



Kwame Nkrumah University of  
Science & Technology, Kumasi, Ghana

# **Communication Skills**

## **ENGL 157**

# **SENTENCE**

# OBJECTIVES

By the end of this lesson, the students will be able to:

1. explain what a sentence is about .
2. describe the four traditional sentence types and their structural distinctions
3. distinguish between simple, compound and complex sentences.

# What is a sentence?

A *sentence* is a group of words which expresses a complete thought.

A sentence has three main components:

- *Subject*
- *Verb*
- *Meaning*



# Types of Sentence 1- Structure

Sentences are grouped into four main types according to their structures.

*Simple sentence*

*Compound sentence*

*Complex sentence*

*Compound complex compound*

# Simple Sentence

A *simple sentence* consists of a single *independent clause* and no subordinate or a *dependent clause*. It is a sentence that has only one subject and a finite verb.

**The students** always **go** church.

**The director of the company** walked into the office.

In the above sentences, the subjects of the verb are underlined and the verbs are written in boldface.

A simple sentence may have a compound subject as exemplified in the following sentences.

**The houses** and **the cars** were damaged.

**The teacher or his student** pays for the book.

## Activity 1

***Working with a partner or a group, identify the subjects in the following sentences.***

1. The house and the garden need attention.
2. Johnson and Mary are bargain hunters.
3. There are a bakery and a pharmacy down the street.
4. Here are a picture of your father and a copy of his birth certificate.
5. Not only the waiters but also the restaurant manager was pleased with the new policy.

## Compare your answers with this:

1. The house and the garden need attention.
2. Johnson and Mary are bargain hunters.
3. There are a bakery and a pharmacy down the street.
4. Here are a picture of your father and a copy of his birth certificate.
5. Not only the waiters but also the restaurant manager was pleased with the new policy.

# Compound Sentence

A *compound sentence* is a sentence that consists of two or more independent clauses joined by a comma and a coordinating conjunction such as: *for, and, nor, but, or, yet, so (FANBOYS)*

1. *John* bought the book and (*he*) paid for it.
2. *Kofi* played the drum but *Ama* didn't dance
3. *Tom* arrived at midnight, and *we* met him at the airport.
4. *We* woke up early and slept late, but *all* of us enjoyed our camping.



In the first sentence, the two independent clauses are

1. *John* bought the book.
2. John paid for it.

The two clauses are joined by the conjunction 'and'.

In the second sentence the conjunction '*but*' is used to join the two independent clauses.

Note: You can avoid short and jerky sentences in your writings by using compound sentences.



## Activity

***Use an appropriate coordination conjunction to join the following clauses together.***

We didn't understand the assignment.

We asked Michael to explain the assignment to us.

Martin found that his house had been broken into.

Martin returned home.

The students studied well for the examination.

The students wrote the examination well.

The students did not pass the examination well.



# Complex Sentence

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

The dependent clauses usually begin with a relative pronoun such as *when, who, where* or a subordinating conjunction such as *until, so that, because, while*.

Such a clause might tell when something happens, which person was involved, or where the event took place. For example:

# Complex Sentence

1. *When* we visited the Major Owusu, // he shared his memories of working in the army during World War II.
2. *When* I heard her stories, // I enjoyed them // *because* they are true to life.
3. *Even though* John worked hard, // he lost the election.

In the above sentences, the subordinate clauses are introduced by the subordinate conjunctions- ***when, because, and even though.***

# Activity

*Make one of the sentences a subordinate(dependent) clause.*

1. English is not our mother tongue. English has gradually become the most important language in Ghana.
2. The students are very serious this year. The students will pass the exams.
3. The students are very serious this year. They can not pass the exams



# **Compound-complex Sentence**

A ***compound-complex sentence*** as the name suggests, contains two or more independent clauses and one or more dependent clauses. Consider the following:

1. Kofi played his best drum this morning **but** Ama didn't dance **because** Charles was not there.
  
2. **When** our school celebrated its Founder's Day, we signed up for environmental projects, which were targeted at cleaning the environment, **and** we try to complete them all in one day.
  
3. Students have cleaned up the beaches, **and** they have planted flowers in the parks **so that** the shores look inviting to visitors.



# Activity

Read the text carefully and identify (if any) the following: simple sentences, compound sentences , complex sentences and compound complex sentences.

