

الصفحة ٢

كلية التربية الاساسية

English Department

# COMPOSITION

Second Stage



**CHAPTER ONE**  
**THE SENTENCE**

III.

The unit of written speech is the sentence. A sentence is a group of words that makes complete sense. The normal sentence must have two elements: the subject and the predicate. The subject is the word, or group of words about which something is said.

The predicate is the part that tells us what the subject did, what was done to it. For example, in the sentence "Ali laughed" the subject is "Ali" and the predicate is "laughed". We may think of the subject as the doer or receiver of the action and the predicate as denoting the action, what the subject does or what is done to it. Every sentence, no matter how simple or complicated it may be, contains at least one subject and one predicate.

We can divide sentences into four traditional categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

**1. The Simple Sentence:**

A simple sentence consists of only one independent (principal) clause; that is, one subject and one predicate. The simple sentence may have as subject more than one noun or pronoun and as predicate more than one verb. It may also have adjectives, adverbs, and phrases as modifiers. The form of the verb is determined by the nature of the subject — whether it is singular or plural, or first, second, or third person. Thus we say "he speaks" but "they speak"; "I am", "he is", "we/you/they/are". That is what we mean when we say that the verb must agree with its subject.

The following sentences have two main parts — subject and predicate:

Subject	Predicate
The boy	was running.
All the boys	were running.
All the boys	were running down the hill.

The first part of each sentence above functions as the subject; the second part functions as the predicate. Most simple sentences follow this pattern.

## 2. The Compound Sentence:

A compound sentence consists of two or more independent clauses. Each clause contains a subject and a predicate of its own. Each part is therefore a sentence which is part of a larger sentence. Each clause makes good sense by itself, and neither of them is inferior, to, or dependent on, the other. Ordinarily, a co-ordinating conjunction (e.g. and, but, or, for) joins the two parts.

A co-ordinating conjunction is a joining word that joins two clauses of equal value. The following sentences have two co-ordinate clauses—clauses of equal rank:

- |    | Subject   | Predicate         |  |
|----|---|-------------------|--|
| a) | The moon  | was bright and    |  |
|    | We  | could see our way |  |
|    | (Adding one statement to another: the clause which follows is what we might expect.)  |                   |  |
| b) | The sky darkened, but no rain fell (Expressing contrast between two statements: what follows is not what we expect.)                                      |                   |  |
| c) | He had to act immediately or he would have been too late.<br>(Two statements of equal value to choose from: if one is true or possible the other is not.) |                   |  |
| d) | He felt tired and thirsty, for it was very hot.<br>(Gives a reason which is added almost as an afterthought.)   |                   |  |
| e) | He felt ill so he went to bed.<br>(Adding something which follows as a consequence of the previous part.)   |                   |  |

The pattern for the compound sentence is:  
subject + predicate + conjunction + subject + predicate.

Although the clauses which are co-ordinate to each other are of equal grammatical value it does not always follow that we can interchange them. The order in which they occur is usually important. For example, if we combine the two simple sentences: "The student asked a question."

“The teacher answered it.” To make a compound sentence we must make “The student asked a question” the first clause because that is the event that occurred first. The compound sentence will be “The student asked a question and the teacher answered it”. Sometimes, however, the order is not important. For example, if we want to combine the Sentences: “My brother lives in Mosul”. “My sister lives in Kirkuk”. We can say either —  
My brother lives in Mosul and my sister lives in Kirkuk.

or

My sister lives in Kirkuk and my brother lives in Mosul.  
In this case the meaning of the sentence does not depend on the order of the clauses.

### 3. The Complex Sentence:

A complex sentence consists of one independent and one or more secondary ideas. Dependent clauses are used as nouns, as adjectives, and as adverbs.

- (a) The teacher said that the answer was correct.  
The independent clause is “The teacher said.” The subject is “The subject is “The teacher”, and the predicate is “said.” The dependent clause answers a question about the independent clause. The teacher said — What? The dependent clause “that the answer was correct” tells us what the teacher said. It is a noun clause.
- (b) This is the boy who brought the papers. The main clause is “This is the boy”. The subordinate clause “who brought the papers” defines the boy — tells us which boy. It is an adjective clause.
- (c) He ran as fast as he could.  
The main clause is “He ran.” The subordinate clause “as fast as he could” tells us how he ran. It is an adverb clause.

### 4. The Compound — complex Sentence:

A compound — complex sentence contains two or more independent clauses and at least one dependent clause.

- (a) The agent knew that the roof leaked, but he did not tell us.” The two independent clauses in this sentence are “The agent knew” and “he did not tell us.” “That the roof leaked” is a subordinate noun clause.
- (b) Since the day was unpleasant, we stayed indoors; Ali studied and I watched television.

This sentence has three independent clauses — “We stayed indoors,” “Ali studied,” and “I watched television.”

“Since the day was unpleasant” explains why we stayed indoors; it is an adverb clause.

II. A sentence is a means by which we make clear to others what we think or feel. But since thoughts and feelings vary in kind, and since the reasons for communicating them differ, Sentences are of different kinds also. We can classify sentences as (1) Declarative sentences, (2) Interrogative sentences, (3) Imperative sentences and (4) Exclamatory sentences.

