



Learning Objectives

By the time you complete this session, you will be able to:

- Apply basic rules that describe when and where to use punctuation such as periods, question marks, commas, and apostrophes.
- Identify the parts of speech used in sentences, including nouns, pronouns, verbs, adjectives, conjunctions, prepositions, and interjections.
- Identify sentence fragments and change them into complete sentences.
- Use several techniques to construct complete sentences from run-on sentences.

Basic Grammar Skills

What This Course Is About?

As a CA, you examine accounting records, prepare and analyze financial statements and reports, develop and maintain internal control policies and procedures and provide financial, business, and tax advice.

A prospective employer seeks a professional who has excellent communication and writing skills to clearly report financial results, explain projections, describe the impact of financial decisions and prepare detailed reports on audit findings. So it is essential that you develop your reading, writing, listening, and speaking skills.

Looking, listening, feeling, thinking, talking, reading, and writing; these are the main abilities you need, in order to exchange information and ideas with other people. Of course, you already have most of these abilities. You could look, listen, and feel from the day you were born. You learned to think and talk soon after that. Nobody had to teach you how to do these things.

You didn't have to memorize any rules. Somehow, you just knew them. With reading and writing, it's different. There are some rules that you need to know in order to write correctly. These rules make it easier for other people to read and understand your writing.

Overview

Each person plays a variety of roles in life. You are a friend, a colleague, an employee, a supervisor, and a representative of your organization. You communicate with diverse groups such as salespeople, suppliers, government representatives, co-workers, and community groups.

Much of your success in dealing with other people depends on your choice of words. You must choose words that other people will understand. Your words must capture their interest while reflecting your sincerity and objectivity. Equally important, you must make sure that you are using words correctly.

A Guide to Basic Punctuation

The following section provides some simple rules to follow when using common punctuation such as periods, question marks, exclamation points, commas, semicolons, colons, and apostrophes.

Period

A period is used to indicate the end of a sentence. The sentence is either declarative (makes a statement) or imperative (the implied subject is “you”).

Examples:

The three boys waited for their mother. (a declarative sentence)

Wait there. (an imperative sentence; note that you can insert the subject “you” in this command so that it reads “You wait there.”)

Periods are not used at the end of sentences within sentences.

Examples:

The storm (I caught a glimpse through the curtain) was starting to approach.

Mary’s reply, “I do not want to go,” was expected.

Question Mark

The question mark is used to identify a query (an interrogative sentence). These sentences usually start with *who*, *what*, *where*, *when*, *why*, or *how*.

Examples:

Who will represent the poor?

How do I complete this report without the correct information?

When can you get me the information?

A question mark should be used at the end of an element that is part of a sentence.

Examples:

“How can the two women be reconciled?” was the question on everyone’s mind.

“What for?” he wondered. (*not*: “What for,” he wondered?)

As he asked himself, “How am I going to pay for this?” he noticed a rupee on the ground.

Exclamation Point

An exclamation point is used to note an emphatic remark. Remember, it should be used sparingly. Used too often, it loses its effect on a reader.

Examples:

Look out!

Your comment certainly lacked tact!

Suddenly, the street child looked as if all were lost!

Sentence Punctuation

Comma

The comma is by far the hardest punctuation mark to use correctly. Do not insert a comma merely because the sentence is long and you feel there ought to be a comma somewhere. Learn where a comma is required, and only use one when you know it is needed.

Commas are used when:

1. Two sentences are joined together by a co-ordinating conjunction. Use commas to separate two main clauses in a compound sentence when they are joined by one of the seven co-ordinating conjunctions (*and, but, for, nor, or, so, yet*).

Examples:

Mary wrote the novel, and Julie edited it.

The house burned to the ground, but the fire station was not notified.

2. An introductory clause, phrase, or word should be followed by a comma. Common introductory words that should be followed by a comma include *yes, however, and well*. Introductory clauses that start with certain words (including: *after, although, as, because, if, since, when, while*) should also be followed by a comma. Many introductory phrases require a comma. However, prepositional phrases of less than five words usually do not require a comma unless it is needed for clarity.

Examples:

When you have completed the progress report, we will discuss the project in Delhi.

Since you insist, please make the flight arrangements yourself.

