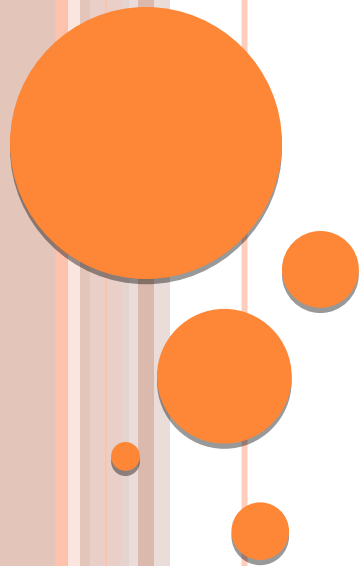


CH 1 GRAMMAR



INTRODUCTION OF SENTENCE STRUCTURE

- ❏ Sentence structure is the order of all the parts in a sentence: subject, predicate, objects, phrases, punctuation, etc. It deals a lot with independent and dependent clauses and how they combine (explained below), the placement of words and phrases next to what they modify, as well as the use of proper grammar.
- ❏ Sentence structure is a grammatical component that tells you exactly where and how each component of a sentence should be placed in order to blend and make sense. The Collins Dictionary defines sentence structure as “the grammatical arrangement of words in sentences.” In other words, the sentence structure is what defines the way a sentence will look and sound.



INTRODUCTION OF SENTENCE STRUCTURE

❏ Basic Parts and Components of a Sentence

- ❏ Before we look into how sentence structure works, we will have to first learn about the basic structure of a sentence and the components that make up a sentence.

❏ Parts of a Sentence

- ❏ A sentence, in the English language, consists of at least a subject and a predicate. In other words, a sentence should have a subject and a verb.

Subject

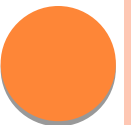
- ❏ The subject can be a noun or a pronoun that does the action.
- ❏ For example:
 - ❏ **The sun** is shining.
 - ❏ **The sky** is clear.
 - ❏ **Today** is Wednesday.



INTRODUCTION OF SENTENCE STRUCTURE

Predicate

- ❑ The verb is the action performed by the particular subject in the sentence.
- ❑ For example:
- ❑ **I love macaroni and cheese.**
- ❑ **Merin has a pet.**
- ❑ **Anusha can draw.**



INTRODUCTION OF SENTENCE STRUCTURE

Components of a Sentence

- ❑ Like a sentence has two parts, it has five main components that make up the structure of a sentence, and they are,
- ❑ Subject
- ❑ Verb
- ❑ Object
- ❑ Complement
- ❑ Adjunct



INTRODUCTION OF SENTENCE STRUCTURE

Components of a Sentence

Subject

- ❑ A noun that performs the action in a sentence is considered as the subject. It answers the question 'who' or in other words, a subject can be identified by asking the question 'who'. A subject takes the first place in most cases, especially in declarative or assertive sentences.
- ❑ For example:
 - ❑ **The child** kept crying.
 - ❑ **Our school team** won the match.
 - ❑ **My son** is in the eighth grade.
 - ❑ **Hard work** pays.
 - ❑ **No one** came to the wedding.



INTRODUCTION OF SENTENCE STRUCTURE

Components of a Sentence

Verb

- ❑ In every sentence the most important word can be said to be the verb. A verb shows action or activity or work done by the subject. Remember that all verbs including main verbs, helping verbs, stative verbs and action verbs come under this category. Most often, verbs appear immediately after the subject.
- ❑ For example:
- ❑ Neena **is writing** a letter.
- ❑ It **was** too dark.
- ❑ I **feel** tired.
- ❑ My phone **is not working**.
- ❑ Tarun's dog **ran** away.



INTRODUCTION OF SENTENCE STRUCTURE

Components of a Sentence

Object

- ❑ An object is a noun or pronoun that receives the action done by the subject. Objects are of two types and they are,
- ❑ Direct Object
- ❑ Indirect Object

Direct Object

- ❑ A noun or pronoun that receives the action directly is the direct object in the sentence. It answers the question 'what'. Direct objects mostly appear immediately after the verb and are the primary objects in the sentence.
- ❑ For example:
- ❑ Harry bought a new **car**.
- ❑ My mom made a **cake**.