### 1. The Declarative Sentence:

A declarative sentence is a single, complete statement. It is used to convey information to the reader. This is the kind of sentence we use most frequently in composition. A declarative sentence may, of course, be simple, compound, complex or compound-complex.

- (a) He was a brave man.
- (b) William Shakespeare was born in 1564.
- (c) Words often tell us about a writer's feelings as well as about the things he wants to talk about.

A declarative sentence begins with a capital letter and ends with a full stop.

### 2. The Interrogative Sentence:

An interrogative sentence is a single, complete question.

This is the kind of sentence we use when we are seeking information or trying to lead the reader into a consideration of possible answers.

- (a) Was he a brave man?
- (b) When was William Shakespeare born?
- (c) Why did Brutus join the conspiracy against Julius Caesar?

(Notice the position of the subject and verb in these sentences).

An Interrogative sentence begins with a capital letter and ends with a question mark.

### 3. The Imperative Sentence

An imperative sentence is a single, complete command or a single, complete request. It is used for giving directions, instructions, or commands.

(a) Please don't touch those cakes.

(b) Before you leave the room, close the windows and switch off the fans.

In a command or instruction, a single verb may be a sentence (no subject is needed).

e.g. Stop talking.  
Begin.

An imperative sentence begins with a capital letter and ends with a full stop.

### 4. The Exclamatory Sentence

An exclamatory sentence is a single, complete expression of sudden or strong feeling. You should not use this kind of sentence too often in your compositions.

(a) How brave he was!

(b) What a joke it was!

(c) Your house is on fire!

An exclamatory sentence begins with a capital letter and ends with an exclamation mark.

### III. The Qualities of a Good Sentence:

The fundamental qualities of good sentences are <sup>(1)</sup> unity, <sup>(2)</sup> coherence, <sup>(3)</sup> emphasis, and <sup>(4)</sup> variety. Unity and coherence in the sentence help to make ideas logical and clear. Emphasis makes them forceful. Variety makes them more interesting.

#### 1. Unity

The first requirement of a good sentence is unity; that is, it must express one main idea. All parts of a sentence should bear directly upon the main thought it is intended to convey.



A sentence will not have unity (a) if too many details are introduced, (b) if unrelated ideas are combined.

The following sentence lacks unity because some of the facts mentioned in it have no connection with the main idea:

Uncle George, short of temper and of health, eighty years old at this time and weighing ninety kilos, shouted angrily at the children who were playing outside his house.

The subject of this sentence is "Uncle George". The main idea is that he shouted angrily at the children. His age and his weight are completely different ideas so they should not be mentioned here. The relevant facts are his bad temper and his anger. The sentence could be improved as follows:

Uncle George, a short-tempered man, shouted angrily at the children who were playing outside his house.

The following sentences are short, but they lack unity because two entirely unrelated ideas are put side by side in the same sentence:

- (a) Selma wore a red dress and she had a good time at the party. The two ideas in this sentence are (1) Selma wore a red dress, and (2) she had a good time at the party. There is no connection between these two ideas, so they should not be put together in one sentence.
- (b) Yesterday Ali cut his hand, and he could not find his grammar book anywhere.

The first part of this sentence states a fact about Ali's hand, while the second part mentions his grammar book. These totally different ideas should not be brought together in one sentence unless there is an obvious reason for connecting them. A sentence should contain only related thoughts. You should use two or more sentences for thoughts not closely related.

Say one thing at a time; say it as simply and clearly as you can; say it so that it cannot be misunderstood.

## 2. Coherence:

A good sentence must be coherent; that is, the parts must be arranged in logical order. Lack of coherence means lack of clearness. A sentence may be ambiguous, or obscure in meaning through various causes — (a)



faulty arrangement of words or clauses, (b) vague use of pronouns, (c) omission of necessary words, and (d) inconsistency.

**(a) Faulty arrangement of Words, Phrases or Clauses:**

The meaning of an English sentence depends on the order of the words. If you put words in the wrong order you may give a completely different meaning from what you intend.

Some students put qualifying words or phrases in the wrong place in a sentence.

All qualifying words, phrases, or clauses should be placed as near as possible to the words to which they refer. If this rule is not observed, ambiguity will arise.

Notice how the meaning of the following sentences changes according to the position of the qualifying word "only":

He said that he ate only rice. (He ate nothing else).

He said that only he ate rice. (No one else ate rice).

He said only that he ate rice. (He said nothing else).

Only he said that he ate rice. (No one else said it).

In standard written English, adverbs such as only, almost, just, even, hardly, rarely, etc., are usually placed immediately before the words they modify.

**Notice how ambiguous the following sentences are:**

- (a) Ali said in the evening he would go.
- (b) She gave orange juice to the children in plastic cups.
- (c) The teacher told us not to throw stones on Tuesday.
- (d) The car was advertised in yesterday's newspaper which is only two years old and is in excellent condition.

In sentence (a) it is not clear whether the phrase 'in the evening' is meant to qualify 'said' or 'would go'. The meaning would be clear if we put 'in the evening' after 'go':

Ali said he would go in the evening.

Now it is obvious that the phrase 'in the evening' modifies 'would go'.

