

ENGLISH GRAMMAR RULES

— YOU —

MUST KNOW

Writing and Speaking 101 for Beginners, Daily English for Friendly
Conversation & Business Applications,
Understanding Grammar to Avoid Errors That Make You Look

DUMB!



Lissie Bradach

English Grammar Rules You Must Know:

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Daily English for Friendly Conversation
& Business Applications, Understanding
Grammar to Avoid Errors that Make You
Look Dumb*

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Introduction

Congratulations on purchasing *English Grammar Rules You Must Know: Ultimate Grammar Writing and Speaking 101 Workbook for Beginners, Daily English for Friendly Conversation and Business Applications, Understanding Grammar to Avoid Errors that Make You Look Dumb*, and thank you for doing so.

The following chapters will discuss the rules of English Grammar and how you can use the English language in your daily life situations. You will learn the different types of words in the English language and their most common uses and show you mistakes commonly made, so you don't make these same mistakes.

Although it has its little quirks, the English language is complicated to learn. After all, the word 'hot' can refer to the room temperature, the food's temperature, the food's spiciness level, or the good-looking person who just walked by the window. And hot is a word that you would use in your everyday speech, as long as you know the context and use it correctly. There is also the kind of English grammar spoken in more formal situations, like church, the office, or meeting your significant other's parents for the first time.

The English language has been changing and evolving for centuries. The English grammar used by the original people who spoke English is quite different from that said today. The actual language started as a mixture of many other languages in the same region and developed into another new and fresh language. As even more people from different places on the map moved into the area, they all brought with them their unique language, to add it to the melting pot of languages that evolved into the English language.

Part of the things that make up English grammar known today came about because of historical changes. The advent of the dictionary and printed word had a significant effect on the English language. As the world changed and people became more mobile and more fluid, so did the English language. The grammar that came out of that language is the subject of this book, and it is all covered in-depth, in great detail, with examples wherever possible of the right way and the wrong way to use the English language and English grammar.

Most of the English language will follow the same set of rules most of the time. As long as you understand the essential parts of speech and how to put them together in a verbal or written context so that they make sense, then you will have won the battle and conquered the English language and its grammar rules. And that is what this book is here to help you do: use the English language correctly and adequately (there is a difference between the two!). As long as you follow the basic rules for grammar and the rules for using a particular form of grammar, you will be just fine.

This book will help you, whether you are a native English language speaker or are new to the language, learn all of the information you need to speak and write the language correctly and adequately. Some of the information you will find in this book is not well known, but it is required for you to have a good command of English grammar. You will learn about the nouns and verbs that form the language's building blocks, those words that all sentences require one of, and that all sentences contain. You will also see a discussion of the other terms in the English language, the adjectives, pronouns, adverbs, synonyms, and antonyms that add color and fluff to plain speaking and writing. While it is essential to know the basics and how to use them, it is just as crucial for you to understand how to decorate your speaking and writing to add more enjoyment to your English language command.

There are numerous books on English grammar and the English language on the market, so thank you for choosing this one! This book is full of as much useful information as was possible to put into one book, so please enjoy it!

Chapter 1: Welcome To English Grammar

Grammar rules are nothing more than grammar rules; the guidelines tell you how you should speak and write a particular language. Even though thinking about grammar rules might remind you of endless boring sessions in elementary school, grammar can be a fun subject. English grammar laws are useful for knowing how to speak and write the English language effectively and confidently. Grammar rules tell you how to use words and sentences in a universally accepted manner as grammatically correct. The grammar rules of any language reflect the nature of the structure of the language. Rules of grammar don't apply to just the words of the language, but they also apply to the punctuation and creative use and the meaning of the words and using them in the proper context.

You will communicate better if you understand the rules of grammar. The rules for using words and forming phrases and sentences will help you speak and write in a manner that other people understand and can enjoy. Knowing the parts of grammar and their primary uses are also vital for analyzing how you use the English language and improving your writing and speaking. The written word is often prone to improper grammar usage. While spoken word will sometimes relax the rules regarding the proper use of grammar, there are certain situations in which a more formal tone is desirable.

The Origin of the English Language

As it is now, the English language has undergone many changes in the centuries it has been in use. It is believed the English language began with the arrival of three separate Germanic tribes that invaded Britain during the fifth century. Germanic refers to people who lived in the upper half of Europe at that time. When they invaded Britain, they pushed the people who spoke the Celtic languages into the area that is now Ireland and Scotland. The three tribes spoke similar languages that eventually merged into what is known as Old English. Someone from today who traveled back in time would have difficulty speaking English to someone who spoke only Old English.

In the eleventh century, England was invaded again by people from Europe, who is now France, who brought their language. They spoke a language similar to French and became the accepted language among royalty, business

people, and the ruling class. The lower classes still spoke Old English, so communication between the two types was rather tricky. By the fourteenth century, the French language had virtually disappeared, except for some particular words, and the two languages merged and created Middle English. This language was Shakespeare and Chaucer's speech, but it would also be difficult for someone of today to understand.

Around the nineteenth-century, Middle English began to change. The most significant change was that vowels became shorter for some unknown reason. This change brought even more new words into the English language. This period was also when the printed word became common, so that it was necessary to have one common language for printing purposes. This reason made the English language more standardized, with the rules for spelling and grammar fixed into place. Since London was the location of most publishing houses, the dialect of that city became the norm, and in 1604 publishers printed the first dictionary of English words, and Early Modern English was born.

The vocabulary was the most significant difference between Early and Late Modern English. There are many more words in the collection of words that makes up Late Modern English for two specific reasons. The first reason is the Industrial Revolution, which created many new words to add to the English language. The second reason is that the British Empire occupied about one-fourth of the world's surface with its extensive holdings. The English language incorporated many foreign words into daily use.

American English is quite different from modern British English. It is closer to Shakespearean English with its use of certain words and how they function together. When the colonies were founded, they used this form of the English language, which became modern American English. The language was also influenced by some of the different groups that came to North America, so modern American English uses words originating from Spanish, French, and West African influence.

Conversational Grammar Usage Rules

Conversational English is the form of the English language spoken daily by regular people doing everyday things. It is using a common language with common daily expressions. It is the form of the English language that is

learned by small children hanging around adults. There are no problematic terms or formations needed in conversational English. Sometimes complete sentences are not required. Imagine hearing a conversation like this one?

Person A: Where you going?

Person B: Store. Wanna come?

There is nothing proper or correct about that little exchange; it is just two people having a short conversation. Conversational English does not need to be grammatically correct because people having a relaxed discussion are not concerned with grammar rules. This explanation is why it is difficult for those who are not native English speakers to learn to speak English only from daily conversations with other people. When people who are not native English speakers begin to learn the language, they learn all of the grammar rules to discover that most people don't talk that way in daily conversation. The laws of grammar are less critical when the conversation is in an informal context.

When several people have a conversation, it is common to find more grammar rules broken than not. Real people use pronouns the wrong way, speak in fragments of sentences, and utilize contractions as often as possible. They speak in shorter sentences that are usually to the point without a lot of description. Every person has a unique style and rhythm for speaking. Informal communication occurs with little to no regard for the rules of grammar.

Formal Grammar Usage Rules

Business grammar is quite different from conversational grammar. The words are the same, and they have put together in much the same manner, but business grammar is much more formal than conversational grammar. Knowing and using business grammar or proper grammar is just as important as wearing the right clothes in a business or traditional setting. And the way business English is spoken is slightly different from conversational English. Business English requires a more formal approach to putting words together and what they mean when they appear together. Sometimes conversational English is wide open and unrestricted. Business English needs to be polite and proper. Here is an example of the difference.

Conversational: She hasn't sent the email.

Business: The email has not been sent yet.

The speaker is somewhat blaming one person for not sending the email in the conversational version, but the idea is not to blame in the business version. By wording the same thought differently, the attention is shifted to the *act*, the fact that the email hasn't been sent, not focusing attention on the person who has failed to send it. This technique is essential for avoiding placing the blame on one person. You use this when it is not important who made a mistake, and you need to keep the tone of the conversation more formal. Formal speech is always less personal than conversational speech.

Another distinction for business English is the tendency to use certain words in place of similar words to convey a specific meaning. The terms *may* and *might* have roughly the same meaning:

I *may* go to the store. I *might* go to the store.

In the business world, the words have different connotations (inferred meanings) and are not interchangeable. The word **might** sound weaker than the word **may**.

Sales *may* recover this weekend. Sales *might* recover this weekend.

The first sentence is a much more positive-sounding sentence than the second one. Much of the conversation is carefully worded in the business world to make the situation sound better than it might be. In conversational English, the goal is to exchange information. In business English, the goal is to exchange information while maintaining a certain level of etiquette. Another manner in which the two differ is how you express the idea.

Conversational: They are still in the meeting. Something's wrong.

Business: They are still in the meeting. Something must be wrong.

Both thoughts say the same thing, but the business example says it with a bit more formality than the conversational version. This example will show the difference between conversational English and business English.

Conversational: Can you work for me today?

Business: Could you work for me today?

Both ask the same question, but the business version is more formal. The most important thing to remember about traditional business English is that it is just as crucial to your career as wearing the right clothes, getting a good education, and knowing a particular skill. You will be judged in the business world by the way you communicate verbally. That sentence could have ended with ‘the way you talk’ but ‘communicate verbally’ sounds so much more proper

Correct Grammar v. Proper Grammar

There are *correct* grammar and grammar that are *proper*, and they are not the same thing. Either word will function as an adjective in speech. The word *correct* means that something is free from error, and *proper* means that it is suitable or acceptable for that circumstance or purpose. You can be accurate but not appropriate. You can make a correct statement, as far as grammar is concerned, but it might not be *proper* for the situation. Example:

“You are free to go to the ballgame this weekend, correct?”

This question shows one person asking another person if they will be able to go to the ballgame over the weekend, as long as they have no other commitments. The question is grammatically correct, but this would not be proper if asked in the middle of a monthly sales meeting at work. Talking about personal plans is best left to the lunchroom.

Correct is the answer if someone wants to know if a particular thing is the right thing to be used or said in that situation, such as the *correct* haircut, the *correct* shoes, the *correct* answer. Use *proper* if someone wants to know if a particular thing is appropriate for the situation, such as *proper* knowledge, *proper* behavior, and *proper* seating arrangements.

But the situation can get a bit more complicated. Sometimes the words are interchangeable, and this might change the meaning of the sentence.

The *correct* haircut is one that is *proper* for the dress code.
A *proper* haircut is one that follows the dress code *correctly*.

The *correct* answer fits *properly* in the number of spaces allowed.
A *proper* answer will be the *correct* one.

Correct and *proper* have confused people since the dawn of time. When you are writing, experts say using a good grammar check program is recommended, especially if you are writing a piece for work or school. Any of the good ones will catch the misuse of these two words and prompt you to make the sentence *correct* so that your word usage will be *proper* for the sentence.

Chapter 2: Nouns

One of the first rules that every small child learns in a school setting is a noun. Every sentence you form correctly will have a noun as the subject of the sentence. You will use nouns for ideas, qualities, and states of existence. A noun is a part of a large open group of speech whose members often appear as the verb object, the preposition object, the main idea in the sentence, or the phrase or clause subject. A concrete noun names people, places, or the things you can taste, smell, hear, and see. An abstract noun names emotions, concepts, and ideas, those things that you can't taste, smell, hear, or see. A pronoun is not a noun.

Proper Noun

The names of the months, a person's title, the days of the week, and organizations, movies, newspapers, books, plays, and specific places are proper nouns. A proper noun is a particular type of noun that identifies one single thing and is used to refer to that one single thing, usually the name of a person, their title, or a specific place:

Minnesota	Doctor	David
Neptune	Asia	Google
Rover	Einstein	Bradley Park
Disneyland	Mount Vesuvius	Mary Ann
Hollywood	Chips Ahoy	Purina

This list is endless. A proper noun names explicitly a particular choice. It also adds interest to the sentence or story because it is so specific.

I would like a cookie.
I would like a Chips Ahoy cookie.

Let's go see someone.
Let's go see David.

He drove to the city.
He drove to Hollywood.

My dog eats dog food.
My dog eats Purina dog food.

The second sentence in each pair is much more enjoyable. You can go visiting, or you can visit David. You can go to the city, or you can go to Hollywood. The idea behind using proper nouns, besides naming something in particular, is to make your conversation and your writing more interesting. Your friends might be interested in tales of your excursion to the city, but when you tell them you went to Hollywood, they will want details. And who would like to eat just any cookie when someone offered a Chips Ahoy cookie?

Proper nouns are usually just one word, and sometimes they have the identifier *the* in front of them to make the designation more specific, such as the Doctor, the White House, or the United Kingdom. Proper nouns, including all proper names, are different from common nouns grammatically in the English language. Proper names used as titles:

Mrs. Brown, Reverend Brown, President Brown

Use a modifier as an adjective with a person's title to add a bit of interest or color to the description:

Cranky Mrs. Brown, old Reverend Brown, retired President Brown

The indicator might be used as part of the description when using a proper noun as part of an explanation:

The old Reverend Brown, the retired President Brown I once worked for

When you use a proper noun as part of a noun phrase, it must be considered a fixed expression. Unlike a phrase which contains a common noun, nouns are not modified internally:

Common noun: beautiful old building can be changed to the old beautiful building

Proper noun: the amazing Albert Einstein can't be the Albert amazing Einstein

Sometimes you will use a common noun as a proper noun. Some countries have an organization called the Office of Homeland Security, which functions as the office of homeland security. You can use a location as a proper name, like when the road that winds around the lake is named Lake

Road or the street that passes the airport is called Airport Avenue.

When you write the names of proper nouns, you will use a capital letter for the first letter of any word that names something specific. If you don't, then the meaning can completely change:

The White House is the building in Washington, D.C.
The White house is a house where the White family lives.

The State of Minnesota denotes a particular state in the United States.
The state of Minnesota sounds as though it is wondering how Minnesota feels.

Proper nouns are just as easy to use in your writing as common nouns are, and they will make your writing more interesting. Consider these examples:

My best friend moved away.
My best friend, Mary, moved away to live in London.

The boy threw a ball to his dog.
Gordon threw the ball to his dog Rover.

We shopped at the furniture store and bought a mattress.
We shopped at Birdwell's Furniture Store and bought a Sleep Number mattress.

Common Noun

A noun used to name a general item, and not a specific thing is a common noun. There are common nouns everywhere in your life, and you use them daily, even if you don't think about it. Common nouns will not need to be capitalized unless they appear at the beginning of the sentence. A common noun can be used to refer to anything animate or inanimate, living or nonliving, or an abstract concept or idea. A common noun is the generalized version of the proper noun.

I am planning to smoke some meat in the *smoker* this weekend.
I am planning to smoke some meat in my WoodMaster Grill *Smoker* this weekend.

Both sentences are correct in the use of a *smoker*. If you are talking about a

generic smoker, you will begin the word with a lower-case letter. In the second sentence, you are using a specific name for the smoker's name, so the word smoker needs to be capitalized.

You will use common nouns when you need to denote a concept or a class of objects. Anything that is a thing is generally classified as a common noun. You use common nouns when you speak about people in general and not about specific people.

You will use common nouns when talking about a specific profession, like a football player, teacher, lawyer, doctor, nurse, politician, actress, etc. So when you talk about the people in general, then you will use a common noun. You can refer to people using common nouns to describe them, like cousins, preachers, clerks, police officers, grandma, delivery drivers, barista, boyfriend, and girlfriend.

If you are talking about your grandmother, then grandmother is a common noun.

My grandmother is the best cook in the family.
Bob's grandmother lives next door to me.

If you speak to your grandmother or use the word grandmother as part of her name, you will capitalize it and treat it as a proper noun.

"Let's go, Grandmother, the car is waiting."
We have Grandmother Smith as a guest for dinner tonight.

Common nouns name objects, like a house, table, car, shoe, potato chip, soda, newspaper, etc.

I read the newspaper every morning.
My car is in the shop.
I put the mail on the table.

A common noun also names an abstract idea, something that is not a thing but a concept such as an experience or an emotion like peace, anger, democracy, love, laughter, culture, time, etc.

Time is not on my side today.
I love to hear the laughter of a child.

People should learn to live in peace.

It is usually easy to recognize a common noun. Sometimes you might want to call a noun proper when it is only a common one.

President Bob Smith welcomed **Queen Gertrude** to the **White House**.
President Smith met many **queens** of other countries in **palaces** worldwide while he was the **president** of the United States.

In the first sentence, President Bob Smith, Queen Gertrude, and White House are all proper nouns because they denote specific titles for specific people. In the second sentence, the words queens and president are now common nouns because they do not refer to a particular person. The word president and queens do not refer to any specific person, but a job title in general, and palaces are just locations and not a particular palace.

While there are general titles and job titles in the category of a common noun, like an actor, secretary, truck driver, or comedian, they will become proper nouns if they indicate to a specific person. When the general or job title is used directly in front of the person's name, then that title becomes a proper title and is treated as a proper noun.

The attorney entered the courtroom.
That is Attorney Baldwin entering the courtroom.

Both doctors are having lunch here today.
I am having lunch with Doctor Green and Doctor Adams.

Common nouns are not capitalized unless they appear as the first word in the sentence or refer to a specific person. People frequently make the mistake of wanting to capitalize every noun, whether it is common or proper. Some words seem to be so important you feel they should be capitalized, like doctor or presidents. But even a title is still a common noun if it does not name something or someone specific.

Incorrect: In 1789, the first term of our first president George Washington began.

Correct: In 1789, the first term of our President George Washington began.

Incorrect: Queen Elizabeth is the current Queen of England.

Correct: Queen Elizabeth is the current queen of England.

Incorrect: The United States citizens elect a new President every four years.

Correct: The United States citizens elect a new president every four years.

When Queen Elizabeth begins the sentence, it is capitalized. Because it is her name and title, it is capitalized, which can make you tempted to capitalize her title of queen, but the queen is not capitalized in this usage. In the last example, the word president would not be capitalized. After all, it does not refer to a particular president, even though you might be tempted to capitalize it because it is a meaningful title.

One common mistake often made in the business world pertains to the phrase board of directors, a common compound noun, and is usually capitalized incorrectly. This phrase does not need to be capitalized unless it is part of a proper noun, such as something that goes along with the board of directors.

The board of directors at my company is meeting today.

I have tickets to the Board of Directors' Ball on Friday.

He was named to a spot on the board of directors.

The Board of Directors' Annual Meeting is this weekend.

And sometimes, common nouns are capitalized incorrectly because they seem to be so important.

Correct: The idea of the Big Bang tells about the cosmological expansion of our entire universe.

Incorrect: The idea of the Big Bang tells about the Cosmological Expansion of the entire Universe.

Some common nouns are also known as collective nouns since they describe a group or collection of things or people. A collective noun is almost always singular, although it represents a plural group of things or people.

The navy will arrive tonight.

A school of fish is collecting over there.

A colony of bees has moved into the barn.

This class of children is going to lunch.

I brought a bunch of roses with me for the table.

Nouns are also used to indicate ownership of an item. This usage is called a possessive noun. It is characterized by the use of an apostrophe followed by the letter –s. When you use a possessive noun is the same as saying the word *of* and the noun.

The officer's cars are running. (The cars of the officers are running.)

The girl's dress is green. (The dress of the girl is green.)

The team's logo is new. (The logo of the team is new.)

Almost every sentence will have at least one noun. The exception to this rule would be an imperative sentence form that uses an implied subject. In the sentence “Leave now!” the word ‘you’ is left off the beginning of the sentence, but it is understood. But most sentences require the use of at least one noun to make them complete.

Nouns in Conversation

One of the biggest problems with nouns in conversation is that they usually are not used enough. The conversation is often the most imprecise way of communicating with other people and rarely follows any grammar rules when it is an everyday conversation among friends. You might hear a conversation that sounds like this:

He: Where did you get that new bicycle? It looks really expensive.

She: My dad bought it for me. I think it cost like a hundred dollars or something.

He: Your dad is always buying stuff for you. You're so lucky!

In conversation, people often use specific phrases to show that they are not entirely sure about what they are talking about. Sometimes they will use particular words to make their sentences shorter. These phrases are known as coordination tags. In conversation, people will often use nouns that are not entirely precise and do not represent any particular object or person. Sometimes these imprecise nouns will be used in conversational phrases. Three coordination tags are commonly used in everyday conversation.

or something (like that)
and things (like that)

and stuff (like that)

The *like that* part is optional and is probably used about half of the time.

Or something like that – Speakers in conversation will use this phrase when the noun used earlier in the phrase or sentence was not quite the one the speaker was considering. Imagine that you are looking at art in a gallery with a friend, and you see a painting that is a strange mixture of colors and does not look like a particular object. You might say:

That looks like a painting by Van Gogh or something like that.

You would use the coordinating tag *or something like that* because you know the painting looks strange to you, it seems like something that Van Gogh might have painted, but you aren't sure. This coordinating tag allows you to make a statement about the painting and still express a bit of uncertainty.

And things like that – This coordination tag is usually used when there are nouns left unstated that could have been added earlier in the conversation. It can also be used when a speaker wants to move through a thought quickly and avoid listing all possible nouns that could fit the scenario. Imagine that you are visiting a school for theatrical arts, and one of the students is taking you around on a tour of the facilities.

“We have classes in speech and tap dancing and things like that.”

The speaker ended the sentence with the phrase *and things like that* instead of listing all of the possible classes available at the school. The speaker might have thought you would be bored if they listed all of the classes, or maybe they just listed the lessons that they found interesting. Or perhaps they just wanted to shorten their sentence without limiting the meaning of it too severely. Whatever the reason was for using the phrase *and things like that*, the primary purpose is to show a long list of items (nouns) that could have been used but were not.

And stuff like that – This phrase is also used when there are nouns left unmentioned, primarily when referring to nouns that are objects.

“This restaurant has chicken and steak and stuff like that.”

The speaker intimates that the restaurant has many different entrees available

for choosing, but the most notable selections are probably the steak's chicken and steak. And stuff like that means almost the same thing as and things like that. Both phrases tell the listener that nouns could be added to the previous nouns but were not.

Nouns in conversation are not the essential parts of the conversation. They need to be most of the time. Conversational English is often quite vague and boring.

He: Where did you get that new bicycle? It looks really expensive.

She: My dad bought it for me. I think it cost like a hundred dollars or something.

He: Your dad is always buying stuff for you. You're so lucky!

In the earlier example, when She says *or something*, that shows She does not know precisely how much the bicycle costs. She can make a statement and still have a bit of uncertainty about the subject. The *stuff like that* indicates that She is often the receiver of adorable gifts from her dad.

These coordinating tags are useful in conversation, although they are almost like slang because they do not allow much creativity. They can be used in writing, but they usually are not. In any formal situation that requires speaking or writing, these phrases would not be used.

Nouns in Written Word

When people make conversation, they can be a bit relaxed about their grammar usage. They can use phrases like *and stuff like that* because the people they are speaking to will probably understand what they are talking about. It is more important to be specific with your nouns with the written word for a few reasons. You want your reader to know what you are talking about, and you do not want your writing to be boring.

All writing is held up by the nouns that make up the contents of the piece. Your essay would be saggy and boring without nouns. Many writers don't give enough attention to the nouns they use because they are considered evident and straightforward. Strong nouns specific to the meaning of the writing and they are the most visible element in your writing. So unlike conversational nouns, written nouns need to have careful attention and thought given to them.

Two kinds of nouns will make up your written word, concrete nouns and abstract nouns. Remember that concrete nouns indicate places, things, and people, and abstract nouns identify feelings, concepts, and ideas. When you want your writing to be exciting and fresh, you will need to use a good combination of both kinds of these nouns. When choosing your paper's nouns, it is more important to show your readers information than telling the story. You can say to your readers that the man is elderly, but if you write phrases like his stooped shoulders, his shuffling walk, the faded blue of his eyes, your readers will be able to picture the older man in their minds. Your writing will be more exciting if the concrete nouns are more numerous than the abstract nouns.

And when choosing your nouns, it is better to be specific rather than general. A child might interrupt a wedding ceremony; a baby certainly will. The teenager's first car could be a rusty truck or a sleek sports car, depending on how lucky that teenager is. And when you face a strange dog, it will matter whether or not the dog is a Doberman or a Chihuahua. Use your nouns to make your writing as exciting and vivid as you possibly can.