INTRODUCTION OF SENTENCE STRUCTURE

Components of a Sentence

Indirect Object

- ❑ An indirect object is a noun or pronoun that is a secondary object. It can be identified by asking the question 'whom'. When there is an indirect object in a sentence, it is mostly placed after the verb and before the direct object.
- ❑ For example:
- ❑ Vandhana gave **Keerthana** a cake.
- ❑ My mom bought **me** a new dress.
- ❑ I gave **him** a chocolate.
- ❑ They gave **us** coffee with breakfast.
- ❑ He lent **his friend** a pen.



INTRODUCTION OF SENTENCE STRUCTURE

Components of a Sentence

Complement

- ❑ The words required to complete the meaning of a sentence can be referred to as the complement of the sentence. A complement can be an adjective, a name, a position or a profession.
- ❑ For example:
- ❑ It grew **dark**.
- ❑ He is a **dentist**.
- ❑ That's her dog, **Bruno**.
- ❑ Complements are further divided into two types based on which component it speaks about. The two types of complement are,
- ❑ Subject Complement
- ❑ Object Complement



INTRODUCTION OF SENTENCE STRUCTURE

Components of a Sentence

Subject Complement

- ❑ The complement which expresses the quality or identity or condition of the subject is called Subject Complement.
- ❑ For example:
- ❑ She is a **doctor**.
- ❑ I am **Sindhu**.
- ❑ Nandhu is **clever**.
- ❑ The students are very **excited**.
- ❑ My brother is a **teacher**.

Object Complement

- ❑ The complement which expresses the quality or identity or condition of an object is called Object Complement.
- ❑ For example:
- ❑ They made her **angry**.
- ❑ The students elected Sreya **the class leader**.



INTRODUCTION OF SENTENCE STRUCTURE

Adjunct

- ❑ An adjunct is a word or a phrase that gives more information about an action, an event, a quality and so on. In short, it can be said that these words can include adverbs and adverb clauses. Adjuncts can be identified by asking questions ‘when’, ‘where’, ‘why’, ‘how’, ‘how often’ and ‘to what extent’. When using adjuncts, keep in mind that adjuncts can be used in the beginning, middle or end of the sentence and that there can be more than one adjunct in a sentence.
- ❑ Take a look at the following examples to understand how adjuncts can be used.
- ❑ **Yesterday**, we met **at the park**.
- ❑ He is **very** tired.
- ❑ **Due to his ill-health**, he could not come home for Christmas.
- ❑ My father reads the newspaper **everyday**.
- ❑ This workout routine is **extremely** exhausting



INTRODUCTION OF SENTENCE STRUCTURE

Types of Sentence Structure

- ❑ In English grammar, there are a number of sentence structures that you can use to make your speech or writing sound or look a lot more organised, interesting and professional. Some of the commonly used sentence structures are as follows.
- ❑ Subject + Verb (SV)
- ❑ Subject + Verb + Object (SVO)
- ❑ Subject + Verb + Complement (SVC)
- ❑ Subject + Verb + Adjunct (SVA)
- ❑ Subject + Verb + Object + Complement (SVOC)
- ❑ Subject + Verb + Object + Adjunct (SVOA)
- ❑ Subject + Verb + Indirect Object + Direct Object (SVIODO)
- ❑ Adjunct + Subject + Verb + Complement (ASVC)
- ❑ Adjunct + Subject + Verb + Object (ASVO)
- ❑ Adjunct + Subject + Verb + Indirect Object + Direct Object (ASVIODO)
- ❑ Subject + Verb + Adjunct + Adjunct (SVAA)
- ❑ Adjunct + Subject + Verb + Adjunct + Adjunct (ASVAA)



INTRODUCTION OF SENTENCE STRUCTURE

Examples of Sentence Structure

- Looking at examples will help you understand how each sentence structure works. So, here are a few examples for you.

SV

- The stars / are shining.
- Subject / Verb
- The birds / are chirping.
- Subject / Verb

SVO

- Children / love / ice creams.
- Subject / Verb / Object
- Noah / does not like / bitter gourd.
- Subject / Verb / Object



INTRODUCTION OF SENTENCE STRUCTURE

SVC

- ❑ I / am / an Indian.
- ❑ Subject + Verb + Complement
- ❑ Carol / is / a nurse.
- ❑ Subject + Verb + Complement

SVA

- ❑ Madhu / reached / early.
- ❑ Subject / Verb / Adjunct
- ❑ All of us / are leaving / for Tokyo.
- ❑ Subject / Verb / Adjunct