Sentence (b) seems to tell us that the children were in plastic cups. The phrase 'in plastic cups' qualifies 'orange juice'; therefore 'in plastic cups' should come immediately after 'orange juice':

She gave the children orange juice in plastic cups.

As it stands, sentence (c) means that stones can be thrown any day except Tuesday! 'On Tuesday' really qualifies 'the teacher told us'; so 'on Tuesday' should come immediately before, or immediately after, 'the teacher told us': —

On Tuesday the teacher told us not to throw stones.

or

The teacher told us on Tuesday not to throw stones.

In sentence (d), the clause 'which is only two years old is in excellent condition' comes immediately after 'yesterday's newspaper'; but the clause is meant to qualify 'the car' — not 'the newspaper', so it should come immediately after 'car':

The car which is only two years old and is in excellent condition was advertised in yesterday's newspaper.

Alternatively we could make 'was advertised in yesterday's newspaper' an adjective clause: —

The car which was advertised in yesterday's newspaper is only two years old and is in excellent condition.

If a phrase or a clause serves as an adjective, or if its meaning depends upon its association with a particular noun or pronoun, it must be attached clearly to the word to which it refers. A dangling modifier is a phrase which expresses an illogical or ridiculous idea because it has been separated from the word on which its meaning depends. The following sentences contain dangling modifiers.

1. At the age of ten, Ali's mother gave him his first bicycle.

The phrase 'at the age of ten' grammatically qualifies Ali's mother which, of course, is nonsense. It ought to qualify Ali. We can correct this sentence by:

- (a) changing the order of the words in the second part, or
  - (b) transforming the phrase 'at the age of ten' to a clause: —
- (a) At the age of ten, Ali was given his first bicycle.
  - (b) When Ali was ten, his mother gave him his first bicycle.

## 2. Coming round the corner, a tree lay across the path.

In this sentence, the participial phrase 'coming round the corner' grammatically qualifies 'tree', and therefore the sentence seems to be telling us that a tree came round the corner! This is a common type of mistake, called the mistake of the misrelated participle. We can correct the sentence by supplying the necessary pronoun immediately following the participial phrase.

Coming round the corner, we saw that a tree lay across our path.

Remember that the subject of a participle phrase is also the subject of the verb of the main clause.

### (b) Vague Use of Pronouns

A pronoun gets its exact meaning from the word or words to which it refers—its antecedent. If a sentence is phrased in such a way that the antecedent is not clear, the sentence will be ambiguous. A pronoun should not be so placed that it might refer to either of two antecedents.

For example, in the sentence—Ali met Sameer when he was going to the cinema—the pronoun 'he' could refer to either Ali or Sameer: it is not clear who was going to the cinema—Ali or Sameer.

The sentence should be rephrased—When Ali was going to the cinema he met Sameer.

The intended antecedents of a pronoun should be stated. A pronoun should not refer to a word or idea not expressed but merely implied. The following sentence is faulty in this respect:

My brother is an artist, but I know nothing about it.

'It' has no expressed antecedent.

The sentence could be made clearer by using a noun instead of a pronoun:—

My brother is an artist, but I know nothing about art.

### (c) Omission of Necessary Words

A sentence will not be clear if important words are omitted. The following sentences are incomplete, and therefore confusing:—

1. Ali likes me more than Sameer. <sup>he likes</sup> does

2. Layla is as old, if not older than, Selma. <sub>95</sub> <sup>→</sup> Selma

3. He always has, and always will, work hard.

4. The qualifications for a teacher and lecturer are not the same.

Sentence (1) could mean either — Ali likes me more than he likes Sameer — or — Ali likes me more than Sameer does. The sentence — ‘Ali likes me more than Sameer’ is not complete: so the comparison is not clear. Sentence (2) is also an incomplete comparison. There are two phrases of comparison in the sentence — as old and older than, but the first is not complete. We would not say ‘Layla is as old Selma’; We must say as old as. So the sentence should be — Layla is as old as, if not older than, Selma.

In sentence (3), the verb ‘study’ is used twice — once in the present perfect and once in a future tense; but the past participle has been omitted. To correct the sentence, we should insert ‘studied’ after ‘has, —

He always has studied, and always will study hard.

He always has studied hard, and always will.

In sentence (4) we must insert the article ‘a’ before ‘lecturer’ to show that two distinct persons are referred to —

✓ The qualifications for a teacher and a lecturer are not the same.

1. Do not omit words necessary in a comparison.

2. Do not omit a necessary verb or auxiliary.

3. Do not omit a necessary article, pronoun, conjunction or preposition.

#### ✓ (d) Inconsistency

A shift in the grammatical structure of a sentence results in an inconsistency in point of view, and makes the meaning obscure. The most common faults in this respect are shifts in:

(1) tense,

(2) mood,

(3) class or person of pronouns and

(4) number.

#### (1) Shifts in tense

You should use either past tense or present tense consistently in narrative sentences. Do not suddenly change from past to present, or from present to past.

Romeo goes in disguise to a Capulet feast, falls in love with Juliet, and married her secretly.

Here in this sentence, the first two verbs are in the present tense, but the third verb is in the past tense. We have to change 'married' to 'marries':  
Romeo goes in disguise to a Capulet feast, falls in love with Juliet, and marries her secretly.