If you insist on making the flight arrangements, you will need a purchase order.

After a long and heated discussion, the board voted in favour of the development.

In the meantime I will order the spare parts. (Here the reader can see the introduction without the help of a comma because it is so short.)

3. Use commas with *and* or *or* to separate three or more words, phrases, or clauses written in a series.

Examples:

The report was clear, concise, complete, and correct.

Required skills are comprehension, business math, word processing, or related computer skills.

He agreed to follow instructions, train the student, write regular progress reports, and live on site.

She brought up three children, ran a convenience store, attended fitness class three times a week, and took regular correspondence course.

4. Use a pair of commas in the middle of a sentence to separate a clause, phrase, or word from the rest of the sentence. These words are separated because they do not grammatically belong to the sentence, and are not essential to the meaning. Considering the following questions may help you to decide whether the clause, phrase, or word is essential.

- If you leave it out, does the meaning of the sentence stay the same?
- Does it interrupt the grammatical flow of the sentence?
- If you move it somewhere else in the sentence, does the sentence still make sense?

If the answer to one or more of these questions is yes then the clause, phrase, or word is not essential and should be separated with a pair of commas.

Examples:

You can, without a doubt, use it all year round.

Frogs, for example, are eaten in France.

He will, however, be expected to attend committee meetings.

The manager, who always wore a blue suit, was asked to represent our committee at the public meeting.

Do not use commas with restrictive modifiers, which are essential to the meaning of the sentence. *That* clauses after nouns are always essential.

Examples:

My sister *who lives in Delhi* is older than my sister *who lives in Mumbai*. (Take away the essential *who* clauses and the sentence says “my sister is older than my sister”!)

The report that is written in Hindi contains more information than the report that is written in English.

The girl, who is only thirteen, works as a secretary. (Take away the non-essential *who* clause, and the sentence still makes sense.)

5. Use commas to separate a series of coordinated adjectives describing the same noun. To determine if adjectives are coordinated, try asking these questions:

- Can you change the order of the adjectives?
- Can you write *and* between the adjectives?

If you can do either and the sentence still makes sense then the adjectives are coordinated and require a comma.

Examples:

He usually wore a white linen suit. (not coordinated)

She is a friendly, happy person. (coordinated)

6. Commas must be used to separate places and addresses (except between the street name and number), parts of dates (except between the month and day), and titles that follow a name.

Examples:

I sent the package from Camden, NJ to New Delhi, India.

On April 16, 1945, the Red Army began the battle to liberate Berlin.

Dr. Robert Atkins, MD, researched effects of the “low-carb” diet.

7. Use a comma to introduce a quotation.

Examples:

“What,” Manju asked, “do you expect me to do about it?” He replied, “I don’t know, but something must be.”

Apostrophe

A common writing error is the incorrect use of the apostrophe. It should be used as follows:

1. Use the apostrophe to show omission of letters in a contraction.
do not = don’t does not = doesn’t

I would = I’d they have = they’ve
it is = it’s there is = there’s

2. Use the apostrophe with -s to show possession.
Add an apostrophe and -s to singular nouns.

Examples:

of Bill = Bill’s (meaning “belonging to Bill”)

my aunt's house (meaning "the house belonging to my aunt")

Note: If the singular word already ends in -s, there are two options: either add an apostrophe with -s, or just add an apostrophe after the already existing -s. of James = James' or James's

Add only an apostrophe to plural nouns ending in -s. of the boys = the boys'

Add an apostrophe and -s to plural nouns not ending in -s. of men = men's

To indicate joint possession, add an apostrophe (and -s if necessary) to the second noun.

Of Mary and Jim = Mary and Jim's

With compound words or word groups, add an apostrophe (and -s if necessary) to the last unit.

of mother-in-law = mother-in-law's

3. Do not use an apostrophe with possessive pronouns (whose, ours, yours, hers, theirs, its).

Remember that *its* is a possessive pronoun (meaning "belonging to it"), so does not need an apostrophe. *It's* means "it is."

Examples:

Its Peter's car. means that the car belongs to Peter.

The dog chases its tail. means that the tail belongs to the dog.

It's the report. means that the report has been found or it is the report.