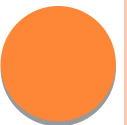
INTRODUCTION OF SENTENCE STRUCTURE

SVOC

- ❑ We / lost / out cat, / Quinny.
- ❑ Subject / Verb / Object / Complement
- ❑ My friends / make / me / happy.
- ❑ Subject / Verb / Object / Complement

SVOA

- ❑ It / is / my birthday / next month.
- ❑ Subject / Verb / Object / Adjunct
- ❑ Lakshmi / reached / school / after 9 a.m.
- ❑ Subject / Verb / Object / Adjunct



INTRODUCTION OF SENTENCE STRUCTURE

SVIODO

- ❑ The Board / offered / me / the job.
- ❑ Subject / Verb / Indirect Object / Direct Object
- ❑ Rohit / gave / Reshmi / his favourite book.
- ❑ Subject / Verb / Indirect Object / Direct Object

ASVC

- ❑ Suddenly, / it / grew / dark.
- ❑ Adjunct / Subject / Verb / Complement
- ❑ Normally, / the weather / is / good.
- ❑ Adjunct / Subject / Verb / Complement



INTRODUCTION OF SENTENCE STRUCTURE

ASVO

- ❑ Last week, / we / celebrated / Holi.
- ❑ Adjunct / Subject / Verb / Object
- ❑ Usually, / we / get / a token.
- ❑ Adjunct / Subject / Verb / Object

ASVIODO

- ❑ Today, / the teacher / gave / us / our papers.
- ❑ Adjunct / Subject / Verb / Indirect Object / Direct Object
- ❑ Yesterday, / my mom / bought / me / a bicycle.
- ❑ Adjunct / Subject / Verb / Indirect Object / Direct Object



INTRODUCTION OF SENTENCE STRUCTURE

SVAA

- ❑ They / go / to work / by bus.
- ❑ Subject / Verb / Adjunct / Adjunct
- ❑ We / meet / every evening / on the way back home.
- ❑ Subject / Verb / Adjunct / Adjunct

ASVAA

- ❑ Normally, / my parents / come / by bus / to Pondicherry.
- ❑ Adjunct / Subject / Verb / Adjunct / Adjunct
- ❑ Last year, / my friends and I / went / to Meghalaya / for a month.
- ❑ Adjunct / Subject / Verb / Adjunct / Adjunct



INTRODUCTION TO ARTICLES

What is an Article?

- ❏ An article is a short monosyllabic word that is used to define if the noun is specific or not. Articles are normally used before nouns and since they are used to speak about the noun, they can be considered as adjectives.

Definition of an Article

- ❏ An article, according to the **Merriam-Webster Dictionary**, is defined as “any of a small set of words or affixes (such as a, an, and the) used with nouns to limit or give definiteness to the application.”
- ❏ **According to the Collins Dictionary**, “an article is a kind of determiner. In English, ‘a’ and ‘an’ are called the indefinite article, and ‘the’ is called the definite article.”
- ❏ The **Macmillan Dictionary** defines an article as “a type of determiner (word used before a noun) that shows whether you are referring to a particular thing or to a general example of something. The indefinite article is ‘a’ or ‘an’ and the definite article is ‘the’.”



INTRODUCTION TO ARTICLES

Types of Articles

There are three articles in English – ‘a’, ‘an’ and ‘the’. These articles are divided into two types namely:

- ❑ Definite Article
- ❑ Indefinite Article

Definite Article

- ❑ Among the three articles, ‘the’ is said to be the definite article.
- ❑ A definite article is used to determine something that is specific or particular.
- ❑ It is also used before plural nouns and to indicate the superlative degree of comparison.
- ❑ Furthermore, it can be used before collective nouns as well.



INTRODUCTION TO ARTICLES

For example:

The Sun sets in **the** west.

- ❏ In the above sentence, the nouns ‘Sun’ and ‘west’ are proper nouns and are specific and so the definite article has to be used.

The children are playing cricket.

- ❏ In the above sentence, the definite article is used to determine the plural noun, ‘children’.

This is **the** world’s longest river.

- ❏ In the above sentence, the definite article is used to denote the superlative degree of comparison.

The crowd sang along with **the** band.

- ❏ In the above sentence, the definite article is used before the collective nouns, ‘crowd’ and ‘band’.



