

**BABAEVA K. R.**

# **HOW TO IMPROVE LANGUAGE SKILLS**

**(SPEAKING, READING, WRITING,  
GRAMMAR)**

**TOSHKENT**

**O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA MAXSUS  
TA‘LIM VAZIRLIGI**

**O‘ZBEKISTON DAVLAT IQTISODIYOT UNIVERSITETI**

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**HOW TO IMPROVE LANGUAGE SKILLS  
(SPEAKING, READING, WRITING, GRAMMAR)**



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Taqdim qilinayotgan mazkur “**How to improve language skills**” (**speaking, reading, writing, grammar**) to‘rt qismdan iborat bo‘lib, o‘quv qo‘llanmaning birinchi qismida o‘qish va tanqidiy fikirlash berilgan. O‘quv qo‘llanmaning ikkinchi qismida esa yozuv ko‘nikmalarini rivojlantirish uchun formulalar misollar bilan to‘ldirilgan. O‘quv qo‘llanmaning uchinchi va to‘rtinchi qismida esa gapirish ko‘nikmalarini va Grammatik formulalar to‘liq kengaytirilgan shaklda yoritilganligi mazkur yo‘nalishlarda tahsil olayotgan talabalar uchun shubhasiz ham yangilik, ham yengillik hisoblanadi. Undan iqtisodiy yo‘nalishdagi barcha OTM professor-o‘qituvchilari va talabalari, tarmoqlarda faoliyat olib borayotgan mutaxassislar foydalanishlari mumkin.

The “**How to improve language skills**” (**speaking, reading, writing, grammar**) section is divided into four parts, and the first part of the training manual is reading and critical thinking. In the second part of the teaching manual, the formulas are filled with examples to improve writing skills. In the third and fourth part of the teaching manual, the full range of speaking skills and grammatical formulas is undoubtedly novelty and relaxation for the students studying in these areas. It can be used by professors and students of all HEMs and experts in the field of economics.

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## **UNIT 1. READING AND CRITICAL THINKING**

### **How To Increase Your Reading : Top Tips & Tricks**

#### **1. DEVELOP SKILLS OF EACH TYPE OF QUESTION IN READING:**

There are around 14 different types of questions and you need to find a strategy to tackle each one. Some question types have answers that come in order and others do not. This type of information will help you not only save time but also locate the right answers.

#### **2. SKIMMING AND SCANNING:**

Skimming is reading a passage to get a general idea of the content. This is recommended to do before you tackle the questions. All types of questions, except one, are given after the passage because it is recommended to skim read the passage before the questions. This does not mean you try to understand the passage. It's just a chance to get a sense of the topic and content. You should skim read the full passage in between 2 to 3 minutes. At the same time, you should underline any key words you see. The only question types which comes before the passage is matching headings, for that question you don't need to read the passage first. Scanning is your ability to locate information quickly and has no relation to comprehension of the passage.

#### **3. DEVELOP YOUR SPEED READING SKILLS:**

This test has a strict time limit which will really challenge your ability to complete the questions in time. You must develop speed reading skills to be able to find your answers quickly. This means you must be able to scan the passage quickly to locate information.

#### **4. DON'T TRY TO UNDERSTAND THE FULL PASSAGE:**

Your task is to locate answers only. Most questions test your ability to locate specific information given to you and then to comprehend the

sentence or sentences which contain that information. There are only two types of questions which will require a more detailed understand of the whole passage — matching headings and choosing a title. All other questions are based on locating information.

## **5. DEVELOPING VOCABULARY:**

This is one of the key reasons why students don't get the score they need. Learn vocabulary is not just about learning the meaning of a word, it is about learning when you can and can't use a word. It is also about what collocations can be used with words, for example verbs and match nouns. You should write words lists that include common paraphrases and also common traps. You can do this by learning vocabulary from practice reading passages.

## **6. KEY WORDS:**

Each question will have key words to help you locate the information in the passage and to spot the right answer. You should learn to spot key words and use them correctly. You should also check whether the key words can be paraphrased. You will soon learn to use key words correctly when you review your answers in practice reading lessons. Some key words are obvious, for instance names, dates, numbers, places etc. Other key words are more subtle.

## **7. GRAMMAR:**

Question types such as summary completion and sentence completion require that the sentence is grammatically correct when you have put the answer in. This means that grammar can help you to spot the right answer. Many students post question on this blog asking me why one answer is correct and the other is not — the reason is often grammar related. You will see this when you do practice reading lessons.

## **8. PRACTICE MAKES PERFECT:**

Unless you practice regularly, you won't improve. Here's a link to all my reading lessons for IELTS. The lessons are useful for students taking both the GT test and academic test because they are aimed at building skills, understanding of question types and also vocabulary.

## **9. GETTING USED TO DIFFICULT PASSAGES:**

If you have time before your test, you should be widening your reading skills and familiarity of complicated passages on a range of topics. Read the BBC News, the New Scientist, the Economist etc.

## **10. IELTS PRACTICE READING TESTS:**

You can find practice tests online for free (see my useful website page for links) or you can buy the IELTS Cambridge Test books (number 10 is the most recent). You should use IELTS practice reading tests for two purposes:

1. To develop your skills, practice different types of questions and enhance your vocabulary
2. To test yourself under exam conditions to check your score and check if you have developed or no.

## **11. KNOW YOUR WEAKNESSES:**

Unless you know your weaknesses, you won't know how to improve. You must check the reasons why you are getting your answers wrong or right. If you are getting answers wrong due to your understanding of the passage, then you know you must improve your English language. If you are getting your answers wrong because you couldn't find the information or you didn't understand the question or you ran out of time, then the problem is your technique and strategies. Spend time reviewing your performance.

## **12. BE REALISTIC:**

If your level of English is not strong, don't expect to get band score 7.

## **13. PLAN YOUR TRAINING FOR READING:**

You should spend time developing vocabulary and paraphrasing limitation practicing particular question types developing speed in locating information doing practice test not under exam conditions so you can work on skills doing practice tests under exam conditions to test your score and improvement.

## **14. YOU MUST PREPARE:**

Like all tests, you need to prepare. Even native speakers need to prepare by learning about the different types of questions and developing the right skills.



## VERBAL REASONING

### Passage I

**DIRECTIONS:** *There are nine passages in the Verbal Reasoning test. Each passage is followed by several questions. After reading a passage, select the one best answer to each question. If you are not certain of an answer, eliminate the alternatives that you know to be incorrect and then select an answer from the remaining alternatives. Indicate your selection by blackening the corresponding oval on your answer document.*

There are two basic methods used to teach acting skills: the "external" and "internal" styles. The "external" style, Best exemplified by the London-based Royal Academy of Dramatic Art (RADA), emphasizes the technical detail of reproducing voice, facial expression, and body language. Actors trained in this style are taught to mimic the classic external manifestations of emotions, without striving to feel the emotion themselves. To this end, they study what are commonly regarded as obvious physical indicators of the emotional state being portrayed, and incorporate some or all of them into the role. For example, actors, scientists, and most of the public agree that lying is characterized by "shifty eyes," avoidant eye contact, hesitant speech, elevated pitch, sweating, and/or hand wringing. Thus, an "external" actor portraying a liar would consciously perform some or all of these motions while reciting his lines, to suggest to the audience the external traits they are likely to associate with deception. Therein lies the primary advantage of this classical "external" style: since it conveys emotions through stylized, visible movements which the public instinctively associates with identifiable feelings, it usually succeeds in letting audiences know which emotion the actor is trying to portray. Audiences are rarely confused. But there is a risk the performance may seem too overt, too melodramatic. This usually happens when an overeager classical actor attempts to work in too many external indicators of the same emotion. The result is a character that obviously feels an identifiable emotion, but seems to either feel it much more strongly than the circumstances warrant, or else seems to be exaggerating his feelings to the point of melodrama....

We should note that classical acting evolved on stage, and bears the imprint of its origins. Classical actors of ten practice Shakespearean productions, which affects their style. Since the Elizabethan stage was unamplified and viewed from a distance, classical acting stressed vocal strength, projection, and clear enunciation. It also stressed general posture over small gestures and facial expression since an Elizabethan audience could see only the former from their seats. But, when it is used in film, the actor may appear too rigid and theatrical, conducting a street conversation with a booming, stentorian voice and Oxford-precise enunciation. This is not to say that classically trained actors have not made inroads into American film; consider Patrick Stewart, John Gielgud, and Judy Dench. However, you will notice that such actors are usually typecast as commanding, dignified, well-educated characters, basically playing the same roles in every movie.

The other style of acting is the Stanislavski Method, popularized in America during the 1930s at the prestigious New York-based Actors Studio and exemplified by the young Marlon Brando. "Method" acting is an "internal" discipline, which aims to get the actor to actually feel the thoughts, motives, and emotions, which the script calls for the character to feel. In Stanislavski's *An Actor Prepares* (he urges actors to prepare for a role not by mimicking others' mannerisms, but by taking time to contemplate the character's circumstances and motivations, and his purpose in interacting with the other characters, props, and environment. Ideally, this preparation lets the actor "get into the mind" of the character, and give a "natural," effortless performance by "living the life" of the character on stage/screen. Since Method actors do not focus on mechanical gestures, they give a less mannered, more natural performance when at their best. ... But this method also has its drawbacks. First, it is better suited to the close-up camera than the stage, because Method actors' reliance on facial expression and quieter, natural speaking styles will not project to the stage audience. While Method acting aims for a subtler performance, if the actor does not accompany his understanding of the character with overt actions suggesting his emotions to the audience, his performance may be too subtle for the audience to appreciate. ...

**1. Which of the following approaches to a performance would be most likely to be stressed by an actor who had an understanding of the drawbacks of the RADA style?**

- A. Projection
- B. Subtlety
- C. Mimicry
- D. Enunciation

**2. According to the author, Patrick Stewart's success in the role as the commander of the starship Enterprise in the series Star Trek, was in large part the result of his:**

- A. previous roles in Shakespearian productions.
- B. ability to make inroads into American film.
- C. previous classical training.
- D. ability to incorporate some of Stanislavski's Method.

**3. On the basis of the passage, it is reasonable to conclude that:**

- A. Stanislavski probably did not think much of the 'external' style.
- B. Marlon Brando would not have done well in an Elizabethan stage production.
- C. an audience might be confused by a Method actor in an Elizabethan stage production.
- D. John Gielgud was probably not capable of acting using the Method.

**4. Assume that Judy Dench was interviewed. If Ms. Dench remarked that often, in her film career, she had refused roles after reading the scripts and realizing that she could not relate to what her character was feeling, this evidence would weaken the passage assertion that:**

- A. Ms. Dench was usually type cast, playing the same roles in every movie.
- B. the RADA style enabled actors and actresses to mimic emotions.

C. the Stanislavski method helps actors to get into the minds of their characters.

D. Ms. Dench was a classically trained actress

**5. Children may often lie, or say that they will do something while having no intention of actually carrying through with what they are saying. What question might this information reasonably suggest about the author's explanation of acting styles?**

A. Children can be naturally good actors.

B. Isn't the RADA style a more basic or natural style of acting?

C. Aren't most actors simply 'lying' when they are in a film?

D. Did Stanislavski analyze children to come up with the basis for his style?

**6. According to the passage, the best actress to realistically portray the character of the blind Helen Keller in a television documentary would be one who has been trained primarily in:**

I. the Method.

II. the RADA style.

III. the 'internal' style.

A. I only

B. II only

C. III only

D. II and III only

**7. According to passage information, when compared to Elizabethan stage characters, characters in films would appear:**

A. more realistic.

B. 'larger than life'.

C. as commanding, or dignified.

D. too subtle.

## Passage II

It might be argued that the main purpose of modern fashion is to make the wearer appear more attractive. But, at least for men, that is not the main function that clothes fulfill. ...

Fashion-oriented clothing designers indeed have developed diverse methods to create the illusion of more perfect body proportions, which are remarkably successful in conveying this image. For example, vertical stripes on a garment create an effective optical illusion. They make the wearer himself appear more vertical taller and thinner - thus improving the physical attractiveness of someone who is shorter and/or heavier than average. On a jacket, padded shoulders convey the appearance of muscular shoulders and arms, while a narrow, tapered waist shows off (or creates the illusion of) trim, athletic abdominals. Similarly, the garment's color, seen juxtaposed against the wearer's skin, affects viewers' perception of the skin tone. For example, pale skin seems sallow against a dark, navy blue suit, but tanner with a light shirt and jacket. In high fashion, color aims to mimic the color of the wearer's hair and /or skin under tone, for a more harmonious blend. ... Again, we should emphasize these effects are not just overblown claims by clothes peddlers; clothing in the right colors, patterns, and cut will actually make its owner appear more ideally proportioned. ... Yet the best-designed, most form-flattering clothes are not necessarily the most popular, or considered acceptable.

Tradition played a greater role than any other influence in men's clothing. In the Middle Ages (and probably earlier), clothing was strictly regulated by law; certain colors could only be worn by the upper classes, or by certain guilds, on penalty of a fine. Since that time, clothing has become a uniform of class, rank, and calling, which has endured as a "dress code" long after the legal rules were repealed. While the look of "power" clothing has certainly changed, there remains a "power" look, which is expected dress for those in power, or aspiring to it.

Currently, the "power" look is the British business suit with its limited range of dark colors and simple patterns: Simply put, executives are expected to wear a power suit, and the mere wearing of

such suits signals to viewers subconsciously that the wearer must be a wealthy and powerful businessman. The power look gravitated toward the British heavy woolen suit because of a historical accident; English men were driven by a combination of jingoism, greed, and gun powder, to become the dominant colonial empire, and thus exported to economically-and culturally subjugated nations their dismal fashion sense. Note that English fashion is not badly suited to life in the

British Isles. The cold, sodden climate of England and Ireland are well served by heavy woolen suits and hats, and heavy brogue shoes. However, they are not suitable for export into the sweltering dry heat of Africa and the antebellum South, or even humid summers on New York's Wall Street. Yet these ancient uniforms persist throughout all of Britain's former colonies, despite their obvious impracticality.

Many items of clothing are worn purely for traditional purposes. For example, the tie has no rational function that anyone can explain, yet most business men agree that the tie is a man's most important accessory. The reasons are again historic. The tie evolved from other, more archaic badges of class and rank, whose symbolic implications persist. The traditional diagonally striped "repp" tie is more properly called the "regimental" pattern, which once was worn by British Army officers to symbolize their high status and access to guns. Similarly, the repeating-patterned "foulard" evolved from ancient heraldic crests, which medieval aristocrats once wore on their shields and pennants to symbolize their connection to wealthy, landowning, arms-bearing clans. Even more recently, the "Ivy League" tie pattern was worn by wealthy East Coast scions, to symbolize their elite schooling and connection to the "old boy" power network. ...

Unfortunately for fashion, these traditions are so deep seated that they cannot be changed in one life time by the average person, or even by vast advertising campaigns by designers. While a business man would look objectively "better" byes chewing the traditional "red tie white shirt blue suit" uniform in favor of a color) cut,) and pattern more suited to his individual body, this would be unwise. Research shows that a uniform's historic implications trump any aesthetic

considerations, and have much more of an impact on the viewer. Thus) conformity produces the best results, if not the best fashions.

**1. The author most likely believes that one of the main purposes of clothing should be to provide the wearer with:**

- A. a "power" appearance.
- B. a uniform.
- C. a more attractive appearance.
- D. an appearance appropriate to his employment.

**2. The author's characterization of Britain suggests that the retort/comment that the "power look gravitated toward the British heavy woolen suit because of a historical accident"(line45-47) meant that:**

- A. the author believes the former colonies could have defeated their British subjugators.
- B. the author believes the British business suit is appropriate for the British Isles.
- C. the author does not think much of Britain.
- D. the author does not think much of the British.

**3. An appropriate theory, based upon the emerging dominance of the British business suit (lines 40-59) is that:**

- A. the best designed clothes are not necessarily the most comfortable.
- B. the traditional British 'power' look has even permeated the American business landscape.
- C. people will go to great lengths in their efforts to increase their status.
- D. people usually don't dress appropriately for their prevailing climate.

**4. The 'expected' business suit jacket invariably has four seemingly useless buttons sewn on the cuff of each sleeve. The**

**information presented on the origins of fashion makes which of the following ideas most plausible?**

- A. The extra buttons sewn on the sleeves actually serve to create and enhance the appearance of strength and authority in a man's hands.
- B. The appearance of the 'extra' buttons is a relatively new addition to jackets, and is believed to somehow render the wearer more attractive.
- C. Traditionally, four buttons have always been sewn on the sleeve of jackets and haven't ever served any useful purpose.
- D. Traditionally, oyster shell buttons were so susceptible to breaking that 'extras' were always sewn on the sleeve.

**5. The author implies that the primary purpose of women's fashion is:**

- A. to enhance their appearance.
- B. to be more 'practical'.
- C. to promote the 'power' look, but in a different manner.
- D. to confront traditional styles.

**6. In the context of the passage, the word impact (line 87) means:**

- A. express historic implications.
- B. communicate an impression.
- C. convey authority.
- D. suggest an enhanced appearance.

**7. The author probably mentions that "conformity produces the best results, if not the best fashions" (87-88) in order:**

- A. to demonstrate the weakness of some fashion designers.
- B. to support the claim that there is an expected 'look'.
- C. to illustrate the persistence of beliefs that conflict with the demands of the business world.
- D. to provide an example of the application of traditional clothing.



## TEXT 1

If you look closely at some of the early copies of the Declaration of Independence, beyond the flourished signature of John Hancock and the other 55 men who signed it, you will also find the name of one woman, Mary Katherine Goddard. It was she, a Line Baltimore printer, who published the first official copies of the Declaration, (5) the first copies that included the names of its signers and therefore heralded the support of all thirteen colonies.

Mary Goddard first got into printing at the age of twenty-four when her brother opened a printing shop in Providence, Rhode Island, in 1762. When he proceeded to get into trouble with his partners and creditors, it was Mary Goddard

(10) And her mother who were left to run the shop. In 1765 they began publishing the Providence Gazette, a weekly newspaper. Similar problems seemed to follow her brother as he opened businesses in Philadelphia and again in Baltimore. Each time Ms. Goddard was brought in to run the newspapers. After starting Baltimore's first newspaper, The Maryland Journal, in 1773, her brother went broke trying to (15) organize a colonial postal service. While he was in debtor's prison, Mary Katherine Goddard's name appeared on the newspaper's masthead for the first time.

When the Continental Congress fled there from Philadelphia in 1776, it commissioned Ms. Goddard to print the first official version of the Declaration of Independence in January 1777. After printing the documents, she herself paid the (20) post riders to deliver the Declaration throughout the colonies.

During the American Revolution, Mary Goddard continued to publish Baltimore's only newspaper, which one historian claimed was "second to none among the colonies." She was also the city's postmaster from 1775 to 1789 —appointed by Benjamin Franklin— and is considered to be the first woman to hold a federal position.

**1. With which of the following subjects is the passage mainly concerned?**

- A. The accomplishments of a female publisher
- B. The weaknesses of the newspaper industry
- C. The rights of a female publisher
- D. The publishing system in colonial America

**2. Mary Goddard's name appears on the Declaration of Independence because**

- A. she helped write the original document
- B. she published the document
- C. she paid to have the document printed
- D. her brother was in prison

**3. The word "heralded" in line 5 is closest in meaning to**

- A. influenced
- B. announced
- C. rejected
- D. ignored

**4. According to the passage, Mary Goddard first became involved in publishing when she**

- A. was appointed by Benjamin Franklin
- B. signed the Declaration of Independence
- C. took over her brother's printing shop
- D. moved to Baltimore

**5. The word "there" in line 17 refers to**

- A. the colonies
- B. the print shop
- C. Baltimore

D. Providence

**6.It can be inferred from the passage that Mary Goddard was**

A. an accomplished businesswoman

B. extremely wealthy

C. a member of the Continental Congress

D. a famous writer

**7.The word "position" inline 24 is closest in meaning to**

A. job

B. election

C. document

D. location

## **TEXT 2**

In the mid-nineteenth century, the United States had tremendous natural resources that could be exploited in order to develop heavy industry. Most of the raw materials that are valuable in the manufacture of machinery, transportation facilities, and consumer Line goods lay ready to be worked into wealth. Iron, coal, and oil — the (5) basic ingredients of industrial growth — were plentiful and needed only the application of technical expertise, organizational skill, and labor. One crucial development in this movement toward industrialization was the growth of the railroads.

The railway network expanded rapidly until the railroad map of the United States looked like a spider's web, with the steel filaments connecting all important (10) sources of raw materials, their places of manufacture, and their centers of distribution. The railroads contributed to the industrial growth not only by connecting these major centers, but also by themselves consuming enormous amounts of fuel, iron, and coal. Many factors influenced emerging modes of production. For example, machine tools, the tools used to make goods, were steadily (15) improved in the latter part of the nineteenth century — always with an eye to speedier production and lower unit costs.

The products of the factories were rapidly absorbed by the growing cities that sheltered the workers and the distributors. The increased urban population was nourished by the increased farm production that, in turn, was made more productive by the use of the new farm machinery. American (20) agricultural production kept up with the urban demand and still had surpluses for sale to the industrial centers of Europe. The labor that ran the factories and built the railways was recruited in part from American farm areas where people were being displaced by farm machinery, in part from Asia, and in part from Europe. Europe now began to send tides of immigrants from eastern and southern Europe — (25) most of whom were originally poor farmers but who settled in American industrial cities. The money to finance this tremendous expansion of the American economy still came from European financiers for the most part, but the Americans were approaching the day when their expansion could be financed in their own “money market”

**1.What does the passage mainly discuss?**

- A. The history of railroads in the United States
- B. The major United States industrial centers
- C. Factors that affected industrialization in the United States
- D. The role of agriculture in the nineteenth century

**2.Why does the author mention “a spider's web” in line 9?**

- A. To emphasize the railroad's consumption of oil and coal
- B. To describe the complex structure of the railway system
- C. To explain the problems brought on by railway expansion
- D. To describe the difficulties involved in the distribution of raw materials

**3.The word “themselves” in line 12refers to**

- A. sources
- B. centers
- C. railroads

D. places

**4. According to the passage, what was one effect of the improvement of machine tools?**

- A. Lower manufacturing costs
- B. Better distribution of goods
- C. More efficient transportation of natural resources
- D. A reduction in industrial jobs

**5. Which of the following is NOT true of United States farmers in the nineteenth century?**

- A. They lost some jobs because of mechanization
- B. They were unable to produce sufficient food for urban areas.
- C. They raised their productivity by using new machinery.
- D. They sold food to European countries

**6. The word “ran” in line 21 is closest in meaning to**

- A. operated
- B. hurried
- C. constructed
- D. owned

### **TEXT 3**

The concept of obtaining fresh water from iceberg that are towed to populated areas and arid regions of the world was once treated as a joke more appropriate to cartoons than real life. But now it is being considered quite seriously by many nations, especially since scientists have Line warned that the human race will outgrow its fresh water supply faster than it runs out of food. (5) Glaciers are a possible source of fresh water that have been over looked until recently. <A>

Three-quarters of the Earth's fresh water supply is still tied up in glacial ice, a reservoir of untapped fresh water so immense that it could sustain all the rivers of the world for 1,000 years. Floating on the

oceans every year are 7,659trillion metric tons of ice encased in10,000icebergs that break away from the polar icecaps, more than ninety percent of them from Antarctica. <B> (10)

Huge glaciers that stretch over the shallow continental shelf give birth to icebergs throughout the year. Icebergs are not like sea ice, which is formed when the sea itself freezes; rather, they are formed entirely on land, breaking off when glaciers spread over the sea. As they drift away from the polar region, icebergs sometimes move mysteriously in a direction opposite to the wind, pulled by subsurface currents. Because they melt more slowly than smaller pieces of ice, icebergs have been known to drift as far north as 35 degrees south of the (17) equator in the Atlantic Ocean. <C>

The difficulty arises in other technical matters, such as the prevention of rapid melting in warmer climates and the funneling of fresh water to shore in great volume. But even if the icebergs lost half of their volume into wing, the water they could provide would be far cheaper than that produced by desalination, or removing salt from water. <D>

**1.What is the main topic of the passage?**

- A. The movement of glaciers
- B. Icebergs as a source of fresh water
- C. Future water shortages
- D. The future of the world's rivers

**2.The word “arid” in line 1 is closest in meaning to**

- A. anhydrous
- B. fruitful
- C. remote
- D. distant

**3.The word "it" in line 3 refers to**

- A. an iceberg that is towed

- B. obtaining fresh water from icebergs
- C. the population of arid areas
- D. real life

**4. According to the author, most of the world's fresh water is to be founding**

- A. oceans
- B. rivers
- C. glaciers
- D. reservoirs

**5. The word "currents" in line 14 is closest in meaning to**

- A. pulls
- B. waves
- C. weather
- D. flows of water

**6. How are icebergs formed?**

- A. They break off from glaciers
- B. Sea water freezes
- C. Rivers freeze
- D. Small pieces of floating ice converge

**7. With which of the following ideas would the author be likely to agree?**

- A. To wing icebergs to dry are as is economically possible.
- B. Desalination of water is the best way to obtain drinking water.
- C. Using water from icebergs is a very short-term solution to water shortages.
- D. Icebergs could not be towed very far before they would melt.

**8. Which of the following is the best place where the sentence "To corral them and steer them to parts of the world where they are needed would not be too difficult." will most properly fit?**

- A. <A>
- B. <B>
- C. <C>
- D. <D>

**9. The word "that" in the last line refers to**

- A. the volume
- B. the water
- C. the iceberg
- D. the towing

#### **TEXT 4**

Are organically grown foods the best food choices? The advantages claimed for such foods over conventionally grown and marketed food products are now being debated. Advocates of organic foods - a term whose meaning varies greatly -Line frequently proclaim that such products are safer and more nutritious than others. The growing interest of consumers in the safety and nutritional quality of the typical (5) North American diet is a welcome development. However, much of this interest has been sparked by sweeping claims that the food supply is unsafe or inadequate in meeting nutritional needs. Although most of these claims are not supported by scientific evidence, the preponderance of written material advancing such (9) claims makes it difficult for the general public to separate fact from fiction. As a result, claims that eating a diet consisting entirely of organically grown foods prevents or cures disease or provides other benefits to health have become widely publicized and form the basis for folklore. Almost daily the public is besieged by claims for "no-aging" diets, new vitamins, and other wonder foods.