*She wore a dark striped dress reaching down to her shoe tops, an and equally long apron of bleached sugar sacks with a full packet: all neat and tidy, but every time she took a step, she might have fallen over her shoe lace, which dragged from unlaced shoe. She looks straight ahead. Her eyes were blue with age. Her skin had a pattern, all her own, of numberless branching wrinkles and as though a whole little tree stood in the middle of her forehead, but a golden colour ran underneath, and the two knobs of her cheeks were illumined by a yellow burning under the dark. Under the red hair came down on her neck in the frailest of ringlets, still black, and with an odor like copper.*

# THANK YOU



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# **TYPES OF SENTENCE II- FUNCTIONAL**

## **OBJECTIVES**

By the end of the lesson, the students will be able to:

1. distinguish among declarative, interrogative, imperative and exclamatory sentences in terms of function and structure
2. use appropriate sentence forms to convey different communicative functions.



## **TYPES OF SENTENCE II- FUNCTIONAL**

Four main types of sentences can be identified according to their functions.

*Declarative*

*Interrogative*

*Imperative*

*Exclamatory*

# Declarative Sentence

Declarative sentence is a sentence that makes a **statement or declaration**. That is a proposition that expresses opinion, fact, or judgment. A statement may be true or false, positive or negative. Consider the following examples:

1. Mondays follows Sunday. (True)
2. Two and two are sometimes three. (False)
3. Kwame will marry Alice. (Positive)
4. Alice will not marry Kwame. (Negative)



# Structure of Declarative Sentence

**1. Declarative sentences have subjects followed by verbs [ SV (O)(C)(A)]**

Example: The boy snores noisily.(SVA)

The girl is clever. (SVC)

**2. Declarative sentences may have no subject.**

- *Good to see you. (It's good to see you.)*
- *Serves you right. (It serves you right.)*
- *John bought the and (**he**) paid for it.*



# Declarative cont.

## 3. A verb may precede the subject in front shifted adverbials.

Some adverbs that bear negative meanings may be moved to the position before subject. Auxiliary '**do**' may be inserted to make the sentence grammatical.

I scarcely visit my hometown these days.

Scarcely **do** I visit my hometown these days.

\* Scarcely I visit my hometown these days.

I can hardly imagine what to say.  
Hardly can imagine what to say.

When the adverbs are placed before the subjects in declarative sentences, they trigger subject-verb inversion.

*Let students invert the sentences below:*

1. He **barely** entered his car when the robbers attacked.
2. My brothers **rarely** quarrel.
3. My sister **seldom** accommodates visitors



# Other functions of declarative sentences

Declarative sentences can perform the following other functions:

- To ask questions: *You have paid your fees?*
- To make a request: *I would love a cup of tea.*
- To give a command : *You will leave the room now!*
- To express prohibition: *You can't go out now.*
- To express emotion: *God saves the king!*
- To make a suggestion: *You could be cooking while I do the washing.*
- To give a warning: *That dog is dangerous.*



# Interrogative Sentence

Interrogative sentence asks **questions**. They are sentences that may demand answers.

*Example: How old are you?*

*When did you arrive?*

*Have you eaten?*

*Your father has come?*

# The structure of interrogatives

Interrogative sentences in English have the structure VS (V)(O)(C)(A).

The verbs that are placed before the subjects are always auxiliary verbs. For example:

- Interrogative sentences always end in question marks in writing.
- In speech, interrogatives end in rising intonation for yes/no questions whereas wh-questions end in falling intonation.

# Types of Interrogatives

Interrogative sentences are divided into two main types.

*Yes/ No questions*

*Wh-questions*

There are other types of questions but they are formed from either yes/no questions or wh-questions.

# Yes/ No Questions

Yes/no questions are questions that demand yes or no for an answer.

Example: Are you tired?

Yes or no questions are formed from statements by placing the auxiliary before the subject.

Example: You **have** eaten. (statement)

**Have** you eaten? (question)

Where there is no auxiliary verb in the statement, the auxiliary ‘**do**’ is introduced to match up the inflected form of the verb before inversion or movement is done.

For example:

*Ama sells rice. – statement*

*\*Ama do sell rice. – Introduction of “dummy do”*

*Ama does sell rice – “ do ” matching the singular form of main verb.*

*Does Ama sell rice? – Question*



*Ama sold rice. – statement*

*\*Ama do sold rice. – Introduction of “dummy do”*

*Ama did sell rice – “do” matching the past tense form of main verb.*

*Did Ama sell rice? – Question*

Let students form yes/no question from the following statements.