The board is reviewing its reports. means that the reports belong to the board.

4. Avoid using the possessive apostrophe with inanimate things.

The front door of the house—*not* the house's front door

5. Use the apostrophe to help form the plurals of lowercase letters.

Examples:

three f's

mind your p's and q's

Traditional Parts of Speech

You use punctuation to add clarity to your sentences, but that is only the first step toward writing clearly. You need to be able to identify the parts of a sentence and combine them in understandable ways. The combination of correct punctuation and correct sentence construction allows your readers to grasp the meaning of your writing quickly. When we discuss writing and rules, we have to use terms such as "parts of speech." Knowing the parts of speech helps you to understand rules that clarify your writing style. Each of the parts of speech performs a specific function in a sentence. Most parts of speech are single words; however, verbs and prepositions can be more than one word.

The eight parts of speech are:

1. Noun: names a person, place, thing, or abstraction (runner, town, pen, love).
2. Pronoun: refers to a noun already used or implied. Replaces noun (who, that, she, himself).
3. Verb: asserts an action or a state of being (to jump, to be).
4. Adjective: describes or limits a noun or pronoun (happy, lucky, Indian).
5. Adverb: describes or limits a verb, adjective, or adjective (quickly, really, very).
6. Conjunction: connects words, phrases, and clauses (but, and, because, when).
7. Preposition: relates a noun or pronoun to another noun or pronoun—often in a relationship of position or direction (on, into, between, of, with).
8. Interjection: expresses spontaneous feelings (Oh! Ouch! Alas!).

Note: Some words can be more than one part of speech, depending on their function in a specific sentence. “Drink” can be a noun, a thing: “A drink is what I need.” And “drink” can be a verb: “When I get back, I will drink a litre of water.” Therefore you cannot presume a word will always be the same part of speech. A word is labeled according to its **function** in a specific sentence. “Drink” can name a thing and it can also assert an action. Only the context will tell you if it’s a noun or a verb. Beyond the eight parts of speech, you also need to identify the following:

1. Articles are the two words *a* and *the*, which function as adjectives by specifying whether nouns are specific or general.

Definite article: *the*

Example:

Our play contained *the* death of Othello. (This is a specific reference to a scene in which Othello is playing that cannot be confused with others.)

Indefinite article: *a, an*

Example:

Our play contained *a* death scene. (This is a general reference not identifying a specific scene.)

2. Verbals are forms of the verb that function as other parts of speech. Verbals consist of infinitives and participles. Using them adds variety to your writing of simple sentences.

a) Infinitive: the “to” form of the verb may be used as a noun, adjective, or adverb.

Example:

To swim in the lake is dangerous. (used as a noun to name something—an activity)

It was his job *to reply*. (used as an adjective to modify the noun “job”)

I was ready *to start*. (used as an adverb to modify the adjective “ready”)

b) Participle: the adjectival form of the verb.

Present form (formed by adding *-ing* to the verb)

Examples:

Sobbing, he told me the story. (modifies pronoun “he”)

I tended to the *bleeding* patient (modifies noun “patient”)

Past form (formed by adding *-ed* to the verb)

Examples:

Exhausted, he dropped to his knees. (modifies pronoun “he”)

He likes her *varnished* nails. (modifies noun “nails”)

Gerund (the noun form of the verb)

Examples:

Smoking is dangerous to your health.

Most people enjoy *eating*.

Sentence Structure

You have just covered two essential ingredients that will help you to structure your thoughts: punctuation and parts of speech. A sentence is an organized group of words that expresses a complete thought and can stand on its own as an independent statement. It is important to check your writing to ensure that your sentences meet these two criteria. If they do not, they are not complete sentences and may require correction. To correct sentence fragments a verb or noun will need to be added. You should be able to write simple sentences with a subject and verb. If one of these two components are absent from a sentence, the meaning may be unclear. This can cause confusion for the reader. The two most common sentence errors are (i) creating sentence fragments or incomplete thoughts and (ii) writing run-on sentences, which bring too many thoughts together in one sentence.

Sentence Fragments

A sentence fragment is an incomplete unit of thought punctuated to look like a complete sentence. A fragment cannot stand on its own because it lacks a subject, a verb, or both.