There (14) are numerous unsubstantiated reports that natural vitamins are superior to synthetic ones, that fertilized eggs



are nutritionally superior to unfertilized eggs, that untreated grains are better than fumigated grains, and the like. One thing that most organically grown food products seem to have in common is that they cost more than conventionally grown foods. But in many cases consumers are misled if they believe organic foods can maintain health and provide better (20) nutritional quality than conventionally grown foods.

So there is real cause for concern if consumers, particularly those with limited incomes, distrust the regular food supply and buy only expensive organic foods instead.

**1. The word "Advocates" in line 3 is closest in meaning to which of the following?**

- A. Proponents
- B. Merchants
- C. Inspectors
- D. Consumers

**2. In line 4, the word "others" refers to**

- A. advantages
- B. advocates
- C. organic foods
- D. products

**3. The "welcome development" mentioned in line 6 is an increase in**

- A. interest in food safety and nutrition among North Americans
- B. the nutritional quality of the typical North American diet
- C. the amount of healthy food grown in North America
- D. the number of consumers in North America

**4. According to the first paragraph, which of the following is true about the term "organic food"?**

- A. It is accepted by most nutritionists.
- B. It has been used only in recent years.
- C. It has no fixed meaning.
- D. It is seldom used by consumers.

**5. The word "unsubstantiated" in line 14 is closest in meaning to**

- A. unbelievable
- B. uncontested
- C. unpopular
- D. unverified

**6. The word "maintain" in line 20 is closest in meaning to**

- A. improve
- B. monitor
- C. preserve
- D. restore

**7. The author implies that there is cause for concern if consumers with limited incomes buy organic foods instead of conventionally grown foods because**

- A. organic foods can be more expensive but are often no better than conventionally grown foods
- B. many organic foods are actually less nutritious than similar conventionally grown foods
- C. conventionally grown foods are more readily available than organic foods
- D. too many farmers will stop using conventional methods to grow food crops

**8. According to the last paragraph, consumers who believe that**

**organic foods are better than conventionally grown foods are often**

- A. careless
- B. mistaken
- C. thrifty
- D. wealthy

**9. What is the author's attitude toward the claims made by advocates of health foods?**

- A. Very enthusiastic
- B. Somewhat favorable
- C. Neutral
- D. Skeptical

### **TEXT 5**

Staggering tasks confronted the people of the United States, North and South, when the Civil War ended. About a million and a half soldiers from both sides had to be demobilized, readjusted to civilian life, and reabsorbed by the devastated economy. Line Civil government also had to be put back on a peacetime basis and interference from the military had to be stopped. The desperate plight of the (5) South has eclipsed the fact that Reconstruction had to be undertaken also in the North, though less spectacularly. Industries had to adjust to peacetime conditions; factories had to be retooled for civilian needs.

Financial problems loomed large in both the North and the South. The national debt (9) had shot up from a modest \$65 million in 1861, the year the war started, to nearly \$3billion in 1865, the year the war ended. This was a colossal sum for those days but one that a prudent government could pay. At the same time, war taxes had to be reduced to less burdensome levels. Physical devastation caused by invading armies, chiefly in the South and

border (14) states, had to be repaired. This herculean task was ultimately completed, but with discouraging slowness.

Other important questions needed answering. What would be the future of the four million black people who were freed from slavery? On what basis were the Southern states to be brought back into the Union? (18) What of the Southern leaders, all of whom were liable to charges of treason? One of these leaders, Jefferson Davis, president of the Southern Confederacy, was the subject of an insulting popular Northern song, "Hang Jeff Davis from a Sour Apple Tree," and even children sang it. Davis was temporarily chained in his prison cell during the early days of his two-year imprisonment. But he and the other Southern (24) leaders were finally released, partly because it was unlikely that a Jury from Virginia, a Southern Confederate state, would convict them.

All the leaders were finally pardoned by President Johnson in 1868 in an effort to help reconstruction efforts proceed with as little bitterness as possible.

**1. What does the passage mainly discuss?**

- A. Wartime expenditures
- B. Problems facing the United States after the war
- C. Methods of repairing the damage caused by the war
- D. The results of government efforts to revive the economy

**2. The word "Staggering" in line 1 is closest in meaning to**

- A. specialized
- B. confusing
- C. various
- D. overwhelming

**3. The word "devastated" in line 3 is closest in meaning to**

- A. developing

- B. ruined
- C. complicated
- D. fragile

**4. According to the passage, which of the following statements about the damage in the South is correct?**

- A. It was worse than in the North.
- B. The cost was less than expected.
- C. It was centered in the border states.
- D. It was remedied rather quickly .

**5. The passage refers to all of the following as necessary steps**

**following the Civil War EXCEPT**

- A. helping soldiers readjust
- B. restructuring industry
- C. returning government to normal
- D. increasing taxes

**6.The word "task" in line 15 refers to**

- A. raising the tax level
- B. sensible financial choices
- C. wise decisions about former slaves
- D. reconstructions of damaged areas

**7.Why does the author mention a popular song in lines 22-23?**

- A. To give an example of a Northern attitude towards the South
- B. To illustrate the Northern love of music
- C. To emphasize the cultural differences between the North and South
- D. To compare the Northern and Southern presidents

**8. The word "them" in line 26 refers to**

- A. charges
- B. leaders
- C. days
- D. irons

**9. Which of the following can be inferred from the phrase "...it was unlikely that a jury from Virginia, a Southern Confederate state, would convict them"(lines 25-26)?**

- A. Virginians felt betrayed by Jefferson Davis.
- B. A popular song insulted Virginia.
- C. Virginians were loyal to their leaders.
- D. All of the Virginia military leaders had been put in chains.

## UNIT 2. How to improve writing skills?

Feel passionately about something and want to share it? Write an essay! Disagree with a popular opinion and wish to convince others to join you? Write an essay! Need to write something because the college you dream of attending is making you? Write an essay!

“Essay” is a loose term for writing that asserts the author’s opinion on a topic, whether academic, editorial, or even humorous. There are a thousand different approaches to essay writing and a million different topics to choose from, but what we’ve found is that *good* essay writing tends to follow the same framework.

Below we discuss that framework and how you can apply it to your essays, whatever types they may be. But first, let’s start with the nucleus of any good essay: the topic.

### What is your essay about?

There are three things to consider before writing your essay: thesis, type, and audience. Of these, the most important by far is your thesis, or the crux of what your essay is about.

Your thesis, encapsulated in your thesis statement, is the central point you’re trying to make. The thesis of Bertrand Russell’s essay “In Praise of Idleness,” for example, is that people focus too much on work and don’t value time spent idly. Essays can occasionally stray and go into related tangents, but they always come back to that one core idea in the thesis.

You should always pinpoint your thesis before writing. If you’re having trouble nailing it down, ask yourself, “What’s the one thing I want my reader to remember when they’re done reading my essay?”

The best practice is to include your thesis as soon as possible, even in your topic sentence if it’s appropriate. You’ll want to reiterate it throughout the essay as well, especially when wrapping up everything in the conclusion.

The rest of your essay, then, supports your thesis. You can include empirical evidence, testimonials, logical deductions, or even persuasive rhetoric—whatever gets the job done. The point is that

you're building upon your initial thesis, *not* switching to completely different topics.

### **Types of essays**

Like any form of writing, essays come in many different types. Sometimes the assignment dictates the type, as with admissions essays, and other times the thesis will determine it. Regardless, it helps to know what your options are.

1. To understand better why different types of papers require totally different approaches, let's look through these suggestions for different kinds of papers, all of them dedicated to the same topic of smiling and smiles:

2. In a descriptive paper, you might want to describe the smile of somebody you know personally or that of a celebrity, such as Julia Roberts, for example. Discuss what her smile looks like and how you feel when you see it.
3. Analytical. Analyze the things which make you smile. Try to specify what exactly about these things makes you smile.
4. Argumentative. Offer arguments for and/or against forced smiles at work/ in personal relationships. You might include the findings of recent studies about the negative effects of artificial smiles on a person's health.
5. Take a particular position and persuade your audience whether it's good (or bad) to use artificial smiles.
6. Answer the question of what a smile is. You can use different perspectives to discuss for instance how muscles work when smiling or what are the emotional effects of a smile on the smiling person and those around.
7. You can use the level of sincerity of smiles to divide them into different groups, such as natural, polite and forced ones, for example.



8. Compare and contrast. You could choose different types of smiles and find similarities and differences between them. Why can it be hard to distinguish between a natural and a forced smile at first glance? Alternatively, you could compare and contrast the smile of Mona Lisa from the well-known painting by Leonardo Da Vinci to the smile of the girl in the painting *Smiling Girl* by Vermeer.
9. Cause and effect. Discuss the main causes and consequences of a smile.

### **Persuasive essay**

A persuasive essay is just as it sounds: an essay to persuade or convince the reader of a certain point. It's similar to an argumentative essay—they both strongly favor a particular point of view, but the difference is the end goal: Argumentative essays just have to present their case, while persuasive essays have to present their case *and* win over the reader.

### **Classification**

Primary goal: To classify a group of objects according to a certain criterion.

A classification essay is a kind of essay to sort things into different categories. It is helpful when analyzing the differences between objects. Classification must be clear, and each point should be linked to the following one.

## Definition

Primary goal: To define an object or phenomenon.

When working on this kind of essay, you're supposed to cover one specific term. Your major role is to explain your readers, what exactly does this term mean, and in what circumstances it is used. It is suitable to talk about origins of the word and spheres of usage.

### Argumentative essay

Argumentative essays assert or defend a position. This is the most common type of school paper, so keep that in mind when writing your first college essay.

### Admissions essay

Most colleges request an admissions essay in applications, which typically revolve around why you're interested in their school.

### Compare-and-contrast essay

When you want to devote equal attention to two opposing things, a compare-and-contrast essay works better than argumentative or persuasive essays, which lean to one side over the other.

### Personal essay

Personal essays are often anecdotal or real-life stories of the authors, like the works of David Sedaris. Because they tend to follow narrative structures, the thesis can be flexible or interpretive.

### Expository essay

An expository essay thoroughly explains a certain topic to expand the reader's knowledge. It is similar to an argumentative and persuasive essay in format, but with one key difference: expository essays don't have a bias.

## **Essay writing for an audience**

Your final consideration is who will read your essay—a teacher, an admissions counselor, your peers, the internet at large, etc.

No matter what you're writing, your audience should influence your language. For one thing, your readers determine whether the essay is formal or casual, which has an enormous impact on language, word choice, and style. Take emojis for example: In a casual essay they might be welcome, but for formal writing they're not the most appropriate choice.

Your audience also affects the essay's tone, or how you sound on an emotional level (enthusiastic, cautious, confident, etc.).

### **The essay writing process**

If you're writing an essay, research paper, term paper, novel, short story, poem, screenplay, blog article about essay writing—when writing just about anything, really—it's crucial to follow an efficient writing process. Even if you prefer the stream of consciousness style for writing your rough draft, you still need to have an orderly system that allows you to revise and hone.

For essay writing, we recommend the standard five-step writing process:

#### **1 Brainstorming**

It always helps to collect your thoughts before you begin writing. Based on your prompt or thesis, try to generate as many ideas as possible to include in your essay. Think of as many as time allows, knowing that you'll be able to set aside the ideas that don't work later.

#### **2 Preparing**

The preparation phase consists of both outlining your essay and collecting resources for evidence. Take a look at the results of your

brainstorming session. First, isolate the ideas that are essential to support your thesis and then organize them in a logical and progressive order. In this stage you'll incorporate your essay structure, which we explain below. If you want empirical evidence or complementary citations, track them down now.

### **3 Drafting**

This is the main stage of essay writing where you roll up your sleeves and actually write the first draft. Remember that everything doesn't have to be perfect; this is your *first* draft, not your *final* draft, so give yourself the freedom to make errors. If you're focusing on getting every single word right, you'll miss the big picture.

### **4 Revising**

The revisions stage involves your second draft, your third draft, or even your twelfth draft if necessary. Address all the nuances and subtleties you glossed over in the first draft.

Pay attention to both word choice and clarity, as well as sophisticated writing techniques like avoiding the passive voice. If you're not confident in your writing skills yet, the Grammarly Editor ensures your writing is readable, clear, and concise by offering sentence structure and word choice suggestions, plus clarity revisions as you write. Grammarly helps catch common mistakes with sentence structure—like run-on sentences, sentence fragments, passive voice, and more.

### **5 Proofreading**

When all the heavy-duty revisions are finished, it's time for the final polish. Go through your essay and correct misspellings, formatting issues, or grammatical errors. (This is also where you can turn to Grammarly's AI-powered writing assistant, which helps catch these common mistakes for you.)

## Essay structure

Essay structure almost always follows a simple beginning-middle-end format, or in this case, an introduction-body-conclusion format. However, it's what's contained within those sections that makes all the difference.

### Introduction

Essays follow the same guidelines for introductions as any other piece of writing, with an extra emphasis on presenting the thesis prominently, ideally in the topic sentence. By the end of your introduction paragraph, your reader should know without a doubt what your essay is about. From there, follow the conventional best practices on how to write an introduction.

### Body paragraphs

The majority of your essay is body paragraphs, all of which support your thesis and present evidence.

Pay close attention to how you organize your body paragraphs. Some arguments benefit from a logical progression, where one point leads to a second, and that second point leads to a third. Remember that the reader doesn't understand the topic like you do (that's why you're writing the essay), so organize your paragraphs in the way that's best for *their* comprehension.

What if you're writing an argumentative essay where you compare and contrast two or more points of view? Do you present your argument first and then share opposing points of view, or do you open with your opposition's argument and then refute it?

Serious writers can get pretty technical about how to organize an argumentative essay. There are three approaches in particular used often: Aristotlian (classical), Rogerian, and Toulmin. However, these can get exceedingly complicated, so for a simple essay, a basic structure will do just fine:

1. Your point
2. Counterpoint

Evidence supporting your point and/or disproving counterpoint

### Conclusion

Essay conclusions wrap up or summarize your thesis in a way that's easy for the reader to digest. If you get the chance, you can add a new perspective or context for understanding your thesis, but in general the conclusion should *not* present any new evidence or supporting data. Rather, it's more of a recap.

### Five-paragraph essay

For quick and simple essays, you don't need to get too technical with your essay structure. The five-paragraph essay structure works well in a pinch. This contains:

- One introduction paragraph
- Three body paragraphs
- One conclusion paragraph

While this essay structure might not be flexible enough for more advanced topics, it comes in handy when speed is a factor, like during timed tests.

### Essay writing tips

#### *Master the five fundamentals*

Especially for school essays, your reader will scrutinize how well you handle the fundamentals. Knowing about essay structure and the writing process is one thing, but can you demonstrate an understanding of language style? Can you develop your thesis logically and coherently? Are your references and citations trustworthy?

When you're ready for the next step of essay writing, take a look at the five concepts you must master to write better essays. The tips there pick up where this guide leaves off.

### *Seek out another pair of eyes*

This tip is not just for essays; it's always advisable to have someone else read over your writing before finalizing it. All too often we miss the forest for the trees, and thinking long and hard on the same topic can give you tunnel vision. The solution is to get a fresh take from someone who's seeing it for the first time.

Typically you can swap with a friend and edit each others' works. If that's not an option, however, you can also use a writing center or join a writing group online. At the very least, you should sleep on it and take another look when you're refreshed.

### *Remember: Grammar and form are essential*

It's not always about what you say, but how you say it. You could have the most obvious, objectively agreeable thesis in the world, but if your writing is incoherent, confusing, and full of mistakes, it's tough to engage with your reader.

For when your writing needs to make the right impact, Grammarly Premium offers full-sentence rewrites for confusing sentences—from splitting long sentences, cutting extra words, or rearranging key phrases—in addition to catching common grammar mistakes. It also gives you readability-focused formatting suggestions, so you know your writing is clear. It also helps those who are looking to improve their writing skill level in English, with suggestions for commonly misused words and phrases.

Honing your writing with these elements in mind is key to relaying your point to your reader—and asserting your thesis as effectively as possible.

**Topic: Technology**

**Question: It is inevitable that as technology develops so traditional cultures must be lost. Technology and tradition are incompatible – you cannot have both together. To what extent do you agree or disagree?**

Undeniably, technological advancement has rapidly eroded traditional culture we inherited from our ancestors. Traditional games, musical instruments, performances and celebrations are given less and less attention in this era of globalization.

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To illustrate, traditional games such as kites and tops have given way to the new, modern and sophisticated video games. Children nowadays are more interested in playing video games rather than traditional games which they deem old-fashioned. Apart from this, traditional musical instruments such as banjos are being replaced by new innovations such as pianos and electric guitars.

In addition, the number of traditional performances organized such as the Chinese Opera have also been decimated over the past few decades. This is mainly due to creation of idiot boxes which broadcast a variety of TV shows, making traditional performances pale in comparison with all the comedies and soap operas broadcasted.

Indeed, traditional culture is slowly being wiped out by the strong current of technology. However, both of them are not mutually incompatible. In other words, both of them can exist together. Concrete steps can be taken in order to bring these forgotten traditional cultures back into our society. One way of doing this is to educate our younger generation on our traditional cultures. Traditional games can be introduced as a kind of sports in schools. Parents also play a major role in educating their children to appreciate traditions which have been passed down from generation to generation. Traditional performances and the use of traditional musical instruments can be revived through the promotion by the media.

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In conclusion, the strong current of technological advancement has indeed washed out some of our traditions; nevertheless, both of them are not mutually incompatible. We can preserve our treasured traditions which reflect our origins and roots but at the same time manage to develop our country with full utilization of technology.

**Comments:** An excellent piece of work with great points and very few mistakes.

**Rating:** IELTS Band 9 **Word Count:** 310



## Topic: Gender Issues

### Question: Do you believe that men and women are equal?

Half a century ago, the concept of gender equality was not recognized by society due to the traditional perception that men should have more power than women in every aspect of life. However, this changed when the idea of women's liberation occurred in the early 1960s to achieve the concept of gender equality in various aspects such as education, employment and politics. Therefore, it is believed that men and women are equal in today's society.

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It is deemed that men and women are given equal opportunities in gaining education nowadays. In the past, women were restricted from being educated but this condition has been altered as the statement on only men can be educated is no longer relevant today. This can be proven from the fact that as many women as men have completed college education and most of them have successfully obtained professional and master degrees.

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Comment [TC1]: This part of the sentence is not needed

Furthermore, men and women are also believed to have equal treatment in working places. Historically, women are paid an average of 74 cents for every dollar earned by men. However, since the introduction of Equal Pay Act, women are paid equally for equal jobs. As a consequence, it can be said that both sexes are equal.

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Additionally, I also believe that men and women are equal in aspects of politics. It is because some of the significant positions in politics are constituted by women and as many women as men have been given the chance to participate in political issues. Furthermore, the perception that men must be the king or leader of the country is obsolete. It is because the idea of gender equality has given chances for women to actively take part in current politics. For example, there is news that the future leader of Japan might be a woman.

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In conclusion, I trust that women and men are equal in various aspects such as in education, employment and politics. Women should be given the opportunities to act as what men did due to the achievement of the concept of gender equality and in my opinion, women are equal to men.

Comment [TC2]: I don't understand this sentence

#### Comments

This assignment has some good ideas, but it also has some irrelevant material and it is difficult to understand some sentences. Time spent on the extra words in this assignment would have been better spent on improving grammatical accuracy and making sure points are clearly conveyed.

Rating: IELTS Band 6 Word Count: 349

## Task1

For Task1, most test papers ask you to describe data (the other possibilities are maps, flow diagrams or image comparison Tasks.) Let's introduce this process and show you how it works, using examples from them:

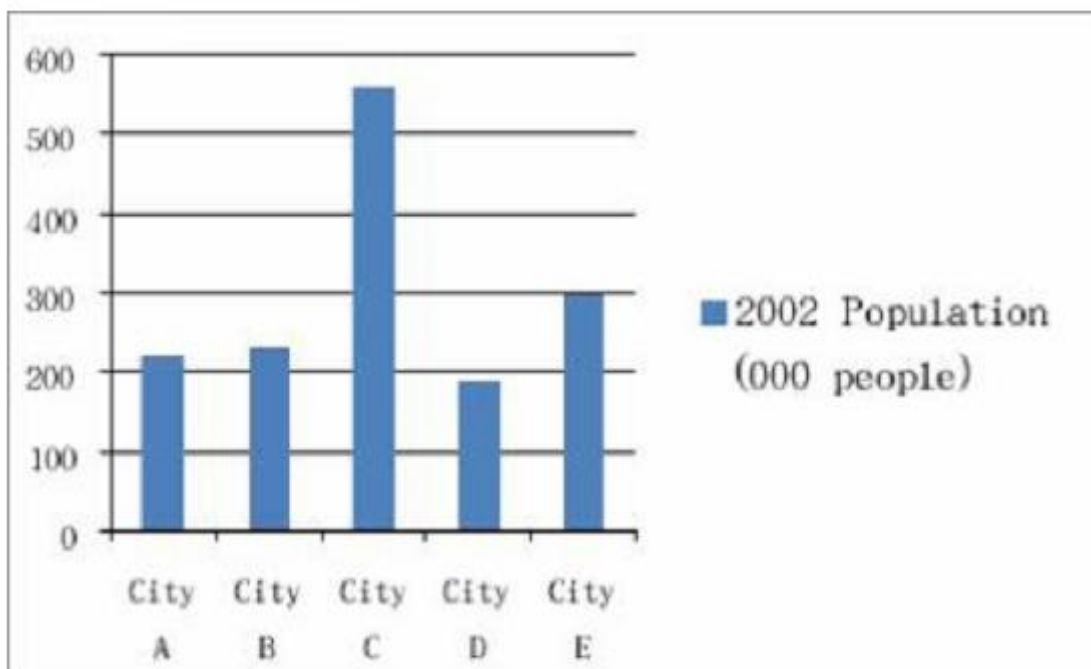
### Step 1. Analyze the Task and data

Read the Task1 instructions, and look at the chart(s), graph (s) or table(s) with it, for about 1 minute. Make sure that you understand the following:

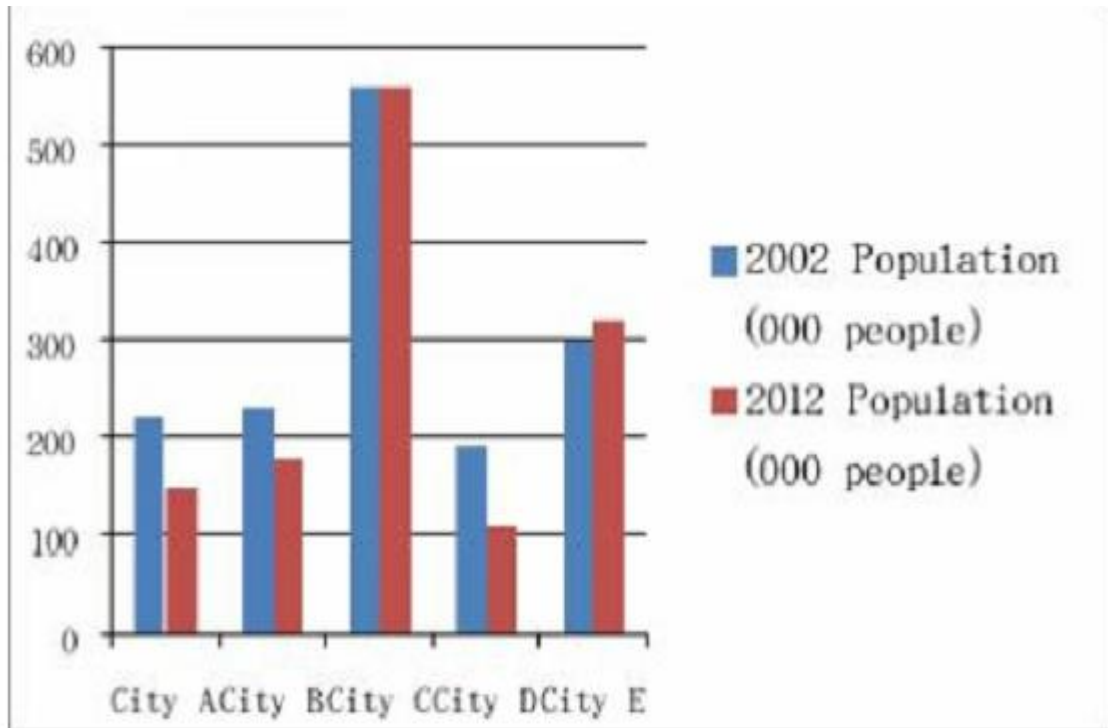
#### Step 1(a). Is this 'static data' or 'movement data'? What are the time scales?

The difference is that static data shows 1 timescale only, while movement data shows a number of different timescales. For example, a static data chart may show the population of 5 different cities in 2002, and you need to compare the numbers. A movement data chart would show the 5 cities in 2002 and 2012, and you need to compare the changes in the situation from one timescale to the other.

**Example Chart 1(below) is an example of static data:**



**Example Chart 2 (below) is an example of movement data:**



It is essential to be clear about this difference, because the way that you write about the data will be different. In a static chart, you will compare the sizes and proportions of the figures. In a movement chart, you will also compare the changes in the figures overtime.

Remember that in Task1 data, the information could be all static, or all movement, or occasionally a combination of both. This book gives you lots of examples of describing both static and movement data. The next point to be sure about in Step1 of our process is:

**Step1(b) What do the 2 axes show?**

Is there a timescale on one axis? (eg years, months, hours etc)

If there is a timescale, is this showing the past, present, future; or a combination?

What units are shown? (eg000 of people, or degrees centigrade, or prices in \$ etc)

Be clear about any ‘multiples’ in the figures (eg“000 people” or “millions of tonnes.”)