INTRODUCTION TO ARTICLES

Indefinite Article

- ❑ The articles 'an' and 'a' are termed as indefinite articles.
- ❑ An indefinite article, as the name suggests, is used to indicate something that is not definite or specific.
- ❑ It can also be used before singular nouns.
- ❑ Among the indefinite articles, 'an' is used before singular nouns that start with vowel sounds and 'a' is used before singular nouns that begin with consonant sounds.

For example:

- ❑ I had **an** apple for breakfast.
- ❑ Do you have **an** eraser?
- ❑ I saw **an** aeroplane.
- ❑ She has **a** pet dog.
- ❑ My father is **a** doctor.
- ❑ My brother gave me **a** calculator.



INTRODUCTION TO ARTICLES

Usage and Exceptions – Points to be Remembered

When Using Articles

- ❑ Articles are used extensively by English language users, and for this very reason, it is important to know where and where not to use them.
- ❑ In order to have a thorough knowledge of how to use the right articles in the right places, have a look at the following.

A or An?

- ❑ The article ‘an’ is normally used before words that begin with vowel sounds. However, this is often confused with the idea that it can be used before words that start with a vowel. Look at the examples given below to understand how this works.



INTRODUCTION TO ARTICLES

Usage and Exceptions – Points to be Remembered

Look at the examples given below to understand how this works.

- ❏ I have **an** umbrella.
- ❏ This is **an** orange.
- ❏ **An** elephant was crossing the road.

If you see here, the words ‘university’ and ‘unique’ start with a vowel. However, it does not have a vowel sound but a consonant sound ‘yu’ in the beginning. It is because of this reason that the indefinite article, ‘a’ is used instead of ‘an’.

- 💡 Studying in **a** university will give you a lot of exposure.
- 💡 This is **a** unique way of communicating with birds.



INTRODUCTION TO ARTICLES

Usage and Exceptions – Points to be Remembered

❏ In the examples given below, ‘an’ is used before ‘MBA’ and ‘hour’ though they are words starting with consonants. This is because the word ‘MBA’ starts with ‘m’ which has a vowel sound (em) in the beginning. Likewise, the ‘h’ in the word ‘hour’ is silent, thus having a vowel sound in the beginning.

💡 I have completed **an** MBA degree.

💡 It took **an** hour to reach the airport.



INTRODUCTION TO ARTICLES

Usage and Exceptions – Points to be Remembered

Exceptions

- ❑ Words starting with a vowel, but use ‘a’ instead of ‘an’:
- ❑ One
- ❑ University
- ❑ Unique
- ❑ Uniform
- ❑ Unit
- ❑ Eucalyptus
- ❑ Utensil
- ❑ Euro
- ❑ UFO

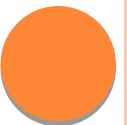


INTRODUCTION TO ARTICLES

Usage and Exceptions – Points to be Remembered

Words starting with a consonant, but use ‘an’ instead of ‘a’.

- ❑ Hour
- ❑ Honest
- ❑ Hourly
- ❑ MBA
- ❑ MBBS
- ❑ MA
- ❑ MSc
- ❑ MMR
- ❑ MCom
- ❑ MLA
- ❑ NCC



INTRODUCTION TO THE PARTS OF SPEECH

- ▣ Parts of speech are among the first grammar topics we learn when we are in school or when we start our English language learning process. Parts of speech can be defined as words that perform different roles in a sentence. Some parts of speech can perform the functions of other parts of speech too.

Parts of Speech Definition

- ▣ The Oxford Learner's Dictionary defines parts of speech as “one of the classes into which words are divided according to their grammar, such as noun, verb, adjective, etc.”
- ▣ The Cambridge Dictionary also gives a similar definition – “One of the grammatical groups into which words are divided, such as noun, verb, and adjective”.



INTRODUCTION TO THE PARTS OF SPEECH

Different Parts of Speech with Examples

▣ Parts of speech include nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections.

1. **Nouns** are words that are used to name people, places, animals, ideas and things. Nouns can be classified into two main categories: **Common nouns** and **Proper nouns**. Common nouns are generic like ball, car, stick, etc., and proper nouns are more specific like Charles, The White House, The Sun, etc.

▣ **Examples of nouns used in sentences:**

▣ She bought a **pair of shoes**. (thing)

▣ I have a **pet**. (animal)

▣ Is this your **book**? (object)

▣ Many people have a **fear of darkness**. (ideas/abstract nouns)

▣ Also, explore **Singular Nouns** and **Plural Nouns**.



