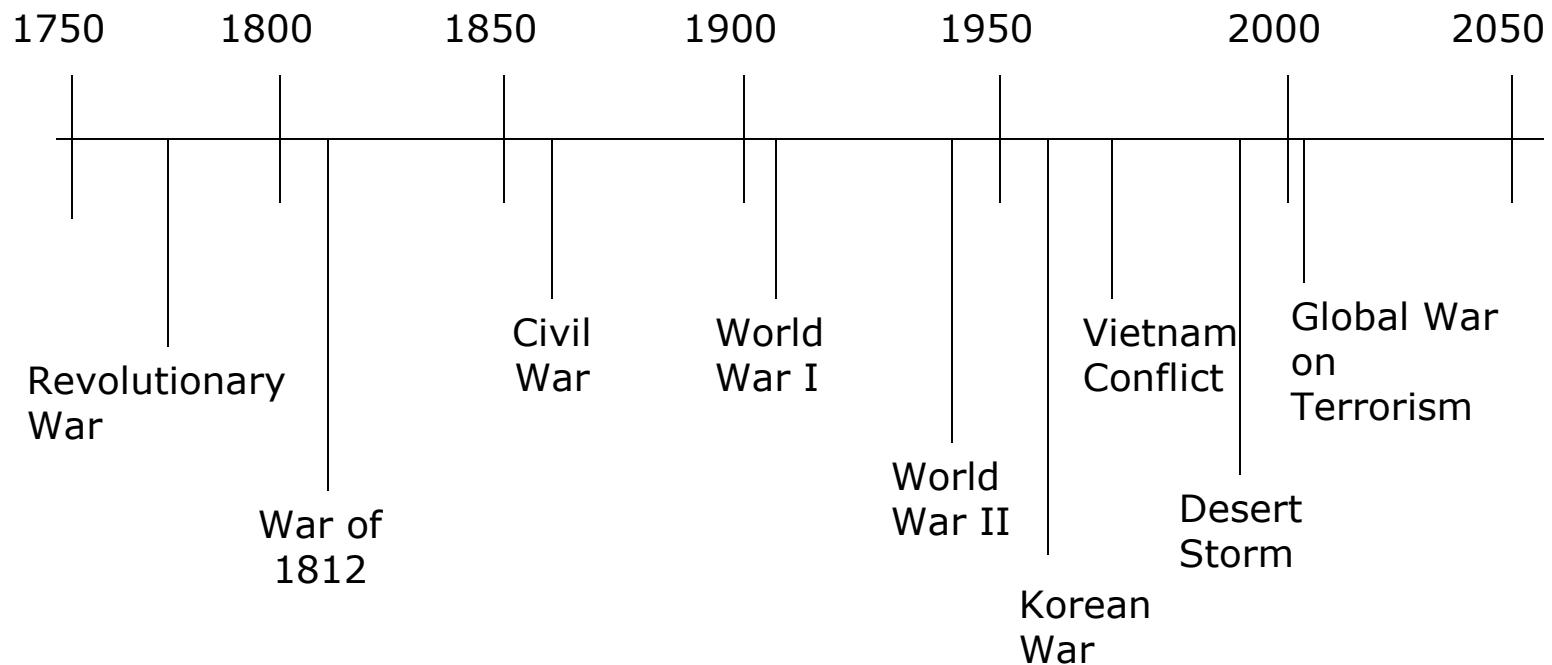
- The **order** in which events happen
- Also known as **chronological** order
- *Chron* is a Greek root meaning “time”
 - chronic → “all of the time”
 - chronicle → “history”
 - chronograph → “watch”
 - synchronize → “at the same time”

Signal Words which show a transition in time:

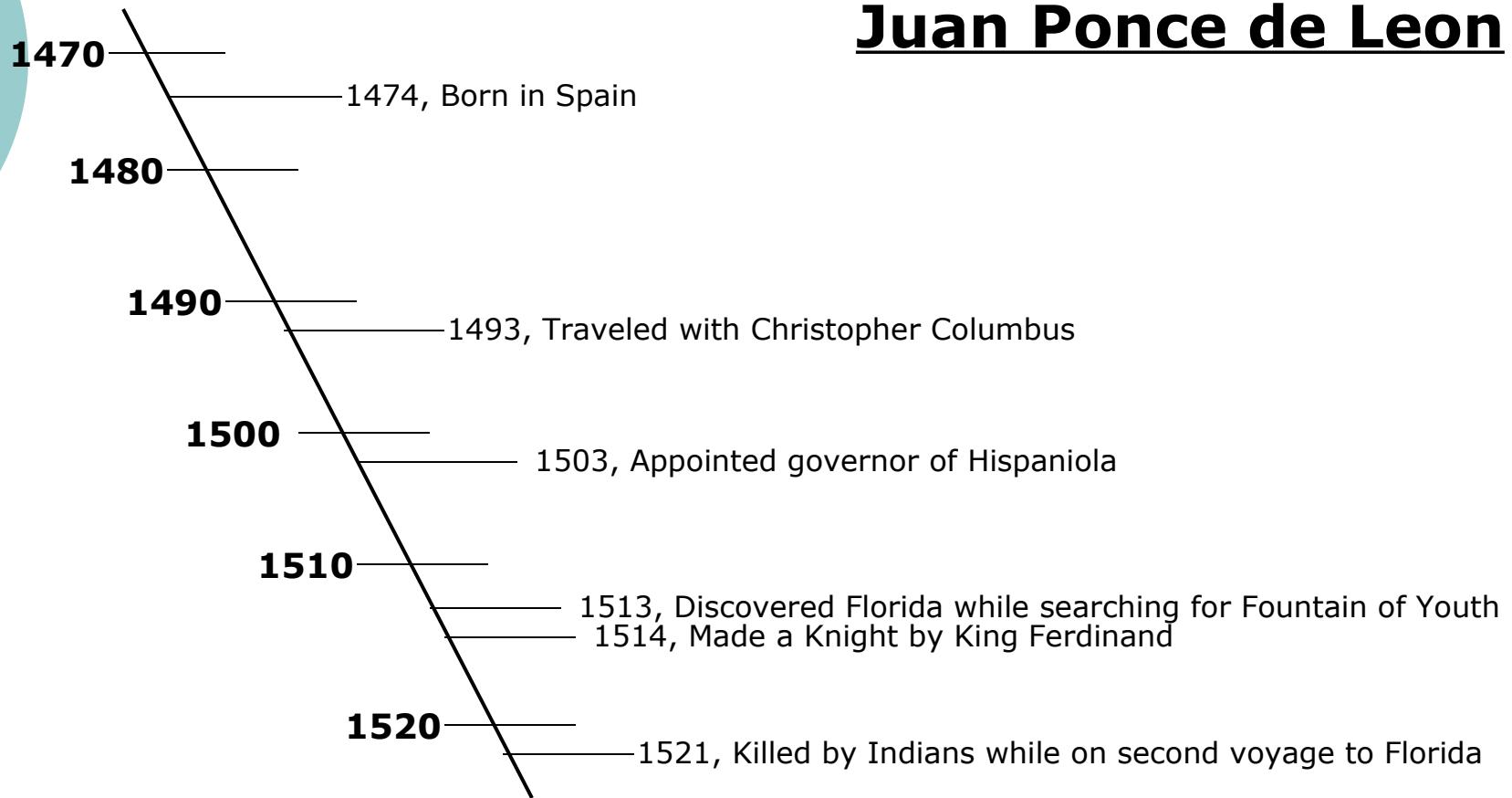
- first
- second
- soon
- then
- now
- immediately
- until
- while
- meanwhile
- when
- during
- before
- after
- next
- last
- finally

Timelines show order

Conflicts in U.S. History



Timelines aren't always horizontal





Passages organized by sequence, have signal words. Can you spot them?

My science project was fun. I began by choosing to experiment with magnets. Then I checked to see which materials were attracted to magnets. After a while, I noticed that only things with iron are attracted to magnets. The final step was to write a report that showed my findings.



Passages organized by sequence,
have signal words. Can you spot
them?