To illustrate this, look at Example Chart 3 below:

**Electricity used (megawatts or mw) in a typical hospital**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
<i>France</i>	32	31	33	31	32	31	33
<i>Canada</i>	26	26	26	27	36	38	38
<i>Japan</i>	18	19	17	18	17	19	18
<i>Russia</i>	12	13	12	16	19	21	24
<i>Argentina</i>	9	10	9	9	7	6	5

This is a movement chart (because the timescale shows 7 different days.) No year (eg 2012 etc) is shown, so you should use the present simple to describe the data. The axes are days of the week and 5 separate countries. The units shown are electricity megawatts (but not in thousands or millions.) Remember that the information about the timescale(s), the axes and the units may be located on the chart itself, or it may be in a caption, and/or contained in the Task description. Check everywhere! Don't be distracted by the fact that some Tasks have bar chart formats, while other Tasks have line graphs, pie charts or tables. The way that the data is presented could be any of these formats, and you need to practice analyzing data from all formats.

**Step 2(a) Group the data**

This means deciding which groups of the data are similar to each other. For example, look at example chart 3 again and ask yourself which countries have a similar pattern in their use of electricity? Are any of the countries very different? Electricity used (megawatts or mw) in a typical hospital

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
<i>France</i>	32	31	33	31	32	31	33
<i>Canada</i>	26	26	26	27	36	38	38
<i>Japan</i>	18	19	17	18	17	19	18
<i>Russia</i>	12	13	12	16	19	21	24
<i>Argentina</i>	9	10	9	9	7	6	5

The answer is that we can group France and Japan together, because their pattern is similar (their electricity figures fluctuate during the whole week.) We can also group Canada and Russia together, because they have a similar pattern (their electricity figures rise considerably towards the weekend.) Argentina is different from these 2 groups, because it declines towards the weekend.

**Step 2(b) Identify trends and exceptions**

When you have decided on the groups of data, identify the trends and exceptions that the groups show.

A trend means a pattern which is common or shared by a group. An exception is a group or an element which behaves differently from the trend(s.)

Look at Example chart 4 below, and ask yourself the Step1 and Step 2 (a) questions:

Time	6am	8am	10am	12pm	2pm	4pm	6pm	8pm	10pm
Number of passengers	480	690	340	700	290	230	670	450	300
Ave \$ price per ticket	23	29	19	31	21	17	11	22	18

This is a movement chart (it shows 9 different timescales along the top axis.) The units shown are number of passengers and dollars per ticket. We can group the figures into two groups (passengers and ticket prices), and we see that the higher the passenger number, the higher is the cost of the ticket. This is true from 6am to 4pm and again from 8pm to 10pm. However, the situation for the two groups at 6pm is different. Here, a high number of passengers pay a very low ticket price. This is a simple example of deciding on the groups in the data. We can now decide on the trend and the exception. The trend is for high passenger numbers to match high ticket prices. The exception is the 6pm time, when the reverse is true. Remember that in the Test, you should look for trends and exceptions within each chart and also when



comparing 2 or 3 charts together. The model essays in this book have examples of how to do this. When you have grouped the data and decided on the trend(s) and the exception(s) in this way, you are ready to select some figures to use in your essay.

### **Step 2 (c) Select the main features using figures**

Remember that the Task 1 instruction always says “Summarise the information. Select and describe the main features, and make comparisons where relevant.” Main features in data Tasks means the key figures which demonstrate the groups, trends and exceptions which you have identified. It is impossible (and totally unnecessary) to select more than a few figures to use in your Task 1 essay.

For example, our example chart 3 (electricity in hospitals) contains 35 figures; example chart 4 has 18 figures. In Task 1 you may have up to 3 such charts to describe!

You should use your red pen to highlight the figures on the charts which show the most notable figures in each group of data, because this will give you the trend. For example, in example chart 3, you should not list all the figures for France and Japan. If you say “France and Japan fluctuate around 32 and 18 mw respectively” this shows you understand the trend and have selected a key figure in each country to demonstrate this. Taking example chart 4 as another example, you do not need to list all the figures in the ‘Ticket price’ group. If you say “The 8am passenger surge is matched by a high price of \$29, followed by a peak of \$31 at midday and a decrease to \$17 by 4pm” or similar, you show that you have seen the trend and can select the figures. It is very important to avoid the mistake of simply listing the figures that you see in the charts. You should never describe the figures in sequence from left to right, or from top to bottom. You must show that you can group data, identify trends/ exceptions, and select the key figures. If the examiner feels that you have done this in your essay, you will increase your Band score considerably, even if there are some mistakes in your English.

### **Step 3 Writing the essay**

You should spend about 5 minutes maximum on Steps 1 and 2 in our process. By this stage, you have about 15 minutes remaining for Task 1, so you need to work rapidly now. By this stage, you should have plenty of notes made with your red pen on the Test paper itself. We recommend that you do not make a plan for the Task 1 essay, because this would take too long, and your notes should be sufficient now. Using your notes, you can start writing your essay, and complete it in about 10 to 12 minutes.

#### **Step 3(a) write the introduction sentence**

For your introduction, the examiner wants to see a clear, single sentence that shows you have analysed and understood the data, timescales and units involved. To do this, take the explanatory part of the Task instruction, and paraphrase it in your own words.

#### **For example, if the Task instruction includes the information:**

“The first graph below shows the weight (in tonnes) of fruit produced by a farm during each month in 2013, and also the amount (in tonnes) of fertiliser used. The second graph shows the volume of rainfall in each month (in millimetres.)”

You can paraphrase this as:

“The charts give data regarding the tonnage of fruit produced in a farm per month in 2013, the fertiliser used and the monthly rainfall in that year.”

#### **Another example Task is**

“The table shows data about the average length of time (in minutes) that people of different ages spend in a consultation with family doctors in a number of countries.”

#### **Which you can paraphrase as:**

“The chart gives information about the typical time that patients spend with doctors in various countries, split by age group.”

In these 2 examples, the candidate has replaced as many words as possible from the Task with his own words. For example, “data”

information, average > typical, a number of > various” etc. Heh as al so varied the structure of the sentences, condensing the first example into one sentence and making the sentences slightly shorter.

Doing this will have been ough to start your essay successfully.

Remember that in your introduction sentence you must: NOT include any figures or data (except they ear(s) if given) NOT give any back ground to the topic or add any knowledge, opinions or ideas of your own. Save that for Task 2, where it is needed! NOT copy the complete Task instruction from the Test paper without changing/paraphrasing it.

If you practise this, you should be able to write a good introduction sentence in about 1minute, leaving enough time for the main body of the essay. Don’t spend longer than about 1minute on this, because you need plenty of time to write the main body.

Step 3(b) Write the main body paragraphs: Explain the group trends, give selected figures, compare groups and explain exceptions You will gain marks by having a very clearly structured essay. To achieve this, you should describe each chart, table or graph in turn, explaining any trends or exceptions that you have seen between the groups of data.

You should explain the trend at the beginning of each group, and then give your selected figures to illustrate. A simple example is: “Regarding x, the trend is a slow rise and then a fall, going from 100 to 110 and then down to 80.” You should try to compare any trends and/or exceptions that exist between the different charts and/or the groups. You should use the notes you have made on the Test paper to remind you what to write, including the key figures you have selected. Here is an example, based on the example chart 3(hospital electricity) that we studied in Step2. The complete essay is given in the ‘Model Essays’ section of this book.

“Regarding electricity, we see that consumption in the French and Japanese hospitals is roughly stable during the week, fluctuating around 32 and 18 mw respectively. In Canada and Russia, electricity use climbs dramatically towards the end of the week, going from 26 to



38mw and fromn 12 to 24 mw. In Argentina, however, the use actually declines by almost half.” Please n ot ice h ow t h i s paragraph is organised. The candidate identifies the first group of data (French and Japanese hospitals), explains the trend (fluctuation) and gives just 2 figures to show how they fluctuate. He then identifies the second group (Canada and Russia) and explains the trend (in crease), giving the start and end figures to illustrate the extent of the increase. He points out that Argentina is the exception, and has decided not to use a figure to illustrate this. This is acceptable, as he shows his understanding of the figures by writing “declines by almost half.” This demonstrates that he can see the proportion of the decline.

A paragraph such as this will achieve a very high Band score in Task1, provided the whole essay is of a similar standard. Your essay should then move on to discuss the next chart or the next group of data.

A further example of a successful main body paragraph is this one, based on example Task4(the passenger numbers and ticket prices): “Passenger numbers peak 3 times during the day. For example, the number at 6am is 480, rising to 690 by 8am before falling again. There is then a peak of 700 at midday, followed by an afternoon decline to a low of 230 at 4pm. A third spike is at 6pm, reaching 670 before tailing of. ”

In this example, the candidate has used the first main body paragraph to describe the passenger numbers group. He has started by explaining the trend (showing that he sees3 peaks), and then he describes each peak using a figure from the chart. He uses a variety of phrases to describe the changes (“peak/ rise/ fall /decline/ spike/ tailing off”) to show that he can use a wide range of vocabulary. The next paragraph in this essay is the following: “The t icket prices part ial ly fol low thi s pat tern. The 8am passenger sur ge i s matched by a high price of \$29, followed by a peak of \$31 at midday and a decrease to \$17 by 4pm. However, the 6pm spike in passenger

numbers is accompanied by a low of \$11 in prices, with a subsequent rise to \$22 at 8pm and a final levelling off.”

Here, the candidate starts the paragraph by saying that he sees a trend (“ticket prices partially follow...”) and he then gives 3 figures to demonstrate this. He then introduces the exception by saying “However” and explains how the 6pm figure is different from the normal pattern, using the contrast between “spike” and “a low of \$11...” to illustrate. Again, this complete essay is given in the ‘Model Essays’ section of this book.

A good Task 1 data essay will have a main body containing between 1 and 3 paragraphs, depending on how many charts or groups you need to describe. Remember to make it very clear which chart or group you are describing at each point. You can do this by starting the sentence with the name of the group you are describing (eg “x declines dramatically”) or by saying “Regarding x” or “looking at x, we see that ...” or “Turning to x, it is clear that ...” or similar. Remember the Task instruction always says “Summarize the information. Select and describe the main features, and make comparisons where relevant.” This means that you should make it clear that you see the trends and the exceptions. To introduce the trends, use phrases such as “similarly/ likewise/ in the same way/a similar pattern or trend.” To introduce the exceptions, use contrast phrases such as “however/by contrast / by comparison/conversely.” When you read the model essays in this book, make a note of how the writers use such phrases, and make sure that you use them in writing your own essays. Be careful of the tenses you use in the essay. If the data shows a past timescale which is finished, use the past simple. For example, if the data shows 2002 or 2002 plus 2012, use the past simple. If the timescale is the current year, or if no year is given, use the present simple. For example, if the data shows the months January to June without giving the specific year, use the present simple. If the data includes a prediction about the future (eg ‘2020 estimate’) use phrases such as “The 2020 figure is predicted to be ‘x’ or the number for 2020 is estimated to be x.”

While you are writing the main body, try to count the number of words you have written at least twice, to make sure you aim for at least 150 words. In our model essays, we have put the word count at the end of each essay, but remember that in the test you don't need to write this on your answer sheet.

### **Step 3 (c) Writing the summary sentence and checking your work**

After about fifteen minutes in the test, you should be finishing your main body paragraphs and starting to write the summary. This will usually be 1 sentence (a maximum of 3 sentences if there are several charts or groups in the Task.) The summary in a Task 1 essay is very different from the conclusion in a Task 2 essay. In Task 1, you must not give your opinion, or make any suggestions about the causes of the data in the Task. Instead, you should summarise the key trends and the key exceptions that you have described in the main body.

#### **An example (based on the example chart 4) is**

*“In summary, ticket prices increase broadly in line with passenger traffic, except during the evening rush hour when they actually fall.”*

This summary is simple, but it succeeds because it sums up the key groups, the trend and the exception in the data. Notice that the summary does not include any figures. Neither your introduction nor your summary should include figures.

#### **Another example of a very good summary is**

*“In summary, this farm generally employed the most fertiliser at seasons of high rainfall, and by contrast it produced the most fruit when both rainfall and fertiliser use were around their lowest.”*

This summary uses the phrase “*by contrast*” to emphasise the exception which exists in the data. The complete essay is in the model essays section in this book. Remember to start your summary by saying “*in summary/to sum up/overall/to summarise.*” Try to use

a different phrase to begin your Task 2 conclusion when you come to write the Task 2 essay.

When you have finished the Task 1 essay, you should have about 1 or 2 minutes remaining to check your work for grammatical and spelling errors, before putting it on one side so that you can start on.

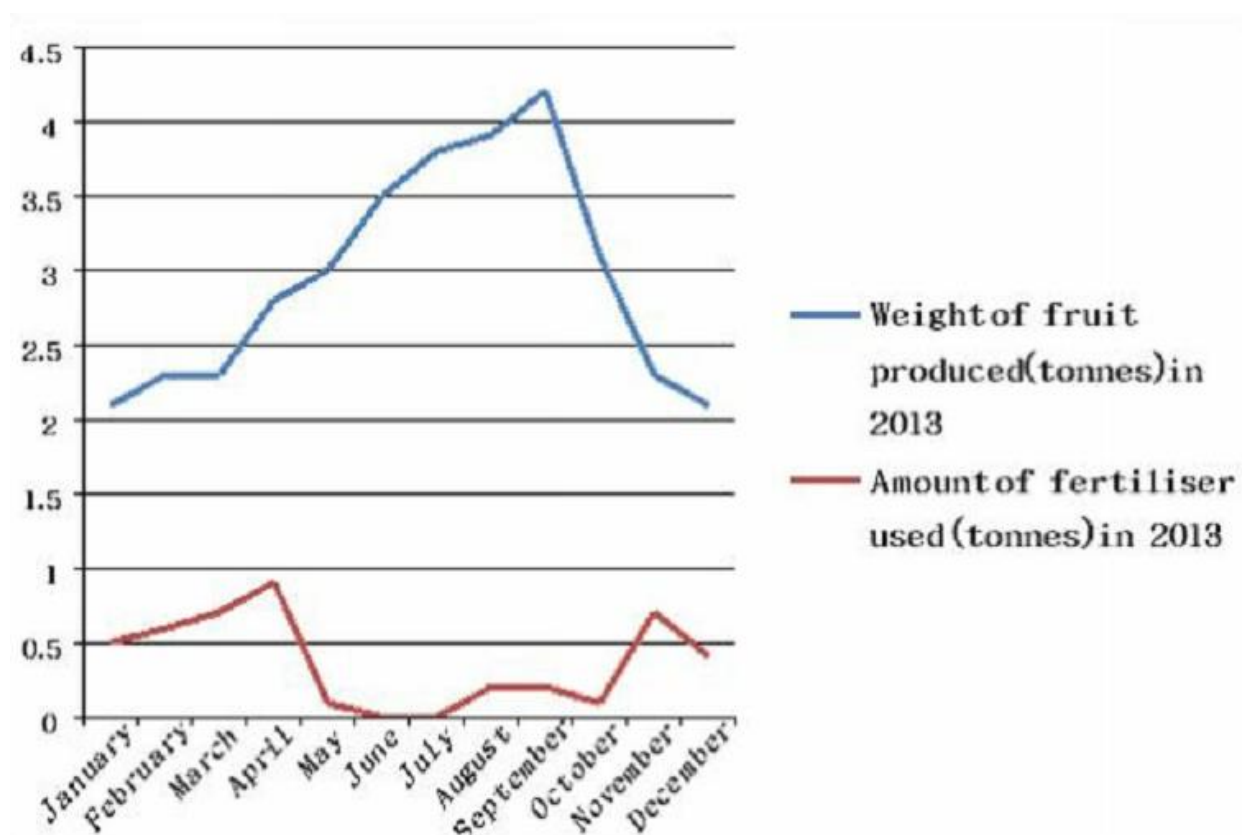
### Model 1 Writing Task

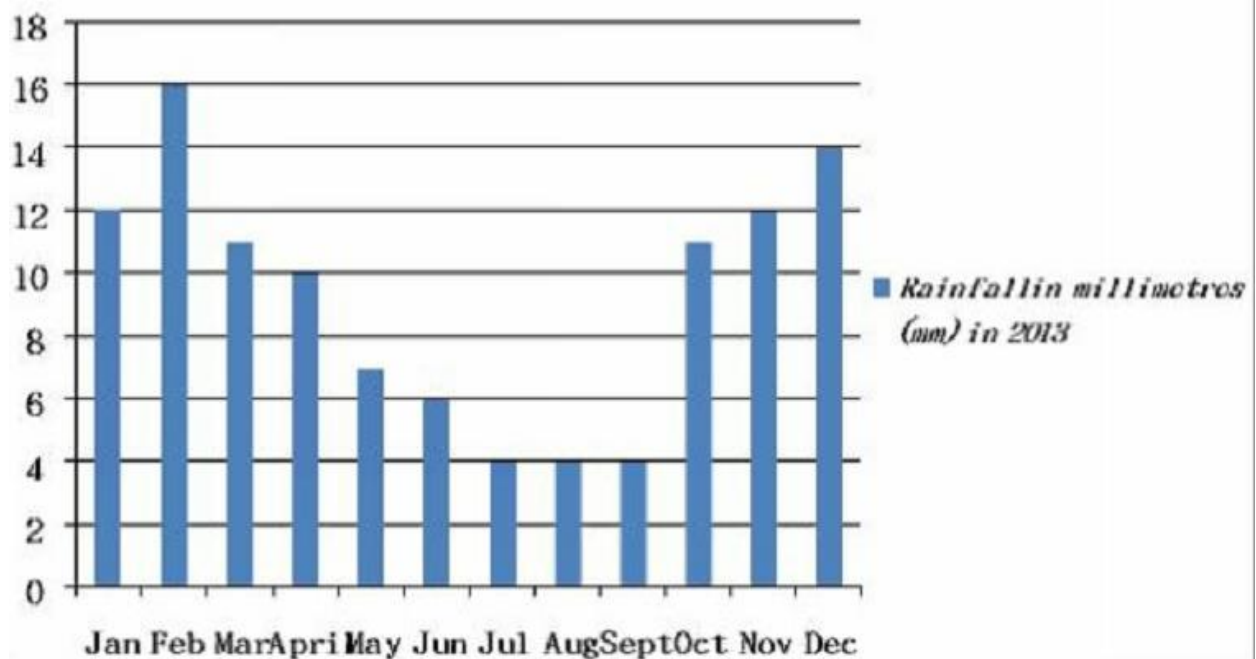
*You should spend about 20 minutes on this Task.*

The first graph below shows the weight (in tonnes) of fruit produced by a farm during each month in 2013, and also the amount (in tonnes) of fertiliser used. The second graph shows the volume of rainfall in each month (in millimetres.)

*Write a report summarising the information. Select and describe the main features, and make comparisons where relevant.*

*Write at least 150 words.*





### Model 1 Essay

The charts give information regarding the tonnage of fruit produced in a farm per month in 2013, the fertiliser used and the monthly rainfall in that year.

We can see that fruit production rose steadily from just over 2 tonnes in January to a peak of roughly 4.2 tonnes by August. Output then fell rapidly, declining to around the initial 2 tonne mark in December. However, looking at fertiliser use, we see that this seasonal pattern is largely reversed: the most fertiliser (just under 1 tonne) was utilised in April, followed by a marked decline to zero in June and July. Fertiliser consumption then increased slightly in the autumn, rising to a total of around 0.7 tonnes before dipping to just below 0.5 tonnes at year end.

Regarding rainfall, this appears to reflect the use of fertiliser, with an early high of 16mm in February, falling consistently to 4mm in July, August and September. Rainfall then increased steadily to reach 14mm in December.

In summary, this farm generally employed the most fertiliser at seasons of high rainfall, and by contrast it produced the most fruit when both rainfall and fertiliser use were around their lowest.

(196 words)

### **Model 1 Examiner's Comments**

This essay would receive Band 9 in IELTS. The candidate gives a brief paraphrase of the Task introduction, and then deals with each chart in turn. He correctly identifies the trend in chart 1 (fruit increases as fertiliser decreases) and uses a small selection of figures to describe this, making it clear that he sees the trend (*"this seasonal pattern is largely reversed. . ."*) He makes it clear that he understands this is a 'movement' type Task by using the past simple to describe the changes, but he does not simply 'list' the sequence of figures in order.

He identifies the second trend (fertiliser use follows rainfall levels) and selects key figures to demonstrate this. The summary reinforces the trend among the 3 elements (fruit, fertiliser and rainfall.) He correctly makes no attempt to explain or give reasons for the trends.

Paragraphs are organised to follow the charts. The language used is clear and neutral, with no emotion or personal tone. The simple past is rightly used, because the year is shown (2013.) He makes it clear which charts he is discussing (*"We can see . . . looking at . . . regarding"*) and uses a variety of vocabulary to describe movements (*decline/rise/dip/fall etc.*) He uses *marked/slightly/steadily/rapidly etc* to show that he understands the rate of the changes. He uses phrases such as *reversed* and *by contrast* to emphasise the comparison of the patterns.

The impression is of a candidate who has analysed the trends and selected key data to show that he understands them, without excessive detail.

## Task 2

### Rule of Writing Essay

**Introduction :** Hook+Paraphrasing statement+point of view.

**Main body: I. Paragraph-** Topic sentence+support sentence+ detail support sentence+ (support sentence+ detail support sentence) conclusion sentence.

**II. Paragraph-** Topic sentence+support sentence+ detail support sentence+ (support sentence+ detail support sentence) conclusion sentence.

**Conclusion:** Hook+Paraphrasing point of view of introduction.

### Example Task 1

**You should spend about 40 minutes on this question.**

*Some people believe that sport is an essential part of school life for children, while others feel it should be purely optional. Discuss these opposing views and give your own opinion.*

**You should give reasons for your answer, and include ideas and examples from your own knowledge and experience.**

**Write at least 250 words.**

#### **Explanation of the task**

This is an OPINION > DISCUSSION type task. It asks you to consider both sides of an argument, and then give your opinion. You should discuss both sides objectively, describing two or three points on each side, and then give your personal view in the conclusion. Remember, your personal view should be expressed without emotion or humour.

### **Model Essay 1**

Sport continues to be a controversial topic in the school curriculum, just as sport itself has become a controversial industry in some respects. There are valid opinions on both sides, which I will consider now.

On the one hand, some people feel that sport uses up time which could be better spent on academic subjects such as exam preparation. In addition, it might be said that it is unwise to force children to do

activities which they have no interest in. After all, some youngsters are just not sporty, and should be allowed to study instead. Finally, there are question marks over the wholesomeness of sport itself, with drugging and corruption scandals increasingly common, as we see in cycling at present. Some people believe that this lack of morals sets a poor example to young people.

On the other hand, though, one major benefit of sport is that it helps children's physical development at an important stage. If all their time was spent studying, they would become unfit and their minds would eventually suffer. Furthermore, supporters of school sport emphasize the importance of team building in sports such as football or hockey, which is often felt to be an excellent preparation for adulthood. Finally, many people feel that a competitive spirit, so important today, is fostered by sports at an early age. It is notable, for example, that many successful business people excelled in sport at school.

Overall, I feel that sport should be compulsory for school children, because the positive effect on their mental and physical development outweighs the negatives. This is as long as children are given a wide range to choose from, to ensure their interest is high, and that the sports industry itself maintains the highest standards of conduct.

**(293 words)**

### **Examiner's comments**

This essay would receive Band 9. It exceeds the minimum word requirement and is clearly organized into introduction, main body discussion, and conclusion with opinion. The candidate has introduced the topic, and then given several relevant points on each side of the discussion. There are suitable examples at times, without too much detail. The conclusion has a clear and relevant opinion.

The English used is clear and uncomplicated, with good use of common academic words (e.g. *controversial*, *emphasize*, *excel*.) The ideas and paragraphs are connected by good use of common linking phrases (e.g. *on the one hand*, *furthermore*, *overall*.)



## **Example Task 2**

**You should spend about 40 minutes on this question.**

*It is better to save money than to spend it. How far do you agree with this statement? Is saving more important than spending in today's world?*

**Give reasons for your answer, and provide ideas and examples from your own experience. You should write at least 250 words.**

## **Explanation of the task**

This is an OPINION > PERSONAL VIEWPOINT type task. It asks you to say how much you agree with an idea. You should state your opinion at the start, and then explain why you have this opinion, giving several logical reasons. You should briefly mention the opposing view as well. The conclusion should be a summary of your viewpoint.

Note that this type of essay is different from the OPINION > DISCUSSION type.

## **Model Essay 2**

With the world in such economic turmoil, many of us face difficult choices in managing our money. Personally, I feel that saving is preferable to high spending, and I will explain why.

Firstly, saving money is a sensible precaution in a world where the future is uncertain. It is possible, for example, that a person might meet unemployment, ill health or other crises at some point in life. It is essential to have some funds in reserve for these situations, and saving is for most people the only way to achieve this. Furthermore, I believe that saving is itself a good discipline for people to develop, as it builds skills of planning and reaching targets. We can see this in the way that disciplined people build up quite large sums through small monthly contributions to savings plans. In many cases this meets important objectives in their lives, including large purchases such as cars or property. Finally, we have to remember the reasons for the current economic problems besetting the world. The crisis was caused by excessive spending and insufficient saving – not just by individuals,

but by corporations and even governments themselves. I feel that an emphasis on sensible saving should be a universal strategy now.

I do appreciate that some people think differently, saying that it is better to live for the moment and spend accordingly. While some daily spending is essential, of course, I feel this is a potentially unwise viewpoint, especially considering recent global events.

To conclude, I believe that saving is the wiser course, not just for financial but also for personal and political reasons. Sensible saving is an invaluable skill and a buffer against uncertainty.