Nouns are one of the foundations of English grammar and one of the most necessary parts of the language. And now, you know how to use nouns in ways that will enrich your speech and make your writing exciting.

Chapter 3: Verbs

If nouns are the backbone of the English language, the verbs are the muscles. Verbs are the words that make your nouns live, move, and breathe. The verb is the word that tells everyone what the subject (noun) is doing. Together with the noun, the verb is the other central part of the sentence. It tells the reader or listener the story of what is happening. Without the verb, there can be no complete thoughts.

A verb announces the state of being, an occurrence, or an action. Where nouns come in singular or plural form, verbs come in tenses. The present tense indicates that an activity is currently happening; the past tense tells us about the action that has occurred already. The future tense lets the listener know that activity will occur some vague time in the future.

Present tense: work
Past tense: working
Future tense: will work

Even the shortest, most straightforward sentences in the English language will have a noun and a verb.

John runs.
Mary sings.
Bob eats.

And while a noun standing alone is just another word, a verb can stand alone and be a concise sentence by itself, with the subject being implied.

Run!
Dance!
Sing!

When small children learn the first grammar rules in school, they are often taught that the verb is the *doing* word in the sentence. They identify the part of the sentence that explains the action that is taking place.

The dog **ran** away.
I **eat** cake for breakfast.
Dolphins **swim** in the ocean.

Ran, *eat*, and *swim* is the action words in the sentence, so they are the verbs, and they tell what the subject is doing. Some verbs do not denote action, but they are still verbs; they are called non-action verbs. Those are verbs like

She **thought** about it.
John **considered** the offer.
I **know** your address.

These are the non-action verbs that describe a state of being, such as opinion, sense, possession, or emotion.

One clue that you can use to help you recognize the verb in the sentence is to look for the word near the subject. In the sentence, the verb will almost always come directly behind the sentence's topic: the noun or the pronoun. A

straightforward method to know if the word in question is a verb is to ask, “Am I able to do _____ or “What is happening here?”

I **walk** to the store.
I **run** around the track.
I **see** the sun rising.

Can you *walk*, *run*, or *see*? The answer is yes, so those words are verbs.

I **thought** about my answer.
He **gulps** his dinner.

Thinking and *eating* are happening, so those are the verbs in the sentences.

An action verb is a physical verb. This kind of verb describes a specific physical action. If you can use a tool to complete an effort or create motion with your body, then the word you use to describe that action is a physical verb.

We should **vote** in this election.
The dog **chases** the ball.
He **sat** in the chair.

Even if the action isn't very active, the verb you will use is a physical verb or an action verb if the subject is doing something.

Some verbs are mental verbs. A mental verb has a meaning related to a concept such as planning, thinking, understanding, or discovering. In a general context, a mental verb refers to a cognitive state.

I **believe** everything you say.
They **recognized** him from the picture.
Do you **know** the answer?

Another type of verb is the linking verb, which shows a state of being. They describe situations or conditions which simply exist without performing any action, so they are also called passive verbs. These verbs come from the verb to be, like *is*, *am*, *are*, *was*, and *were*.

She **is** lonely.

I **am** lonely.
They **are** lonely.
He **was** lonely.
We **were** lonely.

Sometimes you can change a noun into a verb by adding a prefix or a suffix. A prefix is a short syllable that appears at the beginning of the word, and a suffix is a shortened syllable at the end of the word. Adding any of these to a noun will change the noun into a verb, and these prefixes and suffixes are usually used to denote that a word is a verb and not a noun.

De- + sign = design
Be- + stow = bestow
En- + courage = encourage
Type + -ify = typify
Character + -ize = characterize
Sweet + -en = sweeten

I will **design** a sign for the game.
Bestow your grace on me.
His actions **encourage** me.
Her type **typifies** a good girl.
Give us a few words that **characterize** his character.
I will **sweeten** the tea to make it sweet.

You can also use prefixes and suffixes to change the meaning of a verb. **Embark** means to get on the plane or the ship. If you add the prefix *dis-* then the word becomes **disembark**, which means to get off the plane or the boat.

When you begin talking about verbs' different tenses, things sometimes confuse, but we will try to keep it understandable. Four suffixes are added to the base of any verb that will create all forms of that verb used in all tenses: -s, -ing, -ed, and -en. These are called **derivational suffixes** because they tell the period the action is coming from.

-s added to a verb will create the 3rd person singular – she talks
-ing added to a verb is the present participle/used with be – she is talking
-ed added to a verb will create the simple past – she talked
-en added to a verb makes the past participle/used with have – she has talked

It is more important to use the verbs correctly than to know what they are called in their usage form, although necessary.

She talks – she knows how to talk

She is talking – she is talking right now

She talked – she was talking, but now she has stopped

She has talked – she knows how to talk but is not talking now

There are also **inflectional suffixes** put with all verbs, although the form might appear differently from one verb to another. The format of the irregular verb will look different from the regular form of the verb.

Write Bob *writes* scary stories at home. (-s ending)

 Bob *is writing* scary stories at home. (-ing ending)

 Bob **wrote** scary stories at home. (-ed ending)

 Bob *has written* scary stories at home. (-en ending)

Buy Arthur *buys* a book every day. (-s ending)

 Arthur *is buying* a book today. (-ing ending)

 Arthur **bought** a book yesterday. (-ed ending)

 Arthur *has bought* books every day. (-en ending)

Go The children *go* to the park often. (-s ending)

 The children *are going* to the park today. (-ing ending)

 The children **went** to the park often. (-ed ending)

 The children *have gone* to the park this week. (-en ending)

Most of the English language verbs are regular verbs, and they will use **-ed** and **-en** as their past tense forms. But some verbs are not typical, and they follow no consistent pattern when they are made into the **-ed** or **-en** forms. Below are some of these irregular verbs and how their **-ed** and **-en** forms are created.

PRESENT FORM
(-EN)

PAST FORM (-ED)

PAST PARTICIPLE

Ask	asked	asked
Begin	began	begun
Burst	burst	burst
Cling	clung	clung

Fly	flew	flown		
Go	went	gone		
Hang (with things)		hung	hung	
Hang (with people)		hanged		hanged
Ring	rang	rung		
Set	set	set		
Swim	swam	swum		
Weave	wove	woven		

Verbs also come in different moods. The mood in a verb refers to one of three attitudes that the speaker or writer feels to the words that are being spoken or written. Most sentences are spoken or written in the *indicative mood*, which is used to ask a question or make a statement. You will use the *imperative mood* when you feel somewhat bossy, and you need to give an order or a strong suggestion or direction.

Get all of your homework finished before you watch movies.
Please include the method of payment with your order form.
Get out of this house now!

You will notice that there is no subject in an imperative sentence. The understood subject in the sentence is the pronoun *you*, which you can use as a singular form or a plural form that depends on the sentence's context. You will use the *subjunctive mood* in a sentence as a dependent clause that does one of the following things. It will begin with the word *that* and it will express a demand. It will start with *as though* or *as if* when the clause is used to describe a condition or speculation that does not exist (is contrary to fact). It will begin with *if* and express a situation that is contrary to reality, or it will express a wish.

I wish my boyfriend were here.
Tom would be a better player if he were more aggressive.
If we had studied more, we would have passed the test.
She acted as if she was guilty.
They requested that he be present at the party.

Although this mood is used in the English language, it is not as important as the other two moods.

Helping verbs are always paired with the main verb, and they are used to express different degrees of mood and time. Adding a helping verb to the main verb will create a verb phrase. Adverbs and contracted verbs are not technically part of the verb.

I will have been working here for two years next month – **will have been** is the verb that is helping and **working** is the verb.

He has already started working there – **has** is the verb that is helping and **working** is the verb, and *already* is an adverb that intensifies the verb working but is not part of the verb clause. If you remove the word *already*, you will still have a verb clause.

He hasn't started working yet – He has not started working yet – the word *not*, whether it is part of the contraction or not, is not part of the verb clause. **Has** is the verb that is helping, and **working** is the verb.

The helping verbs are: is, am, are, was, were, be, been, being, has, have, had, did, do, does, shall, should, will, would, may, must, might, could, and can.

She **is** sleeping well.
I **am** sleeping well.
We **are** sleeping well.
He **was** sleeping well.
They **were** sleeping well.
I will **be** sleeping well.
He has **been** sleeping well.
He is **being** slept well.
She **has** slept well.
They **have** slept well.
We **had** slept well.
I **did** sleep well.
I **do** sleep well.
She **does** sleep well.
They **shall** sleep well.
He **should** sleep well.
We **will** sleep well.
They **would** sleep well.
We **may** sleep well.

They **must** sleep well.
I **might** sleep well.
He **could** sleep well.
She **can** sleep well.

Shall is usually not used in conversational English, but it is often used in formal or business speech. It is used only for polite questions voiced in the first person tense:

Shall we go to dinner now?
Shall I call a taxi for you?

Shall is also used in formal situations like minutes for meetings and legal documents to express an obligation.

The managers **shall** be responsible for gathering the information.
The parents **shall** share custody of the minor children.

In modern English grammar, the word **should** is usually replaced by the word **would**, but it is still used when needed to mean ought to.

I really **shouldn't** be here.
You **should** have seen the snow yesterday.

In more formal conversation or writing, the word **should** expresses something positive or something the speaker likes.

I **should** think everyone will vote today.
I **should** have been there.

Do, **does**, and **did** are used as auxiliary words to express negative thoughts and to ask questions.

I **don't** work there anymore.
Does he study with you?
She **doesn't** live here now.
Do you work over there?

These verbs can also be used in conversation to create short questions and answers.

Do you work here? Oh, you **don't**.

If you ask a question that can be answered with *yes* or *no*, then whatever form of the word **do** you are using will begin the sentence and come before the subject, and the main verb will appear after the subject.

Did you go to that school?
Do you grow vegetables in your back yard?
Does the sun ever shine here?

Different forms of the verb **do** are used to express differences and similarities when they are used with the words **neither** and **so**.

My brother hates yard work, and **so does** my sister.
My brother **doesn't** like yard work; **neither does** my sister.

The verb **do** is also useful because you will not need to repeat the verb from the beginning of the sentence.

Bob excelled in football; so **did** his brother.
Mary studies as hard as her sister **does**.

The different forms of **to have** will create different tenses called past perfect and present perfect. You will use the perfect tense to indicate that the happening occurred in the past. The present perfect tense shows that something happened and might keep on happening, and the past perfect tense indicates something happened before something else happened.

They **must have** left already.
They **may have** been here already.
I **might not have** been there when the crime occurred.
Could he have known about the gifts?

One of the combinations that need to be used with special care involves the words **can** and **may**. These need to be treated with particular respect because their use often denotes a lack of intelligence to some people if they are not used correctly. **Can** is used to inquire about the power or ability to do something, and the word **may** refers to asking permission to do something.

He: Can I go to the store?

She: I don't know, can you? *As in, do you have the ability to go there?*

He: May I go to the store?

She: Yes, you may.

The distinction is usually only made in formal or business speech or when you are writing. If you have a conversation with your friends, they probably will not care about which word you use.

Another set of words that often confuses people are the words **may** and **might**. **Might** is the past tense of **may**, but it is usually considered to be not as strong as the term **may**.

May we leave work early?
Might I leave work early?"

With **may** and **might**, the word may is used to express a possibility, while the word might is used to imply that something could have happened.

He **may** have been injured?
We aren't sure if he is, but it is possible.

He **might** have been injured.
We know he wasn't injured, but he could have been.

A phrasal verb is created when you put a verb with another phrase or word, usually a preposition. The combination that results creates something that is a new verb. Unfortunately, that new verb might have a meaning confusing to other people, especially people who are not native speakers of English. The phrasal verb is usually made as the result of casual use of the English language; that is, it is used often enough that it becomes an accepted form of speech. The word that is joined with the verb to make the phrasal verb is called a participle. The phrasal verb's biggest problem is that their meaning is often obscure to the listeners, and they might have many different purposes. The phrasal verb *to make out* could mean to see something, to perceive something, or to kiss someone. You can *turn up* at a party, or your father can *turn up* his radio. *To come out* means *to come out* of the room, *to come out* of the closet, or *to come out* to the festivities.

A causative verb will designate the action that is needed to cause another action to occur. The causative verbs are *force, employ, permit, encourage, assist, hire, convince, make, get, motivate, allow, require, have, allow, help,*

and *let*. A noun or a pronoun will follow these words, and then the verb that describes the action.

He hired the contractor to build a new room.

Hired is the cause that was done so the **build** would be possible.

She allows her dog to run wild.

Allows is the cause, so that **run** is possible.

I require money to buy gas for the car.

Require is the cause, so that **buy** is possible.

Verbs in Conversation

The average human being uses about twenty thousand words every day while they are speaking. This usage means that you will speak more than one thousand words every hour that you are awake. Many of these words will be verbs. These are the action words you will use to tell other people how you think, go, throw, run, and jump. Verbs are a part of every sentence you speak. You will use many verbs each day since almost every sentence you say will need a verb. The key to having exciting conversations is in knowing which verbs to use and when to use them.

You might think that you are familiar with the standard verbs, but you might still have information that will be useful for you. Some verbs can only be used one way because they only have one meaning. Some verbs will have many implications to be used in many different situations, and you might not know all of them. Pay attention to your conversations. You will begin to see that there are words that you use more than other words.

Now open your ears and eyes and look all around you. You will see that there are verbs everywhere. You will hear some familiar words because you either use them or listen to them frequently. Even if you often hear a particular term but aren't sure exactly what it means, you will be familiar with it. An excellent place to begin extending your conversational abilities is to list the verbs you use the most often, either mentally or on paper.

After you have listed all of the verbs you use the most, begin to listen to the

verbs that other people use. When you hear a verb that is not familiar to you, write it down on a piece of paper and look up its meaning later. This is how you will begin building your database of verbs that you can use in conversation. It might not seem vital to you to increase the amounts of verbs you know how to use, but consider the following discussion:

He: Where did you go?

She: I went to the store.

He: What'd you get?

She: Stuff.

Can you feel yourself yawning? People use words to convey information to other people, and there is no reason why those words can't be enjoyable. Verbs spark the conversation; they are the light that illuminates the nouns we talk about in conversations. Now listen to the same discussion with more exciting verbs:

He: Where did you run off to?

She: I had to drive down to the store.

He: What did you buy there?

She: I found that candy I've been hunting everywhere.

No extremely irregular verbs were used in the second conversation, but putting in verbs that give more information enlivens the dialogue. You might not worry about this when you are talking to your friends and family, but you certainly will when you are in a business, formal, or school setting. Using verbs to make your conversations sparkle tells the world that you are an intelligent person.

In the business world, certain phrasal verbs are used daily, and you should be familiar with these phrasal verbs.

To come across – this means to find unexpectedly, as in “I was reading the report last night and came across a few errors in spelling.”

To chip in/to pitch in – this means to help another person or the group, as in “We should have this room ready quickly if everyone pitches in to help.”

To check out – this means to investigate or look at carefully, as in “I'm not sure why my computer isn't working, but I'll check it out.”

To check out – this also means to leave the hotel, as in “We need to check out by 11 AM.”

To check-in (with a person) – this means to communicate with someone else, usually verbally, to let that person know you are okay or to see if they are okay, or if things are OK, as in “A good manager needs to check in with his employees periodically.”

To check in – this also means to arrive at the airport or the hotel and do what is needed to secure your flight or room, as in “We checked into the hotel at 6 PM and then went to dinner.”

To call off – this means to cancel something, as in “So many people are out sick today that management decided to cancel the meeting.”

To call back – this means to return a phone call, as in “Our connection is horrible, so I need to call you back.”

To back up – this means you will or did support someone, as in “Thank you for backing me up with the report during the meeting today.”

To ask around – this means asking the same question of many people, as in “Ask around and let me know who is going.”

Verbs in Written Word

The English language is a vast storehouse of interesting and useful words that will describe specific things or a particular movement. When you are writing and want your writing to be interesting, you need to choose your words well. Add excitement to your report by making good choices for some of the more common verbs you use. The best place to begin is by using descriptive words.

When you are composing a written piece, you will use nouns and verbs to make your sentences. Strong, descriptive verbs are the single-word actions that will add to the picture you are painting for your readers to read. Your verbs will give your writing energy and color. In most cases, a vivid engaging verb is more telling and concise than any overused straightforward verb.

She ran toward the water.
She ran quickly toward the water.
She sprinted toward the water.

The third sentence is more interesting. You can see in your mind the haste she is making as she hurries toward the water. Commonly used verbs are common and weak, and they describe no more than the bare minimum of the action you are trying to portray. Your writing will be clean and direct, and it will also be boring. It will lack all personality and color. You can see the scene in your mind that you want to tell your readers about, so it is best to use as many descriptive words as possible.

The pacing of your writing will be even more impressive when you use descriptive words. Active verbs will serve to anchor your report and keep it in the present tense. This descriptiveness will contribute to the exuberant, moody, emotional, suspenseful, or exciting mood you need to convey. When you use weak verbs, they will often be supported by descriptive adverbs. If you use descriptive verbs, you will eliminate the need for using too many adverbs, and you will also keep a check on using too many of the state-of-being verbs like *is*, *are*, *was*, and *were*. Using too many of these verbs gives your writing a passive voice.

Use the best verbs possible to make your writing give the effect you are looking for. Decide the tone you want to set in your essay, the kind of mood or feeling you want your words to evoke. Decide which language and terms will be the best to deliver the type of story you want to tell. Sometimes reading your writing out loud will help you see where more interesting verbs are needed. Any place your writing seems stagnant might benefit from more descriptive and exciting words.

The most powerful verbs you can use will evoke emotion and imagery in the person hearing or reading the verb you are using. The glass will not merely break; it will shatter. The dog will not merely eat its food; it will gobble the food. Ask yourself a few pertinent questions when you are deciding which verbs to replace:

Do I need verbs for expression and speech? If there is a dialogue in your writing, you could write the entire piece using 'said' without ever using the more descriptive verbs like *whimpered* or *cried* or *shouted*. The best method is to balance your writing by using 'said' sometimes and more harsh words at other times. When you consider your character's intent, it will help you choose the right descriptive verb for your dialogue. A laugh is much crueler when it is a snicker and unguarded when it bursts out of the character like a

guffaw. Your character can show dissent by muttering under their breath, or they might whimper in surrender. Add volume to your dialogue by introducing synonyms that make people think the sounds, like shouts and whispers.

Do I need verbs of stillness? Stillness is never wholly free of movement in real life, and it can be just as revealing as noise and commotion. If your character is nervous, they will be perched on the edge of their seat and not just sitting there. A rude character will probably slouch in their chair. Your character might slump on the sofa if they have just received some bad news.

Do I need more verbs of movement? The best place to use descriptive words is in any place where activity exists in your writing. The characters' actions will communicate to the readers how they feel, what they are looking for, and how they will present themselves to the world. Does your character merely walk down the sidewalk, or do they swagger, glide, or stroll? Maybe your character likes to skip or hop down the sidewalk. Using verbs that describe movement will also denote urgency and a sense of place. The character might need to scramble over boulders or plod through a muddy field. If your character is a suspicious person, they might scamper out of your grasp or slink away down a dark alley.

When you prepare the written word for a business purpose, you won't need to look for descriptive action verbs as much as you will want to look for choices that sound professional. The key to business writing is to sound businesslike and professional.

Inform (to let someone know) – while it is okay to say *to let someone know* in conversation, in writing, it is better to say *inform*.

Casual: I will *let you know* which reports I need.

Professional: Later, I will *inform* you of which reports I will need.

Contact (get in touch with) – In a business conversation, it is permissible to say, “I will get in touch with you later,” but in writing, it is better to use the word *contact*.

Casual: I wanted *to get in touch with* you last night.

Professional: I wanted to *contact* you last night.

Ensure (make sure) – *ensure* and *make sure* are similar in usage and meaning, and in spoken English, even in a business setting, either is acceptable to use. In business writing, *ensure* is more acceptable and professional.

Casual: Please *make sure* you read the directions.

Professional: Please *ensure* you read the directions.

Prepare (get ready) – in casual conversation, it is acceptable to tell people to *get ready* for something, but it is better to use the word *prepare* in business writing.

Casual: She is working hard to *get ready* for the test.

Professional: She is working hard to *prepare* for the test.

Discuss (talk about) – in casual conversation with your friends, you can say you need to *talk about* something with them. In the business world, you should use the word *discuss*.

Casual: Let's *talk about* how to fix the schedule.

Professional: Let's *discuss* how to fix the schedule.

Apologize (saying sorry) – in casual situations and when you are speaking to small children, it is acceptable to use the words *say sorry*. This phrase is much too informal to use in a business situation, and especially in business writing, so you should use the word *apologize*.

Casual: You should *say sorry* for your mistake.

Professional: You should *apologize* for your mistake.

Submit (hand in or turn in) – When you are talking about assignments or homework, you can use the words *hand in* or *turn in*. When you are talking about business reports, documents, or applications, you will use the word *submit*.

Casual: I need to *turn in* this resume for the position.

Professional: I need to *submit* this resume for the position.

Explain (tell about) – you might ask your friends to *tell about* how they are spending their vacation or the holidays. Using the words *tell about* means to give information, but the word *explain* usually means to *tell about* something in greater detail and to make the explanation more precise. In business

writing, you will use the word *explain* to provide or ask for more detailed information.

Casual: *Tell me* about the report you brought.

Professional: *Explain* the report you brought.

Select (choose) – these words can easily replace each other, but the word *select* sounds more professional.

Casual: *Choose* a time for the staff meeting.

Professional: *Select* a time for the staff meeting.

Reply (answer) – *reply* and *answer* are two more words that can easily be used in place of each other, but *reply* sounds more professional.

Casual: I need to *answer* these emails.

Professional: I need to *reply* to these emails.

Reserve (book) – you can use the word *book* as a noun, adjective, or verb. In this example, the term is easily replaced with the word *reserve* when used in the context of holding a location or venue, an item for future use, or registering for an event in the future.

Casual: *Book* your attendance for the conference early.

Professional: *Reserve* your attendance for the conference early.

Assist (help) – when the word *help* is used as a verb, it is interchangeable with the word *assist*. It is better to use the term to assist in the business setting when speaking about supporting or helping someone.

Casual: I need you to *help* the customers.

Professional: I need you to *assist* the customers.

Attend (come) – you can replace the word *come* with the word *attend* only if you speak about being present at an event, like a training course or a seminar.

Casual: I will *come* to the meeting tomorrow.

Professional: I will *attend* the meeting tomorrow.

Receive (get) – this is another common verb that can be used in many ways and has no position in the business world. Replace *get* with the word *receive* when you are referring to something that comes from someone else.

Casual: Did you *get* the information I sent?

Professional: Did you *receive* the information I sent.

Provide (give) –the word *give* also has many meanings, but you will replace it with the *provide* for business communications in the business world.

Casual: Please *give* me the sales reports.

Professional: Please *provide* me with the sales reports.

The key to good business writing is to use words that sound professional and intelligent as much of the time as is possible.

Now take this information and use verbs correctly and adequately.

Chapter 4: Pronouns

A pronoun is a particular category of a noun that can be substituted for other nouns without changing the sentence's meaning. Unlike the noun that usually does not change its form, unless you add an *-s* or *-es* to the end of the word to make a *house* into *houses* or *car* into *cars*, pronouns can change their format according to their usage in the sentence.

I bought a car.
The car belongs to **me**.

I and *I* are the same people, but the form changed because *I* have been put to the end of the sentence and became *me*. *I* make the topic of the sentence, but *me* make the verb object. *I* did the car's buying, but the verb *belongs* needs to have an object that completes the thought, so that object is *me*. A pronoun will do everything that a noun can do inside the sentence. Pronouns are an indirect object, a direct object, the subject, the preposition object, and so much more. The pronoun is a versatile addition to the English language.

Nouns are relatively simple in their composition, as they are either a proper noun or a common noun. Pronouns will display a particular case in the sentence according to their function. The pronoun can be objective, which means that it functions as the recipient of the action, or it is used as the object of the preposition; they can be possessive, which means they show the possession of something else; or they can be nominative or subjective, which means they can appear either as the clause or sentence subject. Pronouns will change their form when they change their case, and this change is noted most clearly among the personal pronouns.