1. The student attended lectures last week.
2. Monday comes before Tuesday.



# Wh-Questions

Wh-question are formed with any of the wh-words: *who, what, which, whose, when, where, why, and how*

Wh-questions are question that demand a piece of information as an answer.

Examples: *Who won the prize?*

*What is your name?*

*When did you come?*

*How old are you?*

# Other types of interrogative sentences

- Rhetorical Questions
- Direct Questions
- Indirect Questions
- Alternative Questions
- Declarative Questions
- Echo Questions
- Exclamatory Questions
- Tag Questions



# Other functions of interrogative sentences

- To make assertion: *Isn't it Abu who is praising me?*
- To give a command: *What are you looking at on your phone?* (while teaching and somebody is playing with the phone)
- To give invitation: *Won't you have a glass of beer?*
- To insult: *Can't you think?*
- To make a request: *Would you read through the script for me, please?*
- To express emotion: *Isn't Ellen beauty?*

# Imperative sentences

Imperative sentences are sentences that give command.  
Imperative sentences are used in the following situations:

- when giving a direct command
- directions
- instructions
- orders

Example: *Stand up. Sit down. Go straight.*



# The structure of imperative sentences

The imperative sentences have the structure V(O)(C)(A)

For example:

Sit down            (VA)

Close the door (VO)

Be a man            (VC)

Close the door immediately. (VOA)

The imperative marks no tense, number or person. It is the base form of the verb which may be followed by an object, complement and/or adjunct.

## Types of Imperative Sentence: Second person imperative

Two main types of imperative sentences can be identified.

- *Second person imperative*
- *First and Third persons imperative.*

In the second person imperatives, there is no overt subject. The imperative verbs begin the sentences. The subject “you” is implied in the imperative verb when giving second person command.

Example: Keep off the grass.

(You) keep off the grass.



# First and Third Person Command

The first and third persons imperatives are introduced by the word “**let**” before the subject.

Examples: *Let us keep off the grass. (first person)*

*Let me rest for today. (first person)*

*Let them pay their dues. (third person)*

*Let them come. (third person)*

# Other functions of imperative sentences

- To make a wish: *Have a nice week-end.*
- To give invitation: *Let's share a cup of tea.*
- To give warning: *Mind your language.*
- To make a threat: *Laugh again and I you / Don't laugh again or I punish you.*
- To make prohibition: *Don't go out in that dress.*

## **Exclamatory Sentences**

Exclamatory sentences are sentences that express exclamation. When we exclaim at something or at someone has done, we are expressing surprise, emotion, or feeling.

Exclamatory sentences end in exclamation mark.

Example: *What a fantastic goal!*

*Aren't this girl beautiful!*

*You are fantastic!*

*That's a great goal!*



# Activity

Identify the mood(declarative, interrogative etc. of the following sentences:

1. The man was arrested last week.
2. Shut the door!
3. Can you repair my car?
4. He cried.



# THANK YOU



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# Error in Sentences

## OBJECTIVES

By the end of the lesson, the students will be able to:

1. Identify fragment sentences in English.
2. recognize comma splice, run-on, and parallel structures in a text.
3. write to avoid fragment sentences, comma splice, parallelism (shift), and run-on sentences.



# Sentence Fragment: What is it?

1. A **Sentence fragment** is a word group that lacks a subject or a verb and /or one that does not express a complete thought.
2. **Sentence fragment** is an error that occurs when incomplete sentences are punctuated as though they were complete sentence.
3. A **sentence fragment** is a group of words-a phrase or a dependent clause that is punctuated like a sentence. It however does not express a complete thought or idea



# Sentence Fragment Cont.

Every sentence must have a subject and a verb and must express a complete thought.

A word group that lacks a subject or a verb and fails to express a complete thought is a fragment.

Let us look at these examples.

1. When I was going home.
2. By the coconut tree.



# Activity

***Working with a partner or group, correct the following fragments:***

1. Whenever I am waiting for an important phone call.
2. If I can finish writing my paper tonight. I can go to the gym with you tomorrow.
3. When I want to brighten up my day, I buy a bunch of colourful flowers. Such as carnations or daisies.
4. At the end of the movie, when the battle began.
5. Although I had never played soccer before.
6. In addition, the job is part-time.



The above examples may seem to be complete sentences since they end with a full stop, but as I stated earlier, they do not express a complete thought or idea. Therefore, we need to revise them by adding a main or independent clause for the sentence to give the required information.