**(279 words)**

### **Examiner's comments**

This would be a Band 9 essay. It exceeds the minimum word count and is organized in clear paragraphs. The writer introduces the topic briefly, and then states his/her viewpoint in the introduction. There are then three clear and logical reasons to justify the viewpoint, with some simple examples that can be understood by anyone with a general awareness of the world. The opposing view is mentioned briefly, and then rejected, so the essay is not completely one-sided. The conclusion re-states the writer's opinion and summarizes without repeating details. The English is formal/academic, but not complicated. The choice of words is academic (e.g. *turmoil*, *insufficient*, *invaluable*) but still clear. There are clear linking phrases to guide the reader through the stages of the essay (e.g. *firstly*, *finally*, *to conclude*.)

### **Example Task 3**

You should spend about 40 minutes on this question.

*Many people today are worried about 'cybercrime' such as hacking and identity theft. What problems does 'cybercrime' cause, and what solutions can you suggest for ordinary people and businesses to take?*

Give reasons for your answer, and provide ideas and examples from your own

experience. You should write at least 250 words.

### **Explanation of the task**

This is an IDEAS > PROBLEM/SOLUTION type essay. It does not ask for your opinion about a topic, such as whether you think cybercrime is good or bad, or if you think it is important or not. It asks

you to think of some *problems* in a situation, and suggest some *solutions* to these problems. In tasks such as this, you should introduce the topic, describe two or three problems, then offer two or three solutions, and then summarize in the final paragraph.

Remember, this is not an OPINION type task. You will lose marks if you give a strong personal opinion in this essay.

### **Model Essay 3**

Cybercrime is a cause of widespread concern today, as so many people use technology to store and transmit sensitive data. There are a number of problems that people suffer as a result of these crimes, but also some straightforward measures we can take to protect ourselves.

Perhaps the worst problem stemming from this is the financial impact. If someone has his or her bank account emptied, or has false credit lines created under their name, they are potentially liable for large sums of money. Even if they can avoid the consequences, their bank or finance company has to cover the losses, which can damage their performance. A further problem is the way in which these stolen funds are used to subsidize other crimes, such as drug distribution or even terrorism. Once the money enters the criminal networks, we have no way of knowing how it will be used. Finally, there is the problem of anxiety and stress caused to the innocent victims of these crimes.

The initial shock is often followed by months or years of legal wrangling, paperwork and a sense of insecurity. Turning to possible solutions, probably the most effective measure is to improve personal security, ranging from passwords to the shredding of documents. This denies the criminals the raw materials to work with. Secondly, we should raise awareness of the risks among the elderly or the very young – two groups who are often specifically targeted – via publicity and public education. Ultimately, however, it is the financial companies who can make the greatest contribution, by increasing their security and detection systems – ideally in partnership with the police.

Overall, the problems caused are both financial and social, and the solutions should involve coordinated action by individuals, corporations and the state.

**(288 words)**

**Examiner's comments**

This would receive a Band 9 score. The essay is clearly organized into sections, within which there are linking words (e.g. *a further problem, Turning to, ultimately, overall*) which signpost the ideas. The writer describes three problems and then three solutions, using relevant examples that do not rely on technical knowledge. The examples are presented in a variety of ways (e.g. *such as, ranging from/to.*)The English is fairly formal (e.g. *potentially liable, consequences, initial shock*) but always modern and clear. The essay describes a controversial subject without any bias or emotion, and no personal opinion is given.

#### **Example Task 4**

**You should spend about 40 minutes on this question.**

*Having police officers patrolling the streets is often considered an essential way to reduce crime. How effective do you think police street patrols are? What other ways of reducing crime can you propose?*

**Give reasons for your answer, and provide ideas and examples from your own experience. You should write at least 250 words.**

#### **Explanation of the task**

This is an IDEAS > EVALUATE type essay. It does not ask you to give an opinion about the principle of police patrols, but to consider how effective they are, and to suggest other ways to reduce crime. You should introduce the topic, then describe how effective you think patrols are, then propose two or three alternatives, then summarize.

#### **Model Essay 4**

We are all keen to reduce crime wherever possible, and the role of visible policing is a hotly debated part of this. Personally, I feel that street patrols are highly effective, although there are several supplementary methods too. Regarding the effectiveness of patrols, evidence suggests that an increase in police on the streets leads directly to a drop in crime, especially crimes of violence and robbery. This was the experience of New York when it adopted the ‘zero tolerance’ policy in the 1990s, a high-profile policing tactic which has been extended successfully to many other cities worldwide. When compared

to other tactics that have been tried, ranging from citizen patrols to CCTV, there is little doubt that assertive police patrolling is the most effective resource we have.

Turning to other methods, we should supplement police patrols with coordinated action elsewhere in the state. For instance, the courts should be prepared to issue deterrent sentences and prisons should be run strictly. This would help to deter people from committing crimes in the first place. Secondly, we should increase the resources available to the police away from the streets as well, for instance in detective and forensic departments, hopefully ensuring that detection rates are high when crimes do occur. Moreover, individuals and businesses should step up their own security arrangements to complement the police presence. For example, improved locks and lighting are simple measures which can reduce theft and burglary.

All in all, I feel that visible police patrols have been proved to be the most effective way to reduce common crimes. Their effectiveness can be maximized by supporting action from elsewhere in the police and justice system, and by private citizens doing their part as well.

**(285 words)**

### **Examiner's comments**

This would be a Band 9 essay. The writer introduces the topic in an impersonal way, then gives his evaluation with reference to credible evidence and examples which support his assessment. The writer then describes several other measures and summarizes briefly. The English is academic and fairly formal, but the sentences are clear and the vocabulary is not over specialized. There are clear paragraphs for each section, and good use of linking words to move between points.

### **Example Task 5**

**You should spend about 40 minutes on this question.**

*Many countries today are experiencing high levels of migration from rural areas to cities. What are the causes of this trend, and what effects does it have on the existing city dwellers?*

**Give reasons for your answer, and provide ideas and examples from your own**

**experience. You should write at least 250 words.**

### **Explanation of the task:**

This is an IDEAS > CAUSE/EFFECT type essay. It asks you to think of some causes of the situation, and also some effects. It does not ask for your opinion about whether something is good or bad. You should introduce the topic, then describe two or three causes, then two or three effects. There should be a short summary at the end.

### **Model Essay 5**

Migration from the countryside to cities is certainly a topical issue, as so many nations are seeing this pattern today. There are three main causes, and two key impacts, which I will outline now. The main cause is probably the lack of employment available to rural people. Rural industries, ranging from agriculture to food production and animal breeding, have all been rationalized and made far more efficient in recent years, meaning that fewer people are needed to staff them. Furthermore, the growth of employment opportunities in the cities means that people, especially youngsters, are tempted to move there by higher wages and the prospect of reliable work. Finally, many countries still have a weaker infrastructure in rural areas, especially in terms of transport and economic activity. For example, if a country dweller is unable to find public transport to get to work locally, that person will inevitably consider moving to a city where the infrastructure is far better established.

Regarding the effects felt by the urban residents, perhaps the main impact is on accommodation. An increased urban population drives up the cost of buying or renting a home, leading to possible hardship for people who had assumed that prices would remain stable. We can see this clearly in major conurbations such as London, Sao Paulo or Delhi, where property prices are extremely high and continue to rise. The other main effect on the existing city population is the vastly increased competition for job opportunities, especially at a less skilled level. For instance, drivers, shop workers and hospitality staff find themselves competing for work with new arrivals who are often prepared to work for less. This can lead to a reduction in wages and

consequent decline in standard of living, especially when combined with the increased cost of housing.

To sum up, the causes of this trend are primarily to do with employment, and the effects are felt in terms of wages and accommodation.

**(312 words)**

### **Examiner's comments**

This is a Band 9 essay. The writer introduces the topic, and describes three causes using clear, academic language (e.g. *rationalized, employment opportunities, infrastructure.*) The examples given are clear and relevant, and do not rely on specialized knowledge. The writer uses a variety of structures and marks each point with linking words (e.g. *furthermore, finally, regarding, to sum up.*) The word count is the maximum that an examiner would be prepared to read.

## UNIT 3. HOW TO IMPROVE SPEAKING SKILLS?

### Question Type 1. "Description"

Lead-in-phrase
OK then Alright Well, you know Actually Right, ok Well first of all
+ pointing phrase
...the first thing I should mention is that... ...the point I would like to begin with is that ... ...I would start off by saying that... ...my initial point would be that... ...I need to start off by pointing out that... ... the main thing you need to know is that... ...I suppose I should begin by highlighting the fact that... ...you may (or may not) be aware that in fact ... ...I really need to kick off with the point that...
+your 1 <sup>st</sup> point(about topic)+Linking word/phrase+detail about point
+2 <sup>nd</sup> pointing phrase
Another point which I would add is that... A second feature which I should mention is that... As well as, I could say that... On top of that I can also add that... Also, I suppose I should say about...
+your 2 <sup>nd</sup> point(about topic) + Linking word/ phrase+detail about point
+3 <sup>rd</sup> pointing phrase
And I shouldn't forget to mention that... In addition to what I've just said, I can add that... Something else that I need to comment on is that... I guess I could also remark on the fact that...
+your 3 <sup>rd</sup> point(about topic) + Linking word/ phrase+detail about point



## point

Alright, I need to start off by pointing out that...**(1<sup>st</sup> point)** ...In fact...**(1<sup>st</sup> detail about point)** ... On top of that I can also add that ...**(2<sup>nd</sup> point)** ...Which means...**(2<sup>nd</sup> detail about point)** ... In addition to what I've just said, I can add that...**(3<sup>rd</sup> point)**...**So actually(3<sup>rd</sup> detail about point)**...

### **TASK:1 answer the questions orally**

Describe your hometown.

Tell me about your job.

Tell me about your family.

Tell me about your city.

What is your main ambition?

What makes you happy?

### **Question Type 2 “Liking”**

#### **Like Expressions**

<b>I'm fairly/pretty keen on ...</b>	<b>I'm quite/ pretty fond of...</b>
<b>I'm really into...</b>	<b>I'm totally mad about...</b>
<b>I'm quite a big fan of...</b>	<b>I'm quite partial to...</b>
<b>I simple adore...</b>	<b>I'm quite passionate about...</b>
<b>I generally prefer..</b>	<b>I'm quite enthusiastic about...</b>

#### **Starting phrase+**

Well in general I would say that...

Actually, I suppose that for the most part I'd probably say that...

Well, I guess that generally speaking I would certainly say that...

Well to be honest I should really say that...

Of course I think I'd have to say that...

Certainly I would definitely say that...

**+1<sup>st</sup> liking expression +topic of question+linking word**

...but in particular...  
...particularly...  
...especially...  
...specifically...  
...to be more precise...  
...to be more specific...  
...to be more exact...  
...to be more accurate...

**+2<sup>nd</sup> liking expression+specific type+linking phrase**

And I guess this is probably because...  
This could be because...  
This might be because...  
This due to the fact that...  
I suppose the reason has something to do with the fact that...

**+reason**

Well in general I would say that+ **I'm fairly/pretty keen on**+ **topic of question**+ particularly+ **I'm quite a big fan of**+ **specific type**+ And I guess this is probably because+**reason**

**TASK:2 answer the questions orally**

What food do you like?

Do you like reading?

What do you like about your hometown?

Do you like listening to music?

Do you like shopping?

What do you like about your studies/job?

### Question Type 3 “Disliking”

#### Disliking expression

<b>I totally detest</b>	<b>I’m not quite/ pretty fond of...</b>
<b>I absolutely loath</b>	<b>I’m not totally mad about...</b>
<b>I really can’t stand</b>	<b>I’m not quite partial to...</b>
<b>I’m not fairly/pretty keen on ...</b>	<b>I’m not quite passionate about...</b>
<b>I’m not really into...</b>	<b>I’m not quite enthusiastic about...</b>
<b>I’m not quite a big fan of...</b>	

<b>Starting phrase+</b>
Well in general I would say that... Actually, I suppose that for the most part I’d probably say that... Well, I guess that generally speaking I would certainly say that... Well to be honest I should really say that... Of course I think I’d have to say that... Certainly I would definitely say that...
<b>+1<sup>st</sup> disliking expression +topic of question+linking word</b>
...but in particular... ...particularly... ...especially... ...specifically... ...to be more precise... ...to be more specific... ...to be more exact... ...to be more accurate...
<b>+2<sup>nd</sup> disliking expression+specific type+linking phrase</b>
And I guess this is probably because... This could be because... This might be because... This due to the fact that... I suppose the reason has something to do with the fact that...

**+reason**

Well in general I would say that+ **I'm not fairly/pretty keen on+ topic of question**+ particularly+ **I'm not quite a big fan of+ specific type**+ And I guess this is probably because+**reason**

**TASK:3 answer the questions orally**

Is there are anything you don't like about your school/studies?

Is there any food you don't like?

What's the wors thing about shopping?

Are there are any clothes that you don't like?

What type of weather do you dislike?

**Question Type 4: "Type of"****Starting phrase+**

Well actually...

Sure obviously...

OK, certainly ...

Of course, you know...

Of course, it goes without saying...

...there's quite a mixed variety of...

...there's quite a wide range of...

... there's a fairly board range of...

... there's quite an extensive diversity of...

... there's quite a diverse mixture of...

**+topic of question+linking word**

However, I suppose the most+adj... could possible be...

But, I guess the most +adj... would probably be...

Yet, I imagine the most+adj... may will be...

Though I think the most +adj...would potencially be

Still, I suspect that the most+adj... could perhaps be...

**+specific 1<sup>st</sup> type+linking phrase**

The thing with+ type 1+is that...  
I assume +type1+are so+adj... because ...  
The point I want to add about+ type1+is that...  
And what you have to realise with + type1+is that...  
And explanation for this could be that...  
And the basis of this is that...

**+detail(s) about type 1(If you want you may stop with 1<sup>st</sup> type) +  
+2<sup>nd</sup> linking phrases**

Besides (type1) ...  
As well as (type1) ...  
In addition to (type1) ...  
Another kind of (topic of question) would be ...  
Another form of (topic of question) worth mentioning could be...  
A second variety of (topic of question) would be something like...  
A subsequent category would be something like...

**+ specific type 2+ linking phrase**

And the main characteristic of+ type2+is that...  
And the unique aspect of +type2+is that...  
And one exceptional aspect with +type2+is that...

**+ detail(s) about type 2**

And of course there's the usual things like...  
And obviously you can also find things like...  
Likewise, as might be expected, there are things like...  
And naturally, there are things like...

**+type3,4,5**

Sure obviously, there's quite a mixed variety of+ **topic of question,**

But, I guess the most +adj... would probably be +**specific 1<sup>st</sup> type** ,  
 The thing with+ type 1+is that +**detail(s) about type 1(If you want you may stop with 1<sup>st</sup> type)**/ A second variety of (topic of question) would be something like +**specific type 2** And the main characteristic of+ type2+is that+ **detail(s) about type 2** And of course there's the usual things like +**type3,4,5**

**TASK 4 answer the questions orally**

Tell me about types of sport that are popular in your country?

What kind of restaurants are popular in your country?

What types of shops can be found in your local area?

What type of things do people collect in your country?

What hobbies are common in your country?

What type of TV programmes are popular in your country?

**Question Type 5: “Wh/ How often”**

<b>1<sup>st</sup> Opening phrase+2<sup>nd</sup> “depends” phrase +3<sup>rd</sup> Linking phrase+4<sup>th</sup> conditional situation 1+topic</b>	
1	Well to be honest... Actually to be fair... In actual fact... Well in truth... Well in truth... Well in all fairness... In fact, in all honesty...
2	...I think I would have to say that it really depends... ...I suppose I would have to maintain that it kind of depends really... ...I imagine that it would depend on the situation...

	...I guess my answer would be determined by different conditions...
3	Like for instance... Like more specifically... You know like, to be exact... More precisely like... Like, to be more direct...
4	If (situation A)...then I will most likely... If (situation A) ...then it's quite possible that I will... If (situation A) ...then as a consequence, I will probably... If (situation A)... then I guess it's quite likely that I will...
<b>+Now compare situation A with situation B using compare linking phrases</b>	
Whereas in contrast... Whereas on the other hand... Though, at same time... While, oppositely...	
<b>+conditional situation 2</b>	
If (situation B) ...then it's most likely that I'll... If (situation B) ...then it's almost certain that I will... If (situation B) ...then I will almost always... If (situation B)... then I will most certainly...	
Well to be honest, I think I would have to say that it really depends, Like for instance If ( <b>situation A</b> )...then I will most likely+ <b>topic</b> + <b>compare linking phrases</b> + If (situation B) ...then it's most likely that I'll	

Situation A	Situation B
Weekdays	Weekends
Summer	Winter
Good weather	Bad weather
Term time	School holidays
If I'm alone...	If I'm with friends...
If I got a lot of time...	If I'm fairly busy...

**TASK 5 answer the questions orally**

How often do you go to the cinema?

Where do you usually go shopping?

When do you usually read?

At what time of day do you usually listen to music?

Who do you spend your evenings with?

When do you go out in the evenings, What do you usually do?

How often do you play sport?

How often do you eat out in restaurants?



## Question Type 6: “Yes/No”

### 1<sup>st</sup> Opening phrase+

Well in actual fact, If I think about it, I guess that in many ways...  
OK, well in reality, I suppose that to some extent...  
Alright, I guess that on the on one hand...  
Well certainly in some ways...

### + Yes/No statement of topic + Linking phrase

...especially when you consider that...  
...particularly If you think about the point that...  
...especially with regard to the point that...  
...and this is definetly the case with...

### + Yes/No detail+ opposite linking phrase

But you also have to understand that...  
Even so, you could also say that...  
At the same time you could say that...

### +No/Yes opposite statement of topic+ conclusion

So all in all I guess my answer would have to be yes and no(yes or no)  
So on the whole I suppose the answer has to be yes and no(yes or no)  
So all things considered I guess the answer is both to be yes and no  
So in in the main,I suppose the answer is probably yes and no(yes or no)

Well in actual fact, If I think about it, I guess that in many ways+  
**Yes/No statement of topic**+ especially when you consider that+  
**Yes/No detail**+ But you also have to understand that+ **No/Yes opposite statement of topic**+ So all in all I guess my answer would have to be yes and no(yes or no)

### **TASK 6 answer the questions orally**

Do many people work on farms in your country?

Is food expensive in your country?

Is public transport expensive in your country?

Do you think that it is important to spend time alone?

Is crime a problem in your country?

Do people in your country keep pets?

Is it always good to be ambitious?

### **Question Type 7: “Would”**

This Question Type easily mix with “type”, “liking/disliking”, “wh/how often”, questions. The grammar aspect of these questions very important. As a basic rule, If the question uses “would”, then you need to include at least one example of “would” (or might/could) in your answer.

For most these questions, you should use second conditional tense in your answer. The form of the second conditional is quite simple:

*If+past simple, would/could/might+infinitive verb.*

**Ex:** *If I lived near the sea, I would be able to eat fresh seafood.*

*If I had the time, I would go for travelling.*

#### **Starting phrase+**

Well actually...

Sure obviously...

OK, certainly ...

Of course, you know...

Of course, it goes without saying...

**+1<sup>st</sup> liking/disliking expression +topic of question+linking word**

...but in particular...

...particularly...  
...especially...  
...specifically...  
...to be more precise...  
...to be more specific...  
...to be more exact...  
...to be more accurate...

**+2<sup>nd</sup> liking/disliking expression+specific type+linking phrase**

And I guess this is probably because...  
This could be because...  
This might be because...  
This due to the fact that...  
I suppose the reason has something to do with the fact that...

**+reason**

Well actually + **I'm (not) fairly/pretty keen on+ topic of question+ particularly+ I'm (not) quite a big fan of+ specific type+ And I guess this is probably because+reason**

**TASK 7 answer the questions orally**

Would you like to hang your job?

Would you like to live near the sea?

Would you like to learn another foreign language?

Would you like to be in a film?

What would you like to change about your city?

What would you like to change about your institute?

## UNIT 4. Grammar

*In English language 26 tenses.16 Tenses in active voice,10 Tenses in passive voice*

### Active voice

<u>Present</u>	
<u>Simple</u>	<p><u>(To be) S+to be(not)+N</u>  <i>He is student</i>  <i>He is not student</i>  <i>Is he student?</i></p> <p><u>(To do) S+do/does(not)</u>  <u>+V(-es)</u>  <i>He works</i>  <i>He does not work</i>  <i>Does he work?</i></p>
<u>Continuos</u>	<p><u>(To be) S+to be(not)+Ving</u>  <i>He is working</i>  <i>He is not working</i>  <i>Is he working?</i>  <u>Around actions</u></p>
<u>Perfect</u>	<p><u>(To have) S+have/has(not)</u>  <u>+V3(-ed)</u>  <i>He has worked/written</i>  <i>He has not worked/written</i>  <i>Has he worked/written?</i></p>
<u>Perfect continuos</u>	<p><u>(To have) S+been(not)</u>  <u>+Ving</u>  <i>He has been working</i>  <i>He has not been working</i>  <i>Has he been working?</i></p>

		<u>Past</u>
<u>Simple</u>	<p><u>(To be) S + were/was (not) + N</u>  <i>He was student</i>  <i>He was not student</i>  <i>Was he student?</i></p> <p><u>(To do) S + did (not)</u>  <u>+ V 2</u>  <i>He worked</i>  <i>He did not work</i>  <i>Did he work?</i></p>	<p><b>Signals:</b> <i>Yesterday, ago, the day before</i>  <i>yesterday, before</i></p>
<u>Continuous</u>	<p><u>(To be) S + were/was (not)</u>  <u>+ Ving</u>  <i>He was working</i>  <i>He was not working</i>  <i>Was he working?</i></p>	<p><b>Signals:</b> <i>That day, yesterday in the morning, At this ntime, at 5 o'clock</i></p>
<u>Perfect</u>	<p><u>(To have) S + had (not)</u>  <u>+ V3 (-ed)</u>  <i>He <u>had</u> worked/written</i>  <i>He <u>had</u> not worked/written</i>  <i><u>Had</u> he worked/written?</i></p>	<p><b>Signals:</b> <i>already, never (without not), ever, yet (only negative)</i></p>
<u>Perfect continuous</u>	<p><u>(To have) S + had been (not)</u>  <u>+ Ving</u>  <i>He <u>had</u> been working</i>  <i>He <u>had</u> not been working</i>  <i><u>Had</u> he been working?</i></p>	<p><b>Signals:</b>  <i>For (without date)</i>  <i>Since (with date)</i></p>
		<u>Future</u>
<u>Simple</u>	<p><u>(Will) S + Will/shall (not) + V</u>  <i>He will work.</i>  <i>He will not work.</i>  <i>Will he work?</i></p>	<p><b>Signals:</b> <i>Tomorrow, next day, after</i></p>

<u>Continuous</u>	<p><u>(Will)S+Will/shall(not) + be+N</u>  <i>He will be a teacher after graduating institute.</i>  <i>He will not be a teacher after graduating institute.</i>  <i>Will he be a teacher after graduating institute?</i></p> <p><u>(Will)S+Will/shall(not) + be+Ving</u>  <i>He will be working tomorrow at 3 o'clock.</i>  <i>He will not be working tomorrow at 3 o'clock.</i>  <i>Will he be working tomorrow at 3 o'clock?</i></p>	<p><b>Signals:</b>  <i>tomorrow at 3 o'clock</i></p>
<u>Perfect</u>	<p><u>(Will) S+ will (not)have +V3(-ed)</u>  <i>He will have worked/written tomorrow at 3 o'clock.</i>  <i>He will not have worked/written tomorrow at 3 o'clock.</i>  <i>Will he have worked/written tomorrow at 3 o'clock?</i></p>	<p><b>Signals:</b>  <i>already</i>  <i>never (without not),</i>  <i>ever</i>  <i>yet(only negative)</i></p>
<u>Perfect continuous</u>	<p><u>(Will)S+will(not) have been +Ving</u>  <i>He will have been working for three hours' tomorrow morning.</i>  <i>He will not have been working for three hours' tomorrow morning.</i>  <i>Will he have been working for three hours' tomorrow morning?</i></p>	<p><b>Signals:</b>  <i>For (without date)</i>  <i>Since (with date)</i></p>

<u>Future in the past</u>		
<u>Simple</u>	<p><u>(Would)S+would(not)+V</u>  He <u>would</u> work  He <u>would</u> not work  <u>Would</u> he work?</p>	<p><b>Signals:</b> Usually, rarely, seldom, often, sometimes, everyday, everymonth, everyyear, everyweek</p>
<u>Continuos</u>	<p><u>(Would)S+ would(not) be +Ving</u>  He <u>would be</u> working  He <u>would not be</u> working  <u>Would</u> he be working?</p>	<p><b>Signals:</b> at that time, still</p>
<u>Perfect</u>	<p><u>(Would) S+have(not) +V3(-ed)</u>  He <u>would have</u> worked/  written.  He <u>would not have</u>  worked/written.  <u>Would</u> he <u>have</u>  worked/written?</p>	<p><b>Signals:</b> already, never (without not), ever, yet (only negative)</p>
<u>Perfect continuos</u>	<p><u>(Would) S+would (not)have been+Ving</u>  He <u>would have been</u> working  He <u>would not have been</u>  working  <u>Would</u> he <u>have been</u> working?</p>	<p><b>Signals:</b>  For (without date)  Since (with date)</p>
<u>Passive voice</u>		
<u>Present</u>		
<u>Simple</u>	<p><u>(To be)S+am/is/are(not) +V2</u>  You <u>are</u> advised  You <u>are not</u> advised  Are You advised?</p>	<p><b>Signals:</b> Usually, rarely, seldom, often, sometimes, everyday, everymonth, everyyear, everyweek</p>

<u>Continuous</u>	<p><b><u>(To be)S+ am/is/are (not) being+V2</u></b>  <i>You are being advised</i>  <i>You are not being advised</i>  <i>Are You being advised</i>  <u>Around actions</u></p>	<p><b>Signals:</b> now, at the moment, still</p>
<u>Perfect</u>	<p><b><u>(To have)S+have/has(not)been +V3(-ed)</u></b>  <i>He have been written.</i>  <i>He have not been written.</i>  <i>Have he been written?</i></p>	<p><b>Signals:</b> already, Never (without <b>not</b>), ever, yet (<b>only negative</b>)  For (without date)  Since (with date)</p>
<u>Past</u>		
<u>Simple</u>	<p><b><u>(To be)S+was/were(not)+V2</u></b>  <i>You were advised.</i>  <i>You were not advised.</i>  <i>Were You advised?</i></p>	<p><b>Signals:</b> Usually, rarely, seldom, often, sometimes, everyday, everymonth, everyyear, everyweek</p>
<u>Continuous</u>	<p><b><u>(To be)S+was/were +being(not)+V2</u></b>  <i>He was being written.</i>  <i>He was not being written.</i>  <i>Was he being written?</i></p>	<p><b>Signals:</b> now, at the moment, still</p>
<u>Perfect</u>	<p><b><u>(To have) S+had(not)been +V3</u></b>  <i>He had been written.</i>  <i>He had not been written.</i>  <i>Had he been written?</i></p>	<p><b>Signals:</b> already, never (without <b>not</b>), ever, yet (<b>only negative</b>)</p>
<u>Future</u>		



<u>Simple</u>	<u>(Will)S+will be(not)+V2</u> <i>He will be worked.</i> <i>He will not be worked.</i> <i>Will he be worked?</i>	<b>Signals:</b> Usually, rarely, seldom, often, sometimes, everyday, everymonth, everyyear, everyweek
<u>Perfect</u>	<u>(Will) S+ will have been (not) +V3(-ed)</u> <i>He will have been written.</i> <i>He will have not been written.</i> <i>Will he have been written?</i>	<b>Signals:</b> already, never (without not), ever, yet( <b>only negative</b> )
<u>Future in the past</u>		
<u>Simple</u>	<u>(Would)S+ would be(not)+V2</u> <i>He would be worked.</i> <i>He would not be worked.</i> <i>Would he be worked?</i>	<b>Signals:</b> Usually, rarely, seldom, often, sometimes, everyday, everymonth, everyyear, everyweek
<u>Perfect</u>	<u>(Would) S+ would have been (not)+V3(-ed)</u> <i>He would have been written.</i> <i>He would not have been written.</i> <i>Would he have been written?</i>	<b>Signals:</b> already, never (without not), ever, yet( <b>only negative</b> )

## Subjects

### Verbs

#### Sentence Structure, Including Fragments and Run-ons

#### Missing a Subject or a Verb

#### Begin with a Preposition

#### Coordinating Conjunctions

#### Begin with Gerunds

When you read a sentence, you may first look for the subject, or what the sentence is about. The subject usually appears at the beginning of a sentence as a noun or a pronoun. A noun is a word that identifies a person, place, thing, or idea. A pronoun is a word that replaces a noun. Common pronouns are I, he, she, it, you, they, and we. In the following sentences, the subject is underlined once.