Personal pronouns are both singular and plural. They take the person one, the person two, or the person three places. The first person view is when you talk about yourself, anything you need to say about yourself. When a sentence is written in the first-person perspective, it will use any of the first-person pronouns. The singular pronouns that appear as first-person are *I*, *my*, *me*, *myself*, and *mine*. The plural pronouns that appear as first-person are *we*, *our*, *us*, and *ourselves*.

I am going to bed.
My bed is in the bedroom.

The bed is only for **me**.
I bought the bed **myself**.
The bed is **mine**.

We are going to school.
Our school is down the street.
Our school is unique to us.
We go to school by **ourselves**.

You will usually use the first-person point of view in conversation, and you will use the first-person pronouns. Sometimes, stories are written in the first-person perspective, and this method gives the reader an idea of what is going on inside the main character's thoughts and emotions.

When I awake in the morning, I am happy to see another day. There was once that very dark time when I thought I might not live to see too many more.

From the second-person point of view, the person or people being addressed have the sentence's perspective. This view is the perspective of you. The best way to tell if the point of view belongs to the second person is using the second-person pronouns. These pronouns are you, your, yours, yourself, and yourselves. You, your, and yours are both singular and plural, depending on their usage in the sentence. Yourself is singular, and yourselves is plural.

You can go in now.
This room will be **yours**.
This room will be **your** room.
You will be by **yourself** in this room.
You can all go in by **yourselves**.

It is very unusual to read a novel or a story written from the second-person perspective, and reading them sounds strange.

You do not seem the kind of person who dwells on the past, but you are happy to be awake this morning. You recall there was a time when you might not have had many days left on earth.

The third-person point of view is the people or the person who is being spoken about. There are many more third-person pronouns than there are first-person or second-person pronouns. The singular first-person pronouns

are it, he, she, his, her, hers, its, him, and her. The plural third-person pronouns are they, their, theirs, and them.

It belongs to me.
He has left the room.
She will be here soon.
His sweater is over there.
Her car is dirty.
The dirty car is **hers**.
Its real color is blue under the dirt.
We will go with **him**.
We will go with **her**.

They will come here later.
Their house is new.
That car is **theirs**.
That car belongs to **them**.

Most novels and stories are written in the third person position. These are the stories you read that sound like someone telling you the information, rather like a narrator would do. They describe what happens to the characters and what the characters think and do. You do not see the story through the character's eyes directly like you would in the first-person view. The characters' feelings and thoughts are described for you as the story is told in the third-person perspective.

She slowly woke up and stared at the ceiling, stretching slowly and carefully. She was happy to be awake, as there was a time when she might not have seen too many more days.

You can see the difference in the point of view in the three-story segments. In conversation, most people speak in the first person. You might want to throw a little third-person comment now and then just to be funny.

Nancy: Let's go to the movies. I know Bob likes movies.

Gary: I think Bob would like to go to the lake even better.

Bob: Hey, does Bob get a vote here?

There are also interrogative and relative pronouns. These pronouns are who, whose, whom, whoever, whomever, which, and what. A relative pronoun

introduces a relative clause, and interrogative pronouns are used to question where a pronoun is needed. Relative pronouns and interrogative pronouns are the same pronouns, but their case changes depending on how they are used, either in a statement or a question.

RELATIVE

This is the boy who came with me.
We don't know whose books those are.
I know whom she invited.
Whoever is here can come with us.
She owns two cars, which are both expensive.
This is what I want to know.

INTERROGATIVE

Who brought the deviled eggs?
Whose car is parked outside?
Whom are you bringing to the party?
Whoever could be calling this late?
Which is the correct address?
What will you bring to the party?

There are four demonstrative pronouns, and those are this, these, that, and those. These pronouns are used when you need to point out a particular thing or person. If you use one of these pronouns in front of a noun, then the pronoun becomes an adjective because it describes that noun.

I want this. (pronoun)
I want this book. (adjective)

These are mine. (pronoun)
These books are mine. (adjective)

That is his. (pronoun)
That scarf is his. (adjective)

Those are my keys. (pronoun)
Those keys are mine. (adjective)

There are also indefinite pronouns because they describe something when that happens when the speaker is not sure who or what they are talking about.

The indefinite pronouns are all, most, some, anyone, something, everybody, and everything.

All are going to the party. (Who is all?)
Most will stay home. (Most of whom?)
Some are coming later. (Some of whom?)
Anyone can come with us. (Does it mean anyone?)
Something needs to be done. (What is something?)
Everybody will be there. (Who is everybody?)
Everything belongs to her. (Does she own everything?)

With pronouns, you will have antecedents. Because pronouns are a versatile part of the English language, some pronouns can refer to more than one thing. The pronoun *it* can refer to an emotion, a conversation, or a baseball. This ambiguity is why pronouns need antecedents, so they have something concrete to refer to. The antecedent is the noun phrase or the noun that is first mentioned in the story or the sentence and then replaced later with a pronoun. Antecedents and pronouns are both needed for clear and engaging writing. Imagine trying to use one without the other.

My family ate dinner, and then my family ate dessert.
My son bought a car, and then my son drove the car home.
Jenny made a pie, and then Jenny took the pie to a party.

OR

They ate dinner, and then they ate dessert.
He bought the car, and then he drove the car home.
She made a pie, and then she took the pie to a party.

THE BEST VERSION

My family ate dinner, and then they ate dessert.
My son bought a car, and then he drove it home.
Jenny made a pie, and then she took it to a party.

The third version of these sentences is much easier to read, more pleasant to hear, and they make more sense.

Two pronouns that most people struggle to use correctly are *who* and *whom*. The word **who**, as a pronoun, is a subject. The pronoun **whom** is used as the

object of a preposition or a verb. The best way to test to see if you need to use who or whom is to substitute a personal pronoun in a place it would usually go and see whether the subject form or the object form makes more sense there.

Who/whom would you see at the party? Did you see she/her at the party?

INCORRECT

Who did you see at the party?

Did you see **she** at the party?

CORRECT

Whom did you see at the party?

Did you see **her** at the party?

Pronouns in Conversation

There are many languages in which pronouns do not exist, so they may cause more problems for people trying to learn to speak the English language. The pronoun replaces the noun in a sentence. Every pronoun can be personal, interrogative, demonstrative, reflexive, intensive, and indefinite. The case shows the relation of the pronoun to the other words found in the sentence. The critical consideration of pronouns is that you know how to use them correctly when you use them in your everyday speech. Pronouns are used in informal and formal conversations, so it is essential to be comfortable using them. As you use pronouns more in your daily vocabulary, you will see how some pronouns will sound better in specific contexts than other pronouns will. Your internal gauge will let you know when you are using the correct pronoun in the sentence. Some of the more technical features of pronouns are difficult even for native speakers of English.

There are the indefinite pronouns like *all*, *each*, *either*, *something*, *somebody*, *someone*, *anyone*, *everyone*, *many*, and *several*. These are the pronouns that do not have a specific meaning. You might say that you and several friends are going to the movies tonight. Anyone who hears that conversation will not automatically know who those several friends are because the description is rather vague. Some indefinite pronouns can become the possessive form by adding an *apostrophe* + *s*, like somebody's coat or anybody's cookies. These pronouns and their possessive forms are not precise, and there is no way for

anyone but the speaker to know who is being referenced by the pronoun.

Personal pronouns are used most often in conversation. These are the pronouns I, me, mine, my for the person who is speaking; we, us, our, ours for the plural form of the person who is speaking and their group; you, your, and yours for the singular or plural version of the person who is being addressed; and the third person pronouns that are he, him, his, she, her, hers, it, its, they, them, their, and theirs. These are the pronouns that you will often use in conversation. When you are talking about yourself, then you might say

I am going to the doctor.

If you are speaking **to** someone else, then you might say

You are going to the doctor.

If you are speaking **about** someone else, then you would say

He is going to the doctor.

She is going to the doctor.

It is perfectly acceptable to use pronouns in conversation, and it is recommended so that your words are easily understood. When you are engaging in informal conversation, many people will altogether leave out the pronoun.

Made the trip okay?

Yes, thanks. Should have driven.

Maybe next time.

Sometimes the sentence will not make any sense if the pronouns are left out.

Closed the window?

Did not.

Should shut it.

Using pronouns or not using pronouns is a personal choice, but most people will not make a conversation that doesn't make sense. People will erode sentence parts by cutting off part of the sentence's beginning, deleting pronouns and articles, and using only enough words to convey most of the sentence's meaning. This particular kind of usage is only appropriate for

informal conversation one would have with friends. It is never appropriate in more formal discussions, and not in any form of business conversation.

Pronouns in Written Word

If pronouns did not exist, then reading the written word would be quite dull. In writing, the use of pronouns will help you avoid repeating the same nouns constantly. Knowing how useful pronouns can be in your paper will help you create concise and clear writing for your readers. In your essay, the pronoun is used to take a noun or a person or refer back to a noun or a person. When a pronoun is used to refer back to another noun, it is called an antecedent.

Bob complained that he was tired.

He refers to *Bob*.

Bob is the antecedent of *he*.

George left the party early, so I did not see him until the next day.

Him refers to *George*.

George is the antecedent of *him*.

Nancy and Beth have been best friends since they were in kindergarten.

They refers to *Nancy and Beth*.

Nancy and Beth is the antecedent of *they*.

One of the biggest problems when using pronouns in writing is making sure the agreement is correct. If the antecedent and the pronoun do not agree with each other, that is an agreement error. There are several ways in which the pronoun and the antecedents need to agree. If the pronoun refers to or takes a singular noun, then the pronoun also needs to be singular.

Incorrect: If a *customer* wants to return a purchase to the store, *they* (plural) must bring a receipt.

Correct: If a *customer* wants to return a purchase to the store, *he* or *she* must bring a receipt.

Sometimes this can make the writing too wordy. If that is the case, then change the noun to a plural noun so the pronoun will agree with the antecedent.

Correct: If *customers* want to return a purchase to the store, *they* must bring a receipt.

There must also be an agreement in person.

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

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

Correct: When we go out to eat, **I** (or we) should leave a tip.

Indefinite pronouns must also agree with their antecedents.

Incorrect: Everyone (singular) needs to do what **they** (plural) can do to help.

Correct: Everyone (singular) needs to do what **she** or **he** (singular) can do to help.

Incorrect: Someone (singular) brought **their** (plural) dog to the party.

Correct: Someone (singular) brought **her** or **his** (singular) dog to the party.

The collective nouns might refer to several people, but they are considered singular, so the antecedent pronoun needs to be singular.

Incorrect: Mary's company (singular) has **their** (plural) annual meeting this week.

Correct: Mary's company (singular) has **its** (singular) annual meeting this week.

Grammar in formal or business writing needs to be correct at all times unless you are writing a conversation that needs to sound like people talk in real life. In more casual conversation, people will sometimes mix up the subject and the object pronouns. When you are with friends, you could easily say

Me and Cindy went out to eat last night

In a conversation at work or in business or formal writing, you will need to remember the distinctions between the object pronouns and the subject pronouns so you can use them correctly. This distinction will make your speaking and writing look more polished and professional. Your essay will be more interesting to read.

Pronouns will do everything for you that nouns do in a sentence. Pronouns are a valuable part of the English language and can be used in either

conversation or writing as long as they are used correctly and appropriately.

Chapter 5: Adjectives And Adverbs

The adjective and the adverb are words that are used to describe other words. Adjectives intensify nouns and pronouns, and adverbs describe verbs, other adverbs, or adjectives.

Adjectives

An adjective describes or modifies a noun. It changes or describes a noun. While adjectives will sometimes come after the noun, they usually appear before the *noun*.

A **happy** *story*
A **blue** *car*
A **dark** *thought*
An **interesting** *picture*

The *story* is **happy**
The *car* is **blue**
That *thought* is **dark**
The *picture* is **interesting**

Adjectives modify *pronouns*.

Those are not **interesting**
I thought *it* was **strange**
Those were **empty**

Adjectives join together to make the noun even more descriptive.

The **happy young** *man*
The **bright sunny** *day*
The **dirty green** *car*
That *dress* is **red** and **black**

Sometimes you will use an excessive amount of adjectives when you should have just used a more detailed description of the item.

A vast, impressive house = mansion

Adjectives provide information about the nouns in the sentence. They will

give more details on the object's material or origin, color, age, shape, and size. Adjectives can also tell the purpose of the noun or make an observation or give an opinion.

That is a **large** rock. (size)
He has a **round** table. (shape)
We love **old** movies. (age)
She has **brown** hair. (color)
This is a **French** wine. (origin)
I have a **paper** airplane. (material)
She is a **lovely** baby. (opinion)
You have a **new** car. (observation)
That is a **family** car. (purpose)

Adjectives will also answer questions in the sentence. They can tell the listener or the reader things like ‘what kind this is’ or ‘how many there are’ or ‘which one this is.’ Here are a few examples of how **adjectives** can do this for you.

Which *car* did he buy? He bought the **red** *car*.
Which *cake* do you want? I want the **chocolate** *cake*.
How many *people* were at the party? There were a **few** *people*.
How many *people* want hamburgers? **Most** *people* want hamburgers.
Which *pen* will you use to write the notes? I will use the **blue** *pen*.
What kind of *tea* do you like? I like **sweet** *tea* best.

Adjectives are usually located in a specific place in the sentence. You might encounter a word that you think is an adjective, but it doesn't look like a regular adjective. It might have a particular suffix on it like *-ate*, *-ary*, or *-y*. While these words can be adjectives, they can also be verbs, adverbs, or nouns. The way to know for sure if the word is an adjective is to look at where it is in the sentence and what it is doing.

If a word comes immediately before a noun in the sentence, then it is probably an adjective.

Red hair
Blue car
Purple Popsicle

Heavy rock
Simple method
Open door

If the word is located before a noun and after an article like ‘a,’ ‘an,’ or ‘the,’ it is almost always an adjective.

An **angry** mob
The **blue** sky
A **happy** baby

When a word appears between a noun or a possessive pronoun and another noun comes after it, it is probably an adjective.

Her **blue** dress
Mary’s **blue** dress

If a word follows a demonstrative pronoun like ‘those,’ ‘these,’ ‘that,’ or ‘this,’ and is followed by a noun, it is probably an adjective.

This **amazing** view
That **orange** pumpkin
These **large** snowdrifts
Those **old** trees

A descriptive word that comes before a noun and after a word telling the amount of something, such as ‘few,’ ‘all,’ ‘most,’ or ‘some,’ is usually an adjective.

Some **long** days
Most **angry** people
All **old** men
Few **lazy** days

While some adjectives have no obvious form, some adjectives will have specific endings.

Credible, washable (-ible/-able)
Childlike, childish (-like/-ish)
Careless, careful (-less/-ful)
Harmonious, dangerous (-ous)

Pretty, dirty (-y)

Adjectives also come in comparative forms.

Angry, angrier, most angry

Good, better, best

Big, bigger, biggest

Possessive pronouns will also function as adjectives.

Their car

Our house

Its pumpkin

Her coat

His apple

Your mother

My bagel

Three of the adjectives you will use are called interrogative adjectives because they are used to ask questions.

Whose car is this?

What day will we go to the zoo?

Which movie sounds more interesting to you?

There are also indefinite adjectives that are used to discuss things that are not specific. These are also used as pronouns. The most common of these indefinite adjectives are *several*, *no*, *many* *any*, and *few*.

I saw the first **few** minutes of the movie.

Do we have **any** ice cream?

She has been the manager for **many** years.

There are **no** peaches in the pantry.

We toured **several** houses before we bought this one.

Adverbs

The adverb is the part of the English language that gives a better description to another adverb or an adjective, a verb, a clause, a phrase, or a sentence. The easiest way to find the adverb in a sentence is to look for the word that ends in -ly since many adverbs do. And the adverb will usually be located

just before or just after the verb in the sentence. Adverbs add intensity to the thought you are trying to convey. When two or more adverbs appear together, they are known as an adverbial phrase or an adverb phrase. The adverb gives meaning and context to other stories. Adverbs specifically describe when, where, how, to what extent, and in what manner something happens or is done.

Adverbs are often used to modify the verb in the sentence.

He *eats* **quickly**.

She *runs* **slowly**.

They are **happily** *talking* in the corner.

An adverb will also be used to modify other adverbs or adjectives.

She talks **very slowly**.

This is an **incredibly pretty** dress.

The adverb will describe how the action is happening.

She sings **loudly** in the shower.

We will **seriously** consider that idea.

The dog waits **impatiently** to go for a walk.

There is one kind of verb that does not mix well with adverbs. Like appear, seem, sound, smell, and feel, the linking verbs will usually need an adjective and not an adverb.

I feel **badly** about the outcome.

“Feel” seems to want an adverb and not an adjective because it is a verb. But ‘feel’ is a linking verb that links one part of the sentence to the other part of the sentence. In this case, it talks about ‘I’ and the ‘outcome.’ If you use an adverb, you will be describing how you will act on the feeling when what you are trying to do is tell what you feel. If you use badly in this sentence, then it means that you are not very good at feeling, as though you were wearing thick gloves and trying to read Braille type. If you want to say that you have negative emotions, then you want to say, “I feel bad.”

Adverbs also come in different types. How the action is carried out is explained by an adverb of manner. While it is not always the case, adverbs of

manner are usually adjectives with the suffix *-ly* added to the end.

He walked **slowly** to the store.
The dog ran **rapidly** through the yard.
He skated **clumsily** around the ice.
She scored **poorly** on the test.
We **diligently** cleaned the meeting room.
The baby smiled **sweetly** at me.
He spoke **warmly** about his grandmother.
She **sadly** smiled and walked away.

See how the adjectives sad, warm, sweet, diligent, bad, rapid, and slow are changed into adverbs by adding *-ly*. It also works with clumsy with a small change in spelling. Some adverbs of manner never add the *-ly* to the adjective but use the same word. The way you can tell it is an adverb and not an adjective is how it is placed in the sentence.

Adverb: The girls work **hard**.

Adjective: The girls have **hard** work.

Adverb: He has spoken **well**.

Adjective: He is **well**-spoken.

Spatial adverbs are also called adverbs because they help tell the listener where the action will happen. Adverbs of place go with the action of the verb within the sentence. They provide context for position, distance, and direction.

New York is located **north** of South Carolina. (direction)

We traveled **down** the hill to the river. (direction)

She looked **here** and **there**, but she didn't find them **anywhere**. (direction)

He is sitting **close** to me. (distance)

We are moving **far away**. (distance)

The dog is sleeping **on** the chair. (position)

Why is she lying **in** the middle of the floor? (position)

Sometimes position adverbs will also refer to a particular direction of movement. These words will often end in *-ward* or *-wards*.

She traveled **onwards** after we stopped.

The girl peered **upwards** to the sky.
Boys, walk **forward** to the front of the line, please.

The frequency adverbs express the passage of time or how often something happens. There are two main types of adverbs of frequency. Usually located at the end of the sentence are the adverbs of definite frequency.

The newspaper is printed **daily**.
The sales will change **monthly**.
I drive there **weekly**.
Our production is adjusted **hourly**.

The adverbs of indefinite frequency are the adverbs that do not show a precise meaning for how often the action will happen.

We will **always** love him.
He can **usually** make this shot.
The adverb is **usually** located before the main verb.

The adverbs of time will tell the listener or the reader when something will happen. These adverbs are usually found at the end of the sentence.

We first met Bob **last year**.
I need to leave **now**.
Mary forgot her lunch **yesterday** and again **today**.
They will be here **tomorrow**.

You can also position time adverbs at the beginning of the sentence if you need to emphasize the amount of time as the essential idea.

Today was the worst day of my life.
Yesterday he seemed so happy.
Tomorrow the decision will be made.

Adverbs of purpose are also known as reason adverbs because they describe the precise manner or cause why something happened. They are used as individual words like *because, thus, or so, or they can be used as part of a clause like in order to*. The adverbs of purpose are often used to join two parts of a sentence where either part might not be a complete thought on its own. They can also be positioned at the beginning or the middle of the

sentence.

Since today is your birthday, we will go out to eat.

We will go out to eat **since** it is your birthday.

I ran a little faster **because** I was late.

Because I was late, then I ran a little faster.

I drove faster **so that** I would not be late.

So that I would not be late, I drove faster.

There is no set or fixed position for the adverb position in the sentence since they can appear in different situations. Some rules can help you determine the best place to put the adverb in the sentence. The rules are adjustable and depend on the adverb's role, whether the adverb is modifying another adverb or a verb or adjective, or even what type of adverb it is.

When adverbs are used with other adverbs or adjectives, they will usually be placed before the other adverb or the adjective that the adverb in question is modifying.

We gave them a **really** good party.

The adverb **really** in this sentence is used to modify the adjective *good*.

It was **quite** windy this morning.

The adjective *windy* is modified by the adverb **quite**.

We don't drive there **terribly** often.

The adverb **terribly** is used to modify the adverb *often*.

When you use an adverb with a verb, it can be a bit trickier because the adverb position in the sentence will depend on the adverb used, and there are some exceptions to this rule. Adverbs of manner or place will usually appear at the end of the sentence. You will put the definite time adverbs at the end of the sentence.

She talked **timidly**. (manner)

I stroked the dog **gently**. (manner)

George stopped **here**. (place)

There is candy **everywhere**. (place)

We were there **yesterday**. (definite time)

They will decide **tomorrow**. (definite time)
Let's go to the beach **next month**. (definite time)

Adverbs that describe a period with no definition will mostly be found between the main verb and the subject.

We **often** go out to eat on the weekends.
Children **regularly** swim here.
The local men **always** fish at this lake.

The order of the adverbs in the sentence is so important that it has established rules. Some adverbs will be used to modify other adverbs, but when you have more than one adverb in a sentence, the trick is to know how to decide the sentence structure. There are rules for you to follow when determining how the adverbs will go together in the sentence, and these will help you choose the design of the sentence. Adverbs will go in this order:

MANNER before PLACE before FREQUENCY before TIME before
PURPOSE

I ran (verb) **quickly** (manner) **up the street** (place) **this morning** (frequency)
before school (time) **because** (purpose) I was afraid I would miss the bus.

While adverbs have an order, there is always some flexibility with the English language. So use the rules of the adverbs' order as more of a guideline to make interesting sentences.

Adjectives and Adverbs in Conversation

In the English language, particularly in spoken language, adjectives and adverbs will have some similarities. Both kinds of words are used to describe other words. When you use adjectives and adverbs in your everyday conversations, you will speak more fluently, and your conversations will be more enjoyable. There are few things more mind-numbing than being stuck in a conversation with someone boring. When you use adjectives and adverbs correctly, your conversations will never be boring.

The key to using adjectives and adverbs in your daily conversation is to use them to make your chat more exciting but don't use them so much that you sound like a caricature of a real person.

I read a book last night.
I read an **interesting** book last night.
I read a **fascinating** book last night.
I read an **extremely fascinating** book last night.

Do you see how each sentence became a bit more interesting? You can use tips like these to gain the interest of other people. A good friend might not care that your conversation is not impressive, but if you want to attract most people's attention, your speech will need to be descriptive. And you will give details to other people with the words you choose to use.

Did you find the book or the movie to be beyond fascinating? Is it something that you think everyone should experience? Then you need to say so.

His last novel was **quite absorbing**.
The story is **tremendously absorbing**.
The whole thing was **compelling** from beginning to end.
It was **riveting**.

You should also use words that will provoke enough interest in other people that they will ask questions about what you just said.

She: The conference was very thought-provoking.

He: You will need to give me details.

She: I'm sorry you missed it. The discussion afterward was stimulating.

He: So tell me what I missed!

If you choose words that will stimulate conversation, then you will never be thought of as a boring person. This ability is just as important when you are having a business-related discussion, although you might choose different words to use.

Casual: Was anything interesting discussed in the meeting?

Business: Was anything worth of attention discussed in the meeting.

Casual: Did anything interesting happen?

Business: Did anything notable happen?

The idea of both sentences is the same, which is to speak exciting words that will spark conversation. You will want to use a word that sounds more

professional.