## Sentence Fragment Cont.

Let us consider the revised versions below:

- (a). When I was going home. (Fragment)
- (b). When I was going home, I met the doctor.  
(revised)

Example (a) is a fragment and example (b) is a complete sentence where the fragment has been joined to a main clause, which I have underlined, to give it a complete thought.



Let us also consider the second fragment I gave as an example earlier on.

By the coconut tree. ( fragment )

I hid the money by the coconut tree. (revised)

## Sentence Fragment Cont.

You may have noted that I placed the main clause first before attaching the sentence fragment. On the whole, the revised sentence provides something meaningful, that which I call a complete thought.

We expect that your essays or your writings should be free of sentence fragments since sentence fragments do not make a complete meaning.



# Consider the following Examples :

## 1. **The apartment building with the mural on the side.**

The apartment building with the mural on the side burned down.  
(Revised)

## 2. **The police officer looking for the robbery suspects.**

The police officer is looking for the robbery suspects.  
(Revised)

The police officer looked for the robbery suspects. (Revised)

## 3. **Whenever I go to school.**

Whenever I go to school, I take the bus. (Revised)



# Types of Sentence Fragment

Here the most common types of sentence fragment

- Dependent-word fragment
- Ing fragment
- Added-details fragment
- Missing-subject fragment

## **Dependent-word fragment**

Some word group that begin with dependent words are fragments. When you start a sentence with a dependent word, be careful not to create a fragment.

Examples:

After I cashed my paycheck. I treated myself to dinner.  
**(Fragment)**

After I cashed my paycheck, I treated myself to dinner.  
**(Revised)**

I won't leave the house. Until I hear from you.  
**(Fragment)**

I won't leave the house until I hear from you. **(Revised)**  
Until I hear from you, I won't leave the house.  
**(Revised)**

# Ing fragment

When an –ing word appears at or near the start of a word group, a fragment may result. Such fragments often lack a subject and part of the verb.

Boatemaa walked all over the neibourhood yesterday.  
**Trying to find her dog.** Many people claimed they had seen it only hours before. (Fragment)

Boatemaa walked all over the neibourhood yesterday  
**trying to find her dog.** Many people claimed they had seen it only hours before. (Revised)

## **Added-details fragment**

Added-details fragment lacks a subject and verb. They often begin with one of the following words: also, especially, like, including, except, for example, such as, etc.

Before a race, I eat starchy foods. **Such as bread and spaghetti.** The carbohydrates provide quick energy.  
(Fragment)

Before a race, I eat starchy foods **such as bread and spaghetti.** The carbohydrates provide quick energy.  
(Revised)

# Missing-subject fragment

*In each of the following sentences, underline the word group in which the subject is missing.*

- Akosua loved getting wedding presents. But hated writing thank-you notes. (Fragment)
- Akosua loved getting wedding presents but hated writing thank-you notes (Revised)
- Akosua loved getting wedding presents but, she hated writing thank-you notes. (Revised)

- Tom has orange soda and potato chips for breakfast.  
Then eats more junk food, like root beer and cookies, for lunch.
- Tom has orange soda and potato chips for breakfast.  
Then he eats more junk food, like root beer and cookies, for lunch.

# Correction of fragment sentences

To correct fragment sentences, consider the following:

1. Check for a subject and a verb.

**The dog in the pet store window. (Fragment)**

The dog in the pet store window has eaten. (Revised)

The dog is in the pet store window. (Revised)

2. –ing verb by itself cannot be the main verb in a sentence.

**Your sister having all the skills required of a good salesperson.** Your sister **is having** all the skills required of a good salesperson. Your sister **has** all the skills required of a good salesperson.



# Correction cont.

3. An infinitive (to plus a verb) cannot be the verb in a sentence.

**The manager of the store to attend the meeting of regional managers next month in Accra.** (Fragment)

The manager of the store is to attend the meeting of regional managers next month in Accra. (Revised)

4. Group of words beginning with words like *also, especially, expect, for example, in addition, moreover, furthermore etc.* need subject and verb to make a sentence.

**Especially the youngest member of the group.** (Fragment)

For example, a person without a university degree. (Fragment)

The group is vibrant especially the youngest member of the group. (Revised)



# Correction cont.

5. When a phrase is left to stand alone, it is phrase fragment.

**will soon be sleeping.**

**inside the house.**

To correct phrase fragment, you need to supply the missing elements.

The baby will soon be sleeping

The missing necklace was found inside the house.

6. When a subordinate clause is left to stand alone, it is subordinate clause fragment.

**After the candidates arrive.**

After the candidates arrive, the inter halls debate will begin.