Malik is the project manager for this project. He will give us our assignments.

---

In these sentences, the subject is a person: *Malik*. The pronoun *He* replaces and refers back to *Malik*.

The computer lab is where we will work. It will be open twenty-four hours a day.

In the first sentence, the subject is a place: *computer lab*. In the second sentence, the pronoun *It* substitutes for *computer lab* as the subject.

The project will run for three weeks. It will have a quick turnaround.

In the first sentence, the subject is a thing: *project*. In the second sentence, the pronoun *It* stands in for the *project*.

### Tip

In this chapter, please refer to the following grammar key:

Subjects are underlined once.

Verbs are underlined twice.

LV means linking verb, HV means helping verb, and V means action verb.

### **Compound Subjects**

A sentence may have more than one person, place, or thing as the subject. These subjects are called compound subjects. Compound subjects are useful when you want to discuss several subjects at once.

Desmond and Maria have been working on that design for almost a year.

Books, magazines, and online articles are all good resources.

### **Prepositional Phrases**

You will often read a sentence that has more than one noun or pronoun in it. You may encounter a group of words that includes a preposition with a noun or a pronoun. Prepositions connect a noun, pronoun, or verb to another word that describes or modifies that noun, pronoun, or verb. Common prepositions include *in, on, under, near, by, with, and about*. A group of words that begin with a preposition is called a prepositional phrase. A prepositional phrase begins with a preposition and modifies or describes a word. It cannot act as the subject of a sentence. The following circled phrases are examples of prepositional phrases.

We went on a business trip That restaurant with the famous pizza was on the way. We stopped for lunch.

## Exercise 1

Read the following sentences. Underline the subjects, and circle the prepositional phrases.

1. The gym is open until nine o'clock tonight.
2. We went to the store to get some ice.
3. The student with the most extra credit will win a homework pass.
4. Maya and Tia found an abandoned cat by the side of the road.
5. The driver of that pickup truck skidded on the ice.
6. Anita won the race with time to spare.
7. The people who work for that company were surprised about the merger.
8. Working in haste means that you are more likely to make mistakes.
9. The soundtrack has over sixty songs in languages from around the world.
10. His latest invention does not work, but it has inspired the rest of us.

## Verbs

Once you locate the subject of a sentence, you can move on to the next part of a complete sentence: the verb. A verb is often an action word that shows what the subject is doing. A verb can also link the subject to a describing word. There are three types of verbs that you can use in a sentence: action verbs, linking verbs, or helping verbs.

### Action Verbs

A verb that connects the subject to an action is called an action verb. An action verb answers the question *what is the subject doing?* In the following sentences, the words underlined twice are action verbs.

The dog barked at the jogger.

He gave a short speech before we ate.

### Linking Verbs

A verb can often connect the subject of the sentence to a describing word. This type of verb is called a linking verb because it links the subject to a describing word. In the following sentences, the words underlined twice are linking verbs.

The coat was old and dirty.

The clock seemed broken.

If you have trouble telling the difference between action verbs and linking verbs, remember that an action verb shows that the subject is doing something, whereas a linking verb simply connects the subject to another word that describes or modifies the subject. A few verbs can be used as either action verbs or linking verbs.

**Action Verb:** The boy looked for his glove.

**Linking Verb:** The boy looked tired.

Although both sentences use the same verb, the two sentences have completely different meanings. In the first sentence, the verb describes the boy's action. In the second sentence, the verb describes the boy's appearance.

### **Helping Verbs**

A third type of verb you may use as you write is a helping verb. Helping verbs are verbs that are used with the main verb to describe a mood or tense. Helping verbs are usually a form of *be*, *do*, or *have*. The word *can* is also used as a helping verb.

HV V

The restaurant is known for its variety of dishes.

HV V

She does speak up when prompted in class.

HV V

We have seen that movie three times.

HV V

She can tell when someone walks on her lawn.

### Tip

Whenever you write or edit sentences, keep the subject and verb in mind. As you write, ask yourself these questions to keep yourself on track:

**Subject:** Who or what is the sentence about?

**Verb:** Which word shows an action or links the subject to a description?

### Exercise 2

Copy each sentence onto your own sheet of paper and underline the verb(s) twice. Name the type of verb(s) used in the sentence in the space provided (LV, HV, or V).

1. The cat sounds ready to come back inside. \_\_\_\_\_
2. We have not eaten dinner yet. \_\_\_\_\_
3. It took four people to move the broken-down car. \_\_\_\_\_
4. The book was filled with notes from class. \_\_\_\_\_
5. We walked from room to room, inspecting for damages. \_\_\_\_\_
6. Harold was expecting a package in the mail. \_\_\_\_\_

7. The clothes still felt damp even though they had been through the dryer twice. \_\_\_\_\_

8. The teacher who runs the studio is often praised for his restoration work on old masterpieces. \_\_\_\_\_

### **Sentence Structure, Including Fragments and Run-ons**

Now that you know what makes a complete sentence—a subject and a verb—you can use other parts of speech to build on this basic structure. Good writers use a variety of sentence structures to make their work more interesting. This section covers different sentence structures that you can use to make longer, more complex sentences.

#### **Sentence Patterns**

Six basic subject-verb patterns can enhance your writing. A sample sentence is provided for each pattern. As you read each sentence, take note of where each part of the sentence falls. Notice that some sentence patterns use action verbs and others use linking verbs.

#### **Subject–Verb**

S      V

Computers hum.

#### **Subject–Linking Verb–Noun**

S      LV    N

Computers are tools.

#### **Subject–Linking Verb–Adjective**

S            LV            ADJ

Computers are expensive.

**Subject–Verb–Adverb**

S            V            ADV

Computers calculate quickly.

**Subject–Verb–Direct Object**

When you write a sentence with a direct object (DO), make sure that the DO receives the action of the verb.

S            V            DO

Sally rides a motorcycle.

**Subject–Verb–Indirect Object–Direct Object**

In this sentence structure, an indirect object explains *to whom* or *to what* the action is being done. The indirect object is a noun or pronoun, and it comes before the direct object in a sentence.

S                    V    IO            DO

My coworker gave me the reports.



### Exercise 3

Use what you have learned so far to bring variety in your writing. Use the following lines or your own sheet of paper to write six sentences that practice each basic sentence pattern. When you have finished, label each part of the sentence (S, V, LV, N, Adj, Adv, DO, IO).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
  
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Collaboration

Find an article in a newspaper, a magazine, or online that interests you. Bring it to class or post it online. Then, looking at a classmate's article, identify one example of each part of a sentence (S, V, LV, N, Adj, Adv, DO, IO). Please share or post your results.

### Fragments

The sentences you have encountered so far have been independent clauses. As you look more closely at your past writing assignments, you may notice that some of your sentences are not complete. A sentence that is missing a subject or a verb is called a fragment. A fragment may include a description or may express part of an idea, but it does not express a complete thought.

**Fragment:** Children helping in the kitchen.

**Complete sentence:** Children helping in the kitchen **often make a mess.**

### Missing a Subject or a Verb

You can easily fix a fragment by adding the missing subject or verb. In the example, the sentence was missing a verb. Adding *often make a mess* creates an S-V-N sentence structure.

See whether you can identify what is missing in the following fragments.

**Fragment:** Told her about the broken vase.

**Complete sentence:** I told her about the broken vase.

**Fragment:** The store down on Main Street.

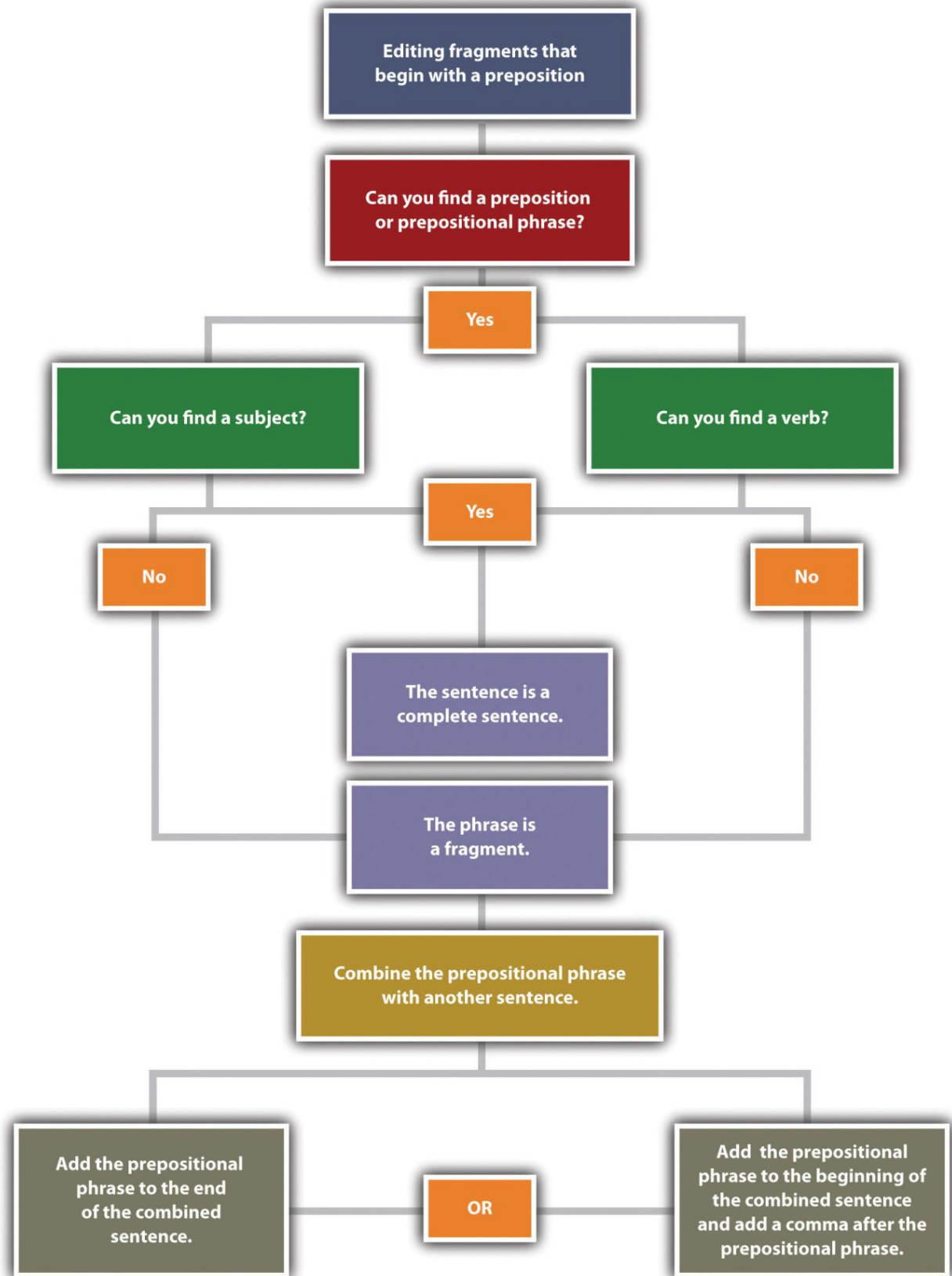
**Complete sentence:** The store down on Main Street **sells music.**

### **Common Sentence Errors**

Fragments often occur because of some common error, such as starting a sentence with a preposition, a dependent word, an infinitive, or a gerund. If you use the six basic sentence patterns when you write, you should be able to avoid these errors and thus avoid writing fragments.

When you see a preposition, check to see that it is part of a sentence containing a subject and a verb. If it is not connected to a complete sentence, it is a fragment, and you will need to fix this type of fragment by combining it with another sentence. You can add the prepositional phrase to the end of the sentence. If you add it to the beginning of the other sentence, insert a comma after the prepositional phrase.

# Begin with a Preposition



### Example A

**Incorrect:** After walking over two miles. John remembered his wallet.

**Correct:** After walking over two miles, John remembered his wallet.

**Correct:** John remembered his wallet After after walking over two miles.

### Example B

**Incorrect:** The dog growled at the vacuum cleaner. When it was switched on.

**Correct:** When the vacuum cleaner was switched on, the dog growled.

**Correct:** The dog growled at the vacuum cleaner ~~When~~ when it was switched on.

Clauses that start with a dependent word—such as *since*, *because*, *without*, or *unless*—are similar to prepositional phrases. Like prepositional phrases, these clauses can be fragments if they are not connected to an independent clause containing a subject and a verb. To fix the problem, you can add such a fragment to the beginning or end of a sentence. If the fragment is added at the beginning of a sentence, add a comma.

**Incorrect:** Because we lost power. The entire family overslept.

**Correct:** Because we lost power, the entire family overslept.

**Correct:** The entire family overslept ~~Because~~ because we lost power.

**Incorrect:** He has been seeing a physical therapist. Since his accident.

**Correct:** Since his accident, he has been seeing a physical therapist.

**Correct:** He has been seeing a physical therapist ~~Since~~ since his accident.

When you encounter a word ending in *-ing* in a sentence, identify whether or not this word is used as a verb in the sentence. You may also look for a helping verb. If the word is not used as a verb or if no helping verb is used with the *-ing* verb form, the verb is being used as a noun. An *-ing* verb form used as a noun is called a gerund.

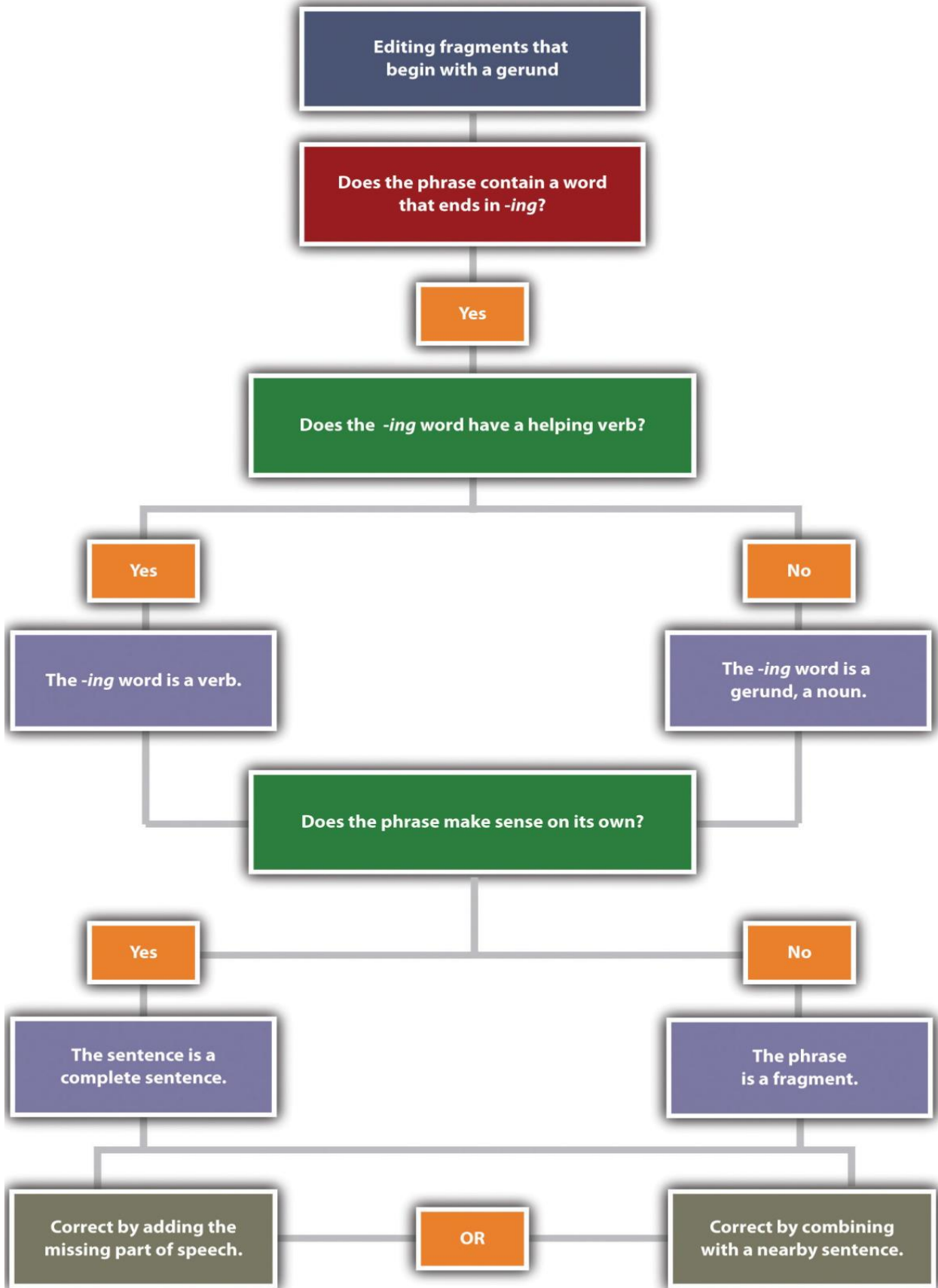
HV    V

**Verb:** I was working on homework until midnight.

**Noun:** Working until midnight makes me tired the next morning.

Once you know whether the *-ing* word is acting as a noun or a verb, look at the rest of the sentence. Does the entire sentence make sense on its own? If not, what you are looking at is a fragment. You will need to either add the parts of speech that are missing or combine the fragment with a nearby sentence.

# Begin with Gerunds



**Incorrect:** Taking deep breaths. Saul prepared for his presentation.

**Correct:** Taking deep breaths, Saul prepared for his presentation.

**Correct:** Saul prepared for his presentation. He **was taking** deep breaths.

**Incorrect:** Congratulating the entire team. Sarah raised her glass to toast their success.

**Correct:** **She was** congratulating the entire team. Sarah raised her glass to toast their success.

**Correct:** Congratulating the entire team, Sarah raised her glass to toast their success.

Another error in sentence construction is a fragment that begins with an infinitive. An infinitive is a verb paired with the word *to*; for example, *to run*, *to write*, or *to reach*. Although infinitives are verbs, they can be used as nouns, adjectives, or adverbs. You can correct a fragment that begins with an infinitive by either combining it with another sentence or adding the parts of speech that are missing.

**Incorrect:** We needed to make three hundred more paper cranes. To reach the one thousand mark.

**Correct:** We needed to make three hundred more paper cranes **to** reach the one thousand mark.

**Correct:** We needed to make three hundred more paper cranes. **We wanted to** reach the one thousand mark.

#### **Exercise 4**

Copy the following sentences onto your own sheet of paper and circle the fragments. Then combine the fragment with the independent clause to create a complete sentence.

1. Working without taking a break. We try to get as much work done as we can in an hour.
2. I needed to bring work home. In order to meet the deadline.
3. Unless the ground thaws before spring break. We won't be planting any tulips this year.
4. Turning the lights off after he was done in the kitchen. Robert tries to conserve energy whenever possible.
5. You'll find what you need if you look. On the shelf next to the potted plant.

6. To find the perfect apartment. Deidre scoured the classifieds each day.

### **Run-on Sentences**

Just as short, incomplete sentences can be problematic, lengthy sentences can be problematic too. Sentences with two or more independent clauses that have been incorrectly combined are known as run-on sentences. A run-on sentence may be either a fused sentence or a comma splice.

**Fused sentence:** A family of foxes lived under our shed young foxes played all over the yard.

**Comma splice:** We looked outside, the kids were hopping on the trampoline.

When two complete sentences are combined into one without any punctuation, the result is a fused sentence. When two complete sentences are joined by a comma, the result is a comma splice. Both errors can easily be fixed.

### **Punctuation**

One way to correct run-on sentences is to correct the punctuation. For example, adding a period will correct the run-on by creating two separate sentences.

**Run-on:** There were no seats left, we had to stand in the back.

**Correct:** There were no seats left. ~~we~~ We had to stand in the back.

Using a semicolon between the two complete sentences will also correct the error. A semicolon allows you to keep the two closely related ideas together in one sentence. When you punctuate with a semicolon, make sure that both parts of the sentence are independent clauses. For more information on semicolons, see .

**Run-on:** The accident closed both lanes of traffic we waited an hour for the wreckage to be cleared.

**Complete sentence:** The accident closed both lanes of traffic; we waited an hour for the wreckage to be cleared.

When you use a semicolon to separate two independent clauses, you may wish to add a transition word to show the connection between the



two thoughts. After the semicolon, add the transition word and follow it with a comma. For more information on transition words, see .

**Run-on:** The project was put on hold we didn't have time to slow down, so we kept working.

**Complete sentence:** The project was put on hold; **however**, we didn't have time to slow down, so we kept working.

### Coordinating Conjunctions

You can also fix run-on sentences by adding a comma and a coordinating conjunction. A coordinating conjunction acts as a link between two independent clauses.

#### Tip

These are the seven coordinating conjunctions that you can use: *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. Use these words appropriately when you want to link the two independent clauses. The acronym *FANBOYS* will help you remember this group of coordinating conjunctions.

**Run-on:** The new printer was installed, no one knew how to use it.

**Complete sentence:** The new printer was installed, **but** no one knew how to use it.

#### Dependent Words

Adding dependent words is another way to link independent clauses. Like the coordinating conjunctions, dependent words show a relationship between two independent clauses.

**Run-on:** We took the elevator, the others still got there before us.

**Complete sentence:** **Although** we took the elevator, the others got there before us.

**Run-on:** Cobwebs covered the furniture, the room hadn't been used in years.

**Complete sentence:** Cobwebs covered the furniture **because** the room hadn't been used in years.

## Writing at Work

The screenshot shows an email client window. At the top, there are fields for 'To:' and 'Subject:'. Below these is an 'Insert' menu with options for Attachments, Office docs, Photos, From Bing, and Emoticons. A toolbar below the menu shows the font 'Tahoma', size '10', and various text formatting icons (bold, italic, underline, bulleted list, numbered list, link, unlink, text color, background color). The main body of the email contains the following text:

Dear Mr. Blankenship:

The invoice we received yesterday. From your office was dated February 25. This date is incorrect, the date should read February 28, attached is the original invoice with the incorrect date. Please correct the date and resend the invoice. We will be able to send the funds promptly. By the end of the day.

Sincerely,  
Isabelle

Isabelle’s e-mail opens with two fragments and two run-on sentences containing comma splices. The e-mail ends with another fragment. What effect would this e-mail have on Mr. Blankenship or other readers? Mr. Blankenship or other readers may not think highly of Isabelle’s communication skills or—worse—may not understand the message at all! Communications written in precise, complete sentences are not only more professional but also easier to understand. Before you hit the “send” button, read your e-mail carefully to make sure that the sentences are complete, are not run together, and are correctly punctuated.

### Exercise 5

A reader can get lost or lose interest in material that is too dense and rambling. Use what you have learned about run-on sentences to correct the following passages:

1. The report is due on Wednesday but we're flying back from Miami that morning. I told the project manager that we would be able to get the report to her later that day she suggested that we come back a day early to get the report done and I told her we had meetings until our flight took off. We e-mailed our contact who said that they would check with his boss, she said that the project could afford a delay as long as they wouldn't have to make any edits or changes to the file our new deadline is next Friday.

2. Anna tried getting a reservation at the restaurant, but when she called they said that there was a waiting list so she put our names down on the list when the day of our reservation arrived we only had to wait thirty minutes because a table opened up unexpectedly which was good because we were able to catch a movie after dinner in the time we'd expected to wait to be seated.