Or we could put all the verbs in past tense —

Romeo went in disguise to a Capulet feast, fell in love with Juliet, and married her secretly.

### (2) Shifts in subject or mood

The two parts of a compound sentence should be built in the same way. You should not suddenly change the subject or the voice in a sentence.

✗ Layla likes apples, but oranges taste better to me.

In this sentence the subject changes from a person (Layla), in the first clause, to a thing (oranges) in the second clause. We can improve the sentence by making a personal noun or pronoun the subject of both clauses: —

Layla likes apples, but I prefer oranges.

In the following sentence, the subject shifts from 'Mary' to 'hours', and the voice shifts from active to passive:

Mary took summer courses, and her leisure hours were devoted to tennis.

We can improve this sentence by keeping one subject only, and by making both verbs active:

Mary took summer courses and devoted her leisure hours to tennis.

### (3) Shifts in class or person of pronouns:

The indefinite pronoun 'one' and the personal pronouns 'he' and 'they', are not interchangeable. If you start off with 'one' you must keep to it, and not switch over in the middle of a sentence to a different kind of pronoun. In the following sentence, the pronoun shifts from 'one' to 'you'

If one tries hard enough, you will succeed.

We can improve this sentence by changing 'one' to 'you': —

If you try hard enough, you will succeed.

shifts in number: <sup>3</sup> sing. <sub>plur.</sub>

Do not treat a singular noun (or pronoun) as if it were plural, e.g.,

Each student in the class was asked to sign their name on the list.

In this sentence 'each student', and 'name' are singular: 'their' is plural.

We must change 'their' to 'his': —

Each student in the class was asked to sign his name on the list.

### 3. Variety in Sentence Structure:

Sentences cannot be effective if they are identical in length and structure. A long sentence is not necessarily better than a short one; indeed, to use too many long sentences is tiring. But to use nothing but short sentences is monotonous. We want variety, and this is brought about by using long sentences mixed with short ones. If, for example, two or three sentences have the same subject, they can often be combined.

These three short sentences all begin with the same word — 'he'. This sounds monotonous. We can combine these three short sentences to make one long sentence —

He flung open the door, rushed into garden, and caught the thief

Or we could begin the sentence with

a participle —

Flinging open the door, he rushed into the garden and caught the thief.

A given idea may be expressed in sentences of varying form. The following sentences all give the same meaning:

The journey was long and tiring.

They arrived late in the evening.

The journey was long and tiring, and they arrived late in the evening.

After a long and tiring journey, they arrived late in the evening.

They had had a long and tiring journey, and arrived late in the evening.

Having had a long and tiring journey, they arrived late in the evening.

The form chosen will depend on the other sentences in the passage.

A succession of short sentences or of sentences all having the same opening will be monotonous. Variety in both the length and the form of sentences helps to make the composition more interesting.

✓ To obtain variety follow these rules:

1. Do not begin a number of successive sentences with the same word.
2. Do not place the subject at the beginning of every sentence.
3. Vary the length of successive sentences.

## EXERCISES

- A. In each of the following sentences underline the subject and the main verb:
1. Ali lives in Baghdad.
  2. We bought a new house last year.
  3. They have never been to Basrah.
  4. My brother's new bicycle was stolen last week.
  5. "Has Fatima finished her homework yet?"
  6. The teacher told the students to bring their exercise books every day.
- B. In each of the following sentences a verb is underlined. Underline the subject of that verb:
1. The dog bit the man.
  2. The man sitting in the garden is smoking a cigarette.
  3. What is he buying in that shop?
  4. The captain of the football team was very tall.
  5. The cost of the repairs seemed high.
  6. Late last week he was called home.
  7. How can I excuse his behaviour?
  8. The results of the voting were announced.
  9. From the Kitchen came the smell of fresh bread.
  10. How much money do you have with you?
- C. Identify the following sentences as Statements, Questions, or Commands.
1. Baghdad is the capital of Iraq.
  2. "Give me some more cake," Said the greedy boy.
  3. "Are you still hungry?" replied his mother.
  4. Go home at once.
  5. Let me see your book.
  6. Is he attending lectures?
  7. Reading novels is a pleasant way of spending leisure time.
  8. Iraq exports thousands of tons of dates every year.
- D. Construct eight simple sentences about the College Library, two to illustrate the declarative sentence, two to illustrate the interrogative, two to illustrate the imperative, and two to illustrate the explanatory sentence.
- E. Join each of the following groups of sentences into one by using and, but, or, so, or for. Change the sentences as necessary:



1. He was in Cairo last year. Now he has returned to Baghdad.
2. Hurry up. You will be late.
3. I opened the door. I looked out.
4. The door was open. I went in.
5. One side will attack. The other will defend.
6. The office is shut from 12 to 3. you must come before 12. You must come after 3.
7. Ali was thanked. Jassim was given a reward. I was not even mentioned.
8. I went to bed early. The long journey had tired me.
9. She felt ill. She went to see a doctor.
10. Mr. Smith and Mr. Brown had worked together for years. They knew each other's methods very well.