INTRODUCTION TO THE PARTS OF SPEECH

2. **Pronouns** are words that are used to substitute a noun in a sentence. There are different types of pronouns. Some of them are **reflexive pronouns**, **possessive pronouns**, **relative pronouns** and **indefinite pronouns**. I, he, she, it, them, his, yours, anyone, nobody, who, etc., are some of the pronouns.

▣ Examples of pronouns used in sentences:

- ▣ I reached home at six in the evening. (1st person singular pronoun)
- ▣ Did **someone** see a red bag on the counter? (Indefinite pronoun)
- ▣ Is this the boy **who** won the first prize? (Relative pronoun)
- ▣ That is **my** mom. (Possessive pronoun)
- ▣ I hurt **myself** yesterday when we were playing cricket. (Reflexive pronoun)



INTRODUCTION TO THE PARTS OF SPEECH

3. **Verbs** are words that denote an action that is being performed by the noun or the subject in a sentence. They are also called action words. Some examples of verbs are read, sit, run, pick, garnish, come, pitch, etc.

❏ Examples of verbs used in sentences:

- ❏ She **plays** cricket every day.
- ❏ Darshana and Arul **are going** to the movies.
- ❏ My friends **visited** me last week.
- ❏ **Did** you **have** your breakfast?
- ❏ My name **is** Meenakshi Kishore.



INTRODUCTION TO THE PARTS OF SPEECH

4. **Adverbs** are words that are used to provide more information about verbs, adjectives and other adverbs used in a sentence. There are five main **types of adverbs** namely, **adverbs of manner**, **adverbs of degree**, **adverbs of frequency**, **adverbs of time** and **adverbs of place**. Some **examples of adverbs** are today, quickly, randomly, early, 10 a.m. etc.

▣ **Examples of adverbs used in sentences:**

- ▣ Did you come **here** to buy an umbrella? (Adverb of place)
- ▣ I did not go to school **yesterday** as I was sick. (Adverb of time)
- ▣ Savio reads the newspaper **everyday**. (Adverb of frequency)
- ▣ Can you please come **quickly**? (Adverb of manner)



INTRODUCTION TO THE PARTS OF SPEECH

5. Adjectives are words that are used to describe or provide more information about the noun or the subject in a sentence. Some examples of adjectives include good, ugly, quick, beautiful, late, etc.

▣ Examples of adjectives used in sentences:

- ▣ The place we visited yesterday was **serene**.
- ▣ Did you see how **big** that dog was?
- ▣ The weather is **pleasant** today.
- ▣ The **red** dress you wore on your birthday was lovely.
- ▣ My brother had only **one** chapati for breakfast.



INTRODUCTION TO THE PARTS OF SPEECH

6. **Prepositions** are words that are used to link one part of the sentence to another. Prepositions show the position of the object or subject in a sentence. Some examples of prepositions are in, out, besides, in front of, below, opposite, etc.

▣ **Examples of prepositions used in sentences:**

- ▣ The teacher asked the students to draw lines **on** the paper so that they could write **in** straight lines.
- ▣ The child hid his birthday presents **under** his bed.
- ▣ Mom asked me to go to the store **near** my school.



INTRODUCTION TO THE PARTS OF SPEECH

7. **Conjunctions** are a part of speech that is used to connect two different parts of a sentence, **phrases and clauses**. Some examples of conjunctions are and, or, for, yet, although, because, not only, etc.

❏ Examples of conjunctions used in sentences:

- ❏ Meera **and** Jasmine had come to my birthday party.
- ❏ Jane did not go to work **as** she was sick.
- ❏ **Unless** you work hard, you cannot score good marks.
- ❏ I have not finished my project, **yet** I went out with my friends.



INTRODUCTION TO THE PARTS OF SPEECH

8. **Interjections** are words that are used to convey strong emotions or feelings. Some examples of interjections are oh, wow, alas, yippee, etc. It is always followed by an exclamation mark.

▣ **Examples of interjections used in sentences:**

▣ **Wow!** What a wonderful work of art.

▣ **Alas!** That is really sad.

▣ **Yippee!** We won the match.



INTRODUCTION TO THE PARTS OF SPEECH

Sentence Examples for the 8 Parts of Speech

- ❑ Noun – Tom lives in **New York**.
- ❑ Pronoun – Did **she** find the book she was looking for?
- ❑ Verb – I **reached** home.
- ❑ Adverb – The tea is **too** hot.
- ❑ Adjective – The movie was **amazing**.
- ❑ Preposition – The candle was kept **under** the table.
- ❑ Conjunction – I was at home all day, **but** I am feeling very tired.
- ❑ Interjection – **Oh!** I forgot to turn off the stove.