3. Without a doubt, my favorite artist is Leonardo da Vinci, not because of his paintings but because of his fascinating designs, models, and sketches, including plans for scuba gear, a flying machine, and a life-size mechanical lion that actually walked and moved its head. His paintings are beautiful too, especially when you see the computer enhanced versions researchers use a variety of methods to discover and enhance the paintings' original colors, the result of which are stunningly vibrant and yet delicate displays of the man's genius.

### **Key Takeaways**

- A sentence is complete when it contains both a subject and verb. A complete sentence makes sense on its own.
- Every sentence must have a subject, which usually appears at the beginning of the sentence. A subject may be a noun (a person, place, or thing) or a pronoun.
- A compound subject contains more than one noun.
- A prepositional phrase describes, or modifies, another word in the sentence but cannot be the subject of a sentence.
- A verb is often an action word that indicates what the subject is doing. Verbs may be action verbs, linking verbs, or helping verbs.
- Variety in sentence structure and length improves writing by making it more interesting and more complex.

- Focusing on the six basic sentence patterns will enhance your writing.
- Fragments and run-on sentences are two common errors in sentence construction.
- Fragments can be corrected by adding a missing subject or verb. Fragments that begin with a preposition or a dependent word can be corrected by combining the fragment with another sentence.
- Run-on sentences can be corrected by adding appropriate punctuation or adding a coordinating conjunction.

### **Subject-Verb Agreement**

In the workplace, you want to present a professional image. Your outfit or suit says something about you when meeting face-to-face, and your writing represents you in your absence. Grammatical mistakes in your writing or even in speaking make a negative impression on coworkers, clients, and potential employers. Subject-verb agreement is one of the most common errors that people make. Having a solid understanding of this concept is critical when making a good impression, and it will help ensure that your ideas are communicated clearly.

#### **Agreement**

Agreement in speech and in writing refers to the proper grammatical match between words and phrases. Parts of sentences must agree, or correspond with other parts, in number, person, case, and gender.

- **Number.** All parts must match in singular or plural forms.
- **Person.** All parts must match in first person (*I*), second person (*you*), or third person (*he, she, it, they*) forms.
- **Case.** All parts must match in subjective (*I, you, he, she, it, they, we*), objective (*me, her, him, them, us*), or possessive (*my, mine, your, yours, his, her, hers, their, theirs, our, ours*) forms. For more information on pronoun case agreement, see Section 1.5.1 "Pronoun Agreement".
- **Gender.** All parts must match in male or female forms.

Subject-verb agreement describes the proper match between subjects and verbs.

Because subjects and verbs are either singular or plural, the subject of a sentence and the verb of a sentence must agree with each other in number. That is, a singular subject belongs with a singular verb form, and a plural subject belongs with a plural verb form.

**Singular:** The cat jumps over the fence.

**Plural:** The cats jump over the fence.

### Regular Verbs

Regular verbs follow a predictable pattern. For example, in the third person singular, regular verbs always end in *-s*. Other forms of regular verbs do not end in *-s*. Study the following regular verb forms in the present tense.

	<b>Singular Form</b>	<b>Plural Form</b>
<b>First Person</b>	I live.	We live.
<b>Second Person</b>	You live.	You live.
<b>Third Person</b>	He/She/It lives.	They live.

### Tip

Add an *-es* to the third person singular form of regular verbs that end in *-sh*, *-x*, *-ch*, and *-s*. (I wish/He wishes, I fix/She fixes, I watch/It watches, I kiss/He kisses.)

**Singular:** I read every day.

**Plural:** We read every day.

In these sentences, the verb form stays the same for the first person singular and the first person plural.

**Singular:** You stretch before you go to bed.

**Plural:** You stretch before every game.

In these sentences, the verb form stays the same for the second person singular and the second person plural. In the singular form, the

pronoun *you* refers to one person. In the plural form, the pronoun *you* refers to a group of people, such as a team.

**Singular:** My mother walks to work every morning.

In this sentence, the subject is *mother*. Because the sentence only refers to one mother, the subject is singular. The verb in this sentence must be in the third person singular form.

**Plural:** My friends like the same music as I do.

In this sentence, the subject is *friends*. Because this subject refers to more than one person, the subject is plural. The verb in this sentence must be in the third person plural form.

### Tip

Many singular subjects can be made plural by adding an *-s*. Most regular verbs in the present tense end with an *-s* in the third person singular. This does not make the verbs plural.

**Singular subject, singular verb:** The cat races across the yard.

**Plural subject, plural verb:** The cats race across the yard.

### Exercise 1

On your own sheet of paper, write the correct verb form for each of the following sentences.

1. I (brush/brushes) my teeth twice a day.
2. You (wear/wears) the same shoes every time we go out.
3. He (kick/kicks) the soccer ball into the goal.
4. She (watch/watches) foreign films.
5. Catherine (hide/hides) behind the door.
6. We (want/wants) to have dinner with you.
7. You (work/works) together to finish the project.
8. They (need/needs) to score another point to win the game.
9. It (eat/eats) four times a day.
10. David (fix/fixes) his own motorcycle.

### Errors in Subject-Verb Agreement

Errors in subject-verb agreement may occur when

- a sentence contains a compound subject;
- the subject of the sentence is separate from the verb;
- the subject of the sentence is an indefinite pronoun, such as *anyone* or *everyone*;
- the subject of the sentence is a collective noun, such as *team* or *organization*;
- the subject appears after the verb.

Recognizing the sources of common errors in subject-verb agreement will help you avoid these errors in your writing. This section covers the subject-verb agreement errors in more detail.

### **Compound Subjects**

A compound subject is formed by two or more nouns and the coordinating conjunctions *and*, *or*, or *nor*. A compound subject can be made of singular subjects, plural subjects, or a combination of singular and plural subjects.

Compound subjects combined with *and* take a plural verb form.

**Two singular subjects:** Alicia and Miguel ride their bikes to the beach.

**Two plural subjects:** The girls and the boys ride their bikes to the beach.

**Singular and plural subjects:** Alicia and the boys ride their bikes to the beach.

Compound subjects combined with *or* and *nor* are treated separately. The verb must agree with the subject that is nearest to the verb.

**Two singular subjects:** Neither Elizabeth nor Rianna wants to eat at that restaurant.

**Two plural subjects:** Neither the kids nor the adults want to eat at that restaurant.

**Singular and plural subjects:** Neither Elizabeth nor the kids want to eat at that restaurant.

**Plural and singular subjects:** Neither the kids nor Elizabeth wants to eat at that restaurant.

**Two singular subjects:** Either you or Jason takes the furniture out of the garage.

**Two plural subjects:** Either you or the twins take the furniture out of the garage.

**Singular and plural subjects:** Either Jason or the twins take the furniture out of the garage.

**Plural and singular subjects:** Either the twins or Jason takes the furniture out of the garage.

### **Tip**

If you can substitute the word *they* for the compound subject, then the sentence takes the third person plural verb form.

### **Separation of Subjects and Verbs**

As you read or write, you may come across a sentence that contains a phrase or clause that separates the subject from the verb. Often, prepositional phrases or dependent clauses add more information to the sentence and appear between the subject and the verb. However, the subject and the verb must still agree.

If you have trouble finding the subject and verb, cross out or ignore the phrases and clauses that begin with prepositions or dependent words. The subject of a sentence will never be in a prepositional phrase or dependent clause.

The following is an example of a subject and verb separated by a prepositional phrase:

The students with the best grades win the academic awards.

The puppy under the table is my favorite.

The following is an example of a subject and verb separated by a dependent clause:



The car that I bought has power steering and a sunroof.

The representatives who are courteous sell the most tickets.

### **Indefinite Pronouns**

Indefinite pronouns refer to an unspecified person, thing, or number. When an indefinite pronoun serves as the subject of a sentence, you will often use a singular verb form.

However, keep in mind that exceptions arise. Some indefinite pronouns may require a plural verb form. To determine whether to use a singular or plural verb with an indefinite pronoun, consider the noun that the pronoun would refer to. If the noun is plural, then use a plural verb with the indefinite pronoun. View the chart to see a list of common indefinite pronouns and the verb forms they agree with.

<b>Indefinite Pronouns That Always Take a Singular Verb</b>	<b>Indefinite Pronouns That Can Take a Singular or Plural Verb</b>
anybody, anyone, anything	All
each	Any
everybody, everyone, everything	None
much	Some
many	
nobody, no one, nothing	
somebody, someone, something	

**Singular:** Everybody in the kitchen sings along when that song comes on the radio. The indefinite pronoun *everybody* takes a singular verb form because *everybody* refers to a group performing the same action as a single unit.

**Plural:** All the people in the kitchen sing along when that song comes on the radio. The indefinite pronoun *all* takes a plural verb form because *all* refers to the plural noun *people*. Because *people* is plural, *all* is plural.

**Singular:** All the cake is on the floor.

In this sentence, the indefinite pronoun *all* takes a singular verb form because *all* refers to the singular noun *cake*. Because *cake* is singular, *all* is singular.

### **Collective Nouns**

A collective noun is a noun that identifies more than one person, place, or thing and considers those people, places, or things one singular unit. Because collective nouns are counted as one, they are singular and require a singular verb. Some commonly used collective nouns are *group*, *team*, *army*, *flock*, *family*, and *class*.

**Singular:** The class is going on a field trip.

In this sentence, *class* is a collective noun. Although the class consists of many students, the class is treated as a singular unit and requires a singular verb form.

### **The Subject Follows the Verb**

You may encounter sentences in which the subject comes after the verb instead of before the verb. In other words, the subject of the sentence may not appear where you expect it to appear. To ensure proper subject-verb agreement, you must correctly identify the subject and the verb.

### **Verb Tense**

Suppose you must give an oral presentation about what you did last summer. How do you make it clear that you are talking about the past and not about the present or the future? Using the correct verb tense can help you do this.

It is important to use the proper verb tense. Otherwise, your listener might judge you harshly. Mistakes in tense often leave a listener or reader with a negative impression.

### **Regular Verbs**

Verbs indicate actions or states of being in the past, present, or future using tenses. Regular verbs follow regular patterns when shifting from the present to past tense. For example, to form a past-tense or past-participle verb form, add *-ed* or *-d* to the end of a verb. You can avoid mistakes by understanding this basic pattern.

Verb tense identifies the time of action described in a sentence. Verbs take different forms to indicate different tenses. Verb tenses indicate

- an action or state of being in the present,
- an action or state of being in the past,
- an action or state of being in the future.

Helping verbs, such as *be* and *have*, also work to create verb tenses, such as the future tense.

**Present Tense:** Tim walks to the store. (Singular subject)

**Present Tense:** Sue and Kimmy walk to the store. (Plural subject)

**Past Tense:** Yesterday, they walked to the store for milk. (Plural subject)

**Future Tense:** Tomorrow, Kimmy will walk to the store to buy some bread.  
(Singular subject)

### Exercise 1

Complete the following sentences by selecting the correct form of the verb in simple present, simple past, or simple future tenses. Write the corrected sentence on your own sheet of paper.

1. The Dust Bowl (is, was, will be) a name given to a period of very destructive dust storms that occurred in the United States during the 1930s.
2. Historians today (consider, considered, will consider) The Dust Bowl to be one of the worst weather of events in American history.
3. The Dust Bowl mostly (affects, affected, will affect) the states of Kansas, Colorado, Oklahoma, Texas, and New Mexico.

4. Dust storms (continue, continued, will continue) to occur in these dry regions, but not to the devastating degree of the 1930s.
5. The dust storms during The Dust Bowl (cause, caused, will cause) irreparable damage to farms and the environment for a period of several years.
6. When early settlers (move, moved, will move) into this area, they (remove, removed, will remove) the natural prairie grasses in order to plant crops and graze their cattle.
7. They did not (realize, realized, will realize) that the grasses kept the soil in place.
8. There (is, was, will be) also a severe drought that (affects, affected, will affect) the region.
9. The worst dust storm (happens, happened, will happen) on April 14, 1935, a day called Black Sunday.
10. The Dust Bowl era finally came to end in 1939 when the rains (arrive, arrived, will arrive).
11. Dust storms (continue, continued, will continue) to affect the region, but hopefully they will not be as destructive as the storms of the 1930s.

## Irregular Verbs

The past tense of irregular verbs is not formed using the patterns that regular verbs follow. Study , which lists the most common irregular verbs.

### Tip

The best way to learn irregular verbs is to memorize them. With the help of a classmate, create flashcards of irregular verbs and test yourselves until you master them.

Irregular Verbs			
Simple Present	Past	Simple Present	Past
be	was, were	lose	lost
become	became	make	made
begin	began	mean	meant
blow	blew	meet	met

break	broke	pay	paid
bring	brought	put	put
build	built	quit	quit
burst	burst	read	read
buy	bought	ride	rode
catch	caught	ring	rang
choose	chose	rise	rose
come	came	run	ran
cut	cut	say	said
dive	dove (dived)	see	saw
do	did	seek	sought
draw	drew	sell	sold
drink	drank	send	sent
drive	drove	set	set
eat	ate	shake	shook
fall	fell	shine	shone (shined)
feed	fed	shrink	shrank (shrank)
feel	felt	sing	sang
fight	fought	sit	sat
find	found	sleep	slept

<b>Simple Present</b>	<b>Past</b>	<b>Simple Present</b>	<b>Past</b>
fly	flew	speak	spoke
forget	forgot	spend	spent
forgive	forgave	spring	sprang
freeze	froze	stand	stood
get	got	steal	stole
give	gave	strike	struck
go	went	swim	swam
grow	grew	swing	swung
have	had	take	took
hear	heard	teach	taught
hide	hid	tear	tore

hold	held	tell	told
hurt	hurt	think	thought
keep	kept	throw	threw
know	knew	understand	understood
lay	laid	wake	woke
lead	led	wear	wore
leave	left	win	won
let	let	wind	wound

Here we consider using irregular verbs.

**Present Tense:** Lauren keeps all her letters.

**Past Tense:** Lauren kept all her letters.

**Future Tense:** Lauren will keep all her letters.

### Exercise 2

Complete the following sentences by selecting the correct form of the irregular verb in simple present, simple past, or simple future tense. Copy the corrected sentence onto your own sheet of paper.

1. Marina finally (forgived, forgave, will forgive) her sister for snooping around her room.
2. The house (shook, shook, shakes) as the airplane rumbled overhead.
3. I (bayed, bought, buy) several items of clothing at the thrift store on Wednesday.
4. She (put, putted, puts) the lotion in her shopping basket and proceeded to the checkout line.
5. The prized goose (laid, laid, lay) several golden eggs last night.
6. Mr. Batista (teached, taught, taughted) the class how to use correct punctuation.
7. I (drink, drank, will drink) several glasses of sparkling cider instead of champagne on New Year's Eve next year.
8. Although Hector (grewed, grew, grows) three inches in one year, we still called him "Little Hector."

9. Yesterday our tour guide (lead, led, will lead) us through the maze of people in Times Square.
10. The rock band (burst, bursted, bursts) onto the music scene with their catchy songs.

### **Exercise 3**

On your own sheet of paper, write a sentence using the correct form of the verb tense shown below.

1. Throw (past)
2. Paint (simple present)
3. Smile (future)
4. Tell (past)
5. Share (simple present)

### **Capitalization**

Text messages, casual e-mails, and instant messages often ignore the rules of capitalization. In fact, it can seem unnecessary to capitalize in these contexts. In other, more formal forms of communication, however, knowing the basic rules of capitalization and using capitalization correctly gives the reader the impression that you choose your words carefully and care about the ideas you are conveying.

#### **Capitalize the First Word of a Sentence**

**Incorrect:** the museum has a new butterfly exhibit.

**Correct:** The museum has a new butterfly exhibit.

**Incorrect:** cooking can be therapeutic.

**Correct:** Cooking can be therapeutic.

#### **Capitalize Proper Nouns**

Proper nouns—the names of specific people, places, objects, streets, buildings, events, or titles of individuals—are always capitalized.

**Incorrect:** He grew up in harlem, new york.

**Correct:** He grew up in Harlem, New York.

**Incorrect:** The sears tower in chicago has a new name.

**Correct:** The Sears Tower in Chicago has a new name.

**Tip**

Always capitalize nationalities, races, languages, and religions. For example, American, African American, Hispanic, Catholic, Protestant, Jewish, Muslim, Hindu, Buddhist, and so on.

Do not capitalize nouns for people, places, things, streets, buildings, events, and titles when the noun is used in general or common way.

See the following chart for the difference between proper nouns and common nouns.

<b>Common Noun</b>	<b>Proper Noun</b>
museum	The Art Institute of Chicago
theater	Apollo Theater
country	Malaysia
uncle	Uncle Javier
doctor	Dr. Jackson
book	<i>Pride and Prejudice</i>
college	Smith College
war	the Spanish-American War
historical event	The Renaissance

**Exercise 1**

On your own sheet of paper, write five proper nouns for each common noun that is listed. The first one has been done for you.

**Common noun: river**

1. Nile River
- 2.
- 3.
- 4.
- 5.



**Common noun: musician**

- 1.
- 2.
- 3.
- 4.
- 5.

**Common noun: magazine**

- 1.
- 2.
- 3.
- 4.

Collaboration

Please share with a classmate and compare your answers.

**Capitalize Days of the Week, Months of the Year, and Holidays**

**Incorrect:** On wednesday, I will be traveling to Austin for a music festival.

**Correct:** On Wednesday, I will be traveling to Austin for a music festival.

**Incorrect:** The fourth of july is my favorite holiday.

**Correct:** The Fourth of July is my favorite holiday.

**Capitalize Titles**

**Incorrect:** The play, fences, by August Wilson is one of my favorites.

**Correct:** The play, Fences, by August Wilson is one of my favorites.

**Incorrect:** The president of the united states will be speaking at my university.

**Correct:** The President of the United States will be speaking at my university.

**Tip**

Computer-related words such as “Internet” and “World Wide Web” are usually capitalized; however, “e-mail” and “online” are never capitalized.

### **Exercise 2**

Edit the following sentences by correcting the capitalization of the titles or names.

1. The prince of england enjoys playing polo.
2. “Ode to a nightingale” is a sad poem.
3. My sister loves to read magazines such as the new yorker.
4. *The house on Mango street* is an excellent novel written by Sandra Cisneros.
5. My physician, dr. alvarez, always makes me feel comfortable in her office.

### **Exercise 3**

Edit the following paragraphs by correcting the capitalization.

david grann’s *the lost City of Z* mimics the snake-like winding of the amazon River. The three distinct Stories that are introduced are like twists in the River. First, the Author describes his own journey to the amazon in the present day, which is contrasted by an account of percy fawcett’s voyage in 1925 and a depiction of James Lynch’s expedition in 1996. Where does the river lead these explorers? the answer is one that both the Author and the reader are hungry to discover.

The first lines of the preface pull the reader in immediately because we know the author, david grann, is lost in the amazon. It is a compelling beginning not only because it’s thrilling but also because this is a true account of grann’s experience. grann has dropped the reader smack in the middle of his conflict by admitting the recklessness of his decision to come to this place. the suspense is further perpetuated by his unnerving observation that he always considered himself A Neutral Witness, never getting personally involved in his stories, a notion that is swiftly contradicted in the opening pages, as the reader can clearly perceive that he is in a dire predicament—and frighteningly involved.

## Writing at Work

Did you know that, if you use all capital letters to convey a message, the capital letters come across like shouting? In addition, all capital letters are actually more difficult to read and may annoy the reader. To avoid “shouting” at or annoying your reader, follow the rules of capitalization and find other ways to emphasize your point.

### Key Takeaways

- Learning and applying the basic rules of capitalization is a fundamental aspect of good writing.
- Identifying and correcting errors in capitalization is an important writing skill.

## Writing Application

Write a one-page biography. Make sure to identify people, places, and dates and use capitalization correctly.

## Pronouns

### Learning Objectives

1. Identify pronouns and their antecedents.
2. Use pronouns and their antecedents correctly.

If there were no pronouns, all types of writing would be quite tedious to read. We would soon be frustrated by reading sentences like *Bob said that Bob was tired* or *Christina told the class that Christina received an A*. Pronouns help a writer avoid constant repetition. Knowing just how pronouns work is an important aspect of clear and concise writing.

### Pronoun Agreement

A pronoun is a word that takes the place of (or refers back to) a noun or another pronoun. The word or words a pronoun refers to is called the antecedent of the pronoun.

1. *Lani* complained that *she* was exhausted. o *She* refers to *Lani*.  
o *Lani* is the antecedent of *she*.

2. *Jeremy* left the party early, so I did not see *him* until Monday at work. o *Him* refers to *Jeremy*.

o *Jeremy* is the antecedent of *him*.

3. *Crina and Rosalie* have been best friends ever since *they* were freshman in high school. o *They* refers to *Crina and Rosalie*.

o *Crina and Rosalie* is the antecedent of *they*.

Pronoun agreement errors occur when the pronoun and the antecedent do not match or agree with each other. There are several types of pronoun agreement.

### Agreement in Number

If the pronoun takes the place of or refers to a singular noun, the pronoun must also be singular.

sing.

plur.

**Incorrect:** If a *student* wants to return a book to the bookstore, *they* must have a receipt.

sing.

sing.

**Correct:** If a *student* wants to return a book to the bookstore, *he or she* must have a receipt.

\*If it seems too wordy to use *he or she*, change the antecedent to a plural noun.

plur.

plur.

**Correct:** If *students* want to return a book to the bookstore, *they* must have a receipt.

### Agreement in Person

Singular Pronouns			Plural Pronouns			
<b>First Person</b>	I	me	my (mine)	we	us	our (ours)
<b>Second Person</b>	you	you	your (yours)	you	you	your (your)
<b>Third Person</b>	he, she, it	him, her, it	his, her, its	they	them	their (theirs)

3rd

2nd

**Incorrect:** When a *person* goes to a restaurant, *you* should leave a tip.

3rd

3rd

**Correct:** When a *person* goes to a restaurant, *he or she* should leave a tip.

1st

1st

**Correct:** When *we* go to a restaurant, *I* should leave a tip.

### Exercise 1

Edit the following paragraph by correcting pronoun agreement errors in number and person.

Over spring break I visited my older cousin, Diana, and they took me to a butterfly exhibit at a museum. Diana and I have been close ever since she was young. Our mothers are twin sisters, and she is inseparable! Diana knows how much I love butterflies, so it was their special present to me. I have a soft spot for caterpillars too. I love them because something about the way it transforms is so interesting to me. One summer my grandmother gave me a butterfly growing kit, and you got to see the entire life cycle of five Painted Lady butterflies. I even got to set it free. So when my cousin said they wanted to take me to the butterfly exhibit, I was really excited!

### Indefinite Pronouns and Agreement

Indefinite pronouns do not refer to a specific person or thing and are usually singular. Note that a pronoun that refers to an indefinite singular pronoun should also be singular. The following are some common indefinite pronouns.

Common Indefinite Pronouns				
all	each one	few	nothing	several
any	each other	many	one	some
anybody	either	neither	one another	somebody
anything	everybody	nobody	oneself	someone
both	everyone	none	other	something
each	everything	no one	others	anyone

## Indefinite pronoun agreement

sing.

plur.

**Incorrect:** *Everyone* should do what *they* can to help.

sing.

sing.

**Correct:** *Everyone* should do what *he or she* can to help.

sing.

plur.

**Incorrect:** *Someone* left *their* backpack in the library.

sing.

sing.

**Correct:** *Someone* left *his or her* backpack in the library.

## Collective Nouns

Collective nouns suggest more than one person but are usually considered singular. Look over the following examples of collective nouns.

Common Collective Nouns		
audience	faculty	public
band	family	school
class	government	society
committee	group	team
company	jury	tribe

## Collective noun agreement

sing.

plur.

**Incorrect:** Lara's *company* will have *their* annual picnic next week.

sing.

sing.

**Correct:** Lara's *company* will have *its* annual picnic next week.

### Exercise 2

Complete the following sentences by selecting the correct pronoun. Copy the completed sentence onto your own sheet of paper. Then circle the noun the pronoun replaces.

1. In the current economy, nobody wants to waste \_\_\_\_\_ money on frivolous things.
2. If anybody chooses to go to medical school, \_\_\_\_\_ must be prepared to work long hours.
3. The plumbing crew did \_\_\_\_\_ best to repair the broken pipes before the next ice storm.
4. If someone is rude to you, try giving \_\_\_\_\_ a smile in return.
5. My family has \_\_\_\_\_ faults, but I still love them no matter what.
6. The school of education plans to train \_\_\_\_\_ students to be literacy tutors.
7. The commencement speaker said that each student has a responsibility toward \_\_\_\_\_.
8. My mother's singing group has \_\_\_\_\_ rehearsals on Thursday evenings.
9. No one should suffer \_\_\_\_\_ pains alone.
10. I thought the flock of birds lost \_\_\_\_\_ way in the storm.

### Subject and Object Pronouns

Subject pronouns function as subjects in a sentence. Object pronouns function as the object of a verb or of a preposition.

Singular Pronouns		Plural Pronouns	
Subject	Object	Subject	Object
I	me	we	us
you	you	you	you
he, she, it	him, her, it	they	them

The following sentences show pronouns as subjects:

1. *She* loves the Blue Ridge Mountains in the fall.
2. Every summer, *they* picked up litter from national parks.

The following sentences show pronouns as objects:

1. Marie leaned over and kissed *him*.
2. Jane moved *it* to the corner.

### Tip

Note that a pronoun can also be the object of a preposition.

Near *them*, the children played.

My mother stood between *us*.

The pronouns *us* and *them* are objects of the prepositions *near* and *between*. They answer the questions *near* whom? And *between* whom?

Compound subject pronouns are two or more pronouns joined by a conjunction or a preposition that function as the subject of the sentence.

The following sentences show pronouns with compound subjects:

**Incorrect:** *Me and Harriet* visited the Grand Canyon last summer.

**Correct:** *Harriet and I* visited the Grand Canyon last summer.

**Correct:** Jenna accompanied *Harriet and me* on our trip.

### Tip

Note that object pronouns are never used in the subject position. One way to remember this rule is to remove the other subject in a compound subject, leave only the pronoun, and see whether the sentence makes sense. For example, *Me visited the Grand Canyon last summer* sounds immediately incorrect.