My science project was fun. I **began** by choosing to experiment with magnets. **Then** I checked to see which materials were attracted to magnets. **After a while**, I noticed that only things with iron are attracted to magnets. **The final step** was to write a report that showed my findings.



Passages organized by sequence,
have signal words. Can you spot
them?

It's important to know what to do if your clothes ever catch on fire. First, you need to stop what you're doing. Next, you need to drop to the ground. Then you need to roll around until the flames have been smothered. Finally, you should seek medical attention.



Passages organized by sequence,
have signal words. Can you spot
them?

It's important to know what to do if your clothes ever catch on fire. **First**, you need to stop what you're doing. **Next**, you need to drop to the ground. **Then** you need to roll around until the flames have been smothered. **Finally**, you should seek medical attention.

Test Prep.

Painting our house was a lot of work. First, we had to scrape off all of the old paint. Then we had to carefully cover all of the windows so they wouldn't get painted. After that we applied a coat of primer. The last step was to carefully brush on the new colors. It was tiring.

Test Prep.

The information in this passage is mainly organized

- (A) by comparing & contrasting.
- (B) by cause and effect.
- (C) in chronological order.
- (D) with main ideas and support examples.

Test Prep.

Approximately how much time elapses in this passage?

- (A) two weeks
- (B) 10 years
- (C) 50 years
- (D) 100 years



Test Prep.

Which of the following events happened last?

- (A) Put on a coat of primer
- (B) Brush on the new colors
- (C) Scrape off the old paint
- (D) Cover all of the windows

SENTENCE PARTS AND PATTERNS

NOTE: Colored pencils/pens may come in handy for color-coding during this lesson!

WHAT PARTS MAKE A SENTENCE?



Previously we learned...

1. Subject
2. Predicate

Adding on...

3. Direct Object
4. Indirect Object

HOW TO FIND THE SENTENCE PARTS

START with the VERB!

- To find the predicate: locate an **action verb**, **linking verb**, or **verb phrase**

NEXT... look for the SUBJECT.

- To find the subject: Ask **who/what [verb]?**

A sentence *may have* a **DIRECT OBJECT**, **INDIRECT OBJECT**, or **BOTH!**

- To find the direct object: Ask **[verb] what?**
- To find the indirect object: Ask **[verb] to/for whom/what?**

EXAMPLE: I gave Mom a bouquet of weeds.

- **PREDICATE:** action/linking/verb phrase **gave**
- **SUBJECT:** Who/What [gave]? |
- **Direct Object:** [gave] what? a bouquet of weeds
- **Indirect Object:** [gave] to whom? Mom



FIND THE PARTS OF THIS SENTENCE:

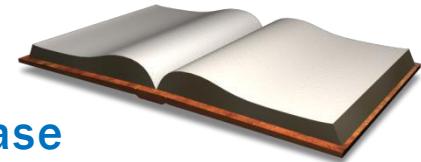
EXAMPLE #2: Tomorrow will be a snow day.

- PREDICATE: find an action verb, linking verb, or verb phrase
 - will be
- SUBJECT: who/what [verb]?
 - Tomorrow
- Direct Object: [verb] what?
 - a snow day
- Indirect Object: [verb] to/for whom/what?
 - nothing!



FIND THE PARTS OF THIS SENTENCE:

- EXAMPLE: *At Barnes and Noble, the students bought their teacher a new book.*



- PREDICATE: find an action verb, linking verb, or verb phrase
 - **bought**
- SUBJECT: who/what [verb]?
 - **the students**
- Direct Object: [verb] what?
 - **a new book**
- Indirect Object: [verb] to/for who/what?
 - **their teacher**
- What's “At Barnes and Noble”?
 - Prepositional phrase that tells more about the predicate “bought”

**SENTENCE PARTS
CREATE SENTENCE
PATTERNS IN OUR
LANGUAGE**

FOUR SENTENCE PATTERNS:

1. Subject + Verb
2. Subject + Verb + Direct Object
3. Subject + Verb + Indirect Object + Direct Object
4. Subject + Linking Verb + Subject Complement

PATTERN #1: SUBJECT + VERB

- In its simplest form, a sentence has two parts: a subject and a verb. They express a complete thought when they are together. Remember a sentence is like a bike...



Subject + Verb

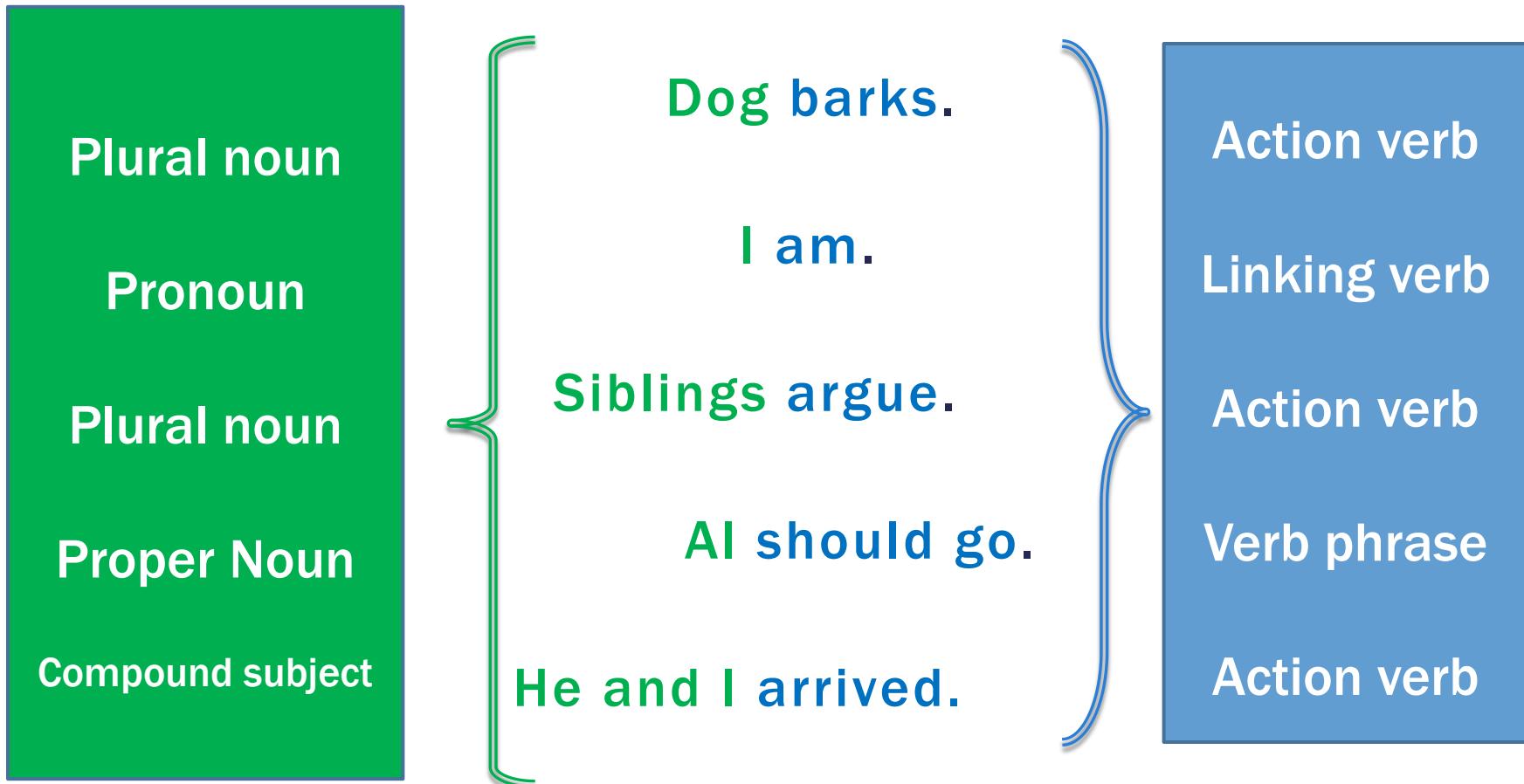
- Answers who/what is doing the action?
- Options: noun or pronoun

- Shows an action or a state of being

- Options: action verb, linking verb, or verb phrase (helping verb + main verb)

EXAMPLES OF PATTERN #1: S+V

Subject + Verb



NOW YOU TRY...