The candidates arrive by limousine.



# Run-on sentences

*Read the following group of sentences and give your comments on them.*

1a. The bus stopped suddenly I found myself in an old man's lap.

1b. **The bus stopped suddenly, I found myself in an old man's lap.**

1c. **The bus stopped suddenly. I found myself in an old man's lap.**

2 a. We heard the noise in the garage two birds had frown in through the open window.

2 b. **We heard the noise in the garage. Two birds had frown in through the open window.**

3a. Esther cleans her kitchen every week she shines every pot and pan.

3b. **Esther cleans her kitchen every week; she shines every pot and pan.**

4a. I studied for the test all weekend I am well prepared for it.

4b. **I studied for the test all weekend, so I am well prepared for it.**



## Run-on sentences: Definition

A run-on sentence occurs when two or more independent clauses are joined without the appropriate punctuation or the use of the correct conjunction.

Run-on sentences consist of two complete thoughts run together without adequate punctuation to signal the break between them.

- 1a. *The bus stopped suddenly I found myself in an old man's lap.*
- 2a. *We heard the noise in the garage two birds had frown in through the open window.*
- 3a. *Esther cleans her kitchen every week she shines every pot and pan.*
- 4a. *I studied for the test all weekend I am well prepared for it.*



# **Types of Run-on sentences**

Two types of Run-on sentences have been identified:

1. Fused sentence
2. Comma splices

**Fused sentences** have no punctuation to mark the break between the two independent clauses whereas **Comma splices** are errors that occur when you punctuate with a comma instead of a period or a semicolon.



# Correcting Run-on sentences

Here are the four common ways of correcting Run-on sentences are:

1. Use a period and a capital letter to separate sentences.

The bus stopped suddenly. I found myself in an old man's lap.

2. Use a comma and a coordinating conjunction (FANBOYS)

The bus stopped suddenly, and I found myself in an old man's lap.

3. Use a semicolon to connect the two thoughts.

The bus stopped suddenly; I found myself in an old man's lap.

4. Use subordinating conjunction to join the two thoughts.

When the bus stopped suddenly, I found myself in an old man's lap.



# Activity

***Read the following sentences and correct all run-on errors.***

1. The flower is the most important part of a plant it contains the seeds that enable the plant to reproduce.
  
2. Since I got my smart phone, I spent too much time texting my friends I hardly ever send e-mail anymore.
  
3. Charles peered into the microscope he saw only his own eyelashes.
  
4. Our science class is working on a weather project with students from Russia we communicate by computer almost every day.



# A c t i v i t y

**Edit the following paragraph for run-on and comma splices.**

*Choosing a career is difficult I am torn between two fields. My best grades have been in math classes and my father wants me to be an accountant. Accountants make good salary in addition, they are always in demand. My uncle is an accountant and has found good jobs in four exciting cities. I would like the security and opportunity of such employment on the other hand, I dream of a different career. I have been working at a restaurant for four years as a result, I have learned about inner workings of the restaurant business. The job is tough nevertheless, I would love to have my own restaurant. Everyone warns me about the huge financial risks and long hours yet these challenges can be exciting. Someday I will have to choose between a risky venture in the restaurant business and a safe, well-paying career in*

a      c      c      o      u      n      t      i



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# PARALLELISM

Parallelism is phenomenon which means that items in a series must be parallel or balanced. That's items arranged in series must be of the same grammatical category; **noun**, **verb**, etc., same grammatical form in terms of number; **singular and plural**, aspect; **progressive and perfective**, voice; **active and passive**, etc. and must perform the same grammatical function.

For example:

1. Dancing, singing and writing are my hobbies.
2. To dance, to sing and to write are my hobbies.

From these examples, you can see that parallelism involves matching the structures of parts of sentences.



# FAULTY PARALLELISM

Faulty parallelism arises when the items arranged in series are different grammatical forms and functions.  
For example:

1. Of all the sports I've played, I prefer *tennis, handball, and playing golf.*
2. He is a good choice for manager because he *works hard, he keeps calm and well-liked.*



## Shift constructions

A shift construction is example of faulty parallelism. A **shift** is a sudden, unexpected change in point of view, verb tense, voice, or level of diction that may confuse your readers. Consider this text.