The following are two examples of sentence fragments:

Some of the contributing factors in the accident.
Walks on the conveyor.

The first sentence fragment could be corrected by adding a verb to give the following:
Some of the contributing factors in the accident were the weather and the driver’s age.

The second sentence fragment could be corrected by adding a noun to serve as the subject, giving the following complete sentence. (Note that the punctuation also changes.)

When the worker walks on the conveyor, he holds on to the safety belt.

Sentence fragments are sometimes difficult to detect because they seem to make sense when they are surrounded by other sentences. When checking your writing for fragments, make sure each sentence makes sense on its own. Read the sentence separately from those around it.

Run-On Sentences

A run-on sentence contains two or more complete thoughts that are joined together only by a comma or that are written as one long sentence without any punctuation whatsoever.

Examples of run-on sentences:

Example 1:

Bob has to work overtime □ he will be late for dinner.

First complete thought □ Second complete thought

Example 2:

Before a report is approved, it must be checked □ it is spell checked.

First complete thought □ Second complete thought

Example 3:

Dan is a social worker employed at the centre, Jim is a health worker working at the outreach centre.

Note that this is an incorrect use of the comma.

Correcting a run-on sentence can be accomplished in several ways:

- A semicolon can be used when there is an implied connection between the two thoughts.
- A semicolon followed by a conjunctive adverb such as *therefore*, *however*, or *consequently* can be used to connect related thoughts.
- A period can be used to separate the thoughts completely.
- A comma plus a conjunction such as *and* or *but* can be used when there is a close, logical relationship between the two thoughts.

Examples:

Using a semicolon to correct:

Bob has to work overtime; he will be late for dinner.

Using a semicolon and *therefore*:

Bob has to work overtime; therefore, he will be late for dinner.

Using a period to separate thoughts:

Dan is a social worker employed at the centre. Jim is a health worker working at the outreach centre.

Using a conjunction and a comma:

Dan is a social worker employed at the centre, and Jim is a health worker working at the outreach centre.

Putting Grammar to Use

Now that you have reviewed the parts of speech and punctuation, you are ready to put that knowledge to use in creating sentences and then paragraphs. This part focuses on writing clear sentences. In the next module you will move from writing single paragraphs to writing multi-paragraph constructions, and you will apply what you learn in this section to business writing.

Objectives

By the time you complete this module, you will be able to:

- Make the subject and verb agree in a sentence.
- Use the active voice and the passive voice.
- Write a paragraph including topic sentences.
- Write multiple paragraphs using different methods of development.

Mastering Subject-Verb Agreement

Read these sentences aloud and put a check mark beside the ones that you think are grammatically *incorrect*.

- ☐ We paid for our meals, but the drinks were free of charge.
- ☐ If anybody arrives late, he or she will not get a seat.
- ☐ Neither the dogs nor the cat are anywhere to be found.
- ☐ We lay on the beach all afternoon.
- ☐ Neither of them want to go bowling.

Most people can hear a problem in a sentence before being able to identify it. Something just doesn't sound right, and it's not. In the incorrect sentences listed above, the problem is that the subject and the verb do not agree.

Some grammar rules change over the years and centuries, but one will probably never change: **Subject and verb must agree**. If the subject is singular then so is the verb. Plural subjects take plural verbs.

Here's an example of the singular and plural forms of a regular verb:

	Singular	Plural
1st person	I play	we play
2nd person	you play	you play
3rd person	he (she, it) plays*	they play*

* Notice that the third person singular and plural forms are not identical. This is where you might run into problems. In the third person, the endings of the subject and the verb do not match.

Singular third-person verbs end in -s, but singular subjects do not.

Examples:

The student works.

Joe sleeps.

Plural subjects end in -s, but plural verbs do not.

Examples:

The students work.

The boys sleep.

As long as you can correctly identify the subject and the verb to match them, you will have no difficulty with subject-verb agreement.

Words to Trick You

Unfortunately, there are subjects that don't fit into the simple subject verb agreement rule. There are six kinds of these tricky subjects that are just waiting to wreak havoc for the unwary writer.

1. What happens if you have two subjects in one sentence? If the subjects are joined by *and* then the sentence requires a plural verb.