Adjectives and Adverbs in Written Word

Adjectives and adverbs are natural parts of sentences. While it is essential to use adequate adjectives and adverbs in your writing, you will need to make sure that your nouns and verbs are chosen effectively. Your nouns are not strong enough if you are using too many adjectives, and your verbs are not strong enough if you are using too many adverbs. Adjectives and adverbs are suitable for your writing, but they are meant to enhance your writing, so using too many will make your writing sound unpolished. You want to select your adjectives and adverbs carefully to add strength to your words.

Using descriptive adjectives will bring words to life on the page. Imagine that you are describing the road you are traveling on. If you call it a road, then everyone will know what you are talking about. But if you call it a highway, you refer to a specific type of road, and your choice of nouns is more substantial. Now you can elaborate on the highway using adjectives. You might call the highway the winding highway, and your readers will know the road is not a straight path but one full of twists and turns. And if you say the tree-lined serpentine avenue, your readers will picture a highway full of twists and curves and lined with large trees. Maybe you want to let your readers know what time of year it is. You can say ‘in the fall,’ or you can say that the winding highway was covered in gold and brown leaves. Giving the leaves a specific color shows the reader what time of year it is, and *showing* is more descriptive than *telling* the reader. This is what makes your writing exciting and vibrant.

Descriptive adjectives are a better choice than interpretive adjectives. When you use interpretive adjectives, you are using your judgment and interpretation. The reader can then use their understanding, which might not be the same as yours. So if you label the woman as beautiful or the man as handsome, your reader might see a different picture in their head than you do, and there is nothing wrong with that. Use some interpretive adjectives, but try to use more descriptive adjectives in your writing.

Your adverbs modify adjectives and verbs, and they tell your reader where something happened, when it happened, how it happened, and the intensity of the happening. Some adverbs end in *-ly*, and these are a convenient way for

you to make clear what you are telling the reader precisely. You can say she ran quickly, or he talked slowly, and your reader will immediately know what you are describing. When you use the adverbs that refer to space and time orientation, you can easily transition from one scene to another by saying, ‘afterward we went out to eat.’ You were in the scene in one place, and then you can transition to a restaurant for the next scene.

Descriptive adverbs help the reader understand the meaning you are trying to convey. This technique is particularly proper when you are writing nonfiction work. In that last sentence, the word *particularly* is an adverb, and it modifies the word *true*. It also helps make the sentence more precise and meaningful. If you leave out the word *particularly* and say that this is true in nonfiction, your reader might assume that you should only use adverbs in nonfiction. The term *particularly* adds meaning to the sentence. If you try to cut out all of your adverbs, your writing will be flat and meaningless. So use your adverbs wisely, but use them.

Use powerful nouns and verbs in your writing and then decorate them with your adjectives and adverbs. Using descriptive words and phrases when you are writing will make your writing the kind that readers want to read for both business and personal.

Chapter 6: Articles And Particles

Articles and particles are two different kinds of words in the English language that have entirely different functions and do not overlap in their role. A particle is never an article, and an article is never a particle. The group of words used as articles is made up of just three words, and those are an, then, and a. This tiny group is part of a larger group known as determiners, and determiners do not overlap with particles. The article is used before a noun to explain how generic or how specific the noun will be.

A banana
The banana

The first phrase merely talks about any banana, while the second one would talk about a specific banana. Particles function more like the adverbs, but they are a subset of the group of prepositions. The particle is paired with an individual verb to change the verb's meaning and make it a phrasal verb.

He **took** a hike. This sentence shows the primary use of the verb take and does not use a particle.

He took **up** hiking. In this sentence, **up** is the particle, and it changes the meaning to say that he made a hobby of hiking.

He took **on** a hiker that was being aggressive. Here the word **on** is a particle, and it changes the meaning of the sentence to read that he fought or confronted the other hiker.

He took **to** hiking. In this sentence, the word **to** is the particle, and it changes the meaning of the sentence to read that he tried hiking, and he liked it and began to get better at doing it.

Articles

An article is another adjective that is used to modify a noun. Use the articles **a** and **an** to alter non-particular or non-specific nouns, and the article **the** is used to refer to particular or specific nouns.

The is the only definite article. Using **the** will limit the meaning of the noun to one particular item or usage. It means that you are specifying something

particular.

Are you going to **the** party tomorrow?

This question

implies that you are going to a particular party.

Give me **the** blue balloon.

In this sentence, you say you want the blue one.

He traveled to see **the** running of the bulls.

While bulls can be run anywhere globally, this sentence implies seeing the famous one located in Spain.

The indefinite article can be referred to as two separate articles or two forms of the same article, **a** and **an**. The difference between these two words depends on the word that comes immediately after them. If the word coming after begins with a **vowel**, you will use **an**, and if the next word starts with a consonant, you will use **a**.

Please hand me **a** piece of chalk, **an** unbroken piece, preferably.

Give me **an** option here or **a** choice of options.

If you and a friend are attending the birthday party of another person, you might ask your friend, “Will you bring a gift?” You are not referring to any specific item or gift. Your friend might respond with, “I am bringing an apple pie,” and you will know she is talking about a generic apple pie and not a specific one because she probably hasn’t chosen one yet. The indefinite article will only appear in the sentence with singular nouns.

Correct: I will buy a book.

Incorrect: I will buy a books.

Like many other English language components come with exceptions, so does the usage of **a** and **an**. These involve using the article **a** before words that the first letter is a consonant and utilize the article **an** before words that start with a vowel. You will use the word **an** if the word that follows begins with a consonant but uses a vowel sound.

Correct: It is **an** honor to serve him.

Incorrect: It is **a** honor to serve him.

Correct: Rosemary is **an** herb.

Incorrect: Rosemary is **a** herb.

Correct: We will arrive in **an** hour.

Incorrect: We will arrive in **a** hour.

You will use **a** instead of **an** when the beginning letter of the following word begins with a vowel, but that vowel is pronounced like a consonant.

Correct: He is **a** United States Senator.

Incorrect: He is **an** United States Senator.

Correct: She is **a** union representative.

Incorrect: She is **an** union representative.

One of the most giant stumbling blocks you will run into is making a sentence while using the word ‘historic.’ Since practically the dawn of time, people have been saying ‘**an** *historic* event.’ This one usage will probably draw the most conversation regarding the right way and the wrong way to use a word. The word *historic* is not a special word because, by itself, it does not denote any particular *historic* event. And the first letter in the word, the ‘h,’ is pronounced by most people. When *historic* is used, most people do not say ‘an istoric’ as they do with honor or herb. So, in theory, this word needs **a** in front of it. There are still many people who will say ‘**an** *historic* event.’ Say it whichever way you feel the most comfortable with, as long as you understand why **a** is the correct article to use in this situation.

Realizing that the sound of the first letter of the word is the key to using a or an will also help you with words that begin with ‘O’ or ‘M.’ These words can sometimes be tricky, but again it is all in how the first letter is pronounced.

She has **a** one-day pass.

Use **a** because **one** begins with a W sound.

He received **an** MBA, but he chooses to work as **a** missionary.

The M in MBA starts with a vowel sound so that you will use **an**, but the M in missionary begins with a consonant sound so that you will use **a**.

If you are using initials or acronyms, you will also need to pay attention to whether you need to use **a** or **an**, like in **a** URL, **an** HR department, or **an**

LED display.

Using an article will denote a specific item, and using a possessive pronoun will also represent a particular item, so the two words should never be used together. You would never say something like

Why are you eating **the my** cake?

Instead, you would say one version of the following

Why are you eating **the** cake?

Why are you eating **my** cake?

Use one choice or the other depending on the particular meaning you are trying to convey.

Sometimes articles are omitted entirely before specific nouns. When you do this, the article is implied, but it is not used because it refers to an abstract idea.

Correct: Let's go out for lunch today.

Incorrect: Let's go out for a lunch today.

Correct: Mindfulness is a valuable quality to possess.

Incorrect: The mindfulness is a valuable quality to have.

Nationalities and languages are usually not preceded by an article.

Correct: I studied Spanish in high school.

Incorrect: I studied the Spanish in high school.

Academic subjects and sports also do not require the use of articles.

Correct: He likes to play football.

Incorrect: He likes to play the football.

Correct: My brother is good at science.

Incorrect: My brother is good at the science.

Particles

In English grammar, the particle is a range of words that do not fall within any of the eight traditional parts of speech: verb, noun, preposition, pronoun,

adjective, conjunction, adverb interjection. While the particle might have its own category in the English language, it is still essential. The particle is a function word that will need to be associated with other words to have meaning. Usually, the particle is a preposition used in conjunction with another word to create a multi-word phrase called a phrasal verb. Words like *along, by, to, down, by, forward, up, under, in, and off* are all prepositions that can be used as particles.

The dog ate **up** all his food.

The word up is a particle in this sentence because the word does not function as any particular point of the traditional speech. The word up can be used as an adjective, adverb, or preposition. In this sentence, the word up functions as an adverb particle that is part of a phrasal verb.

These are examples of particles that are used in sentences as adverb particles that create phrasal verbs.

Dad went **away** on a long trip.

They will talk **over** the issues.

I started **out** with one hundred dollars.

You can also use the word **to** as a particle to be used as an infinite marker.

He wants **to** go to the movies.

Betty hopes **to** decide on her wedding dress today.

They are not going **to** allow this much longer.

There are also discourse particles that are usually more a part of speaking English than written English unless used for everyday conversation in a work of fiction. Some people also feel that the discourse particle is more of an exclamation like *hey* or *wow* than it is a particle.

Now, who would like to go with me?

Well, I will not accept that decision.

The word not is considered to be a negative particle.

The manager does **not** have any authority in that matter.

They will **not** travel to Spain this year.

One of the most common particles used in English grammar is the adverb particle. These are mainly used as prepositions, but they become adverb particles when combined with a verb.

Our project is moving **along** at a reasonable rate.

In this sentence, the word along is the adverb particle, and it joins with the word **move** to create the phrasal verb **move along**. The word along is almost not needed in this example because the sentence will still make sense without using it. There is no known reason why these phrasal verbs with adverb particles exist, but they have become more common over time. They might not be needed in the English language, but they do make language enjoyable. But you can argue that adverbial particles do give an extra bit of meaning to sentences.

She ate all her dinner.

She ate **up** all her dinner.

Both sentences are the same sentence, but adding in the word up adds extra emphasis. The difference is subtle, but it adds meaning and flavor. Sometimes the adverb particle is an essential part of the sentence, and the sentence would not make sense without it. One of the best examples is the phrasal verb took off.

The airplane **took off** yesterday at noon.

The airplane took yesterday at noon.

Without the phrasal verb **took off**, that means to become airborne, the sentence does not make sense. The second sentence leaves you wondering what the plane took as noon yesterday.

Articles and Particles in Conversation

You will find that certain phrasal verbs contain two particles that are often used in conversation. When you use these phrasal verbs, you can't separate the particles.

Live up to – to behave or do as expected, as in “He is living up to his reputation as a top athlete.”

Go through with – to do something that you promised to do whether you want to do it or not, as in “He went through with the sale, even though he had his doubts.”

Come down with – to feel or become sick, as in “Many people have come down with this new flu this year.”

Come up with – to produce or find, as in “They need to come up with a new idea soon.”

Get around to – to find or make the time to do something, as in, “I never seem to be able to get around to doing my laundry.”

Go in for – to do an activity because you enjoy it immensely, as in “I don’t go in for playing games.”

Go out for – to audition for a spot on a team, as in “I will go out for cheerleader this year.”

Get on to – to make corrections to others, particularly to children, as in “I will get on to him for not cleaning his room.”

Get away with – to escape notice or punishment, as in “He stole candy and got away with it.”

Stand up for – to defend something or someone, as in “He will stand up for your rights.”

Put up with – to accept or tolerate, as in “She puts up with a lot from her students.”

Put down to – to feel that an outcome is caused by a particular factor, as in “The failure of the program can be put down to poor planning.”

Look up to – to honor, respect, or admire someone, as in – “He looks up to his father.”

Look down on – to act as though you are superior to other people, as in “He looks down on the poor people in town.”

Articles and Particles in Written Word

Mastering the use of articles and particles in writing might feel like a daunting task. While it is perfectly permissible to speak a certain way in everyday conversation, the kinds of words you use with your friends might not be the most appropriate expressions to use in writing. The multi-word verbs, also known as the phrasal verbs, are the combinations of two or more verbs, and they are used just like any other verb. By putting together the word run or talk and another verb, you create a phrasal verb that gives a new meaning to your spoken word by creating a new word or phrase.

You probably use phrasal verbs regularly in your conversations and don't think anything about it. They are also quite common in the kind of informal writing that mimics spoken dialogue. You write almost as you talk in everyday writing. According to the context of the piece you are composing, you might include contractions, abbreviations, idioms, colloquial expressions, and slang along with phrasal verbs. Because they frequently occur in informal writing and speech, it is not unreasonable for people to feel that phrasal verbs are always used informally. Some people think that phrasal verbs need to be avoided in formal writing and that the author should use single verb equivalents instead. While this might be true to some extent, the actual reality can be much more complicated.

Many phrasal verbs can be used in a piece of formal writing. These are often used in many traditional texts like news reports, legal documents, scientific papers, academic writing, technical papers, business letters, and even official government documents. In your more formal writing, you should try to avoid phrasal verbs that sound too informal, and you should stay away from phrasal verbs that are more slang in nature. Whenever possible, you should substitute a single verb for the phrasal verb to keep your writing sounding more professional.

Pick out – select
Put forward – propose
Set up – organize
Keep up – maintain
Go up – increase
Stamp out – eradicate
Come out – emerge
Talk about – discuss

Find out – discover
Bring about – cause
Work out – calculate
Make up – constitute

Most phrasal verbs are neither formal nor informal, and they will sometimes sound better in your writing than a single word verb will. If they are not too slang or offensive, there is no reason why they can't be used in your writing.

Parents **carried out** a survey on the matter.
Parents **did** a survey on the matter.

In this instance, the phrasal verb sounds better in the sentence than the singular verb does. There are also those phrasal verbs that are very formal and are only used in formal or business writing. These phrasal verbs make your writing sound right, so it is good to become familiar with them.

Appertain to
Disabuse of
Depart from
Enlarge upon/on
Offend against
Pertain to
Set forth
Provide against
Permit of
Enter upon/on
Engage in
Emanate from
Ascribe to
Adhere to

The rule with writing is to keep the context flowing smoothly since the context is everything. Always use the language that is the most appropriate for your audience.

Chapter 7: Prepositions

A preposition is a small common word that indicates time, location, or direction or introduces an object's name. An item will usually follow a preposition, and that object can be a noun phrase or a noun or pronoun.

Simple and Compound Prepositions

A simple preposition is a short word used to determine a relationship between two or more nouns or pronouns. Sometimes they will join parts of a sentence or a clause. Some of the simple prepositions are *at*, *over*, *on*, *under*, and *by*.

She was lying **on** the floor.
He **over** stayed at the farm.
The key to the car is **at** home.
They rested **under** the trees.
Her house is down **by** the river.

In these sentences, the words **on**, **over**, **at**, **under**, and **by** are the simple prepositions. In the first sentence, the word **on** tells the location where she is lying. In the second sentence **over** shows the length of the stay, the third tells where the key is, the fourth sentence tells where they rested, and the fifth means where her house is. Prepositions are used daily in conversation and writing. There are nineteen simple prepositions. When you use a preposition with other words to form a thought, you have created a prepositional phrase.

After	At	By
Down	For	From
In	Of	On
Over	Past	Round
Since	Through	Till
To	Under	Up
With		

There are also compound prepositions that are created by uniting two parts of words or two words.

About	Above	Across
Against	Along	Amid
Amidst	Among	Amongst

Around	Before	Behind
Below	Beneath	Beside
Besides	Between	Beyond
Into	Onto	Throughout
Toward	Towards	Underneath
Upon	Within	Without

Some prepositions show direction. For these prepositional phrases, you will use the prepositions **on**, **onto**, **in**, **into**, and **to**.

He drove **to** the store.
Come **in** the house.
Come **into** the house.
Drive the car **on** the grass and park.
Drive the car **onto** the grass and park.

Some prepositions will refer to a particular time. For this purpose, use the prepositions **on**, **at**, and **in**. Use the word **in** with parts of the day that are not specific times and seasons, years, and months. Use the preposition **at** to refer to a particular time of day and with the words midnight, night, and noon. Use the word **on** when you are referring to specific days.

She reads **in** the daytime.
The weather is warm **in** May.
Gary was born **in** 1998.
We plant corn **in** the spring.
We start work **at** 8 AM.
The children eat lunch **at** noon.
We often go for a swim **at** midnight.
They go to work **at** night.
We work **on** Saturdays.
She changes the bed sheets **on** Mondays.

When you need to refer to an extended period, you will use the prepositions **with**, **within**, **for**, **by**, **during**, and **since** or the combinations **from/to** and **from/until**.

We have lived in Seattle **since** 2010.
(We moved there in 2010, and we still live there.)

Harry will be in New York **for** three weeks.
(He will stay in New York for three weeks.)

We will finish the project **by** 6 PM.
(The project will be completed between now and 6 PM.)

Randy works part-time **during** the summer.
(For the period that is summer, Randy works part-time.)

The teacher will collect data **from** January **to** June.
(Beginning in January and ending in June, the teacher will collect data.)

The boys are in school **from** September **until** June.
(Beginning in September and lasting until June, the boys are in school.)

Tina will graduate from medical school **within** two years.
(It will be not any longer than two years when Tina graduates from medical school.)

We are having dinner **with** my parents.
(My parents are coming to dinner.)

When you need to refer to a particular place, you will use the prepositions **inside** (the thing is contained), **on** (as in on the surface), **at** (the general vicinity), or **in** (the particular point itself).

They will meet **in** the kitchen.

Marcy was waiting **at** the mall.

Bob left his phone **on** the table.

Hide the pen **inside** the box.

When you refer to an object at a higher point than another, you will use the prepositions **above** and **over**. If you need to refer to a lower end than a particular matter, you will use the prepositions **under**, **underneath**, **below**, and **beneath**.

The plane flew **over** the field.

The glasses were on the shelf **above** the plates.

Basements are usually dug **below** ground.

There is tile **beneath** the carpet.

The cat hid the toys **under** a pile of clothes.

The dog is hiding **underneath** the bed.

If you refer to an object close to a particular point, you will use the prepositions **opposite**, **among**, **between**, **next to**, **near**, and **by**.

The park is **by** the hospital.

The grocery store is **near** her office.

Park your car **next to** the tree.

There is a moose **between** the two bushes.

There is a blue flower **among** the weeds.

The house is **opposite** the garage.

When you refer to a specific location, you will use the prepositions **on** (a surface), **at** (a precise point), or **in** (volume or an area).

They live **in** the city. (an area)

Mom will find him **at** the ballpark. (a point)

There is a lot of snow **on** the yard. (a surface)

When you need to refer to a spatial relationship, such as the relationship between one item and another or where one thing is located in reference to another. For these, you will use the prepositions **below**, **behind**, **around**, **among**, **along**, **ahead of**, **against**, **across**, **above**, **within**, **under**, **toward**, **through**, **out of**, **off**, **near**, **inside**, **in front of**, **from**, **between**, **beside**, and **beneath**.

The barbeque restaurant is **across** the road from the park.

They will stop at many attractions **along** the route.

The boys are hiding **behind** the barn.

His hat is **off**.

Walk **toward** the garden and then turn right.

Place a mark **within** the circle.

The porch is **below** the roof.

The dog ran **around** the yard.

He hid the bottle **among** the vegetables.

The screen door is **inside** the wooden door.

My bicycle is **in front of** my house.

She hid money **between** the pages of her book.

I pulled the steaks **out of** the freezer.

Particular prepositions follow some adjectives and verbs. Sometimes the adjectives and verbs will be followed by different prepositions, which will give the phrase a different meaning. There are many common prepositions and verb combinations.

About: complain, worry, and read

Gary **worries about** the distant future.
We **complained about** the amount of hard work.
He **read about** the flooding in the country.

At: smile, arrive (a building or event), look

He **arrived at** the meeting two hours early.
My grandchildren **smiled at** her.
The monkey **looked at** us.

From: suffer or differ

The results will **differ from** his original idea.
My grandfather **suffers from** arthritis.

For: allow, account, and search

Make sure your **account for** any discrepancies.
I returned the tests to the students to **allow for** revisions to be made.
We are **searching for** our missing cat.

In: result, occur, and succeed

The same issue **occurred in** four out of five cases.
Rhonda ' s recruitment efforts **resulted in** finding ten new participants.
Martha will **succeed in** completing the project.

Of: consist, approve, and smell

We **approve of** the new schedule.
The plan **consists of** three necessary steps.
The laundry room **smells of** soap.

On: depend, concentrate, and insist

We are **concentrating on** the movie.
My parents **depend on** each other.
The boss will **insist on** all new hires following this rule.

To: lead, belong, contribute, and refer

Dolphins **belong to** the family of marine mammals.
David hopes to **contribute to** the rebuilding efforts.
These new results will **lead to** even more research on this topic.
All questions will **refer to** my last explanation.

With: argue, agree, disagree, and deal

Mary **agrees with** her mother.
The manager will **disagree with** the customer
The lawyer **argued with** the client.
The doctor will **deal with** the new illness.

Ending a sentence with a preposition will raise a great deal of discussion in the academic world. Some people believe it is perfectly acceptable to end a sentence with a preposition, and some people do not think it is a good idea. The only problem with ending a sentence with a preposition is that the sentence might look awkward in print, but if you try to revise the sentence, you might come up with something that looks even more awkward.

The house has not been paid for.
This sentence ends with a preposition, but the sentence is acceptable.
Paid for the house has not been.
While this sentence might be grammatically correct, it is awkward.

I would like to know where she comes from.
This sentence also ends with a preposition, but the sentence is acceptable.
I would like to know from where she comes.
This sentence is grammatically correct, but it is overly formal, and no one speaks like this.

When you are composing an academic paper or a business paper, then you might want to take the time to revise your sentence so that it will not end with a preposition. This precision will help your paper maintain a more businesslike or scholarly tone.

Acceptable: This research assignment will focus on the community the recipients of the government assistance lived in.

Preferable: This research assignment will focus on the community in which the government assistance recipients lived.

Acceptable: I care about the people that I am living with.

Preferable: I care about the people with whom I am living.

Prepositional phrases will add color and meaning to your conversations and your writing. It is possible to use too many prepositions and create wordiness or run-on sentences.

The teacher chose the personal design to show that the purpose **of** the new study was to explore the leadership abilities **of** the returning principals **in** the elementary schools as a means to gauge new teacher satisfaction **in** their first year **of** teaching.

If you condense and shorten the sentence's thoughts, you can minimize prepositional phrases and make the sentence sound better.

The teacher chose the personal design to explore the returning principals' leadership qualities and their individual impact **on** first-year teachers' satisfaction.

Prepositions in Conversation

It can be challenging to use prepositions in conversation correctly. There are many different prepositions, and learning how to use all of them will take time. There are some prepositional phrases that you will use more than others in your daily conversation. These are more informal and perfectly acceptable for everyday conversation.

Phrases With On

To be on -- means to accept someone's challenge. You say this when someone invites you to do a dare or a challenge.

“ Why don't you sign up for the race? It's for a good cause. ”

“ OK! You're on! ”

To be on about -- means to talk about something. You will often use this expression when you think another person is wrong about something.

“ Bob is leaving his job. ”

“ What are you going on about? Bob loves this job, and he ’ s recently got a new promotion! ”

To be off -- this is what you will say when you leave someone behind.

“ Well, okay, I ’ m off now. I will see you later. ”

Phrases With **Off**

To be a bit off – this means to behave in a way that is not friendly.

“ I think Mary is upset. She ’ s been acting a bit off all week. ”

To be (way) off – this means to be wrong about something.

“ We need to go over the accounts again because these figures seem to be way off. ”

To be or go off – this means something is becoming rotten.

This chicken is going off, so I ’ m throwing it away. ”

Phrases With **In**

To be in on – this means to know about something which is a secret or purposefully kept hidden. When you ’ re in on something, then you are involved with it.

“ Jeff is in on the plan to buy the car. ”

To be in with – this means to be a part of a group of people

“ Can you call Harry for me? I heard you are in with him. ”

“ My mother is worried because I got in with a bad crowd at school. ”

To be in for (it) – this means you expect to receive punishment

“ I did not get the assignment finished on time. I ’ ll be in for it now! ”

Phrases With **At**

To be at it – this means to be doing something particular. There are several ways you use “ to be at it. ” You can use this to tell “ while you are doing something, ” or you can also use it to show disapproval of what someone else

is doing.