COMMON ERRORS

- ❏ When somebody else finds a grammar mistake in your work, it can be embarrassing. But don't let it get to you—we all make grammar mistakes.
- ❏ Common grammar mistakes include punctuation and syntax errors and incorrect word choices. Grammar mistakes often make it difficult for readers to understand a piece of writing; this is why writers should try to avoid them.
- ❏ The goal is to have polished, clear, mistake-free writing, so we'll look at some of the most common mistakes so you know how to identify, fix, and avoid them.



COMMON ERRORS

What is a grammar mistake?

- ❏ A grammar mistake is any incorrect usage of a word or piece of punctuation in writing. In other words, it's a deviation from established grammatical rules. Grammar rules serve to make writing easier for readers to understand, so when a writer makes one of the common grammar mistakes below, or any other grammar mistake, they risk their work being misunderstood.
- ❏ However, it's important to keep in mind that not all deviations from grammatical rules are mistakes. Language is continuously evolving, so a phrase or word choice that's regularly used today may have been a grammar mistake in the past. And there are instances where breaking grammar rules actually improves your writing. Understanding the most common grammar mistakes, why we make them, and how to correct them can help you navigate evolving language and effective rule-breaking as you develop your writing skills.



COMMON ERRORS

common grammar mistakes

Your vs. you're

- ❑ Much like to and too, *your* and *you're* are **homophones**. That means they sound the same when spoken aloud but have two different meanings.
- ❑ *Your* is a possessive pronoun. It indicates that something belongs to a singular second person.

Example:-

- ❑ *You forgot **your** backpack at school yesterday.*

***You're* is a contraction of *you are*.**

- ❑ ***You're** expected to arrive no later than 6 p.m.*



COMMON ERRORS

common grammar mistakes

Who vs. whom

- ❑ *Who* is the subject of a sentence, whereas *whom* is the object of a sentence.

Example

- ❑ *Who* will be hosting the party this weekend?
- ❑ To *whom* should I send the package?

Who's vs. whose

- ❑ *Who's* is a contraction of *who is*. *Whose* is the possessive form of *who*, a relative pronoun.

Example

- ❑ *Who's* ready for the exam on Friday?
- ❑ *Whose* laptop is this?



COMMON ERRORS

common grammar mistakes

Affect vs. effect

- ❑ *Affect* is a verb that means “to cause an effect.” *Effect* is a noun that refers to a result.

Example

- ❑ *How will a heat wave **affect** your vacation plans?*
- ❑ *An increased budget will have a major **effect** on hiring.*

Who vs. that

- ❑ *Who* refers to a person. *That* refers to an inanimate object.
However, *that* can also refer to a group of people in cases where the group, rather than its members, is emphasized.

Example

- ❑ *My brother is the one **who** solved the mystery.*
- ❑ *I took a course **that** changed my perspective on climate change.*
- ❑ *We’re part of an organization **that** promotes native plant cultivation.*



COMMON ERRORS

common grammar mistakes

That vs. which

- ❑ *That* is used to introduce a clause that adds necessary information to a sentence. *Which* is used to introduce a clause that adds detail but isn't critical to the sentence.

Example

- ❑ *One of my dogs, the one **that** ate a rock, needs to see a vet.*
- ❑ *My other dog, **which** is a terrier, also needs to see the vet.*

I.e. vs. e.g.

- ❑ *I.e.* is short for *id est* and is used to clarify statements. *E.g.* is short for *exempli gratia* and is used to provide examples.

Example

- ❑ *I'll be late again tomorrow (**i.e.**, my car is still in the shop).*



COMMON ERRORS

common grammar mistakes

I.e. vs. e.g.

- ❑ Additionally, a comma should follow these abbreviations, and they should be enclosed in parentheses.

Example

- ❑ *I've read lots of novels over the past year (e.g., A Tree Grows in Brooklyn and The Fault in Our Stars).*

Then vs. than

- ❑ *Then* indicates when something will happen. *Than* is used to compare people or things.