Compound object pronouns are two or more pronouns joined by a conjunction or a preposition that function as the object of the sentence.

**Incorrect:** I have a good feeling about *Janice and I*.

**Correct:** I have a good feeling about *Janice and me*.



**Tip**

It is correct to write *Janice and me*, as opposed to *me and Janice*. Just remember it is more polite to refer to yourself last.

**Writing at Work**

In casual conversation, people sometimes mix up subject and object pronouns. For instance, you might say, “Me and Donnie went to a movie last night.” However, when you are writing or speaking at work or in any other formal situation, you need to remember the distinctions between subject and object pronouns and be able to correct yourself. These subtle grammar corrections will enhance your professional image and reputation.

**Exercise 3**

Revise the following sentences in which the subject and object pronouns are used incorrectly. Copy the revised sentence onto your own sheet of paper. Write a C for each sentence that is correct.

1. Meera and me enjoy doing yoga together on Sundays.

---

2. She and him have decided to sell their house.

---

3. Between you and I, I do not think Jeffrey will win the election.

---

4. Us and our friends have game night the first Thursday of every month.

---

5. They and I met while on vacation in Mexico.

---

6. Napping on the beach never gets boring for Alice and I.

---

7. New Year’s Eve is not a good time for she and I to have a serious talk.

---

8. You exercise much more often than me.

---

9. I am going to the comedy club with Yolanda and she.

---

10. The cooking instructor taught her and me a lot.

---

### ***Who versus Whom***

*Who* or *whoever* is always the subject of a verb. Use *who* or *whoever* when the pronoun performs the action indicated by the verb.

*Who* won the marathon last Tuesday?

I wonder *who* came up with that terrible idea!

On the other hand, *whom* and *whomever* serve as objects. They are used when the pronoun does *not* perform an action. Use *whom* or *whomever* when the pronoun is the direct object of a verb or the object of a preposition.

*Whom* did Frank marry the third time? (direct object of verb)

From *whom* did you buy that old record player? (object of preposition)

### **Tip**

If you are having trouble deciding when to use *who* and *whom*, try this trick. Take the following sentence:

*Who/Whom* do I consider my best friend?

Reorder the sentence in your head, using either *he* or *him* in place of *who* or *whom*.

I consider *him* my best friend.

I consider *he* my best friend.

Which sentence sounds better? The first one, of course. So the trick is, if you can use *him*, you should use *whom*.

#### Exercise 4

Complete the following sentences by adding *who* or *whom*. Copy the completed sentence onto your own sheet of paper.

1. \_\_\_\_\_ hit the home run?
2. I remember \_\_\_\_\_ won the Academy Award for Best Actor last year.
3. To \_\_\_\_\_ is the letter addressed?
4. I have no idea \_\_\_\_\_ left the iron on, but I am going to find out.
5. \_\_\_\_\_ are you going to recommend for the internship?
6. With \_\_\_\_\_ are you going to Hawaii?
7. No one knew \_\_\_\_\_ the famous actor was.
8. \_\_\_\_\_ in the office knows how to fix the copy machine?
9. From \_\_\_\_\_ did you get the concert tickets?
10. No one knew \_\_\_\_\_ ate the cake mom was saving.

#### Key Takeaways

- Pronouns and their antecedents need to agree in number and person.
- Most indefinite pronouns are singular.
- Collective nouns are usually singular.
- Pronouns can function as subjects or objects.
- Subject pronouns are never used as objects, and object pronouns are never used as subjects.
- *Who* serves as a subject of a verb.
- *Whom* serves as an object of a sentence or the object of a preposition.

### Adjectives and Adverbs

Adjectives and adverbs are descriptive words that bring your writing to life.

#### Adjectives and Adverbs

An adjective is a word that describes a noun or a pronoun. It often answers questions such as *which one*, *what kind*, or *how many*?

1. The *green* sweater belongs to Iris.
2. She looks *beautiful*.
  - o In sentence 1, the adjective *green* describes the noun *sweater*.
  - o In sentence 2, the adjective *beautiful* describes the pronoun *she*.

An adverb is a word that describes a verb, an adjective, or another adverb. Adverbs frequently end in *-ly*. They answer questions such as *how, to what extent, why, when, and where*.

3. Bertrand sings *horribly*.

4. My sociology instructor is *extremely* wise.

5. He threw the ball *very* accurately. o In sentence 3, *horribly* describes the verb *sings*. How does Bertrand sing? He sings *horribly*.

o In sentence 4, *extremely* describes the adjective *wise*. How *wise* is the instructor? *Extremely* wise.

o In sentence 5, *very* describes the adverb *accurately*. How *accurately* did he throw the ball? *Very* accurately.

### Exercise 1

Complete the following sentences by adding the correct adjective or adverb from the list in the previous section. Identify the word as an adjective or an adverb (Adj, Adv).

1. Frederick \_\_\_\_\_ choked on the piece of chicken when he saw Margaret walk through the door.

2. His \_\_\_\_\_ eyes looked at everyone and everything as if they were specimens in a biology lab.

3. Despite her pessimistic views on life, Lauren believes that most people have \_\_\_\_\_ hearts.

4. Although Stefan took the criticism \_\_\_\_\_, he remained calm.

5. The child developed a \_\_\_\_\_ imagination because he read a lot of books.

6. Madeleine spoke \_\_\_\_\_ while she was visiting her grandmother in the hospital.

7. Hector's most \_\_\_\_\_ possession was his father's bass guitar from the 1970s.

8. My definition of a \_\_\_\_\_ afternoon is walking to the park on a beautiful day, spreading out my blanket, and losing myself in a good book.

9. She \_\_\_\_\_ eyed her new coworker and wondered if he was single.

10. At the party, Denise \_\_\_\_\_ devoured two pieces of pepperoni pizza and a several slices of ripe watermelon.

## Comparative versus Superlative

Comparative adjectives and adverbs are used to compare two people or things.

1. Jorge is *thin*.

2. Steven is *thinner* than Jorge. o Sentence 1 describes Jorge with the adjective *thin*.

o Sentence 2 compares Jorge to Steven, stating that Steven is *thinner*. So *thinner* is the comparative form of *thin*.

Form comparatives in one of the following two ways:

1. If the adjective or adverb is a one syllable word, add *-er* to it to form the comparative. For example, *big*, *fast*, and *short* would become *bigger*, *faster*, and *shorter* in the comparative form.

2. If the adjective or adverb is a word of two or more syllables, place the word *more* in front of it to form the comparative. For example, *happily*, *comfortable*, and *jealous* would become *more happily*, *more comfortable*, and *more jealous* in the comparative.

Superlative adjectives and adverbs are used to compare more than two people or two things.

1. Jackie is the *loudest* cheerleader on the squad.

2. Kenyatta was voted the *most confident* student by her graduating class. o Sentence 1 shows that Jackie is not just *louder* than one other person, but she is the *loudest* of all the cheerleaders on the squad.

o Sentence 2 shows that Kenyatta was voted the *most confident* student of all the students in her class.

Form superlatives in one of the following two ways:

1. If the adjective or adverb is a one-syllable word, add *-est* to form the superlative. For example, *big*, *fast*, and *short* would become *biggest*, *fastest*, and *shortest* in the superlative form.

2. If the adjective or adverb is a word of two or more syllables, place the word *most* in front of it. For example, *happily*, *comfortable*, and *jealous* would become *most happily*, *most comfortable*, and *most jealous* in the superlative form.

## Tip

Remember the following exception: If the word has two syllables and ends in *-y*, change the *-y* to an *-i* and add *-est*. For example, *happy*

would change to *happiest* in the superlative form; *healthy* would change to *healthiest*.

## Exercise 2

Edit the following paragraph by correcting the errors in comparative and superlative adjectives.

Our argument started on the most sunny afternoon that I have ever experienced. Max and I were sitting on my front stoop when I started it. I told him that my dog, Jacko, was more smart than his dog, Merlin. I could not help myself. Merlin never came when he was called, and he chased his tail and barked at rocks. I told Max that Merlin was the most dumbest dog on the block. I guess I was angrier about a bad grade that I received, so I decided to pick on poor little Merlin. Even though Max insulted Jacko too, I felt I had been more mean. The next day I apologized to Max and brought Merlin some of Jacko's treats. When Merlin placed his paw on my knee and licked my hand, I was the most sorry person on the block.

## Collaboration

Share and compare your answers with a classmate.

### Irregular Words: *Good, Well, Bad, and Badly*

*Good, well, bad, and badly* are often used incorrectly. Study the following chart to learn the correct usage of these words and their comparative and superlative forms.

Comparative		Superlative	
<b>Adjective</b>	good	better	best
<b>Adverb</b>	well	better	best
<b>Adjective</b>	bad	worse	worst

Comparative		Superlative	
<b>Adverb</b>	badly	worse	worst

### ***Good versus Well***

*Good* is always an adjective—that is, a word that describes a noun or a pronoun. The second sentence is correct because *well* is an adverb that tells how something is done.

**Incorrect:** Cecilia felt that she had never done so *good* on a test.

**Correct:** Cecilia felt that she had never done so *well* on a test.

*Well* is always an adverb that describes a verb, adverb, or adjective. The second sentence is correct because *good* is an adjective that describes the noun *score*.

**Incorrect:** Cecilia’s team received a *well* score.

**Correct:** Cecilia’s team received a *good* score.

### ***Bad versus Badly***

*Bad* is always an adjective. The second sentence is correct because *badly* is an adverb that tells how the speaker did on the test.

**Incorrect:** I did *bad* on my accounting test because I didn’t study.

**Correct:** I did *badly* on my accounting test because I didn’t study.

*Badly* is always an adverb. The second sentence is correct because *bad* is an adjective that describes the noun *thunderstorm*.

**Incorrect:** The coming thunderstorm looked *badly*.

**Correct:** The coming thunderstorm looked *bad*.

### ***Better and Worse***

The following are examples of the use of *better* and *worse*:

Tyra likes sprinting *better* than long distance running.

The traffic is *worse* in Chicago than in Atlanta.

### ***Best and Worst***

The following are examples of the use of *best* and *worst*:

Tyra sprints *best* of all the other competitors.

Peter finished *worst* of all the runners in the race.

### **Tip**

Remember *better* and *worse* compare two persons or things. *Best* and *worst* compare three or more persons or things.

### **Exercise 3**

Write *good*, *well*, *bad*, or *badly* to complete each sentence. Copy the completed sentence onto your own sheet of paper.

1. Donna always felt \_\_\_\_\_ if she did not see the sun in the morning.
2. The school board president gave a \_\_\_\_\_ speech for once.
3. Although my dog, Comet, is mischievous, he always behaves \_\_\_\_\_ at the dog park.
4. I thought my back injury was \_\_\_\_\_ at first, but it turned out to be minor.
5. Steve was shaking \_\_\_\_\_ from the extreme cold.
6. Apple crisp is a very \_\_\_\_\_ dessert that can be made using whole grains instead of white flour.
7. The meeting with my son's math teacher went very \_\_\_\_\_.
8. Juan has a \_\_\_\_\_ appetite, especially when it comes to dessert.
9. Magritte thought the guests had a \_\_\_\_\_ time at the party because most people left early.
10. She \_\_\_\_\_ wanted to win the writing contest prize, which included a trip to New York.

#### **Exercise 4**

Write the correct comparative or superlative form of the word in parentheses. Copy the completed sentence onto your own sheet of paper.

1. This research paper is \_\_\_\_\_ (good) than my last one.
2. Tanaya likes country music \_\_\_\_\_ (well) of all.
3. My motorcycle rides \_\_\_\_\_ (bad) than it did last summer.
4. That is the \_\_\_\_\_ (bad) joke my father ever told.
5. The hockey team played \_\_\_\_\_ (badly) than it did last season.
6. Tracey plays guitar \_\_\_\_\_ (well) than she plays the piano.
7. It will go down as one of the \_\_\_\_\_ (bad) movies I have ever seen.
8. The deforestation in the Amazon is \_\_\_\_\_ (bad) than it was last year.
9. Movie ticket sales are \_\_\_\_\_ (good) this year than last.
10. My husband says mystery novels are the \_\_\_\_\_ (good) types of books.



## Writing at Work

The irregular words *good*, *well*, *bad*, and *badly* are often misused along with their comparative and superlative forms *better*, *best*, *worse*, and *worst*. You may not hear the difference between *worse* and *worst*, and therefore type it incorrectly. In a formal or business-like tone, use each of these words to write eight separate sentences. Assume these sentences will be seen and judged by your current or future employer.

## Key Takeaways

- Adjectives describe a noun or a pronoun.
- Adverbs describe a verb, adjective, or another adverb.
- Most adverbs are formed by adding *-ly* to an adjective.
- Comparative adjectives and adverbs compare two persons or things.
- Superlative adjectives or adverbs compare more than two persons or things.
- The adjectives *good* and *bad* and the adverbs *well* and *badly* are unique in their comparative and superlative forms and require special attention.

## Writing Application

Using the exercises as a guide, write your own ten-sentence quiz for your classmate(s) using the concepts covered in this section. Try to include two questions from each subsection in your quiz. Exchange papers and see whether you can get a perfect score.

### Misplaced and Dangling Modifiers

A modifier is a word, phrase, or clause that clarifies or describes another word, phrase, or clause. Sometimes writers use modifiers incorrectly, leading to strange and unintentionally humorous sentences. The two common types of modifier errors are called misplaced modifiers and dangling modifiers. If either of these errors occurs, readers can no longer read smoothly. Instead, they become stumped trying to figure out *what* the writer meant to say. A writer's goal must always be to communicate clearly and to avoid distracting the reader with strange sentences or awkward sentence constructions. The good news is that these errors can be easily overcome.

## Misplaced Modifiers

A misplaced modifier is a modifier that is placed too far from the word or words it modifies. Misplaced modifiers make the sentence awkward and sometimes unintentionally humorous.

**Incorrect:** She wore a bicycle helmet on her head *that was too large*.

**Correct:** She wore a bicycle helmet *that was too large* on her head.

- Notice in the incorrect sentence it sounds as if her head was too large! Of course, the writer is referring to the helmet, not to the person's head. The corrected version of the sentence clarifies the writer's meaning.

Look at the following two examples:

**Incorrect:** They bought a kitten for my brother *they call Shadow*.

**Correct:** They bought a kitten *they call Shadow* for my brother.

- In the incorrect sentence, it seems that the brother's name is *Shadow*. That's because the modifier is too far from the word it modifies, which is *kitten*.

**Incorrect:** The patient was referred to the physician *with stomach pains*.

**Correct:** The patient *with stomach pains* was referred to the physician.

- The incorrect sentence reads as if it is the physician who has stomach pains! What the writer means is that the patient has stomach pains.

### Tip

Simple modifiers like *only*, *almost*, *just*, *nearly*, and *barely* often get used incorrectly because writers often stick them in the wrong place.

**Confusing:** Tyler *almost* found fifty cents under the sofa cushions.

**Repaired:** Tyler found *almost* fifty cents under the sofa cushions.

- How do you *almost* find something? Either you find it or you do not. The repaired sentence is much clearer.

### Exercise 1

On a separate sheet of paper, rewrite the following sentences to correct the misplaced modifiers.

1. The young lady was walking the dog on the telephone.
2. I heard that there was a robbery on the evening news.

3. Uncle Louie bought a running stroller for the baby that he called “Speed Racer.”
4. Rolling down the mountain, the explorer stopped the boulder with his powerful foot.
5. We are looking for a babysitter for our precious six-year-old who doesn’t drink or smoke and owns a car.
6. The teacher served cookies to the children wrapped in aluminum foil.
7. The mysterious woman walked toward the car holding an umbrella.
8. We returned the wine to the waiter that was sour.
9. Charlie spotted a stray puppy driving home from work.
10. I ate nothing but a cold bowl of noodles for dinner.

### **Dangling Modifiers**

A dangling modifier is a word, phrase, or clause that describes something that has been left out of the sentence. When there is nothing that the word, phrase, or clause can modify, the modifier is said to dangle.

**Incorrect:** *Riding in the sports car*, the world whizzed by rapidly.

**Correct:** As Jane was *riding in the sports car*, the world whizzed by rapidly.

- In the incorrect sentence, *riding in the sports car* is dangling. The reader is left wondering who is riding in the sports car. The writer must tell the reader!

**Incorrect:** *Walking home at night*, the trees looked like spooky aliens.

**Correct:** As Jonas was *walking home at night*, the trees looked like spooky aliens.

**Correct:** The trees looked like spooky aliens as Jonas was *walking home at night*.

- In the incorrect sentence *walking home at night* is dangling. Who is walking home at night? Jonas. Note that there are two different ways the dangling modifier can be corrected.

**Incorrect:** To win the spelling bee, Luis and Gerard should join our team.

**Correct:** If we want to win the spelling bee this year, Luis and Gerard should join our team.

• In the incorrect sentence, *to win the spelling bee* is dangling. Who wants to win the spelling bee? We do!

### **Tip**

The following three steps will help you quickly spot a dangling modifier:

1. Look for an *-ing* modifier at the beginning of your sentence or another modifying phrase:

*Painting for three hours at night*, the kitchen was finally finished by Maggie. (*Painting* is the *-ing* modifier.)

2. Underline the first noun that follows it:

*Painting for three hours at night*, the kitchen was finally finished by Maggie.

3. Make sure the modifier and noun go together logically. If they do not, it is very likely you have a dangling modifier.

After identifying the dangling modifier, rewrite the sentence.

*Painting for three hours at night*, Maggie finally finished the kitchen.

### **Exercise 2**

Rewrite the following the sentences onto your own sheet of paper to correct the dangling modifiers.

1. Bent over backward, the posture was very challenging.
2. Making discoveries about new creatures, this is an interesting time to be a biologist.
3. Walking in the dark, the picture fell off the wall.
4. Playing a guitar in the bedroom, the cat was seen under the bed.
5. Packing for a trip, a cockroach scurried down the hallway.
6. While looking in the mirror, the towel swayed in the breeze.
7. While driving to the veterinarian's office, the dog nervously whined.
8. The priceless painting drew large crowds when walking into the museum.
9. Piled up next to the bookshelf, I chose a romance novel.

10. Chewing furiously, the gum fell out of my mouth.

### **Exercise 3**

Rewrite the following paragraph correcting all the misplaced and dangling modifiers.

I bought a fresh loaf of bread for my sandwich shopping in the grocery store. Wanting to make a delicious sandwich, the mayonnaise was thickly spread. Placing the cold cuts on the bread, the lettuce was placed on top. I cut the sandwich in half with a knife turning on the radio. Biting into the sandwich, my favorite song blared loudly in my ears. Humming and chewing, my sandwich went down smoothly. Smiling, my sandwich will be made again, but next time I will add cheese.

Collaboration

Please share with a classmate and compare your answers.

### **Key Takeaways**

- Misplaced and dangling modifiers make sentences difficult to understand.
- Misplaced and dangling modifiers distract the reader.
- There are several effective ways to identify and correct misplaced and dangling modifiers.

### **Writing Application**

See how creative and humorous you can get by writing ten sentences with misplaced and dangling modifiers. This is a deceptively simple task, but rise to the challenge. Your writing will be stronger for it. Exchange papers with a classmate, and rewrite your classmate's sentences to correct any misplaced modifiers.

## **Writing Basics: End-of-Chapter Exercises**

### **Exercises**

1. On your own sheet of paper, identify each sentence as a fragment, a run-on, or correct (no error). Then rewrite the paragraph by correcting the sentence fragments and run-ons.

My favorite book is *Brave New World* by Aldous Huxley, he was born in 1894 and died in 1963 \_\_\_\_\_. Written in 1931 \_\_\_\_\_. A futuristic society where humans are born out of test tubes and kept in rigid social classes \_\_\_\_\_. This may not seem like a humorous premise for a novel, but Huxley uses satire, which is a type of humor that is used to make a serious point \_\_\_\_\_. The humans in *Brave New World* learn through sleep teaching, Huxley calls this “hypnopedia” \_\_\_\_\_. Everyone is kept “happy” in the brave new world by taking a pill called soma, there is one character named John the Savage who does not take soma \_\_\_\_\_. because he comes from a different part of the world where there is no technology, and he believes in natural ways of living \_\_\_\_\_. It turns out that John has a big problem with the brave new world and how people live there \_\_\_\_\_. Will he be able to survive living there, well you will have to read the novel to find out \_\_\_\_\_. *Brave New World* is considered a classic in English literature, it is one of the best novels I have ever read \_\_\_\_\_.

2. Each sentence contains an error in subject-verb agreement, irregular verb form, or consistent verb tense. Identify the type of error. Then, on your own sheet of paper, rewrite the sentence correctly.

1. Maria and Ty meets me at the community center for cooking classes on Tuesdays.

---

2. John’s ability to laugh at almost anything amaze me.

---

3. Samantha and I were walking near the lake when the large, colorful bird appears.

---

4. I builded my own telescope using materials I bought at the hardware store.

---

5. My mother freezed the remaining tomatoes from her garden so that she could use them during the winter.

---

6. Bernard asked the stranger sitting next to him for the time, and she says it was past midnight.

---

7. My mother and brother wears glasses, but my father and sister do not.

---

8. We held our noses as the skunk runs away.

---

9. Neither Soren nor Andrew are excited about the early morning swim meet.

---

10. My hands hurted at the thought of transcribing all those notes.

---

11. The police questioned the suspect for hours but she gives them no useful information.

---

12. Terry takes short weekend trips because her job as a therapist was very emotionally draining.

---

13. She criticize delicately, making sure not to hurt anyone's feelings.

---

14. Davis winded the old clock and set it atop his nightstand.

---

15. Cherie lost four poker hands in a row before realizing that she was playing against professionals.

---

16. Janis and Joan describes their trip to the Amazon in vivid detail.

---

17. You should decides for yourself whether or not to reduce the amount of processed foods in your diet.

---

18. The oil rig exploded and spills millions of gallons of oil into the ocean.

---

19. The handsome vampire appeared out of nowhere and smiles at the smitten woman.

---

20. The batter swung at the ball several times but never hit it.

---

3. Correct the capitalization errors in the following fictional story. Copy the corrected paragraph onto your own sheet of paper.

Lance worthington signed a Recording Contract with Capitol records on june 15, 2007. Despite selling two million copies of his Debut Album, nothing to lose, lance lost quite a bit as his tax returns from the IRS revealed. lance did not think it was fair that the Record Company kept so much of his earnings, so he decided to hire robert bergman, a prominent music Attorney with a Shark-like reputation. bergman represented lance all the way to the supreme court, where lance won the case against capitol records. Lance worthington was instrumental in changing intellectual property rights and long standing Record Company practices. All artists and musicians can thank him for his brave stance against record companies. Lance subsequently formed his own independent record label called worthy records. worthy is now a



successful Label based out of Chicago, Illinois, and its Artists have appeared on well known shows such as The Tonight Show and Saturday Night Live. Lance Worthington is a model for success in the do-it-yourself World that has become the Music Industry.

### **Collaboration**

Please share with a classmate and compare your answers.

4. Complete the following sentences by selecting the correct comparative or superlative adjective or adverb. Then copy the completed sentence onto your own sheet of paper.
  1. Denise has a (cheerful) \_\_\_\_\_ outlook on life than her husband.
  2. I don't mean to brag, but I think I am the (good) \_\_\_\_\_ cook in my family.
  3. Lydia is the (thoughtful) \_\_\_\_\_ person I know.
  4. Italy experienced the (bad) \_\_\_\_\_ heat wave in its history last year.
  5. My teacher, Ms. Beckett, is the (strange) \_\_\_\_\_ person I know, and I like that.
  6. Dorian's drawing skills are (good) \_\_\_\_\_ this semester than last.
  7. My handwriting is the (sloppy) \_\_\_\_\_ of all my classmates.
  8. Melvin's soccer team played (badly) \_\_\_\_\_ than it did last season.
  9. Josie's pen writes (smooth) \_\_\_\_\_ than mine.
  10. I felt (lucky) \_\_\_\_\_ than my sister because I got in to the college of my choice.

### **Punctuation**

Suppose you are presenting a speech. If you speak too quickly, your audience will not be able to understand what you are saying. It is important to stop and take a breath a few times as you read from your notes. But how do you know where to pause, where to change your voice, and where to stop? The answer is easy. You can use the punctuation marks you encounter as a guide for your pacing.

Punctuation marks provide visual clues to readers, telling them how they should read the sentence. Some punctuation marks tell you that you are reading a list of items while other marks tell you that a

sentence contains two independent ideas. Punctuation marks tell you not only when a sentence ends but also what kind of sentence you have read. This chapter covers different types of punctuation and the meanings they convey.

### Commas

One of the punctuation clues to reading you may encounter is the comma. The comma is a punctuation mark that indicates a pause in a sentence or a separation of things in a list. Commas can be used in a variety of ways. Look at some of the following sentences to see how you might use a comma when writing a sentence.

- **Introductory word:** Personally, I think the practice is helpful.
- **Lists:** The barn, the tool shed, and the back porch were destroyed by the wind.
- **Coordinating adjectives:** He was tired, hungry, and late.
- **Conjunctions in compound sentences:** The bedroom door was closed, so the children knew their mother was asleep.
- **Interrupting words:** I knew where it was hidden, of course, but I wanted them to find it themselves.
- **Dates, addresses, greetings, and letters:** The letter was postmarked December 8, 1945.

### Commas after an Introductory Word or Phrase

You may notice a comma that appears near the beginning of the sentence, usually after a word or phrase. This comma lets the reader know where the introductory word or phrase ends and the main sentence begins.

Without spoiling the surprise, we need to tell her to save the date. In this sentence, *without spoiling the surprise* is an introductory phrase, while *we need to tell her to save the date* is the main sentence. Notice how they are separated by a comma. When only an introductory word appears in the sentence, a comma also follows the introductory word.

Ironically, she already had plans for that day.

### Exercise 1

Look for the introductory word or phrase. On your own sheet of paper, copy the sentence and add a comma to correct the sentence.