“ I ’ m going out to get some breakfast for the family. ”

“ While you are at it, could you get me some eggs? ”

“ Oh no, Tony is at it again. ”

“ What are you talking about? ”

“ He is over there flirting with that intern. ”

“ Yeah, he is always trying to impress the new employees. ”

Prepositions in Written Word

Prepositional phrases will enhance your writing and make it more exciting to read, as long as you use the prepositional phrases correctly. Prepositions express different relationships like location, time, direction, position, and place. The preposition will always have an object that is usually a pronoun or a noun. Prepositions are often referred to as the most important little words in the English language. Although they are generally short words with few letters, they are essential to the meaning of your writing sentences. When a preposition is misused, it can change a clearly worded sentence into a jumble of confusing mistakes. When you use prepositions and prepositional phrases properly, they will give you the glue needed to keep your sentences together. You will be able to share your thoughts more professionally and precisely.

Prepositions will connect your phrases and nouns, and pronouns to the other words within your sentences. They will show the reader the logical, spatial, or temporal relationship between the sentence's words. The preposition will establish the relationship in time or space of one word to another. The preposition is either a single word or a phrase led by a preposition. They are generally placed directly in front of the pronouns and nouns they are unifying. The prepositional phrase will always begin with the preposition, and it will always end with the object of the preposition. The word that is the subject of the sentence will not be part of the prepositional phrase. A verb is never part of the prepositional phrase.

It is never necessary to use unneeded prepositions or prepositional phrases. If you can omit the preposition and keep the sentence's meaning the same, then you do not need the preposition. But if the preposition enhances the sentence and makes sense, then feel free to leave it in. The prepositions you use in

your writing will work as a bridge between your words, linking your phrases and thoughts so that your reader will follow your writing more easily. When prepositions are used correctly, they will link your details and enhance your written content.

Chapter 8: Conjunctions

Conjunctions are an essential part of the English language. When they are appropriately used, they will improve almost any type of speaking or writing. Conjunctions help you create better and more interesting sentences. Using conjunctions incorrectly or not using them at all will result in choppy and incoherent writing. A conjunction connects two phrases, sentences, clauses, or words. You will use conjunctions often in your speech without realizing you are doing it. In your writing, use conjunctions effectively instead of starting a new sentence.

What Do Conjunctions Do

A conjunction is a glue you use to hold phrases, words, and clauses, both independent and dependent, together. There are three different kinds of conjunctions -- subordinating, coordinating, and correlative -- and each serves a distinct purpose. They all work together to bring words together.

With conjunctions, you do not have to write short, choppy sentences. You can extend our thoughts with simple words like **but** or **and** with maybe a comma or two. A conjunction is a joiner and so much more.

Coordinating conjunctions -- these are the most popular category of conjunctions because they bring ideas together. These are small words that tend to be small, including words like **and**, **so**, **for**, and **but**. They serve a considerable function in the sentence. They connect phrases and ideas, forming cohesive and comprehensive opinions.

The English language uses seven different conjunctions that coordinate with the grammar, and they are relatively easy to remember if you can just remember the acronym **FANBOYS**.

For -- the explains purpose or reason, usually with the word because

I go to the dog park every Sunday, **for** I love to see my dog play.

And --this word adds one thing to another

Bob likes to read, **and** he writes faithfully in his journal every night.

Nor – this is used to present a negative idea that is an alternative to an already stated negative idea.

Harry neither loves **nor** hates to watch TV.

But – this word shows the contrast

I think running is a beautiful escape, **but** it interferes with my sleep.

Or – this word presents a choice or an alternative.

Would you rather see a movie **or** stay home tonight?

Yet – this word introduces a contrasting idea that directly follows the preceding statement logically, and its use is similar to, **but**.

I always buy fresh veggies at the store, **yet** I never seem to cook them properly.

So – this word indicates result, effect, or consequence.

Barry likes to read, **so** his grammar is always on-point.

In the example sentences, some of the coordinating conjunctions are preceded by a comma, but others are not. This phenomenon has a perfectly logical explanation for this. When you use a coordinating conjunction to join together two independent clauses, it will need to have a comma with it. This use is because independent clauses can stand alone as complete sentences. It is also not incorrect to begin a sentence with a coordinating conjunction, although you might want to limit your use of this technique. It is essential if you need to break up several clauses into two complete sentences.

The most difficult ones to recognize are the subordinating conjunctions, even though they are challenging to learn or use. You probably already use them without knowing you are using them. Subordinating conjunction will connect two clauses, one dependent and one independent. An independent clause stands alone, acting like a complete sentence. It does not require extra supporting information to operate independently as a sentence. The sentence "The student aced the test" is an independent clause. It will stand alone as a complete sentence.

A dependent clause will add extra information to the main clause. These dependent clauses are not complete sentences and will not stand by themselves, and their meaning is entirely dependent on the independent clause in the sentence. Dependent clauses are not complete sentences. The example "because he studied" is a perfect example of a dependent clause that is not a complete sentence.

If you combine the two clauses, and you have "The student aced the test because he studied." Now a whole idea has been expressed, and you have enough information to fully explain your thought. The word **because** joined the two clauses as a subordinating conjunction.

While there are many subordinating clauses in the English languages, the most common ones that you are probably already familiar with are **after, although, as, as long as, because, before, even if, if, once, now that, since, though, unless, until, when, where, and while.**

You will be happy, and you will not miss me **after** I'm gone.

He is too hard to ignore, **although** I have tried.

Mike looked around at the beautiful scenery **as** he walked alone.

I do not care what you bring **as long as** you bring deviled eggs.

Connie was happy **because** she won.

Call me in the morning **before** you come over.

I will be warm **even if** it rains.

I will be sad **if** you do not come over.

The car ran great **once** it had a tune-up.

He will pay his bills **now that** he has been paid.

Jeremy will be happy today **since** the boss left.

He will walk home in the rain **though** he might freeze.

Parents will never survive **unless** they act a bit crazy.

You should keep trying **until** you succeed.

I can cook lunch **when** you come over.

I will not tell exactly where I am going, but I know **where** I have been.

He went to the woods and got lost **while** hiking there.

There is no need to utilize a comma to separate the two clauses when the independent clause comes first in the sentence.

Correlative conjunctions always come in pairs, and they will not work if you

do not use both of them in the same sentence in different places. The most commonly used correlative conjunctions are **both/and**, **either/or**, **neither/nor**, **not/but**, **not only/but also**.

I want **both** the chocolate cake **and** the cheesecake.
We will order **either** the chocolate cake **or** the cheesecake.
He ordered **neither** the chocolate cake **nor** the cheesecake.
I want **not only** the chocolate cake **but also** the cheesecake.
He is in the mood, **not** for dessert **but** for an appetizer.

There are other correlative conjunctions like **as/as**, **such/that**, **scarcely/when**, **as many/as**, **no sooner/than** and **rather/than**, although they might not be used as often as other correlative conjunctions.

Walking is not **as** much fun **as** riding is.
Such was the smell in the lab **that** everyone left early.
He had **scarcely** arrived **when** he quickly left again.
She has **as many** children **as** I do.
I would **no sooner** eat that **than** I would fly.
He would **rather** go hungry **than** eat her cooking.

Correlative conjunctions are closer in their function to coordinating conjunctions than to subordinating conjunctions because they usually connect sentence fragments that are equal in structure. The dependent clauses and independent clauses that subordinating conjunctions join have very different functions. The phrases and words that coordinating conjunctions and correlating conjunctions connect will carry equal weight in the sentence.

Both/and is used to connect two subjects or two objects.

Both Mary **and** Frank enjoyed the dance.
Mary and Frank are both subjects in the sentence.

Fred enjoyed **both** the movie **and** the play.
Movie and play are both objects.

As/as compares two nouns by using an adverb or an adjective.

Jeff is **as** tall **as** Harry.
Tall is an adjective.

A lion will not run **as** fast **as** a cheetah.
Fast is an adverb.

Not only/but also combination is used to connect entire clauses or single nouns.

He is **not only** going to the concert, **but also** he will meet the band backstage!

Not only will I see your five dollars, **but also** raise you ten dollars.

Conjunctions in Conversation

Conjunctions are the connectors that are an essential part of the English language since they are used in almost every conversation quite often. Sentences could be composed without using conjunctions, but this would not sound pleasant stylistically. When you use conjunctions in speaking the English language, they are not extremely hard to master. There are some distinctive features when it comes to differences in meaning, and these need to be taken into account.

Usually, one conjunction is sufficient; sometimes, it the case that several will appear together. Some conjunctions are multi-part. You should note that connective words always maintain their form. English conjunctions can connect sentence elements.

Have you seen Beth **and** Janet?

They can also be phrases or expressions that belong together.

I'd like to have a red apple **or** a banana.

Conjunctions also serve to combine whole sentences, whether they are connecting subordinate clauses or principal clauses.

Playing this game was a lot of fun, **and** tomorrow we will play it again.
Ashley was in a great hurry, **so** she left home early.
Please call home **as soon as** you arrive.

You can sound more interesting in conversation to express yourself in more complex ways than you usually might. By using conjunctions as connectors

in your sentences, you will link ideas that are related and put them together. You will also combine sentences so you can move beyond using simple basic sentence structures. These connectors will add depth, interest, and finesse to your conversational skills.

After you spend some time studying different conjunctions, you will be more familiar with them and their use in conversation. You will begin to hear other people use them as you listen to them speak. Try to use conjunctions in your discussions and see how easy it is to enhance your conversational skills. These are some of the more common correlative conjunctions and how you can use them to make your speech more exciting.

As ... as – use these to make comparisons when the items you are comparing are equal somehow.

The largest bull in the world is **as big as** a small-sized elephant.

The ... the – you will use this correlative conjunction when you link one statement to another, with the second statement usually being a consequence of the first statement.

The cheaper **the** dress means, **the** worse the fit.

Both ... and – use this to emphasize that a statement is accurate, not just of one thing, person, or situation but also of another.

Both Mary **and** Beth are girl's names.

Whether ... or – you will use this correlative conjunction to express a doubt or a choice between two alternatives.

You need to decide **whether** you want to play football **or** take piano classes.

Neither ... nor – this conjunction is used when you mention two things that are neither true nor possible.

Neither the managers **nor** the owners will be here today.

Either ... or – this conjunction is used when you refer to a situation in which you have a choice between two different courses of action, but it is not possible to do both of them.

You have time to **either** clean your room **or** do your homework.

Rather ... than – this conjunction means that you prefer one thing to another or one thing happens instead of the other.

I would **rather** cook **than** clean up afterward.

Not ... but rather – use this conjunction to say that one thing you are talking about is false, while the other thing you are talking about is real.

The problem is **not** their lack of expertise **but rather** their lack of execution.

Just as ... so – you use this correlative conjunction when you need to compare two people or things similar to each other.

Just as Bob loves his dog, **so** does Marci love her cat.

Not only ... but also – this conjunction presents to the listener or reader two pieces of information related to each other, where usually the latter is more surprising than the first.

Arthur is **not only** rich **but also** very attractive.

As much ... as – use this conjunction when you need to show that two things are precisely equal in degree or amount.

Singing is **as much** an outlet for creativity **as** it is a profitable career.

No sooner ... than – use this conjunction to show that one event happened immediately after the other event.

No sooner did we wake up **than** it started snowing.

Conjunctions in Written Word

If you are writing for school, work, or pleasure, you need to have a deeper understanding of exactly how conjunctions will work in your writing. It is also vital for you to know the differences between coordinating conjunctions and subordinating conjunctions. A conjunction is a word that will connect

phrases, other words, or clauses in basic terms. Conjunctions are the words that help you make your sentences longer and more complex. Conjunctions are essential in writing because reading an entire paragraph of simple sentences is boring.

You will use conjunctions in your writing to connect clauses, phrases, and words related to their idea or not related at all. When you need to write about more than one action or subject in the same sentence, you will use a conjunction. If you complete all of your writing without ever using one conjunction, then your writing will be choppy, and it will not flow well. One thought will have no connection to the next idea.

Conjunctions are used in writing to join nouns, verbs, pronouns, adverbs, adjectives, clauses, and phrases. This technique will help you take all of those short sentences and merge them into longer, more interesting ones. This merging will make your writing flow effortlessly. Once you are comfortable using conjunctions, your writing will improve immensely. You can feel free to use conjunctions in writing for pleasure, business, or more formal script. Use conjunctions to break up the short sentences with some longer and more involved sentences, and your writing will immediately improve to the style you want it to be.

Chapter 9: Synonyms, Antonyms, And Homonyms

Synonyms, antonyms, and homonyms are vital parts of the English language, and they are three completely different things. Synonyms mean the same as each other or almost the same purpose. Antonyms mean the opposite to each other. And homonyms are those words that sound alike and might be spelled the same but have entirely different meanings.

Synonyms

In the English language, a synonym is a word that means just about the same as another word. In conversation or writing, one of the easiest and best ways to continuously avoid using the same terms and expand your vocabulary is to use synonyms to make your sentences enjoyable. You should use a thesaurus, which is a great place to find synonyms. There are many benefits to using synonyms in your speech or writing. Synonyms will make your words sound much more interesting, helping you avoid speaking or writing dull, uninteresting stories. It will improve your communication with other people. You can use synonyms to create beautiful images in the minds of your listeners and readers. And it will help you avoid using repetitive or boring text.

You can use synonyms to make the action in your conversation or writing more interesting.

We will **go** to the store.
We will **depart** to the store.
We will **travel** to the store.

The girls **ran** down the sidewalk.
The girls **raced** down the sidewalk.
The girls **sprinted** down the sidewalk.

Take this rope in your hand.
Hold this rope in your hand.
Capture this rope in your hand.

Make a project for the science fair.
Construct a project for the science fair.
Invent a project for the science fair.

When you describe your feelings, they will be more robust and more effective with synonyms.

The lake is **calm** today.
The lake is **tranquil** today.
The lake is **peaceful** today.

I **hate** the taste of licorice.
I **despise** the taste of licorice.
I **loathe** the taste of licorice.

She is **sad** since she lost her job.
She is **miserable** since she lost her job.
She is **discouraged** since she lost her job.

Your descriptions will be much more exciting when you use synonyms.

The sunset is **beautiful**.
The sunset is **exquisite**.
The sunset is **radiant**.

Her cooking is **delicious**.
Her cooking is **delicious**.
Her cooking is **delectable**.

Winning the lottery is **good**.
Winning the lottery is **marvelous**.
Winning the lottery is **beneficial**.

There are a few necessary reasons you want to become comfortable using synonyms in your speaking and writing of the English language.

You will keep your writing interesting if you use synonyms. Repeating the same word over and over will make your speech and your writing dull.

Thank you for your assistance. I would have failed without your assistance.

Make your writing more lively and engaging by creating some literary enhancement with synonyms.

Thank you for your help. I would have failed without your cooperation.

You will be able to fine-tune your communications by using synonyms in your speaking and writing. Those differences will be significant for your conversations or your writing. Recognizing the different connotations (the implied meanings) of synonyms will help you choose the right word every time, whether you are writing a novel or a business letter.

The day was clear/sunny/bright.

You will choose the word that is appropriate for the emotion you want to convey.

The connotation is a critical reason to use synonyms in your speech and writing. The intent works to give a further understanding of the meaning of a word. You can change the sentence's meaning by choosing a different synonym that might give a different connotation.

He is **determined**.

He will continue on his quest.

He is **tenacious**.

He will not quit until he succeeds.

He is **stubborn**.

He might not be willing to compromise.

It can be useful to be **determined**, and **tenacious** is nothing more than an elevated level of determination. But **stubborn** might give the idea that he is not a team player and might insist on getting his way. You have changed the connotation of how we see him by changing the synonym. Use connotation to influence the people who are hearing you speak or reading your words. Using no synonyms will present an idea that has no previous bias. Using synonyms can sway your audience to believe a certain way about what you are writing.

Antonyms

Where two synonyms mean nearly the same thing, two antonyms have opposite meanings from each other. There are three different kinds of antonyms in the English language.

Complementary – Those antonyms that have no middle ground are complementary.

Girl -- boy
dead – alive

push – pull
on -- off
day -- night
exit -- enter
inside -- outside
wrong -- right
pass – fail

With a complementary antonym, it is this or that. The two words have meanings that are opposites of each other.

Relational – This kind of antonym is similar to the complementary antonyms, except that both ideas must happen for the words to be antonyms of each other. If only one of the words exists, then it is just a word and not an antonym.

above or below
predator or prey
buy or sell
doctor or patient
wife or husband
master or servant
lend or borrow
receive or give
instructor or pupil

The relationship between the two words is what makes them antonyms. If you only have a **doctor**, then you only have a **doctor**. If you have a **doctor** and a **patient**, then they are antonyms of one another.

Graded – This kind of antonym deals with different levels of comparison. Many of these antonyms are relative terms, and they might be considered differently by other people. Examples are:

early or late
fast or slow
happy or wistful
wise or foolish
young or elderly

fat or slim
warm or cool
hard or easy
dark or pale

Sometimes you will not need to look for another word; you can create an antonym by adding a prefix to the word.

When you add the prefix dis-

Agree = disagree
Belief = disbelief
Honest = dishonest
Appear = disappear

When you add the prefix in-

Decent = indecent
Tolerant = intolerant
Excusable = inexcusable
Discreet = indiscreet

When you add the prefix mis-

Trust = mistrust
Interpret = misinterpret
Behave = misbehave
Lead = mislead

When you add the prefix un-

Forgiving = unforgiving
Able = unable
Likely = unlikely
Fortunate = unfortunate

When you add the prefix non-

Entity = nonentity
Sense = nonsense
Conformist = nonconformist

Payment = nonpayment

Just as synonyms have levels of intensity, so do antonyms.

This idea is **bad**.

This idea is **evil**.

This idea is **malicious**.

*These are all antonyms of any word that means **good**.*

This idea is **good**.

This idea is **great**.

This idea is **fantastic**.

*These are all antonyms of any word that means **bad**.*

Homonyms

Homonyms are some of the most confusing words in the English language, and they are the words that are most likely to cause people to make mistakes in their writing. It is a good idea to be familiar with these words to avoid typographical errors that are so common with homonyms. A homonym in the English language is two or more words that sound the same, might be spelled the same, but have different meanings when used in conversation or writing. It is essential to be familiar with them because not all grammar check programs will catch the errors, and if they are spelled correctly, they won't be caught on any spelling check program either.

These are the top five homonyms in the English language that confuse when they appear in the written word.

Hear/Here

Here describes this particular place or specific location.

I'm over **here**.

We are **here**.

Hear means listening to someone or something using your ears.

Can you **hear** me?

I do not **hear** the train.

*Do you **hear** me over **here**?*

There/Their/They're

The word spelled **there** can be used as a noun, an interjection, an adverb, a pronoun, or even an adjective.

I saw that over **there**.

There it is!

We went **there** after school.

There will be time later.

Then you have the pronoun that is possessive **their**.

Their dog slid out the door.

This is **their** food order.

The word **they're** is made from a combination of the words they and are.

They're hoping to locate the runaway cat.

We will be happy when **they're** here.

***They're** hoping **their** car is over **there**.*

Rite/Right/Write

The word **right** can be utilized as an adverb, transitive verb, adjective, noun, intransitive verb so the word itself has many different uses.

Use the **right** word here.

His answer is **right**.

Right now, I am very thirsty.

*He demands the **right** to **right** the **right** turn sign to the **right** position.*

The commonly used verb **write** can be either transitive or intransitive. It will describe the act of writing; however, it appears.

She tells them she **writes**.

He **writes** every day.

The word **rite** is a noun that is used to represent a ceremonial or formal act or

procedure.

She conducts meditation daily as her **rite**.

A **rite** of passage is part of maturing.

Sunday service is a religious **rite**.

*I **write** about the **right** to perform the **rite**.*

To/Too/Two

The word **to** is a preposition that means going toward or for.

Barry is going **to** the gym.

We are headed **to** lunch.

The word **too** is an adverb that distinguishes different degrees.

He will be driving to the gym **too**.

Mary goes to the gym **too** often.

The word **two** is the number that comes between one and three.

The **two** of them go to the gym together.

There are **two** sandwiches in the kitchen.

*I will bring **two** apples **to** lunch **too**.*

You're/Your

Your word **your** is used as a pronoun to designate a person who is not you to possess something.

Your book fell off the table.

Is this **your** sweater?

But the word **you're** is a verb that is a combination of the two separate words: **you** and **are**.

You're planning to read that book.

I want to know how **you're** cooking the steaks.

*I see **you're** cooking **your** steaks today.*

Sometimes homographs are spelled the same but pronounced differently, usually by changing the emphasis from one syllable to another. When this

happens, the words might look identical, but they have different meanings in the sentence. These are all common words, along with their pronunciations and definitions for each articulation.

Present

PRE-sent = right now or at this moment

Pre-SENT = a gift to give someone

Compound

COM-pound = to combine things, to mix things

Com-POUND = an area that is enclosed and has a building or a group of structures inside the enclosed area

Desert

DE-sert = this is a hot, dry, arid place

DEE-sert = this means to leave

Content

Con-TENT = someone happy or satisfied

CON-tent = all of the things that are contained inside something else

Read

Red = past tense of reading

Reed = present tense of reading

Does

DOSE = two or more female deer

Does = another form of the verb 'do'

Permit

Per-MIT = this means to give permission

PER-mit = this is an official document

Evening

Eav-ning = the time of day after the late afternoon

Even-ing = making several items more evenly settled or divided

Minute

Min-ut = one minute on the clock, sixty seconds

My-nute = a tiny item

These homonyms are all pronounced the same way no matter how they are used, but they can have a drastically different meaning in your conversation or writing.

Address – a location/to speak to someone specific

Tire - to grow tired / a part of a wheel

Well - in reasonably good health / a source for water in the ground

Air – a lilting tune/something to breathe

Arm - a body part / the division of a company

Quarry - to extract or obtain/ slowly a site for mining stone

Ream - a large pile of paper / to extract juice from a citrus fruit

Band – a ring around something/a musical group

Mean – not very friendly/something that is average

Bark – the outer layer of a tree / the sound the dog makes

Rock – a stone/a particular genre of music

Stalk - to follow someone or harass them/a specific part of a plant

Bat - a tool that is used to hit a ball / a mammal that flies at night

Bright – filled with light/extremely intelligent

Circular – the advertisement from a store/something in the form of a circle

Rose – a particular type of flower/to gotten up from sitting or lying down

Spring – a coiled piece of metal/a season early in the year/a body of water

Current – flowing water/something that is up to date

Kind – loving and caring/a specific type

Lie – to tell something that is not true/to rest or recline

Right – the direction that is not left/something that is correct

Die - a cube for games marked with numbers one through six/ to not be alive

Express - to profess your thoughts with using words/something that is done fast

Fair – physically pretty, especially the face/even or equitable

Jag - a long, harsh crying spree / an object that is sharp and stuck out

Match - a small stick used for making a flame / to pair items that are alike

Pound – to beat on something/a measure of weight

Ring - something circular in shape/ a band on a finger

Tender – offer to give money/gentle /a piece of chicken breast

All of the different rules about homonyms can be confusing, so take a little time to learn the differences. You will avoid making a mistake that will completely change the meaning of your conversation or your writing.

Homonyms are a common cause for spelling mistakes, and when you change the spelling, you change the meaning.

Chapter 10: Punctuation

Punctuation involves using spaces and signs in your writing to help your readers understand your writing better. People also use punctuation in spoken word, although they might not realize they are doing it. Every time you pause while reciting a list of items and every time you stop at the end of a thought, then you are using punctuation. Until the fourteenth century, most languages did not use punctuation except for spacing between words. The reader would need to guess where one thought ended and the next idea began. With the advent of the printing press and the increased demand for printed words in newspapers and books, a standard form of punctuation needed to be utilized. Punctuation was further influenced by the telegraph and the modern typewriter due to limited available keys and strokes.