Example

- ❑ *First we'll go over the homework; **then** we'll watch the presentation.*
- ❑ *Our cousins are taller **than** us.*



COMMON ERRORS

common grammar mistakes

Each and every

- ❑ *Each* refers to two items. *Every* refers to three or more items. Additionally, *each* refers to the individual items in a group, while *every* refers to the group as a whole.

Example

- ❑ *Each of my children made me a Mother's Day card.*
- ❑ *Every one of my coworkers is going to the dinner.*

More than vs. over

- ❑ *More than* indicates the literal quantity of things being discussed. *Over* can indicate an object's physical position or a figurative amount larger than another mentioned in the same sentence.

Example

- ❑ *She owns **more than** ten jackets.*
- ❑ *We're going to come in **over** our budget.*



COMMON ERRORS

common grammar mistakes

Less vs. fewer

- ❑ *Less* is used to describe an abstract or otherwise uncountable amount of items. *Fewer* is used for countable numbers of items.

Example

- ❑ *The students had **less** time to work on the assignment today.*
- ❑ *If **fewer** people used disposable water bottles, there would be **less** plastic in landfills.*

Me vs. I

- ❑ *I* and *me* are both first-person singular pronouns. Use *I* when you're the subject of the sentence and *me* when you're the object of the sentence.

Example

- ❑ *It was almost midnight, so **I** didn't stop to pick up my shoe.*
- ❑ *You want **me** to dance with you?*



COMMON ERRORS

common grammar mistakes

A lot vs. allot vs. alot

- ❑ *A lot* can be a pronoun or an adverb. It means “often” or “a large amount.” *Allot* is a verb that means “to distribute.” *Alot* is not a word. Avoid it in your writing.

Example

- ❑ *There were **a lot** of jellyfish.*
- ❑ *We were **allotted** two notebooks and five pens each.*

Farther vs. further

- ❑ *Farther* refers to literal distance. *Further* means “more.”

Example

- ❑ *The island looked **farther** away than ever.*
- ❑ *We want no **further** communication with your company.*



COMMON ERRORS

common grammar mistakes

Like vs. such as

- ❑ *Like* is used to make a comparison, while *such as* is used to provide specific examples.

Example

- ❑ *The couch has black and white spots **like** a dalmatian.*
- ❑ *We have many pizza toppings, **such as** peppers, pineapple, and pepperoni.*

May vs. might

- ❑ Generally, *may* is used in the present tense to ask for permission and to indicate something that is likely to happen. *Might* is used with the past tense and to describe things that are either unlikely or didn't happen.

Example

- ❑ ***May** I bring a guest to the book signing?*
- ❑ *There **might** have been time for discussion, but the fire alarm went off.*



COMMON ERRORS

Past vs. passed

- ❏ *Past* refers to something that has already happened. It can be a noun, an adjective, a preposition, or an adverb. *Passed* is a verb.

Example

- ❏ *Our grandfather told us stories about the **past**.*
- ❏ *The SUV **passed** on our right.*

Based off vs. based on

- ❏ This is an example of language evolving, and perhaps one day, *based off* will be considered grammatically correct. But currently, *based on* is considered to be the correct phrasing. Both of these phrases are used to indicate the facts or circumstances that drove a specific decision or conclusion.
- ❏ ***Based on** the rain in the forecast, I decided not to water my garden today.*
- ❏ Another version of this phrase, *based off of*, is never correct.



COMMON ERRORS

Compliment vs. complement

- ❏ A *compliment* is a kind word or bit of praise for another person or thing. To *complement* someone or something means to enhance their skills or assets with other skills or assets.

Example

- ❏ *I liked Dara's presentation, so I paid her a **compliment**.*
- ❏ *Dara's background in UX design **complements** my front-end development experience.*



COMMON ERRORS

Misplaced modifiers

❏ A misplaced modifier is a word or phrase that's too far away from the noun it's modifying. A misplaced modifier can make a sentence confusing for readers. Here is an example of a sentence with a misplaced modifier, which is bolded:

❏ *My sister adopted another cat **named Ghost**.*

❏ So she has two cats named Ghost now?

Here is a corrected version of this sentence:

❏ *My sister adopted another cat **and named her Ghost***



COMMON ERRORS

Passive voice

- ❑ The passive voice isn't inherently incorrect, but many writers use it when the active voice would be a more accurate, clearer choice.

Example

- ❑ **Passive voice:** *Breakfast was prepared by me.*
- ❑ **Active voice:** *I prepared breakfast.*

Possessive nouns

- ❑ Possessive nouns are versions of nouns that show ownership. Often, they use apostrophes.