F. Match the following to make complex sentences:

1. When the students are hungry.....
  - a. .... I always wake up late.
2. That is the car.....
  - b. .... where I had left it.
3. Since my father died.....
  - c. .... so that we could all hear.
4. Even if I go to bed early .....
  - d. .... they go to the canteen .
5. Although I am fond of music, ....
  - e. .... which I sold yesterday
6. The leader raised his voice ....
  - f. .... unless it starts to rain.
7. I think .....
  - g. .... you had better go home and fetch them.
8. I found my book ....
  - h. .... I have lived with my uncle.
9. As you forgot the tickets .....
  - i. .... I cannot play any instrument.
10. We shall finish the match.....
  - j. .... that this is my train.

G. Revise the following sentences so as to remove any lack of clearness or effectiveness due to word order:

1. She told me to switch the light three times. Does she think I am deaf?
2. I picked up my gloves and put them on my hands which I had bought at my uncle's shop.
3. Only she drinks tea; she doesn't drink coffee.
4. By the time we got home almost it was dark.
5. I met my friend who comes from Mosul in Baghdad last week.
6. She gave some food to her cat on a tin plate.
7. We cooked the food in kitchen which we bought at the local grocery.
8. The wind blew just as we were drinking tea with increasing fury.
9. The captain ordered the men to throw into the sea the goods.
10. That was very dangerous: even you might have been killed.

H. In each of the following sentences there is a dangling phrase. Correct each one.

1. Coming round the west side of the street, the bus station can be seen.
2. Shining brightly through the window, Layla could see the sun.
3. Walking along the top of the hill, parts of the distant city can be seen.
4. At the age of six, Waleed's father retired from the army and opened a shop.
5. At last, battered and torn but still readable, she found the book.
6. Browsing in the library, a book on phonetics caught my eye.
7. If left alone with nothing to do, parents cannot expect children to stay out of mischief.
8. To understand Shakespeare's plays, a good command of English is necessary.

I. Complete the following in your own words, underlining the subject of the participle phrase:

1. Running quickly to school, .....
2. Giving me an angry look, .....
3. Thinking he had taken the wrong road, .....
4. Having decided to become a doctor, .....
5. Not looking where he was going, .....
6. Roaring with pain and fury, .....

J. Correct all errors in the use of pronouns in the following sentences :

1. Almost everyone in the group wanted to discuss their own problem first.

2. Each witness gave a report on what they thought had actually happened.
  3. Rasheed met Sameer when he was in Basrah.
  4. Salma asked Layla if she had seen her brother.
  5. My friend is a musician, but I am not interested in it.
  6. Anyone can learn to ski, if you practise a little.
  7. He took the books from the boxes and placed them on the floor.
  8. It is right that one should do the best he can to help other people
- K. Rewrite the following sentences, correcting the faulty points of view :
1. Selma likes 'Macbeth', but 'Hamlet' seems better to me.
  2. He let us choose between reading another novel, or we could study a play instead.
  3. The thin ice cracked, and the next minute Don plunges into the water.
  4. The book was written in India, translated in Germany, and a company in London published it.
  5. Anyone who can be really happy, most people would envy him.
- L. Rewrite the following sentences so as to remove any lack of clearness due to the omission of necessary words:
1. We like Shakespeare more than Shaw.
  2. The paint spots on my face were harder to remove than my arms.
  3. This year's fashions are more ridiculous than last year.
  4. Ali works as hard, if not harder, than Sameer.
  5. A first and fourth year student were asked to make speeches.
- M. Rewrite the following sentences using the correct form of the verb given in brackets.
- Pick out the subject of each verb.
1. Not one of his six answers (was, were) correct.
  2. Neither my coat nor your jacket (is, are) in the car.
  3. (Has, Have) every one of the horses been saddled?.
  4. A list of candidates (has, have) been posted.
  5. The Dean, together with his staff, (is, are) coming today.
  6. There (was, were) exactly fifteen people seated at the table.
  7. Neither Layla nor Salma (care, cares) for classical music.
  8. There (appear, appears) to be several reasons for his lack of enthusiasm for his job.
  9. The percentage of secondary school graduates who go on to college (has, have) increased.
  10. The first thing you must read very carefully when you take a test (is, are) the directions.

N. Match the following to make complete Sentences:

1. Turning the corner .....
  - a. ... but the apples aren't very good.
2. John and Mary like oranges .....
  - b. ... Ali met Yousif.
3. The man I met yesterday .....
  - c. ... we crashed into a lorry.
4. On his way to school, .....
  - d. ... but they don't like apples.
5. These pears are delicious .....
  - e. ... is my father's friend.

O. Rewrite the following sentences in another form, without changing the meaning. Begin with the words in brackets:

1. He rushed into the garden, and knocked the man down. (Rushing .....)
2. I am interested in books, I often go to the library. (Being .....)
3. It's getting late, but I think we ought to finish the exercise. (Although .....)
4. He suspects something: I can see it in his manner. (I can see .....)
5. The coach was driven by a fat coachman. (A fat coachman .....)
6. With a little patience, you will succeed. (If you have .....)
7. The first duty we own to our fellows is honesty. (Honesty .....)
8. The dam may be destroyed by storms. (Storms .....)