Example: Wages and benefits *are* often the cause of strikes. But watch out when you are joining two subjects with the following:

either . . . or
neither . . . nor
or not . . . but

In these cases, **the verb agrees with the subject nearest to the verb.**

Examples: Neither the government nor the municipalities *accept* responsibility. (Note plural subject, plural verb.)

Neither the municipalities nor the government *accepts* responsibility. (Note singular subject, singular verb.)

2. Subjects that look multiple but that are really singular. Don't be fooled by phrases beginning with such words as *with*, *like*, *as well*, *together with*, *in addition to*, or *including*. These words are NOT part of the subject and do not affect the verb.

Example: My boss, as well as my colleague, is helping with my writing. (Notice that there are two people helping but the subject *boss* is singular and so the verb must be singular.)

Hint: Mentally cross out the words of the sentence that are not part of the subject.

Example: All my tasks, including letter writing, are easier this year. (Mentally cross out the phrase *including letter writing* so that the subject *tasks* agrees with the verb *are*.)

3. When words ending in *-one*, *-body*, or *-thing* are used as a subject they are always singular. Here's a list:

anyone	anything	anybody
everyone	everything	everybody
no one	nothing	nobody
someone	something	somebody

Examples: Everyone *is* here. (The incorrect form is: Everyone *are* here.)

Nobody was available for the meeting. (The incorrect form is: Nobody were available for the meeting.)

Nothing gets done once the project funding is gone. (The incorrect form is: Nothing get done once the project funding is gone.)

4. Used as subjects the words *each (of)*, *either (of)*, or *neither (of)* take singular verbs.

Examples: Either was suitable for the job.

Each of the boys *dreams* of becoming a football star.

Neither of the teams *wants* to play tonight.

5. Be careful when you use collective nouns. A collective noun names a group. Some examples are *gang*, *band*, *class*, *group*, *audience*, *committee*, *company*, and *majority*. When you are referring to the group acting as a unit, use a singular verb.

Example: Our office *gives* a birthday party to each employee.

When you are referring to the members of the group acting individually, use a plural verb.

Example: A number *are* here to see the supervisor. (This refers to individual people waiting to see the supervisor.)

The singular form of the verb needs to be used when referring to units of money, time, mass, length, and distance.

Examples: Six dollars *is* too much to pay for a coffee.

Two hours *seems* like a long time to wait.

Twenty kilometres *is* not that far to hike.

Using the Active and Passive Voice

Most verbs can be classified according to **voice**; they can be either **active** or **passive**. If you want your writing to be understood by your reader, you need to know the difference between the two voices. Here is the rule to follow:

Use the active voice unless you have a specific reason to use the passive voice.

You probably use verbs in the passive voice more often than you think. To be an effective writer, you need to understand the effect on your reader of using either the active or the passive voice.

Active Voice

When the subject of the clause is performing the action, the verb is in the active voice. In other words, the subject acts.

Examples:

This machine replaces two workers.

Sachin will present his research at the next conference.

After **Lalita** had submitted her paper for correction, **the instructor** marked it.

In each of the sentences listed above, the subject (in bold) is performing the action (the underlined verb). Sentences in the active voice *emphasize the person doing the action*.

Passive Voice

When the subject is being acted upon, the verb is in the passive voice. Sentences that use the passive voice *emphasize the action or the result of the action*, rather than who or what performs it.

Examples:

Two workers are replaced by the machine

Research will be presented by Sachin at the next conference.

After the paper had been submitted by Lalita, it was marked by her instructor.

Notice that all of the passive voice sentences have two things in common:

1. The verbs consist of some form of *be*, *make*, or *have* + the past participle. The past participle is sometimes the same as the past tense form (as in: he *lost*/it was *lost*), but other times it is not (as in: he *ate*/it was *eaten*).

Examples:

The paper was lost in the wind.

The stone carvings are being eroded with time and weather.

2. The sentences containing passive verbs tend to be longer than those with active verbs.
3. Another way to recognize passive-voice sentences is that they may include a phrase with “by the...”

Example:

The committee’s recommendation was rejected *by the president*.

When to Use the Active or the Passive Voice

The choice between using the active or the passive voice is a matter of style, not correctness. However, most textbooks recommend using the active voice, which is more direct, concise, and action-oriented. It is best to use the active voice in most business writing.