1. Write an original sentence using this pattern: Subject + Verb

- Singular noun + action verb
- Plural noun + linking verb
- Singular subject pronoun + verb phrase
- Plural subject pronoun + action verb
- Proper noun + compound predicate

2. Find three examples of this pattern (SUBJECT + VERB) in your PCR book. Try to find a variety of subjects and verbs.

PATTERN #2: SUBJECT + VERB + DIRECT OBJECT

Subject + Verb + Direct Object

- Who or What?
 - Noun or pronoun
- ACTION verb OR VERB PHRASE
 - (helping verb + action verb)
 - Receives the action of the verb
 - Ask yourself: [verb] what?
- Example: Jenny made a cake.
 - Subject: Jenny
 - Verb: made
 - Direct Object: cake

TRY THESE S+V+DO EXAMPLES:

1. Label the sentence parts:

- Monkeys eat bananas.
- She loves her job.
- He's eating an orange.

2. Find three examples of this pattern (SUBJECT + VERB + DIRECT OBJECT) in your PCR book.
Try to find a variety of subjects and verbs.

ANSWERS:

1. Monkeys eat bananas.

S V DO

2. She loves her job.

S V DO

3. He's eating an orange.

S V DO

PATTERN #3:

SUBJECT + VERB + INDIRECT OBJECT + DIRECT OBJECT

Subject + Verb + Indirect Object + Direct Object

Who or What?
Noun or pronoun

ACTION verb OR VERB PHRASE
(helping verb + action verb)

Identifies to or for whom or what
the action of the verb is performed
Ask yourself: [verb] to/for whom/what?

Receives the action of the verb
Ask yourself: [verb] what?

- Example: Jenny made Dad a cake.
 - Subject: Jenny
 - Verb: made
 - Indirect Object: Dad
 - Direct Object: cake

TRY THESE S+V+IO+DO EXAMPLES:

Label the sentence parts:

1. The teacher gave her students A's.

2. Grandfather will leave the dogs his money.

3. The pirate sold me his boat.

ANSWERS:

1. The teacher gave her students A's.

S V IO DO

2. Grandfather will leave the dogs his money.

S V IO DO

3. The pirate sold me a boat.

S V IO DO

PATTERN #4: SUBJECT + LINKING VERB + SUBJECT COMPLEMENT

Subject + Linking Verb + Subject Complement

- “To be” verbs like
am, is, are, was, were, etc.
- Sensory verbs like
appear, feel, grow, look, etc.
- the adjective OR noun that follows a linking verb.
 - complement = completes the subject
- A linking verb **LINKS** the subject of the sentence to its subject complement; therefore, this pattern only works with linking verbs.



EXAMPLES OF S+LV+SC

1. Brandon is a gifted athlete.

- Brandon = subject
- is = linking verb
- athlete = *noun* as subject complement.

2. He becomes embarrassed when people compliment his skill.

- He = subject
- becomes = linking verb
- embarrassed = *adjective* as subject complement.

SUBJECT COMPLEMENT ≠ DIRECT OBJECT

- **Don't mistake a subject complement for a direct object!**
- Only linking verbs can have subject complements.
 - Example: Brenna felt sick this morning.
 - Brenna = subject
 - felt = *linking verb*
 - sick = **adjective subject complement.**
 - Example: She felt her forehead but did not detect a temperature.
 - She = subject
 - felt = *action verb*
 - forehead = direct object (Remember D.O. answers: [verb] *what?*)

PRACTICE: LABEL EACH SENTENCE WITH ITS SENTENCE PATTERN:

- Subject + verb (S + V)
- Subject + verb + direct object (S + V + DO)
- Subject + verb + indirect object + direct object (S+V+IO+DO)
- Subject + linking verb + subject complement (S + LV + SC)
 S V IO DO
- Example: The mother gave her children a snack.

1. Books convey ideas.
2. Dolphins leap.
3. The pitcher threw the catcher a curve ball.
4. John hates lima beans.
5. The sea is beautiful even in winter.
6. The writer sold his publisher a three-part story.
7. You seem worried.
8. Elizabeth will swim.

ANSWERS:

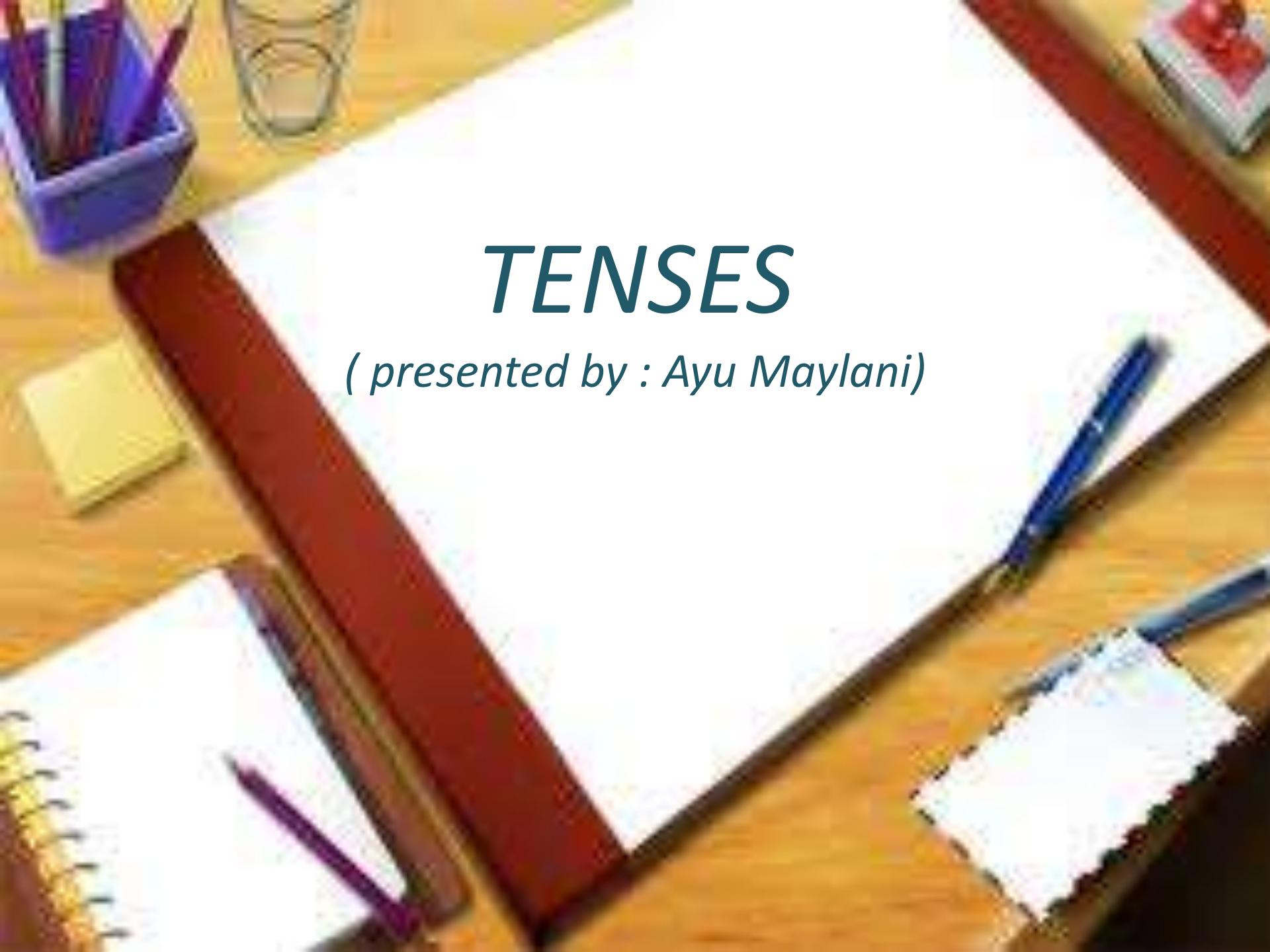
- **Subject + verb**
 - Elizabeth will swim.
 - Dolphins leap.
- **Subject + verb + direct object**
 - John hates lima beans.
 - Books convey ideas.
- **Subject + linking verb + subject complement**
 - The sea is beautiful even in winter.
 - You seem worried.
- **Subject + verb + indirect object + direct object**
 - The writer sold his publisher a three-part story.
 - The pitcher threw the catcher a curve ball.