Punctuation will establish the cadence of the sentence by telling your readers where to pause (semicolon, comma, and colon), to stop (period and question mark), or take a slight detour (parentheses, dash, and square brackets). Punctuation of a sentence will usually denote a pause in thought, and different types of punctuation will indicate different lengths and kinds of breaks.

Try not to overuse or underuse the various types of punctuation marks. For example, many writers will overuse dashes. If the sentence's punctuation becomes difficult or challenging to read, try rewriting the sentence to word it differently or splitting it into several shorter sentences.

Punctuation Marks

Fourteen punctuation marks are commonly used in English grammar. They are the braces, apostrophe, period, question mark, colon, dash, parentheses, quotation marks, exclamation point, comma, semicolon, brackets, hyphen, and ellipsis. When you follow their correct usage, it will make your writing more appealing and easier to read.

PERIOD – This is the dot that designates where the end of a sentence is when there is a complete sentence.

All of the children arrived at the same time.

They are also utilized to denote the ending of a section of words that do not

make a completely normal sentence but show a particular statement.

You should never arrive at school late. Not for any reason.

You will also use a period after an abbreviation, even if it comes in the middle of the sentence.

This new store has toiletries, clothing, groceries, etc. and it is open all night.

COMMA -- The comma creates a small pause in between two separate parts of a sentence. When they are correctly used, commas will make the meaning of the sentences clearer by separating and delineating clauses from phrases and words. People might be confused about using commas and often liberally toss them throughout the writing without paying attention to the standard rules.

Here are the prominent cases when you will be required to use a comma:

- When making lists
- When writing direct talk from someone
- to denote clauses from each other
- to set off particular sections of a sentence
- when you use the word 'however'

You use a comma in between all of the different items when you are making a list, as is done in these sentences:

Sunday morning starts off with a warming meal of scrambled eggs, sausage, toast, and bacon.

My school implemented a garden for vegetables where the children grow beets, potatoes, leeks, and tomatoes.

The last comma used in those lists, coming just before the conjunction *and*, is called the Oxford comma or the serial comma. Using it will make the meaning of your sentences more straightforward.

My favorite sandwiches are chicken, bacon, ham, and cheese.

When you read this sentence, it is not completely clear whether the sentence's writer is listing three of their favorite sandwich fillings or four of their

favorite fillings for sandwiches. The way this sentence reads, it is not clear if 'ham' is one of their favorites, and 'cheese' is another favorite, or is the favorite item 'cheese and ham? When you add in the Oxford comma, it will make the meaning clear.

My favorite sandwich is bacon, chicken, and ham and cheese.

When you write and quote a speaker precisely as the speaker spoke them, this is what is known as speech that is direct, or direct speech. If a direct speech piece appears behind the speaker's information, you will want to use the comma to mark off that direct speech. The comma will appear in front of the first of the quotation marks. The closing or final of the quotation marks will follow the period that marks the ending of the section of direct speech:

George replied, "I have no problem."

You will also need to use a comma at the end of a direct speech piece when the speech comes before the speaker's information. In this instance, the comma will be inserted after the quotation mark:

"I do not agree," He replied.

"Here we come," they said.

Two exceptions are notable to the comma rule. If the section of the piece of direct speech is in the form of an exclamation or a question, you will need to end that section with a question mark or an exclamation mark and not with a comma.

"Stop her!" he yelled.

"Did you see them?" she asked.

Speech that is direct will often break up information about the person who is speaking. In those instances, you will need to use a comma to stop the beginning part of the speech inside the quotation marks, and then another comma placed before the piece of direct speech that comes second that you will put before the quotation mark.

"No," she said, "and I do not always keep my receipts."

"Looking back," he added, "I never expected to win."

Use the commas to differentiate between different clauses when the sentence is complex where a sentence is created from the significant clause and then one or several clauses that are subordinate. If the commas were removed, the sentence would still mean the same thing, but it might not sound or read as clear.

Having already eaten lunch, [*subordinate clause*], we returned to work [*main clause*].

I saw them once in London [*main clause*], where I was working in the late seventies [*subordinate clause*].

Utilize commas to separate parts of the sentences that are not needed and not included as a section of the major statement.

Cotton candy is never, most definitely, a compounded chemical.

Her newest movie, April Dreaming, opens later this month.

In those sentences, the job of the comma is to partition off information that is not crucial to the complete meaning. When you use commas in this manner, you can work on clarifying the importance of the sentence.

Mary's daughter, Elaine, is a midwife.

Using the commas tells the reader that Mary only has one daughter. You can remove the name Elaine from the sentence, and you would still know that the midwife is the daughter of Mary.

Mary's daughter is a midwife.

The meaning changes if you remove the commas from the original sentence.

Mary's daughter Elaine is a midwife.

Since there is no comma that tells you that Elaine's name is vital to complete the meaning of the thought, it tells you that Mary has more than just one daughter, so you specify the name of the midwife so that the purpose will be exact.

Then try ultimately removing the enclosed information by the commas if there is any confusion about when you have utilized a pair of commas

correctly. Then you can see if the sentence still makes sense or if it needs that information to convey the meaning you intended.

After the word, **however**, you should always use a comma if used to mean, *on the other hand*, or *in contrast*.

However, a fair amount of choice will be left in the hands of the employees.

You will not use a comma after the word, *however* when the word is used to mean *in whichever or whatever way*.

However we decipher the situation; interested teachers are liable to pull out.

COLON – This punctuation has three uses. You will use a colon between two major clauses when the clause that comes last extends from the first clause or explains the first one.

This is the secret of her extraordinary life: always do what is expected.

Relocating was not fun: to start with, I needed to locate and buy the perfect house.

You will also use a colon when you need to make a list of several things.

The price for the excursion includes all of the following: bus travel to New York, the flight to London, all hotel accommodation, and the day trips.

The job opening we have called for applicants to have excellent abilities in these specific areas: editing, proofreading, data entry, and database administration.

You will use a colon before a quotation, and you will often use one before the speech.

The newspaper banner this morning said: ‘Bus Driver Fights House Fire.’

The angry mob shouted: ‘Our loved ones are very nearly starving! We must have that land!’

SEMI-COLON -- The semicolon's main job is to mark when there is a break that needs to be larger than the comma but will not be an end like a period. It is used in between the two primary clauses that will balance one another and

then are linked too much together to separate into different sentences since this might ruin the meaning.

The train travels through a lovely flower-filled valley; the country road follows it.

The art director visited Greece; I went to Portugal.

You will also implement the semicolon to make a more robust division in a thought that already utilizes one or more commas:

The recent study reported the following information: seventy-six percent of firms surveyed do already monitor their employee's activities in surfing the web, with forty-five percent preventing the access to specific web sites that are not authorized; over one-fourth of the firms also retain employee keystrokes; half of these reported they store and review worker's emails; fifty-seven percent screen employee telephone behavior, which can and will include any inappropriate use of voicemail.

QUESTION MARK – You will use a question mark when you need to mark the question's end.

Have you watched the new spy movie yet?

You will not utilize a question mark for the ending of a question that was speech that you are telling someone else about.

Gloria asked if I had seen the new spy movie yet.

You will also use a question mark in the brackets to indicate that the writer is not entirely convinced by the statement they are reporting.

We are ready to begin on the vital health project, which seems to be very necessary (?).

EXCLAMATION MARK -- An exclamation is also called an interjection, and it is a word or phrase used to show strong emotion, such as pleasure, surprise, or anger. Exclamations often stand alone, even if they are only one word. An exclamation mark generally follows them in writing rather than a period to emphasize the statement.

How awful!

Ow! This hurts!

You will also use exclamations to express congratulations or greetings.

Great job, team!

Hello!

APOSTROPHE – Using the apostrophe causes much uncertainty in the written word. Most people will have some difficulty using this particular punctuation mark correctly. The only way to use apostrophes correctly is to know why and when they need to be used. The main reason for using the apostrophe in English grammar is to show some form of possession. The words **its** and **it's** are one of the significant sources of confusion. There is usually some confusion over using **its** and not using the apostrophe, or **it's** utilizing an apostrophe. The easiest way to answer this question is to read the sentence without making a word's contraction.

It's time to go to school.

It is time to go to school.

Its purpose is to keep intruders out.

It is purpose is to keep intruders out.

In the first sentence, it makes sense to separate the contraction; **it's** into the two words that make it up, **it** and **is**. In the second set of sentences, the sentence would not make sense if the contraction were separated, so its use would not be the contraction form.

You will use an apostrophe when you need to show that a person or a thing belongs to or relates to something or someone. You would not say that the party of Bill or the storms of tomorrow, but you can write Bills party and tomorrow's storms.

These are those major guides you need to follow for using an apostrophe to show possession in the sentence:

When using a noun that is singular or almost all names of persons, you will add the apostrophe plus an –s.

We ate at Bob's party.

The brown dog's tail shook happily.
Tomorrow's weather will be beautiful.

When you use someone's name that normally ends in -s, you will add an apostrophe and then an -s where you would by nature pronounce the extra -s if you were saying that name out loud.

He joined Lois's group last year.
Dickens's novels will give you an incredible insight into life in Victorian
England.

Darwin's sister was not severely hurt in the recent accident.

There are definite changes to the rule, definitely when using the names of organizations or places.

St Thomas' Orphanage

Always look up the name for an official place like the organization's website if you are unsure how to spell the name.

When using a personal name that ends in -s but is not said vocalizing the extra s, simply adds an apostrophe behind the -s:

The court heard Barnes' appeal.
James' first crime was in 2000.

When you are using a noun that is plural that already ends in -s, you will just put in an apostrophe behind the s

That mansion will be turned into a boys' school.
The trial is scheduled to begin in three months' time.
Her tasks included sweeping out all horses' stalls.

When you use a noun that is plural that does not end in an -s, you will put in an apostrophe plus an s.

The girl's grandmother came over to see me.
She works fourteen women at her men's casual clothing store.

When you do not need to use an apostrophe to show belonging, the only time you will not need to use an apostrophe is in the small section of those words known as pronouns that are possessive. These are the words hers, his, yours,

ours, theirs, and they mean 'belonging to him, her, us, you, or them' and with their determiners that are possessive. These words are your, his, their, hers, its, our, which means associated with or belonging to us, you, him, her, it, or them').

Sometimes you use an apostrophe to show that numbers or letters are left out. These are some of the uses of the need for apostrophes that utilize missing letters.

He'll - short for he will
Won't – short for will not
I'm - short for I am
She'd – short for she had or she would
It's hot - short for it is hot
Grab n go – short for grab and go

An apostrophe will also show when some numbers have been left out from the wording, primarily when used in dates.

The old Berlin Wall was pulled down in the autumn of '89 (short for 1989).

The general rule of form in English grammar is that you will never put in the apostrophe in order to make the nouns plural, to create abbreviations, or for the dates created from numbers. Just add -s or use an -es, if the noun in question forms its plural with -es.

Euro --euros
The cost of the dress is thirty-five euros.

Pizza -- pizzas
Traditional tasty Italian pizzas are crispy and thin.

Apple -- apples
He sells large bags of organic carrots and apples.

1990 -- 1990s
The state of the world was very different in the 1990s.

There is one grammatical rule that you need to remember. You will find that there are a few cases in which you are allowed to use an apostrophe to make

a plural, and you will do it only for the sake of clearness.

You will use the apostrophe punctuation mark to denote the plurals of a single letter.

He dotted all of the i's and crossed all of the t's.
Count all the s's in Mississippi.

You will use the apostrophe punctuation mark to show the plural option of a single number.

Locate every number 9's.

These make the few instances in which generally it is considered alright to put an apostrophe punctuation mark to form a plural. Just remember that you will not ever use the apostrophe to create the plural of common names, abbreviations, nouns, or numerical dates.

HYPHENS – You will use a hyphen to link words and word parts. Their use is not as familiar today as they once were, but there exist three prominent cases where you will still use the hyphen.

- in compound words
- to join prefixes with other words
- to show breaks in words

Hyphens will be used in quite a lot of the compound words you use to make the component words with a combined meaning. Some examples are very good-hearted, a mother-in-law, a pick-me-up, or a union between those single words that make up the compound. One example of this is that rock-forming minerals are the minerals that form rocks. They will not be used in all types of a compound word.

Compound adjectives are created from a noun + a participle, noun + an adjective, or an adjective + a participle. Many compound adjectives should be hyphenated.

Accident-prone
User-generated
Quick-thinking
Carbon-neutral

Good-looking
Computer-aided
Sport-mad
Custom-built
Power-driven
Muddle-headed
Open-mouthed
Bad-tempered
Sugar-free
Fair-haired
Camera-ready

When you use compound adjectives that are created from the adverb well and the participle, like the saying well-known, or the phrase like up-to-date, you will use the hyphen if the compound word appears in front of the noun:

Well-known types of bread
The up-to-date summary

You will not use a hyphen if the compound appears behind the noun:

Her work was never very well known in France.
Their histories are entirely up to date.

It is vital to use a hyphen in those adjectives that are compound that describe lengths of time and ages. If you leave them out, you can change the thought of the compound to something ambiguous. For example, 100-year-old trees refer to those trees that are one hundred years of age, while 100 year old trees might sometimes refer to one hundred trees that are all just one year old.

You will use a hyphen if the compound made from two nouns is used as a verb.

A spot check -- to spot-check
A court martial -- to court-martial
An ice skate -- to ice-skate
A booby trap -- to booby-trap

You should never use a hyphen inside a phrasal verb. These are the verbs that

are made from the main verb with a preposition or an adverb.

Build up

She must work to build up her pension.

Break in

He broke into the school by forcibly opening a lock in the main door.

Stop off

They stopped briefly off in Mississippi on their way back.

If the phrasal verb is changed to a noun, then you will utilize a hyphen.

Build-up

She found a disgusting build-up made of soap on the shower wall.

Break-in

The building was not occupied on the day of the first break-in.

Stop-off

They felt there might be a stop-off in London for more passengers.

You might use a hyphen with certain compounded words. A compound noun means one that was made of two separate nouns that are complete words by themselves. These nouns might be written as one word, two individual words, or as one word but using a hyphen between the two words.

Chatroom -- chat room – chat-room

Playgroup -- play group -- play-group

Aircrew -- air crew -- air-crew

Usually, these kinds of compounds were generally hyphenated, but they might not be hyphenated today. The normal method is whether to write them together as one word or keep them as two different words. Choose a style and stay with it inside of a piece of writing. All of the options are grammatically correct in English grammar. Do not say a play-group in one section and a playgroup in a different area.

Hyphens are also utilized to connect a prefix to a word, particularly when the prefix stops with the vowel, and the next word starts with a vowel, like co-own or pre-eminent. This form of use is not as utilized as it used to be, and

the one-word options are becoming more normal unless the resulting word does not look easy for the reader to comprehend.

You will use a hyphen when you need to avoid confusing one word with another word. You would use a hyphen to distinguish recover, which means to be in better health, from re-cover, which means to put a new cover on something.

Hyphens will also tell where a word needs to be split at the end of a writing line. You will generally attempt to cut the word in a part that makes sense so that the first part of the word does not mislead the reader. If you need to divide the word helmet between two lines of type, you will use hel-met but not he-lmet. You will type dis-abled, never disa-bled. The key is to divide the word at a natural break in the syllables. This knowledge is not such an immense consideration today as the computer program will split the word for you automatically.

You will also use a hyphen to stand for a second element understood but not included until the final word in a list.

We may see an increase that is six-, seven-, or eightfold.

DASH -- A long dash is implemented in several situations.

In pairs of words, it is used to set off ideas or information that is not necessary to understand the sentence's remainder.

Hundreds of people—like that boy in this picture—have been rendered homeless.

My father—where did he go off to?—wanted to see you.

A dash is used to mark other types of breaks in the sentence when a semicolon, a comma, or a colon would traditionally be used.

One thing is definitely sure—she does not want to know the truth.
My situation has altered much in the last year—mostly for the better.

You will not add in a space on either side of the long dash. These long dashes, or em dashes as they are also known, are standard in most kinds of less formal writing, such as blogs or personal emails. Still, it is better to use

them seldom, if at all, when you are formally writing or doing business writing.

PARENTHESES AND BRACKETS – The first thing you will need to remember when deciding whether to use parentheses or brackets is that parentheses are round and brackets are square. If you use the first one of the set, you need to use the second one of the group.

Parentheses are also called round brackets, and they are used mainly to separate information in the sentence that is not needed to know to understand the meaning of the rest of the thought. If you took out the material from the brackets, then the sentence by itself would still make complete sense.

My sister (in the blue sweater) is the only pregnant woman here.
The brown dog (with the blue collar) is mine.

Parentheses or round brackets are also used to capture a comment that is made by the one who is writing.

She has definitely enjoyed too much wine to drink tonight (not that I blame her).

Brackets are also known as square brackets, to distinguish them from the round brackets that are parentheses. These are used mainly to enclose words added by somebody, not the original speaker or writer, usually to explain the situation.

He [the judge] is not able to prove he did it.

If brackets or parentheses are put at the end of the sentence, then the period will be set outside of the bracket or parentheses, as it is the final punctuation.

We eventually wanted to move to the United States (Debbie's home).

Gordon testified that it was the last time he knew where they were [the missing papers].

BULLET POINTS – these are an essential addition to the business papers since they will help delineate items efficiently. You will use bullet points to draw the reader's attention to critical information inside a document, so make it easier for the reader to know the vital facts and critical issues quickly.

There are some guidelines for using bullet points.

The text that introduces the list of articles set off with bullet points must end with the colon.

If the wording that is placed to follow the bullet points is not a complete sentence, it does not need to start with the capital letter, nor does it need to stop with a period. That kind of list would look like this.

The agenda tonight will include:

- annual review of tax issues
- outstanding billed accounts
- monthly revenue totals

When the text that comes behind the bullet is a full sentence, then the words should start with the capital letter. Punctuation at the end of the sentence is generally required, but for the purpose of the bullet points, it is not crucial:

The agenda for the meeting tonight will include:

- We will complete the monthly review of capital losses issues.
- President Moore will speak regarding last year's tax issues.

Your lists of points that are bulleted will be much more intense if every list starts with the same type of speech and if they are somewhat the same in length. Using action verbs in your bullet lists is a good choice for the first word. You want to use verbs that tell the doing of the action. If you choose to use verbs, ensure each one is used in the similar tense. You can effectively use verbs for action in the applicant's résumé.

Skills and Abilities include:

- teaching skills for study to disabled students
- improving learning performance and reaching attainment targets
- developing a sports program for after-school
- being available extended hours for homework assistance

When you use bullet points, they will tend to greater more intensity if the text is kept somewhat short. Always be sure to use the identical type font and width of margin inside of each section.

Bullet points are visually stimulating and will make it easier for the reader to find the important section information. You should still try not to use them too often because using too many sections with bullet points in the same essay or document will indicate that the impact you are seeking might be lost.

Chapter 11: Sentence Structure

All words in the sentence serve a vital purpose inside the structure of that individual sentence. Sentence structure might sometimes seem quite complicated according to rules of grammar.

The two essential sections of the thought are the subject and verb.

SUBJECT

The theme of a sentence is telling the place, the person, or the thing that is acting the sentence. The theme tells whom or what that the sentence is talking about. The subject will usually have just a noun or a pronoun and might include types of describing words, phrases, or clauses.

The man ...

The girl...

The boy...

They...

Them...

PREDICATE

The predicate, also known as the verb, expresses the action or the feeling inside the sentence. The simple verb will also contain certain modifying words, phrases, or clauses.

drives a car

eats a steak

builds a house

runs away

The verb and subject make up the two essential structures of any completed sentence. There are also other parts that are contained inside the subject or verb that will add detail and meaning. These sections will also include the indirect object, direct object, and the complement of the subject. These parts are able to be expanded and combined further into more simple, complex, compound, or complex/compound sentences.

He ran.

She drove.
They walked.
We fell.

DIRECT OBJECT

This part of the sentence will take on the direct action of the sentence and is usually the pronoun or the noun.

The man paints the house.
The man drives the car.
He stole it.
She ran away.

INDIRECT OBJECT

The part of the sentence will indicate for whom or to whom the acting of the sentence is done. It is generally a pronoun or a noun.

The woman builds them a house.
She drives her car home.
The man builds his family a house.

SUBJECT COMPLEMENT

This part of the sentence will either describe or rename the subject, and so it is mostly an adjective or a noun or pronoun. Subject complements happen when you have a linking verb as part of the sentence, which is usually a verb that is linking that is made from a form of the verb to be.

The woman is a good mother. (mother = noun which tells the subject)
The man seems nice. (nice = adjective that tells the subject)
The car is red. (red = adjective which tells the subject)

Note: As one example in the difference in the parts of speech and the elements of a sentence, a noun will work in a sentence as the indirect object, preposition object, subject, direct object, or subject complement.

FRAGMENTS OF SENTENCES

A sentence is a planned section of words that will contain three separate things:

- The subject (that will make sense with the verb)
- The verb (that will work with the subject)
- The thought that is complete

A sentence fragment means a section of words that is lacking one or more of the three crucial parts. There are numerous methods for ending up with a fragment, and almost all fragments are simply the result of one of these three following problems:

- The sentence does not have a subject.
- The sentence does not have a verb.
- The sentence does not complete the idea that it starts.

Fragments are not a problem during conversation because when English is spoken it is full of them. Anyone who ever spoke in full sentences for an entire day would likely get some odd looks. It is quite normal in everyday conversation to talk in half sentences and incomplete sentences. But grammar conventions in English require that you do not write fragments of sentences, especially in business applications, so you need to be able to know them in your writing and know how to fix them.

Read a sentence aloud to start to identify fragments in your writing. Does the sentence seem complete? If you spoke the sentence to a complete stranger, would it be a complete thought? Or would the stranger be waiting patiently for you to finalize the sentence? Even if the sentence sounds fine to you, it is probably because you know what you meant to say. Look at your sentence and point out the subject, which is the thing that made the action, and the verb, which is the thing the subject acted, to make certain they are there in your sentence. When you feel a subject is not there, or maybe the verb seems a bit odd to you, or if the thought just hangs there, refer to these suggestions.

Missing subjects – Sometimes the fragments will be missing subjects. Sometimes the subject will appear nearby, maybe in the sentence before this one. English grammar requires that every sentence needs to have a subject of its own. These following fragments require a subject:

Drove to the house.
Painted a circle on the floor.
Was running late that day.

Whom was running late? Who drove to the house? Who painted the circle on the floor? The easiest method to fix this sentence fragment is to add a subject:

He drove to the house.
Gary painted a circle on the floor.
He was running late that day.

Phrases that include those words that end in -ing often appear as fragments:

Running and dancing happily.
Cooking and cleaning all day long.
Biking and running after work on Thursday.

Who is biking and running? Who is running and dancing? Who is cooking and cleaning? You will need to add on both the subject and a verb to fix these.

Mitchell stopped biking and swimming after work on Thursday.
The children were running and dancing happily.
Mom was cooking and cleaning all day long.

Another entry into the subject missing category is a phrase like this:

To register for the class before the deadline.
To buy a new house.
To drive to the beach on Sunday.

Who wants to register? Who is buying a house? Who is driving to the beach on Sunday? This fragment wants both subject and verb. The easiest way to fix these fragments is to add both a verb and a subject:

Stan plans to register for the class before the deadline.
David longs to buy a new house.
My friends hope to drive to the beach on Sunday.

A sentence that is a demand, command, or request does not lack a subject. In this type of sentence, the subject is not directly stated, and that subject is the

word **you**. So the unstated subject of "Turn in your schedule requests at the counter" is you: "[You] turn in your schedule requests at the counter.")

Missing verbs – sometimes, sentence fragments are parts because they are lacking a verb or a vital part of the verb. No matter how long it is, any phrase will be a fragment if it is missing the verb.

The oak trees with their crinkly yellow leaves.
The children with their candy.
The horses out in the pasture.

What about the birch trees? What are the children doing with their candy?
What about the horses? Adding a verb will make these fragments complete.

The oak trees with their crinkly yellow leaves swayed in the wind.
The children with their candy ran outside to play.
The horses out in the pasture came to the fence for food.

Some verbs will need helpers to become complete. Words that end in **-ing**, for example, need to have a helper like **were, is, are, was, will be, or has been** to act as real verbs. Without the helping verb, they will not be verbs. These fragments contain a verb that is incomplete.