Active (direct)	Passive (indirect)
Two-thirds of the candidates <u>failed</u> the entrance exam.	The entrance exam <u>was failed by</u> over two-thirds of the candidates.
<u>Apply</u> force to open the lid.	When force is applied, the lid <u>will be opened</u> .
My wife <u>told</u> the police that the drunken pedestrian hit my car.	The police were told by my wife that my car <u>had been hit by</u> a drunken pedestrian.

Sentences that contain passive verbs tend to be wordy and sometimes confusing. Overuse of the passive voice can make your writing flat and uninteresting. However, this does not mean that there is no place for the passive voice.

There are three situations in which you should use the passive voice.

1. The person who performed the action is not known.

Examples:

Our telephone had been left off the hook for two days.

This keyboard is not ergonomically designed.

2. You want to place emphasis on the person, place, or object that was affected by the action rather than on the subject performing the action.

Examples:

The computer lab was broken into by a group of angry students.

Note that this sentence focuses the reader's attention on the computer lab, not the students.

If we write the same sentence in the active voice the effect is quite different:

A group of angry students broke into the computer lab.

Summary

In this session, you started by learning how to make your thoughts in written form clear by using the correct punctuation. In this module you covered only some of the key punctuation that is used in business writing. Using your knowledge of vocabulary and punctuation, you can put together sentences with a subject and a verb. As a basis for understanding sentence structure, you learned the traditional parts of speech. Finally, the last section of this module covered some basic rules for combining thoughts into more complete sentences.

Exercise 1 (Punctuation)

Part A

Add commas as needed in the sentences below.

1. He left the scene of the accident and tried to forget that it had happened.
2. Oil which is lighter than water rises to the surface.
3. Mrs. Sharma was an attractive gracious lady.
4. Nice is a word with many meanings and some of them are contradictory.
5. The contractor testified that the house was completed and that the work had been done properly.
6. Some people refuse to go to the zoo because of pity for creatures that must live in small cages.
7. Taxicabs that are dirty are illegal in some cities.
8. The closet contained worn clothes old shoes and dirty hats.
9. The uninvited guest wore a dark blue tweed suit.
10. After surviving this ordeal the sailor felt relieved.

Part B

Place commas where appropriate in the following sentences.

1. There was no question that John's painting a huge colourful and ugly mural was the worst entry in the art exhibit.
2. Werner von Braun Willy Ley and Edward Teller noted authorities in the field of rocket development have done much to guide the missile programme of the United States.
3. Mr. Kapur's ability to say the wrong thing at the wrong time is I believe amazing.
4. Running around the house the dog was abruptly stopped by a fence.
5. If the opposition should win our candidate would never have any political future.
6. Gracefully lightly and daintily the ballerina moved across the stage.
7. *Glamour* the women's fashion magazine recently incorporated with *Charm* another fashion journal.
8. Joe was born on May 7 1955 and his best friend was born exactly two months later on July 7 1955.
9. Mr. and Mrs. Kwon my parents' best friends sat in front of us at the football game.
10. On November 11 1918 the armistice ending World War I was signed.

Exercise 2 (Parts Of Speech)

Indicate the part of speech, type of article, or type of verbal of each of the words in *italics*. (Remember that verbs are often more than one word; for example, I *used to work*. I *was working* last month. I *will be working* there next year.)

1. The *manager* decided that *she* would check all incoming *mail*.
2. She *wrote* a *really stylish* memo and sent a *copy to* everyone *in* the office.
3. The sales manager *responded quickly* with a memo.
4. He *was unhappy* with the way she *was asserting* her authority.
5. As soon as he *had read* the memo, he *charged into* her *office* waving the *memo* in front of her *nose*.

6. The office manager was busy interviewing a trainee, *but* she said that she would be *happy to discuss* the matter later.
7. *Embarrassed* at disturbing her, the sales manager *apologized very politely* and left the room.
8. When *the two managers finally met*, they agreed to *air* the matter *at* the next committee meeting.
9. *Writing* was a skill that the young applicant was willing to develop.

Exercise 3 (Sentence Fragment)

The following are sentence fragments. Change each fragment to a complete sentence by adding a subject, a verb, or both.