Welcome



Joining



The background of the slide features a warm-toned wooden desk surface. On the desk, there is a blue tray containing several colorful crayons. To the right of the tray is a small glass jar. Further along the desk are two books with red and white striped covers. A pencil holder with a yellow lid is positioned near the center. In the bottom left corner, the spiral-bound edge of a notebook is visible.

TENSES

(presented by : Ayu Maylani)

FUTURE

PAST

PRESENT

MEANING

- The word **Tense** is derived from latin word “**tempus**” which means **time**. A verb indicates the time of an action, event or condition by changing its form.



Based on Time frame

The verb tenses may be categorized according to the time frame:

- Present Tense
- Past Tense
- Future Tense

Present, Past, Future

Present Tense :

Present tense expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent a widespread truth.

Past Tense :

Past tense expresses an action or situation that was started and finished in the past.

Future Tense :

Future tense expresses an action or situation that will occur in the future.

Based on Aspect

Verb tenses may also be categorized according to aspect. **Aspect** refers to the nature of the action described by the verb. There are four aspects:

- Indefinite or Simple
- Continuous or Progressive
- Perfect or Complete
- Perfect Continuous

Explanation

Indefinite Tense

The three **indefinite tenses**, or **simple tenses**, describe an action but do not state whether the action is finished.

Continuous Tense

The three **continuous tenses**, **incomplete tenses**, or **progressive tenses**, describe an **unfinished** action.

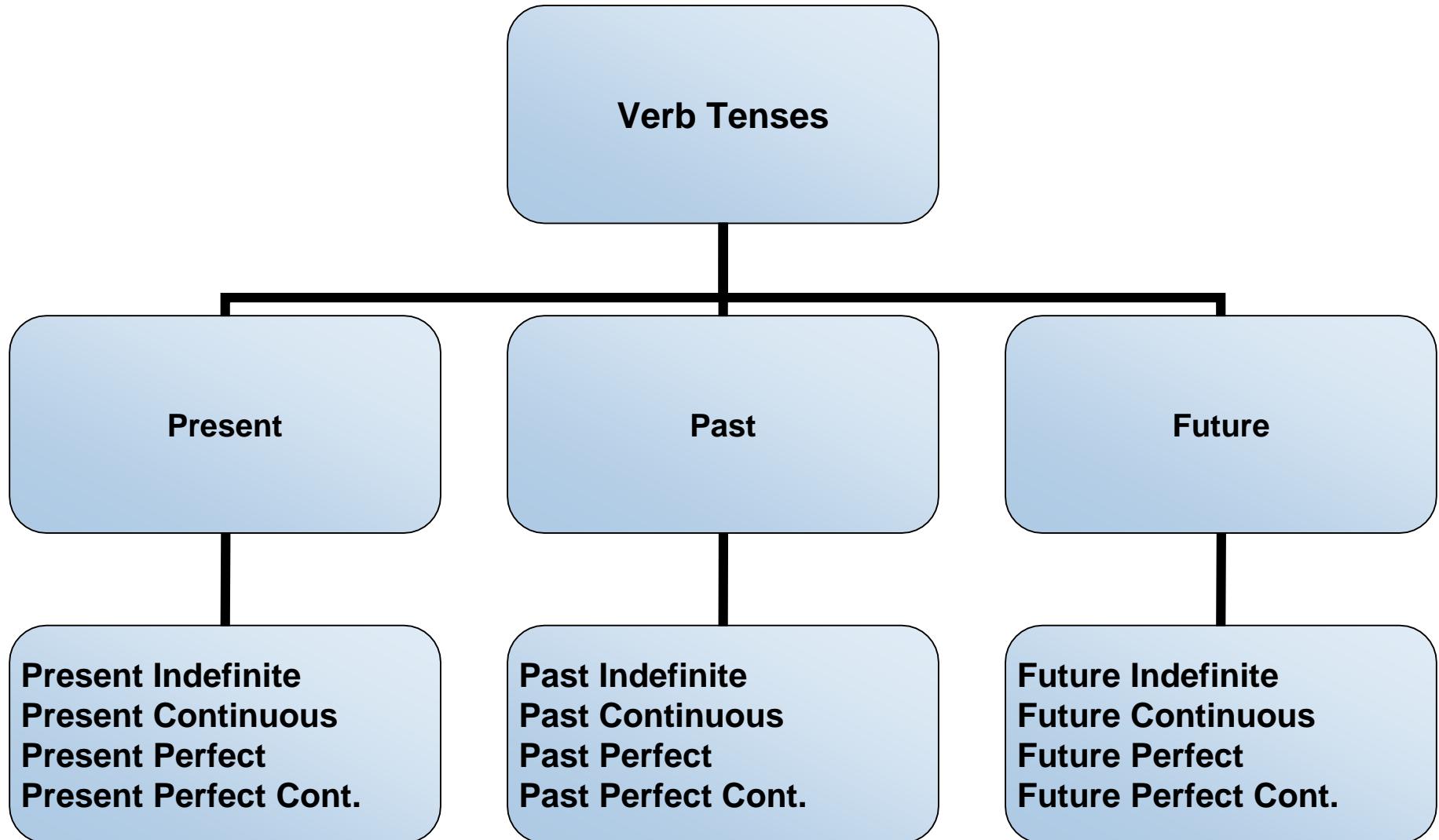
Perfect Tense

The three **complete tenses**, or **perfect tenses**, describe a **finished** action.

Perfect Continuous Tense

To combine the complete tenses and the incomplete tenses, to describe an action which **was in progress and then finished**

There are twelve possible verb tenses.



The Rules of Tenses:

Here is a list of rules of these tenses:	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Present	S+V I +s/es	S+is/am/are+ V I+ing	S+have/has+ V III (been)	S+have/has+been + V I+ing
Past	S+V II	S+was/were+ V I +ing	S+had+V III (been)	S+ had been + V I +ing
Future	S+will/shall+V I	S+will be+V I+ing	S+will have+V III	S+will have been+V I +ing

Present Tense

Present

Present Indefinite Tense

Present Continuous Tense

Present Perfect Tense

Present Perfect Cont.Tense

Present Indefinite Tense

The **simple present** is used to describe an action, an event, or condition that is occurring in the present, at the moment of speaking or writing.

For Example :

I speak English everyday

Time signal : everyday, always, often, every week, usually, never.

Present Continuous Tense

The **present continuous** emphasizes the continuing nature of an act, event, or condition.

For Example :

We are studying now

Time Signal : now,at present,at the morning, today

Present Perfect Tense

The **present perfect** tense is used to describe action that began in the past and continues into the present or has just been completed.

For Example :

I have lived here for 2 years

Time signal : once, twice, for 2 years, since 1993, this week .

Present Perfect Cont.Tense

The **present perfect continuous** is used to describe an action, event, or condition that has begun in the past and continues into the present.

For Example :

**It has been raining all day. It is still
raining right now.**

Time signal : all day, all morning, for,since, the whole night.

Past Tense

Past

Past Indefinite Tense

Past Continuous Tense

Past Perfect Tense

Past Perfect Cont.Tense

Past Indefinite Tense

The **simple past** is used to describe an action, an event, or condition that occurred in the past.

For Example :

He bought a pair of shoes yesterday

Time signal : yesterday, last month, last night, a forth night ago.

Past Continuous Tense

The **past continuous** tense is used to described actions ongoing in the past.

For Example:

**When you called me, I was playing
the piano.**

Time signal : when,while, all day yesterday.