*A bank commonly owes more to its customers than is held in reserve. They kept enough assets to meet reasonable withdrawals, but panicked customers may demand all their deposits. Then demand will exceed supplies, and banks failed. These days, a person's losses are not likely to be great because the government insures your deposits.*



Now, upon first reading, you may think that there is everything right with the short paragraph above but there are a lot of inconsistencies in the area of verb tense, person, and voice. Consider the revised paragraph

*A bank commonly **owes** more to its customers than it **holds** in reserve. It **keeps** enough assets to meet reasonable withdrawals, but panicked customers may demand all their deposits. Then demands **will exceed** supplies, and the bank **will fail**. These days, the losses of customers are not likely to be great because the government insures **their** deposits.*



# Shifts in Person

**Person** in grammar refers to the distinction among the person talking (first person), the person spoken to (second person), and the person, object, or concept being talked about (third person).

Most shifts in person occur because we can refer to people in general, including our readers, either in the third person (*a person, one, people, they*) or in the second person (*you*). Person shows the writer's point of view.

The following examples that share the same meaning but written from different points of view.



People should not drive when they have been drinking.

One should not drive when he or she has been drinking

You should not drive when you have been drinking.

Although any of the possibilities is acceptable in an appropriate context, a mixture of them is inconsistent:

**Shift:** If a person works hard, you can gain recognition.

**Revised:** If you work hard, you can gain recognition.

**Revised:** If a person works hard, he or she can gain recognition.

**Better:** If people work hard, they can gain recognition.

The first sentence is a bad one because there is a shift in person.

The three revised ones are good but the third revised one is better than all of them.

# Shifts in Number

**Number** refers to the distinction between one (singular) and more than one (plural). Inconsistency in numbers occurs most often between a pronoun and its antecedent. For example:

1. If a student does not understand a lesson, they should consult the instructor. (**shift**)
  
2. If students do not understand a lesson, they should consult the instructor. (**revised**)
  
3. A student who does not understand a lesson should consult the instructor. (**revised**)



# Shift in tense

Maintain consistency in verb tense throughout a paragraph or an essay, unless the meaning requires you to change tenses. Changes that are not required by meaning distract readers. For example:

The virus mutated so quickly that it develops a resistance to most vaccines. (inconsistent)

The virus mutates so quickly that it develops a resistance to most vaccines. (revised)

The city's crime rate continues to decrease, but experts disagreed on the reasons. (inconsistent)

The city's crime rate continues to decrease, but experts disagree on the reasons. (revised)

## Shift in Voice

When a verb is in the active voice, the subject is the actor of the activity described by the verb and when a verb is in the passive voice, the subject is acted upon. Unnecessary shifts between the active voice and passive voice can disorient your readers and create confusion. Look at the following shifts.

Internet newsgroups cover an enormous range of topics for discussion. Forums for meeting people with like interests are provided in these groups. (inconsistent)

Internet newsgroups cover an enormous range of topics for discussion. And provide forums for meeting people with like interests. (revised)



Drought and windstorms made farming impossible and many families were forced to leave Okom village due to starvation.  
(inconsistent)

Drought and windstorms made farming impossible, and starvation forced many families to leave Okom village. (revised)

In the sentences above, the inconsistent ones have shift in voice from the active voice to passive. Avoid such shifts in your sentences.

## Shift in Mood

**Mood** indicates whether the sentence states a fact or asks a question (**indicative mood**), gives a command or direction (**imperative mood**), or expresses a condition or a suggestion (**subjunctive mood**). Shifts in the mood of verbs occur most frequently in directions when the writer moves between imperative mood and the indicative mood.

For example:

1. Cook the mixture slowly, and you should stir it until the sugar is dissolved. (inconsistent)
2. Cook the mixture slowly and stir it until the sugar is dissolved. (revised)



## Activity

***Correct the shifts in person, verb tense, voice and mood in the following paragraph.***

*Driving on a muddy road need not be dangerous if you practice a few rules. First, one should avoid fast starts, which prevent the wheels from gaining traction and may result in the car's getting stuck. Second, drive slowly than usual, and you should pay attention to the feel of the car: if the steering feels unusually loose or the wheels did not seem to be grabbing the road, slow down. Third, avoid fast stops, which lead to skids. One should be alert for other cars and intersections that may necessitate that the brakes be applied suddenly. If you need to slow down, the car's momentum can be reduced by downshifting as well as by applying the brakes. When braking, press the pedal to the floor only if you have antilock brakes; otherwise, the pedal should be pumped in short bursts. When you feel the car skidding, the brakes should be release and the wheel should be turned into the direction of the skid, and then the brakes should be pressed or pumped again. If one repeated this motions, the skid would be stopped and the speed of the car would be reduced.*