Arrange the following groups of words in Correct order to make complete sentences:

1. it is pleasant sometimes — in the library — an hour — to spend.
2. pay — I asked him — how much — I had to.
3. his car — last month — drove — into a tree — he.
4. yesterday — a letter — the postman — which I had been expecting — brought.
5. our compositions — the teacher — to correct — forgot.
6. I forgot — on the letter — to write — I sent — the address.
7. from the shelf — someone — had taken — the book.
8. by the policeman — the driver — to stop — was ordered.

Q. Write one sentence on each of the following:

1. Your home
2. Baghdad
3. A bicycle
4. Education
5. A flower
6. The moon
7. Your best friend
8. The College of Arts
9. Dates
10. Oil
11. The College of Education
12. The Iraqi Revolution

## CHAPTER TWO THE PARAGRAPH

In any prose composition, the sentences are grouped into paragraphs. Each paragraph begins on a new line and is usually indented. A paragraph is usually a group of sentences closely concerned with one idea. The purpose of paragraphing is to break up a composition into logical, interesting, and readable parts. The beginning of a new paragraph is a signal to the reader that the writer has begun a new aspect of the subject — a new step in an argument; ; a new time, place, person, or an argument; a new time, place, person, or thing in the course of a narrative; or a different point of view in a description.

A good paragraph should manifest these two features: Unity and Coherence.

### I. Unity

Like a sentence, a paragraph must have unity. A paragraph has unity when each sentence is clearly related to the controlling idea and when no important information about the controlling idea is missing.

#### 1. The Topic Sentence

The best way to achieve unity is by means of the topic sentence. It is the sentence that contains the controlling idea of the paragraph. It is called the "topic sentence" because it contains the idea or topic that is developed in the rest of the paragraph. Although the topic sentence may be found in any position in a paragraph, it should, whenever possible, be placed at the beginning because you will find it easier to decide what information to include in the rest of the paragraph when you begin with a clear statement of the controlling idea.

The topic sentence should give a clear indication of what the paragraph is about. That does not mean that it should mention everything that the paragraph contains, nor that it should summarize the full contents of the paragraph. The topic sentence should be a generalization preparing the reader for more specific details later in the paragraph.

## 2. The full development of paragraphs

A paragraph will not have unity if the controlling idea is not developed fully; that is, if important ideas are not mentioned. The following paragraph is faulty because the controlling idea has not been developed:

*Controlling idea*  
There are many reasons why I decided to study English. When I was a child I used to see my older brother reading English books. When he finished secondary school he went to the College of Arts to study English. I was very proud of my brother and I wanted to be like him so I decided to study English, too. *Controlling idea*

one / reason

The controlling idea in the above paragraph is "There are many reasons why I decided to study English". However, only one reason is given — "I was very proud of my brother and I wanted to give us "many reasons", but, in fact, gave only one reason; so we are left wondering what the other reasons were.

The following paragraph has been only partially developed: I like my friend Ali because he is talented, intelligent, and kind. He is the most intelligent student in the class and he always gets high marks in examinations. He is also very kind. That is why I like Ali.

The controlling idea of this paragraph is "I like my friend Ali because he is talented, intelligent, and kind". The only other fact we are told is "he always gets high marks in examinations". The writer has not told us why he thinks Ali is talented, intelligent, and kind: he has not given any examples of his talents, intelligence, and kindness. Therefore he has not succeeded in convincing us that he has good reasons for liking Ali.

Now read the following paragraph which has been fully developed:

I like my friend Ali because he is talented, intelligent, and kind. Not only can he play most sports well, he is also a good musician and actor. He is the best student in the class, and he always gets high marks in examinations. Although he is so intelligent and talented, he is not boastful. In fact, Ali is one of the kindest people I know. Whenever our friends have problems, they know they can go to him for help. If anyone is sad, he is always very quick to cheer him up. It is impossible not to admire a person who has such wonderful qualities.

In this paragraph the controlling idea has been developed with examples of Ali's talents, intelligence, and kindness. The paragraph is

therefore more convincing: we now feel that the writer has good reasons for liking Ali.

The controlling idea of the following paragraph is "My friend Jones is not a very practical person". The writer has developed this idea by telling a story about James which illustrates the fact that he is not a practical person.

My friend Jones is not a very practical person. Driving along a main road one dark night he suddenly had a flat tyre. Even worse, he discovered that he did not have a spare wheel in the back of his car! Jones waved to passing cars and lorries, but not one of them stopped. Half an hour passed and he was almost in despair. At last he waved to a car just like his own. To his surprise, the car actually stopped and a well-dressed young lady got out. Jones was terribly disappointed. How could a person like this possibly help him?

The lady, however, offered him her own spare wheel, but Jones had to admit that he had never changed a wheel in his life; She set to work at once and fitted the wheel in a few minutes while Jones looked on in admiration.

(From Alexander, 1969)

The incident referred to in this paragraph successfully illustrates the writer's opinion about Jones. The controlling idea has been developed through the story.

3. The exclusion of material that does not develop the controlling idea.

A paragraph will not have unity if it contains sentences which do not contribute to the controlling idea. For instance, if the controlling idea of a paragraph is "My friend Sameer cannot keep a secret", irrelevant sentences about Sameer or about secrets will disrupt the unity. Every statement should pertain to Sameer's inability to keep a secret.