Past Perfect Tense

The **past perfect** tense is used to refer to actions that took place and were completed in the past.

For Example :

I had written a letter before i went to the post office.

Time signal : before, as soon as

Past Perfect Cont.Tense

The **past perfect continuous** is used to indicate that a continuing action in the past began before another past action began or interrupted the first action

For Example:

**we had already been staying in
London for three years.**

Time signal : when, for, since.

Future Tense

Future

Future Indefinite Tense

Future Continuous Tense

Future Perfect Tense

Future Perfect Cont.Tense

Future Indefinite Tense

The **simple future** is used to refer to actions that will take place after the act of speaking or writing.

For Example :

She will go to paris tomorrow.

***I am going to read newspaper tomorrow**

Time signal : tomorrow, next week, next year

Future Continuous Tense

The **future continuous** tense is used to describe actions ongoing in the future. The future progressive is used to refer to continuing action that will occur in the future.

For Example :

**I shall be going out at eight
tomorrow morning.**

Time signal : tomorrow morning, from seven to nine tonight.

Future Perfect Tense

The **future perfect** is used to refer to an action that will be completed sometime in the future before another action takes place.

For Example:

**We shall have arrived at Surabaya
to night.**

Time signal : by next month, by the end of this day.

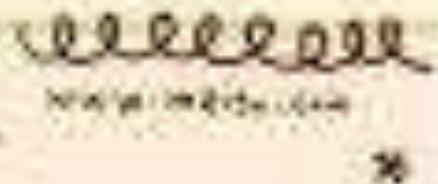
Future Perfect Continuous Tense

The **future perfect continuous** tense is used to indicate a continuing action that will be completed at some specified time in the future.

For Example :

**By June 2007 I shall have been working
at this office for three years.**

Time signal : by the end of, by the end of 1990



Do the Exercises

^^ Create the Sentences which appropriate with tenses explanation above !!!

GOOD LUCK^_^



Thank you

The background of the image is a scenic sunset over a calm ocean. The sky is filled with warm, golden, and orange hues near the horizon, transitioning into a cooler blue and teal towards the top. A bright sun is visible on the horizon, casting a strong glow. The ocean surface is slightly rippled, with white foam from waves breaking in the foreground.

12 Tenses

A photograph of a forest during autumn. The trees are heavily laden with bright red and orange leaves, creating a dense, textured pattern across the frame. Some darker green leaves are visible, particularly on the left side. The lighting suggests a bright day with some shadows through the canopy.

PAST TENSES

Past Simple

Structure : Subject + V.2

- Use the Simple Past to express the idea that an action **started and finished in the past.**

Example : I saw a movie yesterday.

Past Simple

- The Simple Past can also be used to describe a **habit which stopped in the past** or **facts which are no longer true**. It can have the same meaning as “*used to*”

Examples : I studied Japanese when I was a child.

- The Simple Past can be used with a **duration** which starts and stops in the past.

Example : I lived in Brazil for two years.

Past Continuous tense

Structure: Subject +was/were +V.ing(gerund)

To use :

-use with the situation **that happen in the past but interrupt by other situation.**

Example: When Karok was singing, the rain fell

-use with **situation 2 situation that happen inn the same time** in the past

Example: Jaae was doing homework in bedroom while Cartoon cooking in the Kitchen.

Past perfect tense

Structure of past perfect :

Subject + had + Verb 3

Subject + hadn't + Verb 3



Negative

We use the past perfect tense fairly often in English.

1. A completed action before something else in the past.

Example : When we arrived, the film **had started**.

Past perfect tense

2. To explain or give a reason for something in the past.

Example : It **had snowed** in the night, so the bus didn't arrive.

3. Something that started in the past and continued up to another action

in the past.

Example : When he graduated, he **had been** in London for six years.

PAST PERFECT CONTINUOUS

Structure : S + HAD BEEN + V.ING(gerund)

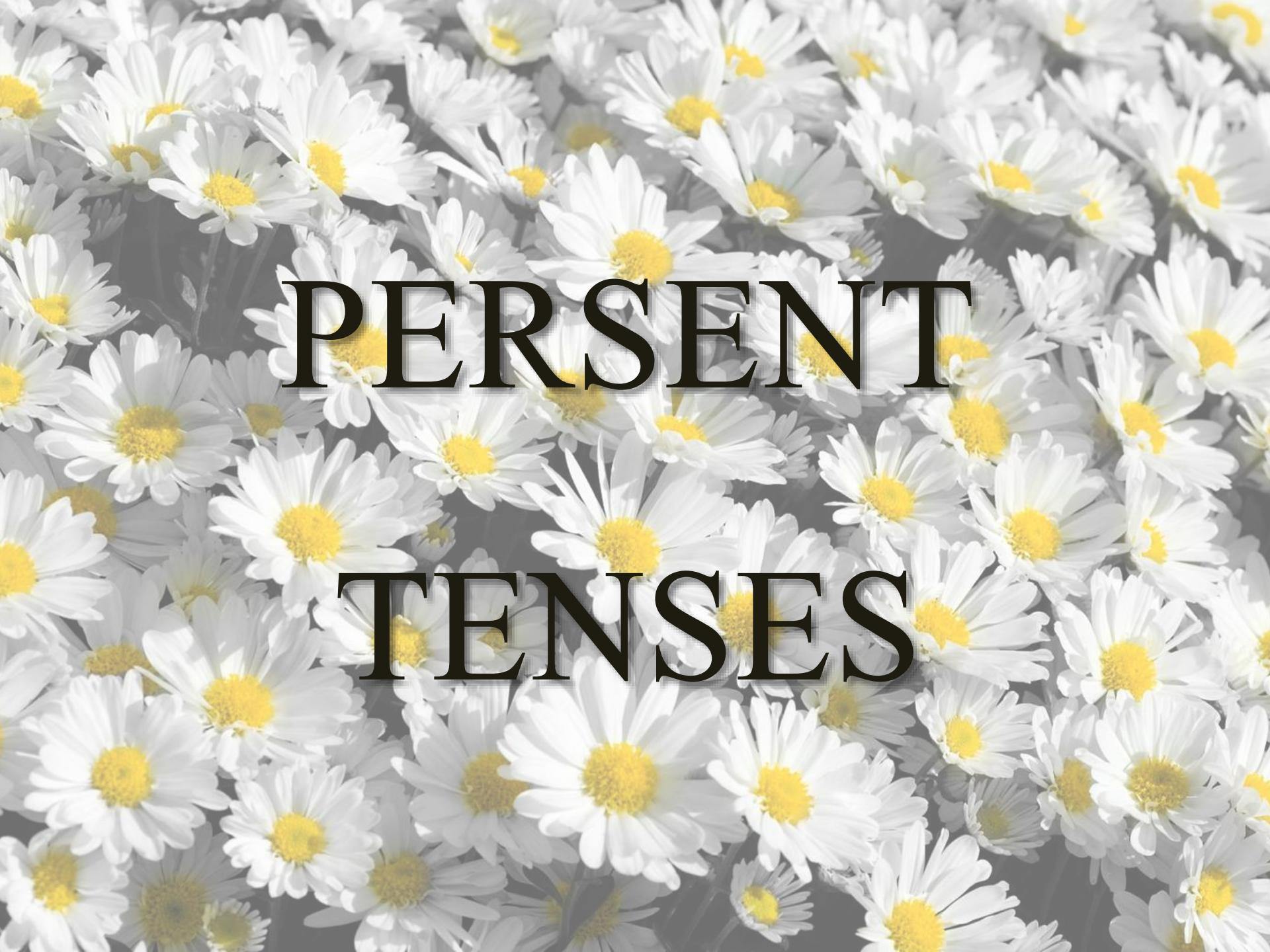
We normally use the past perfect continuous for something we **had done** several times up to a point in the past and **continued to** do after that point.

Examples :

They had been talking for an hour before you arrived.

She hadn't been studying very hard.

How long had you been waiting for me?