Examples:

Fragment: When welding or cutting.

Sentence: When welding or cutting, protective clothing and equipment must be worn.

Fragment: The proper tools for the job.

Sentence: Make sure you use the proper tools for the job.

1. Once the funding is removed.
2. Any reports which need re-writing.
3. Who sort each donation into food, household, or toys.
4. As the child passes through the system.
5. Another important factor to consider.
6. Depending on client requirements.
7. From an operating point of view.
8. Using information from the community.
9. After an initial breakdown at the parents' meeting.
10. To become proficient in the art of fundraising.
11. Improving utilization and lowering operating costs.
12. Before beginning any maintenance or repairs.
13. Knowledge of the behaviour of children under various conditions.
14. After the situation of the child has been determined.

Exercise 4 (Run On Sentences)

Indicate which of the following are run-on sentences by writing "R" in the margin. Then correct the run-on sentences by adding proper punctuation or a conjunction. If the sentence is correct as written, use a check mark beside the sentence to indicate that it is correct.

1. A saw cuts lumber to standard lengths it makes the ends square.
2. Most children are considered flexible they require direct attention to perform well.
3. The log is loaded on the carriage, clamps called dogs are used to hold it firmly in place.
4. A motor vehicle can travel up to 100 kilometers per hour, so an instant stop can generate a great deal of reactive force.

5. Read and know the safety rules, be alert, and protect yourself and your co-workers.
6. Proper health and safety procedures were not followed consequently a warning slip will be issued.
7. The safety committee will meet tomorrow afternoon it will probably be a long meeting.
8. Al and Jim were unable to attend we cancelled the meeting.
9. Don't forget your poster, it must be displayed at the public meeting tonight.
10. She passed the administrator exam with high marks, she should be congratulated.

Exercise 5 (Subject Verb Agreement)

Re-write each sentence below, switching the position of the two main elements, the subject and the verb.

Example: Chips are my favourite snack.
My favourite snack is chips.

- a) Political discussions are something Tanya always enjoys.

- b) Disputes over wages and benefits are often the cause for strikes.

- c) Ice cream is the only junk food Sanjii eats.

- d) Fear of failure is the cause of many psychological disturbances.

- e) Brown rice and curry are my favourite meal.

So far, so good. If you can find the subject and match it with the correct verb, you are one step closer to proper sentence construction.

Exercise 6 (Subject Verb Agreement)

Underline the correct verb form selected from the pair in parentheses.

- a) Not only the students but also their instructor (has, have) been called to the principal's office.
- b) Either Mrs. or Ms. (is, are) fine with me.
- c) No one (was, were) found who had seen the office clerk.
- d) This course, in addition to the others I have taken, (is, are) very informative.
- e) Neither the shopkeeper nor the customers (know, knows) who is responsible for the theft.
- f) Nobody (dare, dares) challenge the government's choice of Finance Minister.
- g) Some of the rice (appear, appears) to be contaminated.
- h) Anyone with information regarding the murder (is, are) entitled to a reward.

- i) Either you or your friend (is, are) telling the truth about the accident.

Exercise 7 (Voice)

Underline the correct verb from each of the pairs in brackets in the following paragraph.

The peer-response group can be an effective tool in the revision process of writing. Each member of the group in turn either (read, reads) aloud or (distribute, distributes) a copy of a work in progress and then (ask, asks) for feedback. This feedback may consist of answers to general questions, such as what the group members (find, finds) unclear in the piece or which parts they think (is, are) most effective. The writer might also ask questions about specific parts of the work. A clear understanding of the kinds of responses being solicited (is, are) critical so that group members address the writer's concerns and do not simply volunteer what they would change about the essay.

Exercise 8 (Voice)

Re-write the sentences below, changing the verbs from passive to active. You may need to add a word or group of words to identify the doer of the action.

1. The book was enjoyed by many people because the story had been made so interesting by the writer.

2. Mushin's car was driven by Rana over to Farida's place.

3. After the memo had been signed by Aida, it was sent to Dipankar.

4. With only three minutes left in the game, the winning goal was scored by the forward.

5. Our organization's logo and business cards were designed by a graphic designer.