The following paragraph is faulty because the writer has included information that is irrelevant.

The two brothers were quite different. Jassim was tall, fair, and slim; Mahmood was short, dark, and fat. Jassim was like his mother, and Mahmood was like his father. Jassim was never happier than when he had something practical to do. Mahmood, on the other hand, was clumsy when using his hands. Their sister, Jassim rarely spoke to other people unless he was spoken to first; but Mahmood was always the centre of a group. I am sure you have friends like this. In fact, they were so different that it was hard to believe they were brothers.



The controlling idea of the above paragraph is "The two brothers were quite different". The writer develops this idea by giving various examples which show how different the brothers were. But the writer has included two sentences which have nothing to do with the controlling idea:

"Their sister, Layla, was also clumsy with her hands" and "I am sure you have friends like this". They should therefore be excluded.

## II. Coherence

A paragraph has the quality of coherence when all parts cling together in a systematic arrangement. The facts and ideas should be arranged in a logical order and there should be an easy transition from sentence to sentence.

### 1. Arrangement of sentences

There are several common, logical ways to arrange the sentences in orderly sequence in a paragraph. Perhaps the simplest and most common order is time order, which is usually suitable for narrative paragraphs and for paragraphs that explain how something is done.

When we tell a story we want to make sure that our readers will know when, and in what order, things happened. When we explain how something is done we want to make our directions clear, so we have to make sure that we have arranged the various steps in the correct order.

The sentences in the following paragraphs are arranged according to time order:

- (a) Our school bus — driver has a very busy day. He has to pick all of us up and get us to school by 8.30. Then he spends the rest of the morning supervising the school study halls.

At noon he takes us home for lunch, and he picks us up again at home to get us back to school by 1.00. He returns to the study halls until 3.00, when he takes us all home again. Finally, when he has finished his route, he has to check to see that the bus is in good repair. Only after that is done does he go home.

(From Gordon, Burgard  
and Young, A Programmed  
Approach to Writing)

- (b) To make a telephone call from a public telephone booth, follow these steps. First, remove the receiver and listen for the dial tone. Then deposit into the slot a coin of the proper value. After you have deposited the coin, dial the number you want. If the call is not completed, place the receiver back on the hook and your coin will be returned.

If the writer of this paragraph had given the steps in any other order, the reader would have difficulty following directions. For instance, if you dial the number first and then put your coin into the slot, you will not get any results.

— Sentences that have no time order can sometimes be arranged in space order, in which the paragraph moves from east to west, from west to east, from the near to the distant, from the distant to the near, from the left to the right, and so on.

Space order is sometimes suitable for giving directions. It can be used when we want to tell other people what things look like. Sometimes we use space order to describe a room, a house, a view, and so on: —

Our house is on a high hill overlooking most of the city. Looking out from our living — room window, I can see the industrial section of the city spread out to my left and going all the way to the river. In the centre of the view I see the shopping area which fades into a residential area.

Another good arrangement of sentences is in the order of climax. Here the least important idea is stated first, and the others are given in order of increasing importance:

It is a sad sight to see a fine ship beyond control. It is like seeing someone that one loves gone mad. Sad under any circumstances; how terrible it is when she is carrying with her a load of human creatures to an early death.

(From Kingslay, Ravenshoe)

Sometimes the movement within the paragraph may be from the general to the particular, from the particular to the general, or from the familiar to the unfamiliar. The following paragraph begins with a general statement which is then supported by particular examples:

There was never a good workman without a slight superiority complex. The motor mechanic who tunes your engine is just as keen to make his craft a mystery as the surgeon who operates on your body or the barrister who conducts your case.

(From Frankaw, I am a Lawbrow)

In the following paragraph the movement is from the particular to the general:

Many years ago a graduate student inconvenienced himself greatly to come a long distance to see me to ask if I could help him secure some information about the term "poll tax". He was preparing a doctor's thesis, he told me, and needed to know how long this term had been in the language, what its basic meaning was and what other meanings it may have had in the course of its use in English. He was most surprised when I opened the OED to the appropriate place and showed him that all he needed to know about this term had been available within a few feet of his desk in the school where he was studying. It is not at all likely that any but the exceptional student will ever need all the information about words that the larger dictionaries afford, but it is well worth the while of every student to become acquainted with the fact that such information is available for those who at any time need to make use of it.

(From Mathews, The Fresh man and His Dictionary)

This paragraph explains how one particular student learned a lesson about dictionary use and then suggests the value of the lesson to all students.

A paragraph developed by cause and effect involves reasons' the writer's main purpose is to clarify the relationships between certain events or situations and their consequences.

The discussion may move from cause to effect, or from effect to cause. In the following paragraph the last sentence mentions the effect of the situation described in the rest of the paragraph.

The fog grew heavy. Huge waves began to form way out at sea. As we hurried onward, we noticed that our gas was running low. We heard a report on the radio that the Coast Guard and ordered all boats in. We decided that we'd better return to port.

Any objective method of ordering sentences, is satisfactory as long as it makes the sequence of thought clear. The sentences having the closest inter-relationships should appear in immediate succession.

## 2. Transitions between sentences

The relationship between sentences can be made clear, by (a) using pronouns referring to antecedents in the preceding sentences; (b) repeating words or ideas; and (c) using transitional expressions.