**PERSISTENT
TENSES**

Present simple tense

Structure : Verb + s/es in third person

- First, we use the Present Simple when something is generally **true**:

Examples : The sun **rises** in the east.

People **need** food.

The sun **isn't** blue.

Present simple tense

- Second, We use it in the first and the zero **conditionals**:

Examples : If it **rains**, I won't come.

If you **heat** water to 100 degrees, it **boils**.

- Third, use is for habits or things that we do regularly. We often use adverbs of frequency in this case:

Examples : She **gets** up at seven o'clock every day.

How often **do** you **study** English?

Present simple tense

- Fourth, we can use this tense to talk about the future.

When you are discussing a timetable or a fixed plan:

Example : School **begins** at eight tomorrow.

When **does** the class **finish**?

- We need to use this simple tense with stative verbs

Example : This soup **tastes** great.

I **promise** I will help you.

PRESENT CONTINUOUS

Structure : S + VERB TO BE + V.ING(gerund)

We use the present continuous tense to talk about the present:

for something that is **happening at the moment** of speaking

Examples :

I'm speaking English language.

I am not studying to become a doctor.

Are you sleeping?

Present Perfect tense

Structure: Subject + has/have+V.3

To use:

-use with the situation that **already happen but continue to the present** and may happen in the future

Example: We have been to Wat Phra Kaew.

Present Perfect Continuous

Structure : Subject + Have,Has + Been + V.ing(gerund)

- We use the Present Perfect Continuous to show that something **started in the past and has continued up until now.**

Example : I have been reading this book for two hours.

Present Perfect Continuous

- You can also use the Present Perfect Continuous **WITHOUT a duration**. We can use the words "lately" or "recently" to emphasize this meaning.

Example : She has been watching too much television **lately**.



FUTURE TENSES

Future Simple tense

Structure: Subject+ will/shall+V.1

To use:

-use with the **situation that will happen in the future** and have adverb of time to indicate time.

Example: Namwarn will go to study at America in next two month.

FUTURE CONTINUOUS TENSE

Structure : S + WILL BE + V.ING(gerund)

We use the Future Continuous to indicate that we **will be** in the middle of **doing something in a specified time** in the future.

FUTURE CONTINUOUS TENSE

EXAMPLES:

She **will be sleeping** when I visit her.

We **will not be having** dinner at home.

Will you be coming to the party tonight?

Future Perfect Tense

Structure : Subject + will + have + V.3

- The Future Perfect expresses the idea that something will **occur before another action in the future**. It can also show that **something will happen before a specific time in the future**.

Example : I will have eaten breakfast at 8 o'clock tomorrow.

Future Perfect Tense

- If there have **2 events**. The first event will use Future perfect tense. And second event will use Present Simple tense.

Example : I will have cleaned the floor when my mom gets home.

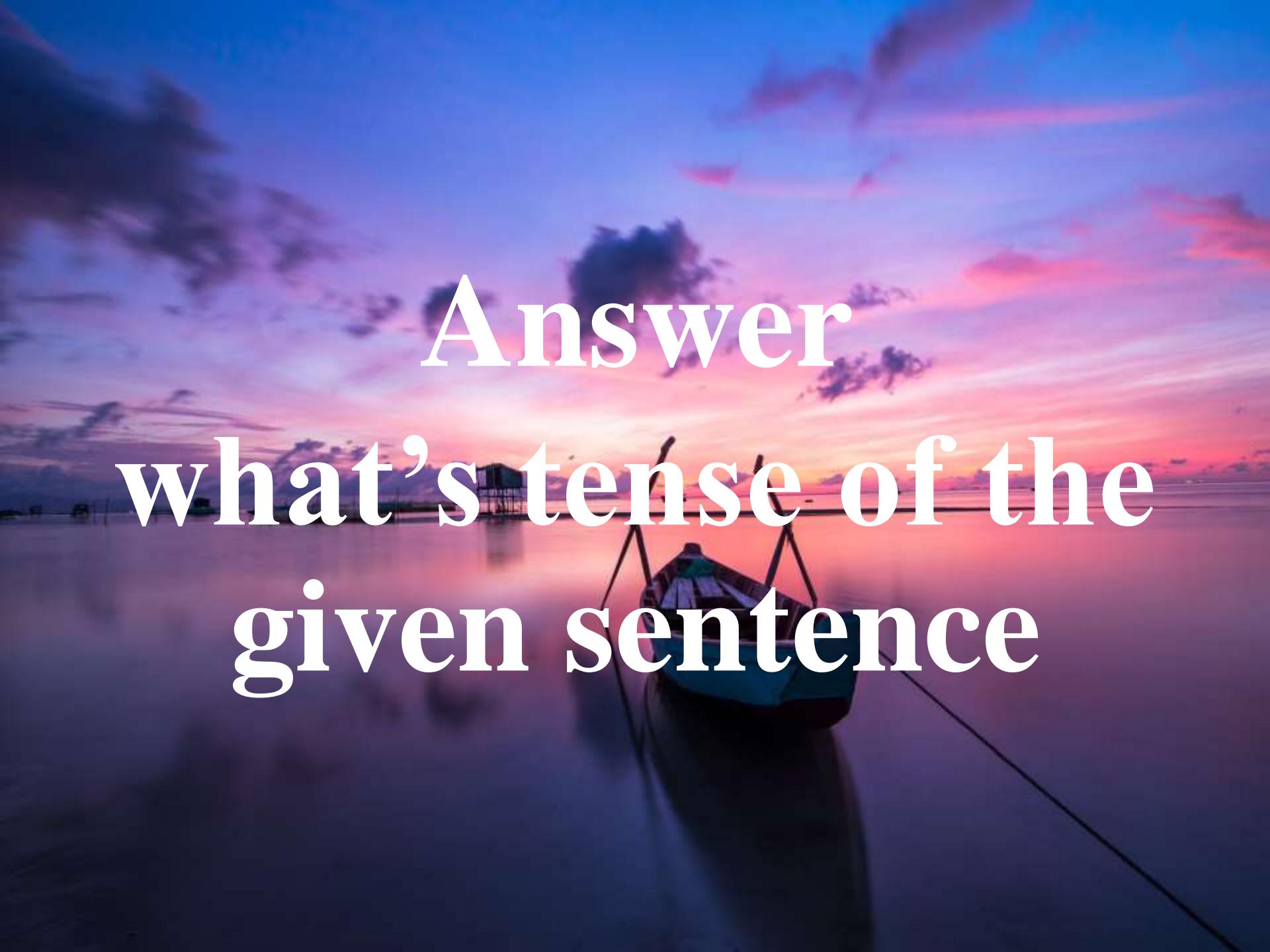
Future Perfect Continuous Tense

Structure :

Subject + will have been + present participle(Verb 3)

- We used to project ourselves forward in time and to look back. It refers to **events** or actions **in a time between now and some future time are unfinished.** It is most often used with a time expression.

Example : I **will have been eating** breakfast for 30 minutes at 8 o'clock tomorrow.

A photograph of a small boat on a calm sea during sunset. The sky is filled with vibrant colors of orange, pink, and purple, reflected in the water. The boat is positioned in the lower center of the frame, facing towards the horizon.

Answer
what's tense of the
given sentence

QUESTION & ANSWER

① Jane **will have been** staying in Rome by next year.

Ans Future Perfect Continuous Tense

② Do you like **watching** TV?

Ans Present Simple Tense

③ He **played** tennis last summer.

Ans Past Simple Tense

QUESTION & ANSWER

④ We will be **watching** the volleyball match.

Ans Future Continuous Tense

⑤ She **has been singing** that song for 2 hours.

Ans Present Perfect Continuous

A photograph of a small, dark blue Eiffel Tower model standing upright in a lush field of vibrant green grass. Scattered throughout the grass are numerous white daisies with bright yellow centers. The background is a soft-focus view of more flowers and greenery, creating a peaceful and scenic atmosphere.

**ANSWER THE
QUESTION**

QUESTION & ANSWER

① Ann ____ German very well.