1. Suddenly the dog ran into the house.
2. In the blink of an eye the kids were ready to go to the movies.
3. Confused he tried opening the box from the other end.
4. Every year we go camping in the woods.
5. Without a doubt green is my favorite color.
6. Hesitating she looked back at the directions before proceeding.
7. Fortunately the sleeping baby did not stir when the doorbell rang.
8. Believe it or not the criminal was able to rob the same bank three times.

### **Commas in a List of Items**

When you want to list several nouns in a sentence, you separate each word with a comma. This allows the reader to pause after each item and identify which words are included in the grouping. When you list items in a sentence, put a comma after each noun, then add the word *and* before the last item. However, you do not need to include a comma after the last item.

We'll need to get flour, tomatoes, and cheese at the store.

The pizza will be topped with olives, peppers, and pineapple chunks.

### **Commas and Coordinating Adjectives**

You can use commas to list both adjectives and nouns. A string of adjectives that describe a noun are called coordinating adjectives. These adjectives come before the noun they modify and are separated by commas. One important thing to note, however, is that unlike listing nouns, the word *and* does not always need to be before the last adjective.

It was a bright, windy, clear day.

Our kite glowed red, yellow, and blue in the morning sunlight.

### **Exercise 2**

On your own sheet of paper, use what you have learned so far about comma use to add commas to the following sentences.

1. Monday Tuesday and Wednesday are all booked with meetings.
2. It was a quiet uneventful unproductive day.
3. We'll need to prepare statements for the Franks Todds and Smiths before their portfolio reviews next week.

4. Michael Nita and Desmond finished their report last Tuesday.
5. With cold wet aching fingers he was able to secure the sails before the storm.
6. He wrote his name on the board in clear precise delicate letters.

### **Commas before Conjunctions in Compound Sentences**

Commas are sometimes used to separate two independent clauses. The comma comes after the first independent clause and is followed by a conjunction, such as *for*, *and*, or *but*. For a full list of conjunctions, see Chapter 1 "Writing Basics: What Makes a Good Sentence?".

He missed class today, and he thinks he will be out tomorrow, too.  
He says his fever is gone, but he is still very tired.

#### **Exercise 3**

On your own sheet of paper, create a compound sentence by combining the two independent clauses with a comma and a coordinating conjunction.

1. The presentation was scheduled for Monday. The weather delayed the presentation for four days.

---

2. He wanted a snack before bedtime. He ate some fruit.

---

3. The patient is in the next room. I can hardly hear anything.

---

4. We could go camping for vacation. We could go to the beach for vacation.

---

5. I want to get a better job. I am taking courses at night.

---

6. I cannot move forward on this project. I cannot afford to stop on this project.

---

7. Patrice wants to stop for lunch. We will take the next exit to look for a restaurant.

---

8. I've got to get this paper done. I have class in ten minutes. \_

---

9. The weather was clear yesterday. We decided to go on a picnic.

---

10. I have never dealt with this client before. I know Leonardo has worked with them. Let's ask Leonardo for his help.

---

### **Commas before and after Interrupting Words**

In conversations, you might interrupt your train of thought by giving more details about what you are talking about. In a sentence, you might interrupt your train of thought with a word or phrase called interrupting words. Interrupting words can come at the beginning or middle of a sentence. When the interrupting words appear at the beginning of the sentence, a comma appears after the word or phrase. If you can believe it, people once thought the sun and planets orbited around Earth.

Luckily, some people questioned that theory.

When interrupting words come in the middle of a sentence, they are separated from the rest of the sentence by commas. You can determine where the commas should go by looking for the part of the sentence that is not essential for the sentence to make sense.

An Italian astronomer, Galileo, proved that Earth orbited the sun.

We have known, for hundreds of years now, that the Earth and other planets exist in a solar system.

#### **Exercise 4**

On your own sheet of paper, copy the sentence and insert commas to separate the interrupting words from the rest of the sentence.

1. I asked my neighbors the retired couple from Florida to bring in my mail.
2. Without a doubt his work has improved over the last few weeks.
3. Our professor Mr. Alamut drilled the lessons into our heads.
4. The meeting is at noon unfortunately which means I will be late for lunch.
5. We came in time for the last part of dinner but most importantly we came in time for dessert.
6. All of a sudden our network crashed and we lost our files.
7. Alex hand the wrench to me before the pipe comes loose again.

### **Collaboration**

Please share with a classmate and compare your answers.

### **Commas in Dates, Addresses, and the Greetings and Closings of Letters**

You also use commas when you write the date, such as in cover letters and e-mails. Commas are used when you write the date, when you include an address, and when you greet someone.

If you are writing out the full date, add a comma after the day and before the year. You do not need to add a comma when you write the month and day or when you write the month and the year. If you need to continue the sentence after you add a date that includes the day and year, add a comma after the end of the date.

The letter is postmarked May 4, 2001.

Her birthday is May 5.

He visited the country in July 2009.

I registered for the conference on March 7, 2010, so we should get our tickets soon.

You also use commas when you include addresses and locations. When you include an address in a sentence, be sure to place a comma after the street and after the city. Do not place a comma between the state and the zip code. Like a date, if you need to continue the sentence after adding the address, simply add a comma after the address.

We moved to 4542 Boxcutter Lane, Hope, Missouri 70832.

After moving to Boston, Massachusetts, Eric used public transportation to get to work.

Greetings are also separated by commas. When you write an e-mail or a letter, you add a comma after the greeting word or the person's name. You also need to include a comma after the closing, which is the word or phrase you put before your signature.

Hello,

I would like more information about your job posting.

Thank you,

Anita Al-Sayf

Dear Mrs. Al-Sayf,

Thank you for your letter. Please read the attached document for details.

Sincerely,

Jack Fromont

### **Exercise 5**

On your own sheet of paper, use what you have learned about using commas to edit the following letter.

March 27 2010

Alexa Marché

14 Taylor Drive Apt. 6

New Castle Maine 90342

Dear Mr. Timmons

Thank you for agreeing to meet with me. I am available on Monday the fifth. I can stop by your office at any time. Is your address still 7309 Marcourt Circle #501? Please get back to me at your earliest convenience.

Thank you

Alexa

### **Exercise 6**

On your own sheet of paper, use what you have learned about comma usage to edit the following paragraphs.

1. My brother Nathaniel is a collector of many rare unusual things. He has collected lunch boxes limited edition books and hatpins at various points of his life. His current collection of unusual bottles has over fifty pieces. Usually he sells one collection before starting another.

2. Our meeting is scheduled for Thursday March 20. In that time we need to gather all our documents together. Alice is in charge of the

timetables and schedules. Tom is in charge of updating the guidelines. I am in charge of the presentation. To prepare for this meeting please print out any e-mails faxes or documents you have referred to when writing your sample.

3. It was a cool crisp autumn day when the group set out. They needed to cover several miles before they made camp so they walked at a brisk pace. The leader of the group Garth kept checking his watch and their GPS location. Isabelle Raoul and Maggie took turns carrying the equipment while Carrie took notes about the wildlife they saw. As a result no one noticed the darkening sky until the first drops of rain splattered on their faces.

4. Please have your report complete and filed by April 15 2010. In your submission letter please include your contact information the position you are applying for and two people we can contact as references. We will not be available for consultation after April 10 but you may contact the office if you have any questions. Thank you HR Department.

## **Collaboration**

Please share with a classmate and compare your answers.

### **Key Takeaways**

- Punctuation marks provide visual cues to readers to tell them how to read a sentence. Punctuation marks convey meaning.
- Commas indicate a pause or a list in a sentence.
- A comma should be used after an introductory word to separate this word from the main sentence.
- A comma comes after each noun in a list. The word *and* is added before the last noun, which is not followed by a comma.
- A comma comes after every coordinating adjective except for the last adjective.
- Commas can be used to separate the two independent clauses in compound sentences as long as a conjunction follows the comma.



- Commas are used to separate interrupting words from the rest of the sentence.
- When you write the date, you add a comma between the day and the year. You also add a comma after the year if the sentence continues after the date.
- When they are used in a sentence, addresses have commas after the street address, and the city. If a sentence continues after the address, a comma comes after the zip code.
- When you write a letter, you use commas in your greeting at the beginning and in your closing at the end of your letter.

### **Semicolons**

Another punctuation mark that you will encounter is the semicolon (;). Like most punctuation marks, the semicolon can be used in a variety of ways. The semicolon indicates a break in the flow of a sentence, but functions differently than a period or a comma. When you encounter a semicolon while reading aloud, this represents a good place to pause and take a breath.

#### **Semicolons to Join Two Independent Clauses**

Use a semicolon to combine two closely related independent clauses. Relying on a period to separate the related clauses into two shorter sentences could lead to choppy writing. Using a comma would create an awkward run-on sentence.

**Correct:** Be sure to wear clean, well-pressed clothes to the interview; appearances are important.

**Choppy:** Be sure to wear clean, well-pressed clothes to the interview. Appearances are important.

**Incorrect:** Be sure to wear clean, well-pressed clothes to the interview, appearances are important.

In this case, writing the independent clauses as two sentences separated by a period is correct. However, using a semicolon to combine the clauses can make your writing more interesting by creating a variety of sentence lengths and structures while preserving the flow of ideas.

## Semicolons to Join Items in a List

You can also use a semicolon to join items in a list when the items in the list already require commas. Semicolons help the reader distinguish between items in the list.

**Correct:** The color combinations we can choose from are black, white, and grey; green, brown, and black; or red, green, and brown.

**Incorrect:** The color combinations we can choose from are black, white, and grey, green, brown, and black, or red, green, and brown.

By using semicolons in this sentence, the reader can easily distinguish between the three sets of colors.

### Tip

Use semicolons to join two main clauses. Do not use semicolons with coordinating conjunctions such as *and*, *or*, and *but*.

### Exercise 1

On your own sheet of paper, correct the following sentences by adding semicolons. If the sentence is correct as it is, write *OK*.

1. I did not notice that you were in the office I was behind the front desk all day.
2. Do you want turkey, spinach, and cheese roast beef, lettuce, and cheese or ham, tomato, and cheese?
3. Please close the blinds there is a glare on the screen.
4. Unbelievably, no one was hurt in the accident.
5. I cannot decide if I want my room to be green, brown, and purple green, black, and brown or green, brown, and dark red.
6. Let's go for a walk the air is so refreshing.

### Key Takeaways

- Use a semicolon to join two independent clauses.
- Use a semicolon to separate items in a list when those items already require a comma.

## Colons

The colon (:) is another punctuation mark used to indicate a full stop. Use a colon to introduce lists, quotes, examples, and explanations. You can also use a colon after the greeting in business letters and memos.

Dear Hiring Manager:

To: Human Resources

From: Deanna Dean

### Colons to Introduce a List

Use a colon to introduce a list of items. Introduce the list with an independent clause.

The team will tour three states: New York, Pennsylvania, and Maryland.

I have to take four classes this semester: Composition, Statistics, Ethics, and Italian.

### Colons to Introduce a Quote

You can use a colon to introduce a quote.

Mark Twain said it best: “When in doubt, tell the truth.”

If a quote is longer than forty words, skip a line after the colon and indent the left margin of the quote five spaces. Because quotations longer than forty words use line spacing and indentation to indicate a quote, quotation marks are not necessary.

My father always loved Mark Twain’s words:

There are basically two types of people. People who accomplish things, and people who claim to have accomplished things. The first group is less crowded.

### Tip

Long quotations, which are forty words or more, are called block quotations. Block quotations frequently appear in longer essays and research papers. For more information about block quotations, see Chapter 10 "Writing Preparation".

## Colons to Introduce Examples or Explanations

Use a colon to introduce an example or to further explain an idea presented in the first part of a sentence. The first part of the sentence must always be an independent clause; that is, it must stand alone as a complete thought with a subject and verb. Do not use a colon after phrases like *such as* or *for example*.

**Correct:** Our company offers many publishing services: writing, editing, and reviewing.

**Incorrect:** Our company offers many publishing services, such as: writing, editing, and reviewing.

### Tip

Capitalize the first letter following a colon for a proper noun, the beginning of a quote, or the first letter of another independent clause. Do NOT capitalize if the information following the colon is not a complete sentence.

**Proper noun:** We visited three countries: Belize, Honduras, and El Salvador.

**Beginning of a quote:** My mother loved this line from *Hamlet*: “To thine own self be true.”

**Two independent clauses:** There are drawbacks to modern technology: My brother’s cell phone died and he lost a lot of phone numbers.

**Incorrect:** The recipe is simple: Tomato, basil, and avocado.

### Exercise 1

On your own sheet of paper, correct the following sentences by adding semicolons or colons where needed. If the sentence does not need a semicolon or colon, write *OK*.

1. Don’t give up you never know what tomorrow brings.

---

2. Our records show that the patient was admitted on March 9, 2010 January 13, 2010 and November 16, 2009.

---

3. Allow me to introduce myself I am the greatest ice-carver in the world. \_\_\_\_\_

4. Where I come from there are three ways to get to the grocery store by car, by bus, and by foot.

---

5. Listen closely you will want to remember this speech.

---

6. I have lived in Sedona, Arizona Baltimore, Maryland and Knoxville, Tennessee.

---

7. The boss's message was clear Lateness would not be tolerated.

---

8. Next semester, we will read some more contemporary authors, such as Vonnegut, Miller, and Orwell.

---

9. My little sister said what we were all thinking "We should have stayed home."

---

10. Trust me I have done this before.

---

### **Key Takeaways**

- Use a colon to introduce a list, quote, or example.
- Use a colon after a greeting in business letters and memos.

## Quotes

Quotation marks (“ ”) set off a group of words from the rest of the text. Use quotation marks to indicate direct quotations of another person’s words or to indicate a title. Quotation marks always appear in pairs.

### Direct Quotations

A direct quotation is an exact account of what someone said or wrote. To include a direct quotation in your writing, enclose the words in quotation marks. An indirect quotation is a restatement of what someone said or wrote. An indirect quotation does not use the person’s exact words. You do not need to use quotation marks for indirect quotations.

**Direct quotation:** Carly said, “I’m not ever going back there again.”

**Indirect quotation:** Carly said that she would never go back there.

### Writing at Work

Most word processing software is designed to catch errors in grammar, spelling, and punctuation. While this can be a useful tool, it is better to be well acquainted with the rules of punctuation than to leave the thinking to the computer. Properly punctuated writing will convey your meaning clearly. Consider the subtle shifts in meaning in the following sentences:

- The client said he thought our manuscript was garbage.
- The client said, “He thought our manuscript was garbage.”

The first sentence reads as an indirect quote in which the client does not like the manuscript. But did he actually use the word “garbage”? (This would be alarming!) Or has the speaker paraphrased (and exaggerated) the client’s words?

The second sentence reads as a direct quote from the client. But who is “he” in this sentence? Is it a third party?

Word processing software would not catch this because the sentences are not grammatically incorrect. However, the meanings of the

sentences are not the same. Understanding punctuation will help you write what you mean, and in this case, could save a lot of confusion around the office!

## **Punctuating Direct Quotations**

Quotation marks show readers another person's exact words. Often, you will want to identify who is speaking. You can do this at the beginning, middle, or end of the quote. Notice the use of commas and capitalized words.

**Beginning:** Madison said, "Let's stop at the farmers market to buy some fresh vegetables for dinner."

**Middle:** "Let's stop at the farmers market," Madison said, "to buy some fresh vegetables for dinner."

**End:** "Let's stop at the farmers market to buy some fresh vegetables for dinner," Madison said.

**Speaker not identified:** "Let's stop at the farmers market to buy some fresh vegetables for dinner."

Always capitalize the first letter of a quote even if it is not the beginning of the sentence. When using identifying words in the middle of the quote, the beginning of the second part of the quote does not need to be capitalized.

Use commas between identifying words and quotes. Quotation marks must be placed *after* commas and periods. Place quotation marks after question marks and exclamation points only if the question or exclamation is part of the quoted text.

**Question is part of quoted text:** The new employee asked, "When is lunch?"

**Question is not part of quoted text:** Did you hear her say you were "the next Picasso"?

**Exclamation is part of quoted text:** My supervisor beamed, "Thanks for all of your hard work!"

**Exclamation is not part of quoted text:** He said I "single-handedly saved the company thousands of dollars"!

## Quotations within Quotations

Use single quotation marks ( ‘ ’ ) to show a quotation within in a quotation.

Theresa said, “I wanted to take my dog to the festival, but the man at the gate said, ‘No dogs allowed.’”

“When you say, ‘I can’t help it,’ what exactly does that mean?”

“The instructions say, ‘Tighten the screws one at a time.’”

## Titles

Use quotation marks around titles of short works of writing, such as essays, songs, poems, short stories, and chapters in books. Usually, titles of longer works, such as books, magazines, albums, newspapers, and novels, are italicized.

“Annabelle Lee” is one of my favorite romantic poems.

The *New York Times* has been in publication since 1851.

## Writing at Work

In many businesses, the difference between exact wording and a paraphrase is extremely important. For legal purposes, or for the purposes of doing a job correctly, it can be important to know exactly what the client, customer, or supervisor said. Sometimes, important details can be lost when instructions are paraphrased. Use quotes to indicate exact words where needed, and let your coworkers know the source of the quotation (client, customer, peer, etc.).

## Exercise 1

Copy the following sentences onto your own sheet of paper, and correct them by adding quotation marks where necessary. If the sentence does not need any quotation marks, write *OK*.

1. Yasmin said, I don’t feel like cooking. Let’s go out to eat.

---

2. Where should we go? said Russell.



---

3. Yasmin said it didn't matter to her.

---

4. I know, said Russell, let's go to the Two Roads Juice Bar.

---

5. Perfect! said Yasmin.

---

6. Did you know that the name of the Juice Bar is a reference to a poem? asked Russell.

---

7. I didn't! exclaimed Yasmin. Which poem?

---

8. The Road Not Taken, by Robert Frost Russell explained.

---

9. Oh! said Yasmin, Is that the one that starts with the line, Two roads diverged in a yellow wood?

---

10. That's the one said Russell.

---

## Key Takeaways

- Use quotation marks to enclose direct quotes and titles of short works.
- Use single quotation marks to enclose a quote within a quote.
- Do not use any quotation marks for indirect quotations.

## Apostrophes

An apostrophe (') is a punctuation mark that is used with a noun to show possession or to indicate where a letter has been left out to form a contraction.

### Possession

An apostrophe and the letter *s* indicate who or what owns something. To show possession with a singular noun, add 's.

Jen's dance routine mesmerized everyone in the room.

The dog's leash is hanging on the hook beside the door.

Jess's sister is also coming to the party.

Notice that singular nouns that end in *s* still take the apostrophe *s* ('s) ending to show possession.

To show possession with a plural noun that ends in *s*, just add an apostrophe ('). If the plural noun does not end in *s*, add an apostrophe and an *s* ('s).

**Plural noun that ends in s:** The drummers' sticks all moved in the same rhythm, like a machine.

**Plural noun that does not end in s:** The people's votes clearly showed that no one supported the management decision.

### Contractions

A contraction is a word that is formed by combining two words. In a contraction, an apostrophe shows where one or more letters have been left out. Contractions are commonly used in informal writing but not in formal writing.

I do not like ice cream.

I **don't** like ice cream.

Notice how the words *do* and *not* have been combined to form the contraction *don't*. The apostrophe shows where the *o* in *not* has been left out.

We will see you later.

**We'll** see you later.

Look at the chart for some examples of commonly used contractions. aren't	are not
can't	cannot
doesn't	does not
don't	do not
isn't	is not
he'll	he will
I'll	I will
she'll	she will
they'll	they will
you'll	you will
it's	it is, it has
let's	let us
she's	she is, she has
there's	there is, there has
who's	who is, who has

### Dashes

A dash (—) is a punctuation mark used to set off information in a sentence for emphasis. You can enclose text between two dashes, or use just one dash. To create a dash in Microsoft Word, type two hyphens together. Do not put a space between dashes and text.

Arrive to the interview early—but not too early.

Any of the suits—except for the purple one—should be fine to wear.

## Exercise 1

On your own sheet of paper, clarify the following sentences by adding dashes. If the sentence is clear as it is, write *OK*.

1. Which hairstyle do you prefer short or long?
2. I don't know I hadn't even thought about that.
3. Guess what I got the job!
4. I will be happy to work over the weekend if I can have Monday off.
5. You have all the qualities that we are looking for in a candidate intelligence, dedication, and a strong work ethic.

## Key Takeaways

- Dashes indicate a pause in text.
- Dashes set off information in a sentence to show emphasis.

## Hyphens

A hyphen (-) looks similar to a dash but is shorter and used in different ways.

### Hyphens between Two Adjectives That Work as One

Use a hyphen to combine words that work together to form a single description.

The fifty-five-year-old athlete was just as qualified for the marathon as his younger opponents.

My doctor recommended against taking the medication, since it can be habit-forming.

My study group focused on preparing for the midyear review.

### Hyphens When a Word Breaks at the End of a Line

Use a hyphen to divide a word across two lines of text. You may notice that most word-processing programs will do this for you. If you have to manually insert a hyphen, place the hyphen between two syllables. If you are unsure of where to place the hyphen, consult a dictionary or move the entire word to the next line.

My supervisor was concerned that the team meeting would conflict with the client meeting.

## Key Takeaways

- Hyphens join words that work as one adjective.

- Hyphens break words across two lines of text.

### **Exercises**

1. Each sentence contains a punctuation error. On your own sheet of paper, correct each sentence by adding the correct punctuation. The headings will let you know which type of punctuation mistakes to look for. If the sentence does not need corrections, write *OK*.

### **Commas**

1. The wedding will be July 13 2012.
2. The date by the way is the anniversary of the day that they met.
3. The groom the bride and their parents are all planning the event.
4. Actually all of their friends and relatives are involved in the planning.
5. The bride is a baker so she will be making the wedding cake herself.
6. The photography the catering and the music will all be friends.

### **Semicolons**

7. Some people spend a lot of money hiring people for wedding services they are lucky to have such talented friends.
8. The flowers will be either roses, daisies, and snapdragons orchids, tulips, and irises or peonies and lilies.

### **Colons**

9. There will be three colors for the wedding: white, black, and gold.
10. They've finally narrowed down the dinner choices salmon, steak, and a vegan stew.
11. Their wedding invitations contained the following quote from the Roman poet Ovid If you want to be loved, be lovable.

### **Quotes**

12. The invitations said that the wedding would be "outdoor casual."
13. "What exactly does 'outdoor casual' mean?" I asked the bride.
14. She told me to dress comfortably and wear shoes that do not sink into the ground.

## **Apostrophes**

15. On the day of the wedding, were going to rent a limo.
16. My brothers wife will make the arrangements.
17. Shes a great party organizer.

## **Parentheses**

18. On the day of the wedding, the bride looked more beautiful than ever and I've known her for fifteen years.
19. All the details were perfect in my opinion.

## **Dashes**

20. Everyone danced at the wedding except my mother.
21. It was to be expected she just had hip surgery.

## **Hyphens**

22. The groom danced with his new mother in law.
  23. It was a spectacular, fun filled day for everyone.
2. Each sentence contains a punctuation error. On your own sheet of paper, correct each sentence by adding commas, semicolons, colons, apostrophes, parentheses, hyphens, and dashes as needed.
1. My mothers garden is full of beautiful flowers.
  2. She has carefully planted several species of roses peonies and irises.
  3. She is especially proud of her thirty year old Japanese maple tree.
  4. I am especially proud of the sunflowers I planted them!
  5. You should see the birds that are attracted to the garden hummingbirds, finches, robins, and sparrows.
  6. I like to watch the hummingbirds they are my favorite.
  7. We spend a lot of time in the garden planting weeding and just enjoying the view.
  8. Each flower has its own personality some seem shy and others seem bold.
  9. Arent gardens wonderful?
  10. You should come visit sometime Do you like to garden?

3. The following paragraph contains errors in punctuation. On your own sheet of paper, correct the paragraph by adding commas,

semicolons, colons, apostrophes, parentheses, hyphens, and dashes as needed. There may be more than one way to correct the paragraph.

May 18 2011

Dear Hiring Manager

Allow me to introduce myself in my previous position I was known as the King of Sales. I hope to earn the same title within your company. My name is Frances Fortune. I have thirteen years experience in corporate sales and account management. I have been the top rated seller for two years in a row in my previous position. Clients recognize me as dependable honest and resourceful. I have a strong work ethic and great interpersonal skills. I excel at goal setting and time management. However you don't have to take my word for it I will be happy to provide personal and professional references upon request. You're welcome to contact my previous employer to inquire about my work performance. I look forward to speaking with you in person in the near future.

Sincerely

Frances Fortune

4. Read the following paragraph. Edit by adding apostrophes, parentheses, dashes, and hyphens where needed. There may be more than one correct way to edit some sentences. Consider how the punctuation you choose affects the meaning of the sentence.

I was a little nervous about the interview it was my first in years. I had to borrow my roommate's suit, but it fit me well. A few days ago, I started to research the company's history and mission. I felt like I was well qualified for the job. When I arrived, I shook hands with the interviewer she had a strong grip! It nearly caught me off guard, but I did my best to smile and relax. I was a little distracted by all the books in the woman's office she must have had a hundred books in that tiny room. However, I think my responses to her questions were good. I'll send her an e-mail to thank her for her time. Hopefully she'll call me soon about the position.

### **Collaboration**

Please share with a classmate and compare your answers.

## REFERENCES

1. Arizona State University Libraries offers an excellent resource with clear examples. o  
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2. Purdue Online Writing Lab includes sample pages and works cited.  
<http://owl.english.purdue.edu/owl/resource/747/01>
3. California State University–Sacramento’s Online Writing Lab has an excellent visual description and example of an MLA paper.  
o [http://www.csus.edu/owl/index/mla/mla\\_format.htm](http://www.csus.edu/owl/index/mla/mla_format.htm)
4. SUNY offers an excellent, brief, side-by-side comparison of MLA and APA citations.



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(SPEAKING, READING, WRITING, GRAMMAR)**

**Toshkent – «INNOVATSION RIVOJLANISH  
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