Annie studying the sociology tonight at Moxie's downtown.
Barkley running down the sidewalk.
The children laughing at the movie.

Did your ear hear the strangeness? While these sentences have a subject and a verb, the verb lacks the helping verb that it needs to make the thought complete. Add in the verb helpers to create the complete verb and fix the fragment:

Annie will be studying her sociology tonight at Moxie's downtown.
Barkley was running down the sidewalk.
The children were laughing at the movie.

Unfinished thoughts – Leaving an idea incomplete is a prevalent type of sentence fragment. While other types of fragments will want you to add a part--a verb, or a subject, or both--you can often complete the parts of the unfinished thought by merely joining them to a sentence that comes before or

comes after. This sentence contains both a subject and a verb, but the sentence does not make complete the intended thought.

Because tuition went up again this semester.

Since the water was turned off.

When the rain changed to snow.

The first word in the sentence is the one at fault for making this sentence incomplete. Contrary to popular belief, it is fine to begin a sentence with because or words like it; you just need to finish the thought you began while keeping the thought in the same sentence. If you create a segment of this kind, check if the sentence that comes before or the sentence that comes after it would complete it.

Because tuition was increased again this semester, Jeffrey took a second job as a Student Assistant.

Since the water was turned off, we were unable to bathe or wash clothes.

When the rain changed to snow, we ran out to catch the falling flakes

When the sentence before or the sentence that comes after does not finish the thought, put the missing information together with the fragment to make the sentence complete. There are several words that, just by their mere presence, make a clause not complete, for example, **when**, **unless**, **since**, **while**, **although**.

RUN-ON SENTENCES AND COMMA SPLICES

Sentences that run on are categorized into two kinds. The first kind happens when you put no marks for punctuation and there are no conjunctions coordinating in between the two clauses that are independent. The other kind is the comma splice, which happens when there are two or more clauses that are independent are put together by only a comma with no conjunctions to coordinate them.

This is an example of a run-on sentence.

The pictures are lovely they enliven the room. (Incorrect)

This sentence is an example of a comma splice.

The flowers are lovely, they enliven the room. (Incorrect)

These are kinds of several good alternatives.

The pictures are lovely. They enliven the room.

The pictures are lovely; they enliven the room.

The pictures are lovely, and they enliven the room.

The pictures are lovely because they enliven the room.

A run-on sentence is never defined solely by its length. A very long sentence will not automatically be considered to be a run-on sentence. The structure of the sentence and the use of marks of punctuation will decide whether the sentence itself is a run-on. A simple sentence is created from one single independent clause. An independent clause has a verb and a subject and the clause makes a thought that is complete when it is left to stand alone. The subject will refer to something or someone as the subject will have at least one type of noun or pronoun. The verb will refer to whatever the subject is doing or is because of the verb or verbs. The subject and verb both will have additional elements for modification, such as prepositions, adjectives, adverbs, or other intensifying phrases. Still, in its raw form, the subject remains that section of the sentence that includes the noun and the predicate includes the verb.

A sentence might be correct and complete with one independent clause made from one subject plus the corresponding verb. To understand the simple sentence's basic structure, locate the noun that makes the subject and separate it away from the verb. By separating the noun from the verb, you can add descriptions to a sentence that is simple and still see the subject and the predicate's two essential parts. When you know the structure of the independent clause, it will help locate all of the elements of the subject separately from all of the verb's features. The subject and verb create the two distinct yet essential sections of each clause. If the clause that is independent does make a full thought, then a period located at the end will demonstrate that this is a sentence that is complete. The sentence now has stopped, and then a new sentence will begin.

Comma splices and run-ons happen when there is more than a single subject/verb pair in the sentence. When there is one of a subject/predicate pair is followed by second additional subject/verb pair in one sentence, which will form separate clauses that are independent clauses, they will want to be put apart or joined in accordance with particular grammar and punctuation

rules.

This is a kind of the run-on sentence.

The nice man studied hard his wife read a book. (Incorrect)

If you separate the sentence into the subject/verb pairs and make each one a clause that is independent, you see the two clauses that are independent that do exist, one following the other. Without having the correct division, the two clauses that are independent being put together create a run-on sentence.

Once you do see a sentence that is made run-on by a structure that is incorrect, it will not be hard for you to find a way to correct it. Two clauses that are independent that come together in a single sentence will need to be put together or separated in one of four different ways.

- The two independent clauses will be made into two different sentences by adding a period to each one.
- A comma may join the two clauses and the coordinating conjunction consisting of the comma with a word like or, nor, and, but, for, so, yet.
- The two clauses can be put together by a semicolon.
- The two clauses can be changed by rearranging, adding, or deleting some of the words. The easiest method to accomplish this technique is to add a conjunction that is subordinating between the clauses.

You will notice that joining the two clauses that are independent by using just a comma alone is not a possible choice. When you have a sentence with two clauses that are independent that are only joined together by a comma, this error is then called a comma splice.

SENTENCE TYPE AND PURPOSE

The sentence comes in a variety of lengths and shapes. Yet all sentences will have one fundamental purpose, of which there are only a few options.

Sentence Type – the variety of the sentence is not about just the novelty, but it is about the intrinsic meaning. You can stop boring yourself and your listeners and readers and possible chopiness in your sentences by changing your sentences' types. Sentences that are longer and more intense will help to

elevate the impact of a shorter, more straightforward sentence.

All sentences are a compound, complex, simple, and compound/complex. To vary your writing and keep it interesting, you will want to make sentences of each kind. To master the four types of sentences, you only need to know two things: the dependent and the independent clauses. This is because the four kinds of sentences are nothing more than four different methods to combine the clauses that are dependent and independent.

A simple sentence will contain just a single independent clause:

Michael dropped his European History class.

A simple sentence will not necessarily be short or simple. It might be a long and involved sentence, with compound elements and many different parts. If you have just a single independent clause, the sentence is a simple sentence. This example uses a single clause that is independent and has just one subject. The subject is Michael, along with a compound verb that contains the words groaned, swallowed, gulped, and decided):

Michael gulped down his third cup of coffee, swallowed a pain pill for his beating head pain, groaned loudly, and decided that he really would need to drop his European History class.

When you link together two sentences that are simple in the right way, you make a sentence that is compound. You will know the sentence is compound if it can be made into two separate sentences, with each using a subject and verb of its own. You can put together small sentences to make compound sentences in one of two different ways. You can use a semicolon, or you can join them using a comma with a coordinating conjunction like **or**, **yet**, **nor**, **but**, **for**, **and**, or **so**. These two clauses can be put together in one of two ways:

Carl has Ancient Greek History on Tuesday night and Thursday; Russian Literature did not fit with his schedule.

Carl has Ancient Greek History on Tuesday night and Thursday, but Russian Literature did not fit with his schedule.

If you link together two sentences that are simple incorrectly, you will not

achieve a sentence that is compound. Instead, you will make a run-on sentence that will likely be either the sentence that is fused or a comma splice.

A complex sentence is the type of sentence that has both a clause that is dependent and one that is independent. In the example that is following, both of the clauses have a subject and a verb, but the clause that is dependent also has the dependent-clause-making words. If you begin the sentence with the words that make the dependent clause or a conjunction that is subordinating, you will put a comma inserted between the two clauses. If you begin a sentence with the clause that is independent and put the words that make the dependent clause in the center of the sentence, you will not use the comma.

Even though Marlene took Mediterranean History just to fill out her schedule, she found it unexpectedly interesting.

Marlene found Mediterranean History unexpectedly enjoyable even though she took it just to fill out her schedule.

A complex/compound sentence will combine at minimum of two of the independent clauses with a minimum of one dependent clause. The rules for the punctuation will remain the same, and the two simple sentences will be put together by one method from the two that are shown above. Then the dependent clause will be punctuated or not punctuated depending on where it comes before or comes after the independent clause. In this example, the dependent-clause-making term that signals the start of the dependent clause is the word **while**.

Carl was already in the class, and Becky was at the lab during the time when Michael was sleeping off his headache.

While Michael was at home sleeping off his headache, Carl was already in the class, and Becky was working at the lab.

Carl was already in the class during the time Michael slept off his headache; Becky was working in the lab.

All sentences have a purpose, and all sentences will do different things for

your speaking and writing. The primary purpose of many of the sentences is to make a statement. Sentences that are declarative also create statements, and they will be ended with periods.

He is intending to drop Egyptian History.

Another purpose of a sentence might be to pose a question. When a sentence is interrogative it will ask a question, and they will end with a question mark.

Did you take any Modern Gardening classes?

A sentence that is imperative will make a command or make a demand or request. They will generally end using a period. An imperative sentence will often take as its subject the unstated "you." This confusion gives those beginning in English grammar feeling like they are missing a topic thoroughly. The subject of both of the sentences here is "you:"

Hand in the late assignments, please.
Stop. Drop. Roll.

The sentences that exclaim will carry strong emotions and will usually end with using exclamation marks, so use them sparingly. Too much use of the exclamation marks will make your writing look amateurish and sloppy.

Watch out for the rattlesnake!
Do not step in the wet cement!
That bag has eggs, so carry it carefully!

SUBJECT-VERB AGREEMENT

The sentence's verb needs to be in agreement with the simple subject of the sentence in both person and number. The sentence's number tells whether a word is singular like building, city, man, and I, or plural like buildings, men, cities, and we. The person refers to whether the word means a speaker like I or we, which are in the first-person, the person who is spoken to such as you, which is in the second person, or the thing that is talked about like he, she, it, they; Gary, college, and taxes which are in the third person.

When you choose verbs that will agree with either first or second person subjects, it is generally done easily without much problem. Still, one of the

peculiarities of the singular verbs' third person will cause some people confusion when they are working with the singular subjects in the third person. It matters when a subject is written in the third person and is either singular or plural because the verb form that goes with the third-person singular will often be different from other verb forms. The verb will then need to agree with the simple subject and not with any description or explanation of the subject. If the primary subject of the sentence is singular, then you will use the form of the verb that is singular. If the primary subject of the sentence is plural, you will use the form of the verb that is plural.

The purple and yellow flowers placed in the glass bowl have now wilted.
The square end table that your parents gave us needs several coats of paint.
The back wheels of that wagon you bought are wobbling.

The verb needs to agree with the simple subject and not with the complement subject. When using the subject and its complement, both will not always be plural or singular. Even if one of the subjects is singular and the other of the subjects is plural, the verb will need to agree with the word that is the subject.

Her only joy is her pigeons.
His parents are his only support.

A compound subject that is linked by the word *and* is plural will use a plural verb form.

Karen and David are searching for something to buy. (They are looking.)

The verb you will use for compound subjects linked together by *or* or by *neither/nor* or *either/or*. The verb will need to agree with the subject that is closest to the verb.

Karen or David will have the time to make the video presentation. (He has.)
Neither David nor Karen will know if the board is all present. (She knows.)
The trustees or the president of the college will interview all the candidates.
(They interview.)

The trustees or the vice-president will sometimes ask for another interview.
(He or she asks.)

Clauses that are relative start with those relative pronouns that, which, or

who, and they will have a verb that is apart from the one of the independent clause. The verb used in a relative clause will agree in number and person to the term -- the thing or person -- what the relative pronoun points to.

Most teachers like students who will ask good questions.
The person who will ask many interesting questions is an important asset to a class.

This class in logic, which is thought to be interesting, will definitely attract a specific kind of student.

These classes, which are only held in the spring, will generally fill up quickly.

In a question, the subject will follow the verb, but the subject will still determine the verb number and the person.

Where in that house do they keep the medicines? (They are kept.)

Why does this car not have any windows? (It does have.)

Under which elm tree do the flowers grow? (They do grow.)

When a sentence begins with the terms *here is* or *there are*, the subject will follow the verb, and it will still determine the number value of the verb.

That is the world-famous jumping dog circus. (It is here.)

Those are the world-famous jumping dogs. (They are here.)

I found a tiny mouse in my attic. (It is there.)

There were many mice running in my attic. (They are there.)

Some indefinite pronouns will always be singular, and some will always be plural. Some of the indefinite types of pronouns will always be singular no matter how it might seem that those words, like *everyone*, are plural. These words will always need the singular verb form in the third person.

Nobody knows him.

Has everyone asked?

Everyone will say so.

Each gets the ticket.

One uses a hammer.

Another will arrive.

Some of the other pronouns that are indefinite will always be plural and will

always need to use a plural form of the verb.

Many sleep here.
Few will do it.
Both know it.
Several are yellow.

AVOIDING MODIFIER PROBLEMS

Modifiers are the describing words such as phrases of the preposition, adverbs, adjectives, and clauses used to expand, explain, and enrich the sentences. Modifiers that are misplaced are the descriptive modifiers that will need to be settled someplace else inside the sentence to eliminate any possible confusion. The thought resulting from a misplaced modifier can often be confusing or funny. A dangling modifier is a little lost orphan. The word that the modifier is meaning to modify does not even appear in the thought at all. You will need to revise those sentences that contain dangling modifiers.

Four rules of placement can fix the majority of problems with the modifiers.

- Simple adjectives will come before
- Adjective phrases and clauses will come after
- Adverbs will move around
- Limiters will come before

In the following sentence, the word aromatic is used to modify tea, the word fluffy is used to modify the socks, and the word cold is used to modify the feet.

Brandy set a cup of the warm aromatic tea on to steep in the mug while she pulled her fluffy socks up over her icy cold feet.

In general, an adjective that modifies will come before the noun that it is modifying. What is correct is the term aromatic tea, not the term tea aromatic. It also is not "... a mug of tea to steep aromatic on the counter," or "pulled socks over her fluffy cold feet." You probably already knew this, but it needs to be pointed out if there is any bit of confusion.

People tend to put the phrase modifiers with the noun that is directly in front

of it. This sentence has a funny effect because people usually will read the modifier first, *with a deep tan*, as belonging with the noun it is nearest to.

Incorrect: The lifeguard quickly dove deeply into the roaring surf with the deep tan. (Does the surf have a deep tan?)

Correct: The lifeguard wearing the deep tan dove quickly into the roaring surf.

Treat the adjective clauses you are using similarly. These groups are the words that will have both a noun and verb, but they will not be complete sentences because they will also have a word that makes a dependent clause like *that*. They will explain the information that is present in the sentence, and, like the phrases for the adjectives, they will follow their headword immediately.

Incorrect: Her sorority has sponsored a drive for blood to assist in the effort for disaster relief they had spent nearly six months in planning. (Did the sorority themselves plan the entire disaster relief effort? Or did they just plan the blood drive?)

Correct: Her sorority sponsored a drive for blood that they had spent nearly six months in planning to assist with the effort for disaster relief.

Adverbs describe and modify adjectives, other adverbs, and verbs in the sentence. In English grammar, the adverb is allowed to change its position quite a bit in the sentence. In this example, the adverb *quickly* modifies the verb calculated, or the verb graphed, or both - but without making a great amount of confusion no matter where it is put.

Quickly he calculated the slope and graphed the result.
He quickly calculated the slope and graphed the result.
He calculated the slope and quickly graphed the result.
He calculated the slope and graphed the result quickly.

However, when an adverb is misplaced, it can cause confusion. When this happens, simply adjust the adverb to put it beside the headword it needs to modify.

Incorrect: Alfred followed all of the enclosed instructions for setting up the

network for the computer very carefully. (Followed the instructions carefully? Or were the instructions meant to set up the network carefully?)

Correct: Alfred carefully followed the instructions for putting up the network for the computer.

Also correct: Alfred followed all of the instructions for carefully putting up the computer network.

Because of the adverbs' ability to move around wherever in the sentence, they will sometimes be seen to squint. An adverb that squints seems to describe two words at the same time. A sentence with an adverb that is squinting seems to mean the first one thing and then another like an optical illusion. In this example, the preposition phrase is used to modify a verb or a verbal -- but which one of them is it?

Incorrect: He agreed to come after the Hawk's game to meet his friends at the diner. (Did he agree to this meeting after the game? Or did he previously agree to meet them following the game?)

Correct: He agreed to meet his friends at Moxies after the Bulls' game.

Also correct: After the Bulls' game, he agreed to meet his friends at Moxie's.

Adverbial clauses tell the relationships like the purpose, cause, time, and condition, by utilizing words like because, so that, when, and if. Adverbial clauses will adjust around inside of a sentence without creating much problem. This clause for the adverb will modify the verb *will erode*, and it does not matter if the clause for the adverb is placed first or last.

If the Mississippi River rises quickly enough, some of the farmland then will erode down along the banks.

Some of the farmland will erode down along the banks if the Mississippi River rises quickly enough.

If you are concerned that a reader might misunderstand the sentence's meaning, then just relocate the clause or rework the sentence to get rid of any possible confusion.

Words that are called limiters are the words like nearly, almost, just, only, or

hardly. Put these words before the headwords they go with. Think about the possible difference in the meaning in the following two examples.

She does her history homework almost every day.
She almost does history homework every day.

The difference - did you catch it? - is that the subject of the first sentence does her math, while the second apparently does not. In the first sentence the word *almost* modifies the word *every*. In the second, the word *almost* is the modifier of *do*. But one is either doing the history, or does not; "almost doing" history is nonsense, unless the meaning that is intended is that the one speaking second thinks about doing the history, and gets ready to do the history, but never actually does the history.

Dangling modifiers are modifiers that are missing the headwords they are intended to modify; that is, you cannot use the word to point to any particular word in the main part of the sentence that the modifier can refer to. Here the modifier relates clearly to the word *rafters*.

Stumbling with extreme exhaustion after their long busy day on the river, the tired sunburned rafters pulled their boat into the shallows.

But in the other example, the rafters have strangely disappeared, and the boat by it is said to be stumbling with exhaustion, which of course is complete nonsense:

Stumbling with extreme exhaustion after their busy day on the river, the boat is being dragged into the shallows.

A modifier that is dangling will often take the form of -ing, or -ed phrases, and most of them will usually appear in the beginnings of the sentences. To quickly fix the problem of a dangling modifier, change the sentence.

Incorrect: Worried about finding an available apartment, dozens of applications for rental were filled out. (The dozens of applications were feeling worried?)

Correct: Worried about locating an apartment, the two roommates kept busy filling out dozens of applications for rental.

Less commonly, sometimes a dangling modifier will happen near the end or

middle of the sentence, but the same rules will still apply. Find the modifier, identify the missing but appropriate headword, and then rework the sentence to clarify it.

Incorrect: His GPA increased an entire point by using the chapter reviews in the textbook as a study guide. (His GPA used the textbook chapter reviews?)

Correct: He increased his GPA an entire point by using the chapter reviews in the textbook as a study guide.

Of course, as the writer, you will know what it is that you mean. But as a writer with a purpose for writing and an audience to listen, you will also need to use the rules of word orders that will avoid as much ambiguity as possible so that your listener or reader will also know what you mean.

Chapter 12: The Paragraph

A paragraph is a special bundle full of specific related ideas that are all common clearly to one particular idea. When you write one paragraph, it will be about one topic. The paragraph is not a particularly glamorous piece of written work. Still, strong paragraphs will hold your papers together because they are the backbones of strong research papers, business reports, and essays. Unfortunately, errors in sentences that make up the paragraph will drag down the clarity and quality of your writing. Learn to take a critical view at your paragraphs while using the tips that follow on order, coherence, unity, and length so you can determine how you will best improve your work.

A paragraph will have unity. It will make one single point about one single main idea. The paragraph's topic might be told in a phrase or a word, but the main idea of the paragraph will need to be told in a sentence. The topic sentence will state the main point or the main idea of the paragraph. The topic sentence works as a form of summary of the contents of the paragraph.

EXAMPLE -- My family's farm in Arkansas was an extremely active place and full of life. We owned a small family farm where we planted and grew all sorts of fruit trees and vegetables and raised various animals. Wild animals like deer and jackrabbits frequently came to visit. As a family, we all were involved in working together to take care of the responsibilities. My dad always loved working with all of the farm animals, mostly when they were young. He loved being close with them, feeding them and helping them grow and learn.

You can identify the idea of the paragraph above by asking the question, "What is the paragraph about?" The answer: "her family's farm in Arkansas." Then, so you can identify the main sentence or figure out if one does exist, you will ask, "What about the farm in Arkansas?" The answer to that question is: "The farm was an active place that was full of life."

Each of the sentences will provide information for and will be related to the topic idea that you express in the main sentence. It is not the job of the reader to make your writing sound like it makes sense. It is now your place as the writer to make your written word easy for others to understand. When you

create, there are things that will help you do this. Specific phrases and words will signal the exact kind of relationship between this sentence and the next one. They will often do this in advance just by their placement near the start of the sentences. Your reader will understand before they ever reach the end of the sentence, whether you need to show them some illustration, additional points, contrast, or cause of an effect. Your transitions will also clarify the purpose of your writing. You want to persuade, entertain, inform, or explain something to your audience, and you will use time, space, and importance as the elements of your paragraph.

Since it will be your job as the writer to make certain that your writing makes sense to your audience, you will need to choose a proper way to create order in the information that is in the paragraphs. It is reasonably typical for beginner writers to use a sense of time or chronological order to tell how something is done. You will probably line the ideas up first, next, next, and so on until you reach the end of the story. You might choose to narrate the story, paragraph by paragraph. It is not always as intuitive for a new writer to choose order of space in their description. When the writer uses this space order, they will construct their story as though a camera were moving smoothly through a part of a scene. Space order will shift the narrative from left to right, from top to bottom, from far away to near, or in any other method of order that you want to use, and it will depend on the effect that you need to achieve. If your purpose is to argue a point, explain, or persuade, the order of importance from more important to the less important or the least important to the more important is appropriate. Either method will work equally as well as the other one will. For paragraphs whose purpose is persuasion, it might be useful to order your ideas from the less important to the more important. This method will give you the freedom to create a pivotal effect at the end, as you move from the most basic information and slowly build one point on top of another until the conclusion is reached. This method is perfect for all of your writing except for your business writing. When you are composing essay exams and your business writing, you will need to begin with the most important points first and then support and explain them.

You will need to make it not possible or highly improbable for your reader to not understand what you have written or missed the point of your writing. One method you can use to do this is to keep repeating the essential

keywords or the synonyms for those keywords. One common question is how long your paragraph needs to be in length. The length needs to be when you have completely developed your topic sentence and all of its significant details, and then you will know that the paragraph is done. Five sentences are generally accepted as the perfect length for a paragraph, and it is undoubtedly the minimum length of a good paragraph. Your paragraph might be twelve sentences long or twenty sentences long. Your paragraph will need to be as long as you need it to be. If an instructor were to assign a student a minimum length for a paragraph, they probably need you to get yourself accustomed to developing your subject fully. If you feel you are a beginner writer, then you may automatically assign yourself this as a minimum paragraph length until you are more fluent in your writing.

Accept the responsibility for creating your work and intensifying the meaning in your work to achieve coherence and unity. When you test your paper for main sentences and related sentences of supporting material, and when you choose an order and appropriate transitions for your subject, your audience, and your purpose, you will see an immense improvement in all of your writing efforts. Your paragraphs are the building blocks of your papers. The real cohesiveness and unity of ideas in the sentences are what make up a paragraph. Style and length will not decide whether a part in your essay is a paragraph. In your individual writing styles, especially those considered to be journalistic type styles, a paragraph might be only one single sentence long. Your paragraph is a sentence or a collection of sentences that are used to support the one select main idea. This method is known as the main idea because it is the main idea that tells what happens in the remainder of your paragraph.

Before you can start to decide the creation of a specific paragraph, you will first need to determine an argument and then a working main idea statement for your essay. You need to choose the most crucial idea that you want to tell to your reader. The information in every paragraph that you will write needs to be related to the main idea. All of your paragraphs need to remind the reader that there will be a recurring relationship between your main idea and the information found in each paragraph. The working ideas will function like a seed that your paper, and along with it, your thoughts and ideas, will begin to grow and flourish. The whole process is a form of natural

progression starting from a source of an idea and moving to a complete paper with direct, exact relationships growing between all of those ideas that you will include in your article.

The decision about what ideas to include in your paragraphs will start with the planting of the beginning of ideas that is best known as brainstorming. You will find there are many different techniques for brainstorming. This part of your paragraph development may not be forgotten. Creating good paragraphs is rather like constructing a skyscraper. You will need to create a well-planned foundation that will support the paper that you are making. Any inconsistencies, cracks, or other faults of your foundation might make your whole article crumble.