- A) Speak
- B) Speaks
- C) Spoke
- D) will speak

B)
Speaks

QUESTION & ANSWER

- ② Somchai _____ buy a new car last year.
A)don't B)doesn't C)didn't D)isn't

C)didn't

QUESTION & ANSWER

③ When my mom ____ in U.S. She ____ in a bank.

A)lives, works

B)lives, worked

C)lived, works

D)lived, worked

D) lived, worked

QUESTION & ANSWER

④ Nye : Where were you yesterday afternoon?

I _____ you but you weren't at home

Toon: I _____ at the hospital. My mom was sick.

A)called, was

B)calls, was

C)called, were

D)calls, were

A)called, was

QUESTION & ANSWER

⑤ What time _____ the bank _____ in Thailand?

- A) does, closes
- B) does, close
- C) do, close
- C) do, closes

B) does, close

A scenic landscape featuring a calm lake in the foreground with several wooden rowboats tied to a dock. The middle ground shows a dense forest of evergreen trees. In the background, a range of majestic mountains is visible under a sky filled with dramatic, colorful clouds transitioning from orange to purple.

THANK YOU FOR
LISTENING

Types of Sentences

A **sentence** is a word or a group of words expressing a complete idea.

E.g. *They are reading a book.*
Do you speak English?
It's a fine day!

According to *the purpose of the utterance* we distinguish four kinds of sentences:

- 1) the declarative sentence
- 2) the interrogative sentence
- 3) the imperative sentence
- 4) the exclamatory sentence

1. A **declarative** sentence states a fact in the affirmative or negative form.

E.g. *This is a museum. (+)*
She is not a student. (-)

Negative sentences are formed by means of the negative particle “*not*” which is put after the verb (auxiliary, modal, link verb).

E.g. *I do not like rainy weather.*

Negative pronouns (no-one, none, neither, nothing, no, etc.), negative adverbs (never, nowhere, etc.) and some other words (hardly, refuse, without, etc.) are also used to express negation.

Mind! There is only one negation in an English sentence.

E.g. *She never walks alone.*

2. **Interrogative** sentences ask questions.

E.g. *Where do you live?*

3. **Imperative** sentences express commands, requests, invitations, etc.

E.g. *Stand up.*
Open the door, will you?

4. An **exclamatory** sentence expresses some kind of emotion or feeling (joy, anger, grief, wonder, etc.). It often begins with the words “*What*” and “*How*”.

E.g. *How wonderful!*
What fine weather we are having today!

TYPES OF COMMUNICATION

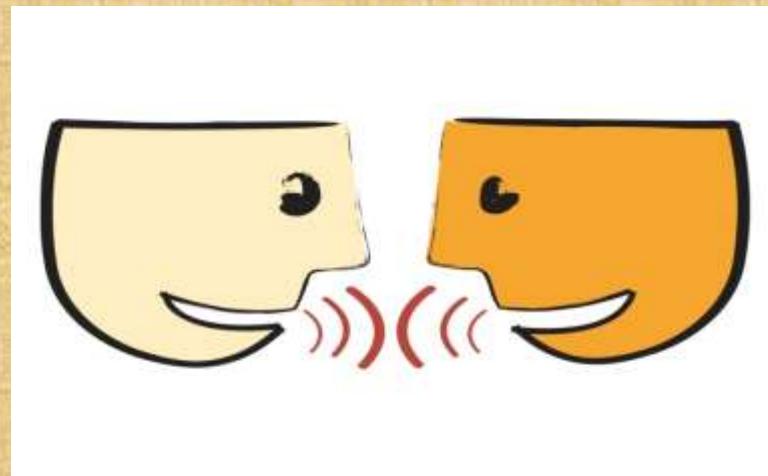
SUBMITTED TO:
XYZ



WHAT IS COMMUNICATION?

“COMMUNICATION IS THE PROCESS BY WHICH MESSAGES ARE TRANSFERRED FROM SOURCE TO A RECEIVER”

-ROGERS & SHOE MAKER

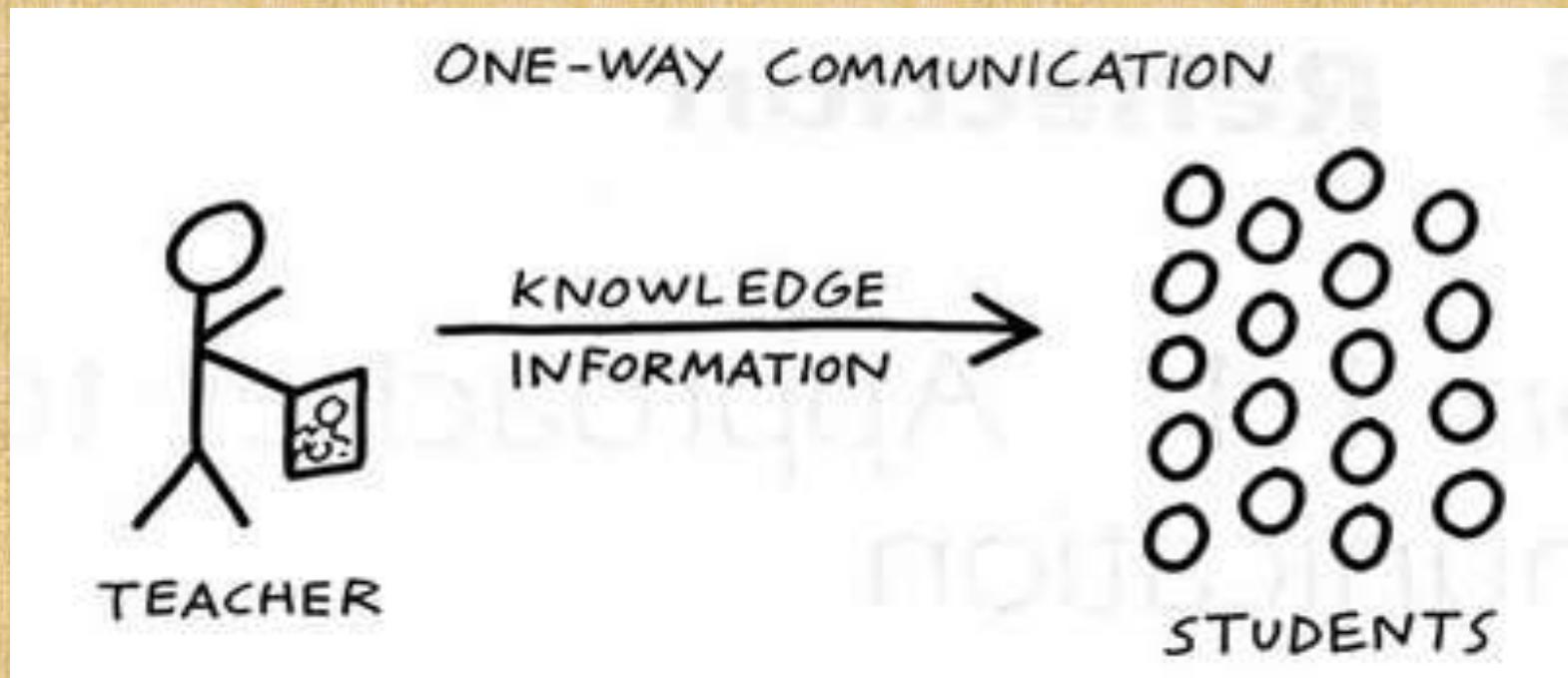


TYPES OF COMMUNICATION



ONE WAY COMMUNICATION

One way communication is characterized by absence of feedback from the receiver.



TWO WAY

COMMUNICATION

Two way communication involves active feed-back from the receiver to the sender to ensure that the receiver has understood the message in the same sense that sender intends to convey.



VERBAL COMMUNICATION

Verbal communication involves the use of symbols that generally have universal meanings for all who are talking part in the process.