Example

- ❑ For a singular possessive noun, the apostrophe goes before the *s*.
- ❑ *Maryam's notebook.*
- ❑ For a plural possessive noun, the apostrophe goes after the *s*.
- ❑ *The students' grades.*



COMMON ERRORS

Commas

- ❑ Commas are versatile punctuation marks, so it's easy to use them incorrectly. Commas are used to create short pauses within sentences, such as to separate items in a list, distinguish independent clauses, or note appositives.
- ❑ **Correct:-** *I went to the store for butter, flour, and milk.*
- ❑ **Incorrect:-** *I went to the store for butter flour and milk.*

Semicolons

- ❑ Semicolons are most frequently used to separate independent clauses within a sentence. They're also used to separate items in a serial list when those items contain punctuation of their own.

Example

- ❑ *Amalia is taking twenty credits this semester; her goal is to graduate early.*
- ❑ *I need the weather statistics for the following cities: London, England; Paris, France; and Perth, Scotland.*



COMMON ERRORS

Title capitalization

- ❑ Although it can vary between style guides, the general rules for title capitalization are:
- ❑ Articles are lowercase unless they're the first or last word of the title
- ❑ Nouns, verbs, adjectives, and adverbs are always capitalized

Example

- ❑ ***The Cat in the Hat***
- ❑ ***Things Fall Apart***



COMMON ERRORS

Apostrophes

- ❑ Apostrophes create a few types of words:
- ❑ Contractions (*she did* = *she'd*)
- ❑ Singular possessive nouns (*Jason's*)
- ❑ Shortened colloquial words (*it was* = *'twas*)
- ❑ In some cases, they also create plurals.
- ❑ ***Incorrect:- Remember to dot your *is*.***
- ❑ ***Correct:- Remember to dot your *i's*.***



COMMON ERRORS

Punctuation's place in parentheses

- ❏ When it comes to parentheses and other punctuation, there are a couple of rules to follow.
- ❏ If the text in parentheses is a complete sentence and is separate from surrounding sentences, the period goes inside the parentheses.
- ❏ Additionally, a phrase that could stand alone as a complete sentence can also be contained inside another complete sentence.

Example

- ❏ *My house has blue trim. (My neighbor's house has blue trim, too.)*
- ❏ *My house has blue trim (my neighbor's house has blue trim, too).*
- ❏ *My house has blue trim (with white windows) and a green door.*



COMMON ERRORS

Punctuation's place in parentheses

- ❑ Question marks and exclamation marks are the exceptions to the rule. When they're part of a parenthetical passage enclosed in another sentence, they always go inside the parentheses, whether it's a complete sentence or a fragment.
- ❑ *Dimo got lost on the way to his interview (but he wasn't late so they never knew!).*

Use commas after parentheses, not before.

- ❑ Because parenthetical text usually relates to what's directly before it, it shouldn't follow a comma. However, it's completely normal to place a comma **after** parentheses, without a space.

Example

- ❑ *The party was too quiet, (the DJ canceled) so Gina brought out her guitar.*
- ❑ *The party was too quiet (the DJ canceled), so Gina brought out her guitar.*



COMMON ERRORS

Incomplete comparisons

- ❑ When you make a comparison in your writing, you need to mention both (or all) of the things you're comparing.

Example

- ❑ *My car is faster than my cousin's car.*
- ❑ An incomplete comparison is a comparison that fails to mention one or more of the things being compared.

Example

- ❑ *My car is faster.*



COMMON ERRORS

Em dash vs. en dash vs. hyphen

- ❑ Em dashes, en dashes, and hyphens are frequently mixed up. Here is a quick look at them:
- ❑ Em dash: —
- ❑ En dash: –
- ❑ Hyphen: -
- ❑ Use an em dash when another type of punctuation, like parentheses or a pair of commas, doesn't quite capture the tone you need. Em dashes have a quick, casual connotation, so they're often used to indicate an aside or sudden tone change in a sentence.

Example

- ❑ *They are afraid of two things—spiders and senior prom.*



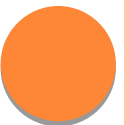
COMMON ERRORS

Subject/verb agreement

- ❑ In any sentence, the subject and verb need to be in the same tense.

Example

- ❑ *My classmates hopes our teacher will be back soon.*
- ❑ *My classmates hope our teacher will be back soon.*



THANK YOU