Let's use a five-step process for building a paragraph. Begin by picking out your major idea and create your topic sentence. Developing your paragraph will begin with formulating your leading theory. Your idea will direct the growth of the paragraph. Often, the main thought of a paragraph will show in the form of a main sentence. Sometimes you might need several sentences to express the main idea of the paragraph.

Next, you will need to explain the main idea. The development of a paragraph will continue with the telling of the meaning or the explaining that the writer will give for the way your reader will interpret the information that is presented in the idea statement or main sentence in the paragraph. As the writer, you will explain your ideas about your major topic, focus, or idea of the paragraph.

Next, you will give an example or many examples. The development of your paragraph will progress with the telling of some kind of evidence or support for your ideas and the explanations that will come with it. Your examples will serve as the sign or creation of the relationship you started in the idea and the parts of the explanation of your paragraph.

Next, you will need to begin explaining your examples. The next movement in the development of your paragraph explains each one of your examples and whatever relevance each one has to the main sentence and the reasoning that was stated at the start of that paragraph. This reasoning will show your readers the idea you chose to use as this example or those examples as the evidence supporting the focus, the principal claim, in this paragraph.

Continue with the pattern of showing your examples and reasoning to them until all of the points and examples that you feel are needed have been made and explained. All of the examples that you presented will need to be explained. You may show the relationship between your example and your main sentence in that same sentence in which the example was introduced. It will be more likely that you will want to explain those relationships in a different sentence.

For the last step in paragraph writing you will complete the idea of the paragraph, and then you will transition your ideas into the paragraph that follows. The last movement in your development of the paragraph will involve tying up all of the loose ends of your paragraph. You will want to remind your reader of the importance of the information they found in this paragraph to the main idea or the main idea of your paper. Now is when you can show your reader about the relevance of this information you just presented, and they just read in this paragraph. If you feel it is more relevant, you can simply transition your reader to the next paragraph's new development.

Once you have developed the use of the main sentences, you can decide that the main sentence for a certain paragraph really should not be the beginning sentence of the paragraph. This is not a problem because the main sentence can actually go at any location in a paragraph. What is most vital is that the topic sentence is in the paragraph somewhere so your readers will know that this is what the main idea of the paragraph is and how it will relate back to the main idea of your paper. If you discover that a particular paragraph has more than one topic idea, then you might think about eliminating some of the sentences that relate to the secondary idea, or split this paragraph into two or three paragraphs, with each one having only one topic idea. A revised paragraph can eliminate them and conclude the differences with one sentence that will remind your reader of the topic idea of the paragraph.

Now that you understand how to write an effective paragraph that will provide your reader with all of the information you are trying to give them, you are ready to tie everything together and write an essay.

Chapter 13: The Essay

Composing an essay paper is a lot like painting the exterior of your house. You will do the most significant part of the work while you are doing the preparation. If you miss a step anywhere in the prep work, your end product will be somewhat less than the excellent outcome you were looking for. Similarly, it will be the degree of your prep work, which will include your brainstorming, outlining, prewriting, drafting, and revising, that will make your papers stand out as excellent in a sea of mediocre.

One common mistake for beginning writers is not revising their papers before they edit them. Before you begin to stress over every little word and the punctuation marks, you will need to read over your paper with a critical eye. Do your claim and your evidence hold together in such a manner that an educated reader will be able to follow it? It will not matter how pretty your words are or how many multi-syllable words you use; if there is a weakness in the development of your argument, it will be immediately apparent to the reader.

There are six significant points of weakness that can spell doom for your paper and relegate it to mediocrity or even worse:

- Your statement of theses is too broad
- Your thesis is poorly formulated
- Your topic sentences are inadequate or unfocused
- You do not stick to your subject
- You do not anticipate objections
- You do not have an inadequate conclusion

Try using this checklist to see whether your paper might suffer from some of these glaring errors. Go through each point individually and ask yourself if all of your paper's following statements are entirely true.

- The subject I chose is precise enough for a decent treatment for a paper of this length.
- My topic statement can be well-discussed and is written as a statement of declaration.
- I have selected specific and focused main sentences that

- completely support my topic statement.
- All of the sentences are selected to directly or indirectly give support to my topic statement. I have not strayed from the topic or written anything off my subject. I have not written anything that has shown contradiction for my thesis statement.
- I have thought about all of the main objections to my topic, and I have striven to address them and overcome them.
- The closing paragraph has a restatement of the thesis, and it draws its conclusions that are dependent on the ideas that I have already presented in my paper.

Be honest with yourself and your written work while you are going over this checklist. If you find that any of those statements above are not true, then keep reading to find ideas and suggestions that may help you improve your paper. It is essential that you be completely honest with yourself while you are critiquing your paper. Only by making the changes that you need to complete will you ever improve in your writing efforts.

If your thesis statement is too broad -- Most papers will fail simply because the author will attempt to write on such a broad subject that they are not able to address completely and adequately. Make sure that your topic is precise enough that it will interest you, and for which you will be able to locate adequate amounts of research material, and that you can discuss intelligently in the length assigned for the paper. The following example sentence could have a specific place in an essay paper, perhaps as part of the topic or introduction, but this sentence would not succeed as your topic statement because it is much too generalized for a typical essay paper.

There are different kinds of codes for dress that are acceptable and behaviors for the classroom in schools in America.

Since the phrase, *schools in America* would include preschools, elementary schools, intermediate schools, technical schools; high schools; private and public colleges; adult schools; those schools that do and do not have requirements for uniforms; schools in small conservative towns and large and diverse urban areas; schools based on religious practice; alternative schools – there are simply too many kinds of schools and too large of a population of students to adequately discuss everything all at once.

Many public schools in urban areas are now considering the advantages and disadvantages of requiring dress codes with specific uniforms for the students, and many are conforming to the idea that uniforms are the best decision for many diverse reasons.

The second thesis statement is more appropriate for a thesis for an essay paper. The topic is limited to schools of a particular type and in a particular area. It will be much easier to locate appropriate resources to be able to write this paper adequately.

Your thesis is poorly formulated -- A thesis needs to treat a point of discussion, a particular topic that merits discussion because you feel that there several points of view that are relevant and plausible. While you could definitely find support for the statements listed here, the essay paper you would write would probably not be fascinating because the topics here are not really open for discussion:

*The dog is a domestic mammal with four legs.
Your friend is a person who will always be there for you.
Human beings require oxygen in order to live.*

If you rewrite these statements, they can become more discussable and exciting, possibly interesting enough for a thesis sentence:

Dogs are dumb, smelly, temperamental eating machines, and I could not live without mine.

My best friend, Gary, uses gentle humor daily to push me to set higher standards to develop myself.

If free oxygen were not available, the human being might not have developed on earth.

Even a topic that is discussable can fail to clearly make its point. This can be aggravating to your reader, who, at the very minimum, deserves a clear explanation of the claim you are attempting to prove with your essay. Use one of the following methods to help intensify a thesis statement that is too vague to be usable.

Try to avoid using questions. While questions are useful for gaining your readers' attention, they may not work well as thesis ideas. Since your thesis is something that you are offering as a point that you intend to prove your

readers' validity, it is better to write a thesis statement. Do not use statements that offer an opinion or an impression of the subject. Expressions like those are overly individual and unnecessary. You are intending to present reasonable information to support your topic statement, even if the paper you are writing is a narrative style or descriptive type of paper. A simple statement of declaration is the best way to go because it is a much more robust manner for saying what you are thinking.

No matter what others might think, making inarguable statements do not strengthen your topic. Avoid these like the plague unless you can be absolutely sure that you have information to support those absolute statements. Few absolute statements can be proven well enough to meet the satisfaction of all of your readers. If you exaggerate your case by making a particular statement, and then you are not able to support it, you will lose all of your credibility. Always utilize words like "seldom," "possibly," "seems," "maybe," "probably," and "almost." Avoid using words like "always," "certainly," "absolutely," or "never."

Your topic sentences are unfocused or inadequate --Do not ever, for any reason, fail to use the basic structure of the paragraph for those paragraphs that are subsequent to your thesis statement. From beginning to end, your paper needs to always follow a constant planned progression that will lead the reader coherently to a reasonable, well-planned conclusion. You need to ensure that every individual paragraph in the completed paper will contain a clearly stated topic sentence of its own as well as all of the needed particular details that will support every detail, though they do not need to appear in that order. Fuzziness and vagueness in your topic sentences will suggest you are not clear in your thinking. If you decide to settle for a vague statement in your main sentences, you will then probably write more off-topic or jump wildly from one topic to another topic. When you clarify your main sentence, you will then organize your thinking, and this technique will enable you to produce an organized and convincing paper.

Stay close to your choice of subject – The thesis statement that you wrote is a promise you made to the reader about the ideas you will cover in this paper. Do not stray away from your subject. Do not insert sentences that will do not support your thesis or can expand on your topic idea. Imagine that your topic statement is for an explanation of the process type of paper with the thesis

that states, "Making a set of bookshelves requires precise skills." You will not insert any sentences that talk about your favorite author or tell about the kinds of books you will set on your bookshelves. If your topic statement is for a paper of description that states, "My room is a place of refuge," then you will not include any more than minor secondary references to any other parts of your house or to anything in the neighborhood.

The narrative will often seem incredibly challenging to contain within the limits of a topic statement. Think about a narrative paper telling readers about the largest fish you have ever caught. One common mistake would be to relate the story of the whole trip to go fishing from when you departed from home, where you stopped to purchase gas and bait, an elaborate explanation of the scenery, and so on. You need to keep in mind that in your thesis statement, the story you have elected to tell your listeners or readers is the story of you catching the largest fish ever; so every word in this essay should relate to that statement.

Failure to anticipate possible objections -- Especially for a persuasive paper or an paper presenting an argument, you need to acknowledge possible objections and then attempt to override them when you can. When you write the thesis, you present an idea that you intend to prove. For every bit of proof that you offer, someone will come back with an objection that might serve to override any proof you might have located. You might even encounter some of these objections yourself while you are doing your research and assembling your paper. While you are gathering information to prove your thesis, you might also want to gather information to cover any objections that might be presented.

An inadequate conclusion – As the writer, you need to write a paragraph that concludes the essay by summarizing your main sentence using words that are not quite the same as the ones you used earlier. You should also restate your thesis, also in different words than the ones that you used earlier. Your conclusion will need to include all of the most vital ideas from your paper, the ones that you really want your readers to remember. Some of the essays that you write might follow a different format that does not follow this particular pattern. Although beginning writers should closely follow the techniques that are shown above, more experienced authors might often have one additional point. They might draw a conclusion that goes further than the

points that are clearly made.

In addition to any of the major weaknesses that are outlined above, there are some small errors that can lower the power of your argument and might result in an essay that is no more than adequate and not the spectacular submission you were hoping for. After correcting any major problems you encounter in your paper, and then you will need to check for some of the minor errors that can serve to weaken your paper.

Look for any vague, weak, or poorly developed areas in your paper, especially in the introduction. While a minor weakness might not be too noticeable in the middle of the paper, at the beginning of your paper, any kind of vagueness or weakness will stick out and reduce the reader's interest in your essay. Even if the reader decides to continue to the end of the paper, they may have already been biased, and they may not believe in the arguments you crafted so carefully. The weakness you overlooked at the start of your paper caused them not to believe the rest of the information in your paper. So read over everything carefully.

Carefully look for any kind of sentence error that you might have made. Your job as a writer is to create a meaningful experience for your readers. In particular, expository writers will need to spell out clearly the relationships between their topics and draw their readers to the conclusion they want in a desirable manner. This will mean that the reader-oriented type of writing in a presentation will be in definite demand in the business world. Never decrease the inherent meaning by using novelty. Never look for a particular synonym just so you can intensify an idea, and never utilize a word you found in the thesaurus that you are not familiar with to replace a perfectly good word that you know well and are comfortable using in your writing. Words in the thesaurus may be similar or related, and at the same time, they can be not the same as or even close to equivalent in their meaning. You might use unfamiliar words to carry the wrong connotation or simply be less than suitable for the audience. Learn to understand what the word means and how to properly use it before using it in your writing.

Never sacrifice meaning to belonging. You should never use jargon, slang, or any other words and phrases that only those people with specialized

knowledge or interests will understand, unless you are writing a highly specialized piece for a limited audience. Even if your readers understand the jargon, it is more intense for them to read than simple plain terms in English, and this will slow their comprehension. Check your writing over to expressly find any jargon, and eliminate as much as you truly can. If using technical words and expressions is unavoidable in your essay, as they sometimes depend on the subject matter, give a definition for them the first time they are used and then try occasionally to substitute a word that is more familiar to a broad audience. The goal is to cut out the excess wording without lowering the meaning.

To help you get started on your essay, here is an approach that takes you through the steps from starting to complete a research paper.

- Pick the topic.
- Read research material and keep notes.
- Form a main topic.
- Create an outline or an idea in your mind.
- Read and research even more.
- Reconsider your topic.
- Compose the body of the paper.
- Rework and rewrite the paper.
- Write an appropriate beginning and end.
- Read the paper again, proofread the paper and edit even more.

Your job writing your essay will be more fun, and you will be more liable to recall the information you find if you select an idea that will hold your interest. Especially if you have chosen a general topic, try particularly to find the approach that will suit your individual opinion. Your particular topic should have plenty of appropriate research information. It might be necessary to do some early research before you select your topic to determine if there is enough research material for your topic.

Gather a small notebook or some index cards and use them as you do your research. Begin by reading a more generalized article on your subject, maybe something that is from an encyclopedia. Record the author's name or names, the name of the article or the title of the book, and all pertinent information about the publication on an index card or in a notebook. Jot down any

information you might need to use from every source you have identified, including corresponding page numbers. Any information that you copy exactly will need to be set off by quotation marks, so you can later distinguish the exact quotes from any that are paraphrased. Any information that you use from another source will need to be given credit, even if you only read the words and write the ideas down in your own words. This page is known as the bibliography, and it will come at the end of the essay paper.

Based on your reading for preliminary information, now you will want to start on your preliminary outline. Include any of the informative, consequential, or interesting points you came across during your research, including your own ideas about the topic you are considering as your thesis. A mind map is less linear than a chart or a list, and it might even have some questions that you need to locate answers to before you begin writing the essay. These might include any information that you will use as a rebuttal for any questions that come up during your research. Use the method of planning the paper that you are most comfortable with. The plan here is simply to group your ideas in sections of thought that are logically related to one another. You might want to rework this mind map or outline at any time, and you might revise it several times or even throw it out and start over. You will find it to be so much easier for you to rework your paper by eliminating or adding in sections to the outline than it will be to tediously start over with writing the paper itself. And this part of the planning is almost like creating an informal outline. This will also allow you to write down ideas as phrases and single words that can become the beginning of sentences for the finished product. This will also allow you to locate flaws in your thesis if you need to rework your statement.

Write a thesis statement that is focused, defined, and precise, but be ready to change it later if needed. Take the time to create your statement using just one or two sentences, for this idea will control your entire paper's direction and development. And while you want to make your thesis statement as precise and particular as possible, you will need to be prepared to change it later if needed. You might find that the research material you have gathered does not really support your idea. You might find that your idea is too vague after all, no matter how precise you made the original statement. And once you begin writing, you might find that your paper goes in a direction that you did not expect it to go. This can happen sometimes, even with experienced

writers. When you begin crafting the paper, you find that the writing almost has a mind of its own, and it begins to go off in another direction, no matter how hard you try to control it. This might be your subconscious leading you into a better direction for your essay. If you take your essay down a different path, you will need to rethink your thesis statement.

Now begin with your heavy-duty research. Use any method of reading information you can for a balanced selection of sources and material. For each source, you gather information from write down all of the information about the publication you will want to include for your bibliography page. As you read your research material, remember that the opinion of an expert is much more valid than a vague opinion, and for many of the topics you might be writing on, such as those in history and science, more recent research will probably be more important than older research. Try not to rely too much on sources from the internet, because these might be widely varied in quality and authority and sometimes might even be removed before you complete your paper. There is nothing worse than locating what seems like a good source of information, only to find that the site has been pulled down or the article has been removed when you go back to look at it again.

After you complete your reading and have researched deeply and gathered reams of information for your essay, it will be time to revise your working mind map or outline or expand on your original idea by inserting more information, more explanations, and extra examples. Try to balance the development of all of your topic points that should have been indicated in the main statement. Go back to your research to gather any more information that you feel is needed to evenly develop all of your points, or if you need to change your original topic statement to better show the information that you have gathered or the direction that your paper seems to be going. This is why you want to record anything you read about your subject and where you found it, even if it did not seem to be relevant at the time you were reading it. If you need to revise your thesis statement, you might have already covered information related to your original statement, but will more closely match your new statement. It is so vital for you to keep good notes.

Write the paper's body first, beginning with the topic statement and leaving out, for now, the opening statements of introduction. If you are prepared to write the introduction, then go ahead and write it, but if you are not, then

leave it until later. Many writers, including the more experienced ones, have difficulty formulating the proper ideas for the introduction until they have written part or all of the paper's body. There is nothing wrong with beginning in the middle. As you begin to write your paper, use the details to logically support, and validate your topic statement systematically. For now, leave out the conclusion also, since it can also be written later.

Read, rework, and be certain that your ideas are clearly organized and that the statements support your topic. Every individual paragraph that you write will need to have a singular idea that is taken from the thesis statement. If any of the paragraphs you have written do not, take them out, or rewrite your thesis if you think that is needed. Make absolutely sure that your quotes are written correctly and paraphrased accurately, and that all of your sources are properly acknowledged, even the ones that you used for the paraphrasing. Every little individual idea that is not from your own personal realization, or as the effect of your own intelligent reasoning needs acknowledgement given to its owner.

Now compose the final draft. After the body of the paper is done, then write an introduction that is one paragraph and a conclusion that is one paragraph. Generally, the topic statement will appear as the last sentence or two of the introductory first paragraph. Be certain that all of the citations are noted in the format that is correct for the style that is being used. Your conclusion does not merely restate your topic, but it should make reference to it. Do not forget to add your bibliography page to the end of your paper.

Hopefully, you did not wait until the last minute to write your essay, and you can wait for a few days to pass between when you complete your last draft and the time when you begin to make the final changes to the essay. Take this time away from the paper to let your mind rest from thinking about the paper. This will make your thoughts more critical and more objective. On the last read through the essay, look for misplaced punctuation, proper choice of words, grammar, smooth and intelligent transitions, complete sentences, and good variety of information.

Now that you know the proper structure of the English language, you are ready to write this paper, and any other written task you need to complete. Knowing how to construct the sentences and paragraphs will enable you to

focus on the most important part of your writing effort, and that is the theme. The theme of your writing is the idea behind what you are saying to the reader. You have something you need or want to say, and now you have the mechanical ability to put that idea into words and make the whole thing sound intelligent.

Developing the theme causes many writers to stumble. There is always the desire to write the perfect paper, a paper so monumentally important and informative that it will set the world on fire. Writers will struggle for days and weeks trying to develop the perfect idea for their paper. But the best themes are the simplest ones. Instead of looking in the outside world for an amazing idea, look at the world that immediately surrounds you. Take ideas from your daily life and develop them into idea for the theme of the paper. Most celebrated authors will tell you to write about what you know. This is a good piece of advice. If you choose a familiar idea for your theme, then it will be easier for you to conduct research and write your paper. You will have an idea of what the paper should contain when you begin writing.

But what if you want to write about a subject that you know nothing about? Obviously not every author knows everything about every subject they choose to write about. If they did then anyone who wrote on a historical subject would either be centuries old or would have been reincarnated, and any writer who concocted a story of murder and mayhem must be severely disturbed. They do write about subjects they know nothing about, but to do so the writer will need to do a lot of research. If you want your writing to sound authentic, as if you truly knew what you were talking about, then you will either need to choose a subject you already know or one that you are willing to do sufficient research for. It is possible for you to do enough research to write convincingly about any subject; after all, authors do it all of the time. And when you have complete your research then you will truly know the subject.

But if you begin with an idea that you already know, you should be able to write an adequate paper rather quickly. If you know and understand the subject matter it will be easier for you to make your words sound convincing. When the subject is something close to your life or your heart, then you will write about it with interest and excitement. You will use colorful adjectives and fierce adverbs to make your words and ideas leap off the page and into

the reader's mind and heart. You will convince the reader that you are the expert on this subject, whether your work is fiction or non-fiction, and because you know the subject matter so well the reader will believe anything you say.

And that is the true mark of command of the English language. When you have become a master at English grammar, when you can take your ideas and put them forth for others to enjoy, then you have mastered the language. Using nouns, verbs, and modifiers correctly and properly show your command of the grammar, and this is what will keep your readers intrigued and interested.

You have taken the knowledge you now possess and written the best possible paper you could have written. You have used complete sentences, interesting adjectives, and powerful verbs. Your paper flows smoothly and evenly, your thoughts and ideas are clear, and every paragraph is perfectly structured. Submit your paper with all of the pride that it deserves.

Conclusion

Thank you for coming to the end of *English Grammar Rules You Must Know: Ultimate Grammar Writing and Speaking 101 Workbook for Beginners, Daily English for Friendly Conversation and Business Applications, Understanding Grammar to Avoid Errors that Make You Look Dumb*, let's hope you thought this was informative and able to provide you with all of the tools you need to achieve the goals you have set for yourself, whatever they might be.

There is so much information present in this book that you will probably want to read it over several times so that you will be able to get all of the information possible out of this book. Some of the information will be more difficult than other information at first, but it is all laid out in an easy-to-understand format. There are explanations and examples whenever possible, so that you will be able to see the right way and the wrong way.

The English language is not a simple language to learn, but it is really not any more difficult than most of the other languages around the world. Every language has its own little idiosyncrasies that might make it difficult for someone who is not a native speaker, and the English language is no different.

But with this book you will have all of the tools that you need at your fingertips. Treat this book as the ultimate guide that it is, the one book that you need to help you navigate all of the little twists and turns in the English language. This book is loaded with useful information. It begins with a brief history of the English language and how it got to where it is today. All language has evolved as the region it is used in has changed over many centuries, and the English language is no different. The grammar that is used today is quite different from the grammar that was the English language many centuries ago when warring tribes invaded England and brought their own dialects with them. As more people moved into the area, the language changed even more. Historical events also shaped the course of the English language.

After a brief bit of history we move right into nouns, and then into verbs. Both of these parts of speech are the basis of all the grammar that you will ever use. While nouns and verbs are not difficult to learn, it is a good idea to

know how they come together and how to use them properly. After that we add in a discussion of pronouns, and how they can be used to make your everyday conversation more colorful and more exciting. Once all of the basics have been covered it is time to get into the more colorful parts of the English language, the parts that will make all of your speaking and writing more interesting.

Adjectives and adverbs are next. If the nouns and verbs are the nuts and bolts of the English language, then the adjectives and adverbs are the fabric that holds them together and decorates your world in lovely colors and textures. While it is important for you to know the basics, you also need to know the words and phrases that will add color and clarity to your everyday speaking and writing.

The next step is to go through this book again, more slowly this time, and really take the time to digest everything that is presented here for you. English grammar will not be learned overnight. Like learning any other language, the English language will take some time and effort, but this book will be with you every step of the way. Whether you have spoken English all of your life or you are just beginning to learn, this is the only book you will ever need to help you along your journey.

So take the time to go back through the book and practice all of the different techniques for proper English grammar that are set forth for you. Read back through the first chapter and see how nouns form the backbone of the English language. The second chapter will show you the verbs and how to properly use them in your speaking and writing. Once you have mastered the basics then move into the following chapters that will teach you how to add color and clarity to every word you speak and every word you write. Once you see how easy it is to speak the English language you will be amazed.

And after you feel comfortable with all of your new language skills, then you can move into the last chapter and practice writing an essay. This book includes information of writing the English language as well as speaking it, and it even includes information on how to write properly in business situations. The last chapter will take you through writing an essay, step-by-step.

Finally, if this book has been useful to you in any way, a leaving a good review on Amazon is always greatly appreciated! All that you need to do is to click the blue link next to the yellow stars that says “customer reviews.” You’ll then see a gray button that says “Write a customer review”—click that and you’re good to go. It means a lot.

Lissie

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