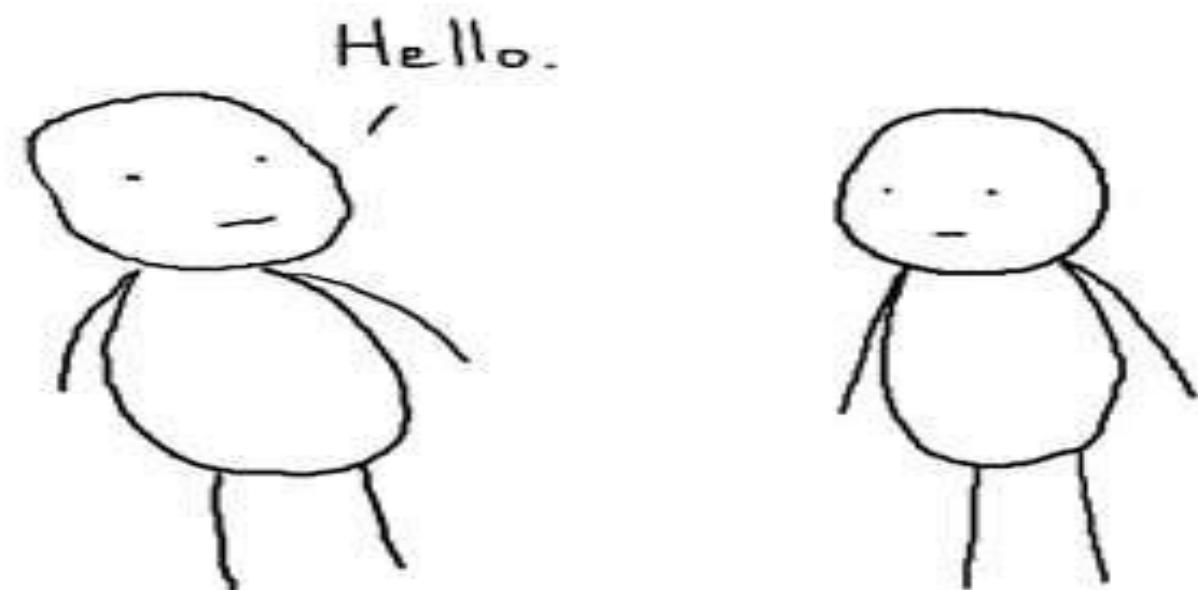
□Types of verbal communication

- ORAL COMMUNICATION
- WRITTEN COMMUNICATION



ORAL COMMUNICATION

Oral communication is that channel of communication in which message is transmitted in spoken form.



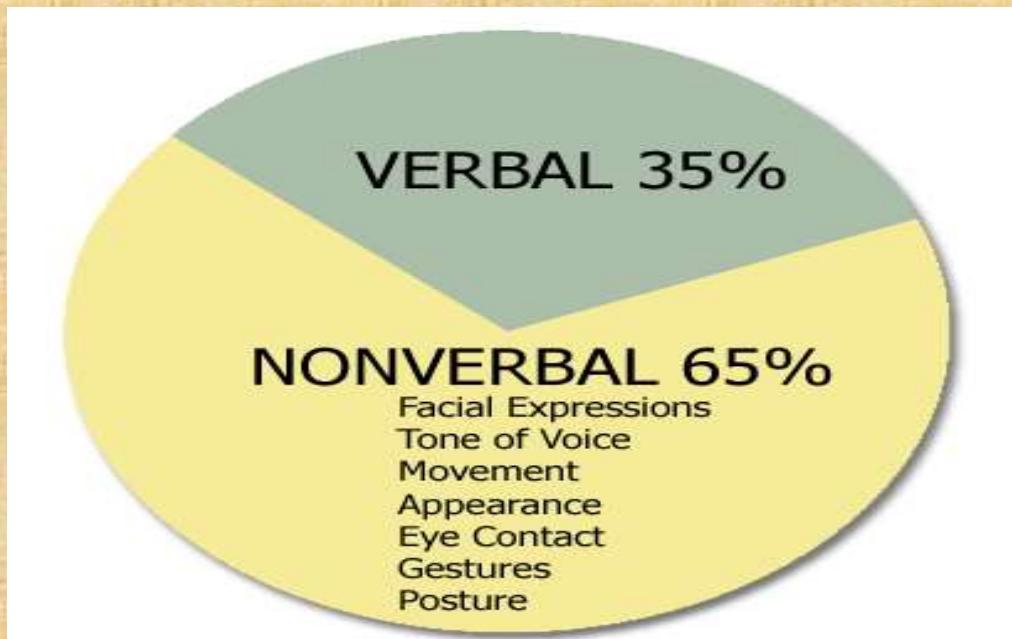
WRITTEN COMMUNICATION

Written communication is that in which information is exchanged in the written or printed form.



NON-VERBAL COMMUNICATION

- Non –verbal communication means transmission of meaning other than oral or written words. This transmission can be through facial expression, body posture, eye contact etc.



Types of non-verbal communication

□ KINESICS:

it is the study of body movements to judge inner state of emotions expressed through different parts of the body.



FACIAL EXPRESSIONS



SMUG OR
VAIN



DOUBT OR
DISINTEREST



SURPRISED OR
AMAZED



FEAR OR
SHOCK



LOVE OR
DAYDREAM



PUNCH DRUNK



SUSPICION OR
FLIRTATION



PAIN OR
STRAIN



MIXED EMOTIONS

GESTURES

ANGER



FEAR



JOY



FRUSTRATION



PENSIVE



PUZZLED



Go!



POSTURES



PROXEMICS

- Intimate space
- Personal space
- Social space
- Public space



PARALANGUAGE

It involves the study of voice quality, volume, speed rate and the manner of speaking beyond the words. E.g. shaky voice reveals nervousness, clear voice reveals confidence, broken voice reveals lack of preparation etc.



FORMAL COMMUNICATION

Formal communication is communication structured on the basis of hierarchy, authority & accountability.



Types of Formal Communication

UPWARD COMMUNICATION:

**Sending of message
from subordinates to
superior**



DOWNWARD COMMUNICATION

It is the flow of information from superior to subordinate in the organisational hierarchy.



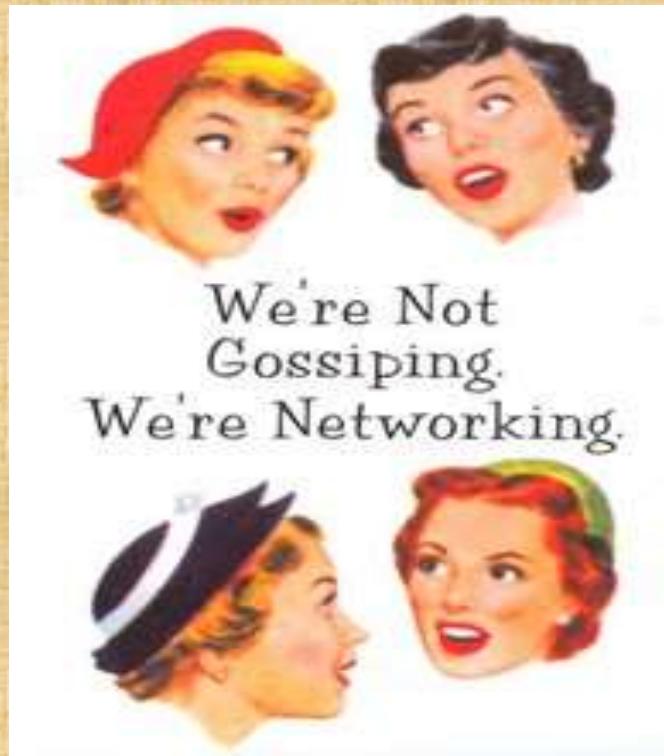
HORIZONTAL COMMUNICATION

It refers to the horizontal flow of message among colleagues.



INFORMAL COMMUNICATION

Informal communication is relatively less structured & spontaneous communication arising out of day to day routine & meetings among people.



INTER-PERSONAL COMMUNICATION

Interpersonal communication is communication among two or more persons. It is an important element of the organisation.



INTRAPERSONAL COMMUNICATION

It is internal dialogue occurring within the mind of an individual. It may be clear or confused depending upon the individual's state of mind.



Thank you!!!

-SUBMITTED BY:
ABC