- (a) Linking sentences by means of pronouns referring to antecedents in the preceding sentences:

In the following paragraph, the underlined pronouns serve as links between sentences: —

The great ship groaned. It was like a whole town in travail. Great timbers were smashed like matchwood. It moved. Yes, it actually moved. One waited in suffocated excitement. It moved more slowly at first, but soon it gathered speed. The massive coils of chain were suddenly galvanised into life and writhed like worms. They sent up clouds of rust like — red — brown smoke. She knew it was her own element. Oh! — She did it beautifully.

(From Priestly, *The Launching of the Queen Mary*)

This paragraph describes the launching of a ship, but the word “ship” is used only in the first sentence; after that, the pronouns ‘it’ and ‘she’ are used to refer to ship. The pronoun ‘they’ in the ninth sentence (“They sent up clouds of rust like redbrown smoke”) refers to “the massive coils of chain” in the preceding sentences. In the twelfth sentence (“She knew it was her own element”), the antecedent of the pronoun ‘it’ is “the water”.

Although the writer has used pronouns frequently in this short paragraph, the antecedent to which each pronoun refers is immediately obvious. So long as their antecedents remain clear and their person and number remain consistent, pronouns can promote coherence in the paragraph. But you should remember that a faulty pronoun reference can be worse than no reference at all. A pronoun which does not point directly and clearly back to an antecedent should not be used.

- (b) Linking sentences by repeating words or ideas from the preceding sentences:

In the following paragraph, the writer has shown the relationships between sentences by repeating key words and ideas: —

A lot of the world petroleum comes from places where there are not many people: from deserts, forests, the cold north. Petroleum may be made ready for use near the oil-wells. The place where it is changed and made ready for use is called a refinery. In many countries the oil refineries are not far from the oil-wells. Some countries with a lot of petroleum have only one or two small refineries. They refine only enough oil for themselves. A few small states do not yet refine any at all.

(From "Oil" – Roland John; Modern English Library)

The key words are "petroleum", "oil", "made ready", "refine", "refineries". Notice how the writer has reported these words throughout the paragraph, thereby showing the close relationship each sentence has to the others.

(c) Linking sentences by using transitional expressions:

Transitional expressions are words or phrases which mention what has gone before and indicate that more is to come. They help to show the reader the relationships among ideas. For example, the relationship of continuation is shown by terms such as "in addition", "text", "besides", "firstly", "secondary", "in the first place", "finally".

The relationship of contrast is shown by such terms as "on the contrary", "however", "on the other hand". The relationship of result or conclusion is indicated by such expressions as "thus", "so", "then", "consequently", "therefore", "hence". They are usually placed at or near the beginning of a sentence to show the relationship of this sentence to what has gone before. (You should not use a transitional expression whose meaning is not clear to you.)

Study the transitional expression in the following paragraph and decide what relationships they show:

Formerly the earth seemed to man to be flat: it seemed to stretch to the horizon and then stop suddenly. Hence he thought of the earth as a huge table over which hung the sky like a great bowl turned upside down. Scientists, however, noticed that when a ship disappeared over the horizon first its hull, then its decks, and finally its masts were lost to view; this seemed to show that the earth was at any rate curved. Then it was seen that in eclipses of the moon – the

earth's shadow which passed across the moon was always circular in shape. Finally in the sixteenth century navigators sailed round the world and did not fall off the edge. Hence men came to the conclusion that the earth was really a great sphere.

(From Campbell, 1966)

### 3. Length of Paragraphs

There can obviously be no rigid rule about the length of paragraphs. One idea may be quite effectively stated in five or six lines; another may occupy half a page. You should, however, avoid very long paragraphs for you may find difficulty in keeping the main idea clear and so you may violate the principle of unity. On the other hand, you should be on your guard against writing a series of very short paragraphs. If an idea can be exhausted in two or three lines, it is not sufficiently important to be made the theme of a complete paragraph.

## EXERCISES

A. Read the following paragraphs and pick out the topic sentence of each:

1. Eating lunch in the cafeteria is unpleasant. The line is long. Someone is always shoving ahead of me or dropping his food and holding up the line. At the table I have barely enough room to squeeze my tray into place. We're so crowded that I must eat with someone's elbow in my eye. Then before I can finish eating, the bell rings and I'm swept off in a sea of students. It's almost a relief to get back to class.
2. Marilyn thinks she knows everything and can do anything. According to her, she is an expert bowler, tennis player, golfer, and soft ball player. She tells everyone she meets that she is the smartest person in our class. No matter what the problem is, Marilyn is sure that she can solve it because she believes she can do anything. She is the most conceited person I know.
3. The Russel's kitchen is large, painted white, and is very light and airy. There are bright curtains at the windows. The lights are situated over the stove and the sink as well as in the centre of the ceiling. The kitchen has a lot of cupboard space and more than enough electrical outlets. The working surfaces are all at just the right height, and the refrigerator and store are both in extremely convenient positions. Finally, constant hot water is provided by a very dependable gas heater. Undoubtedly, their C. kitchen is one of the pleasantest that I have ever seen.

~~All the days of the week give us trouble~~  
B. Write a topic sentence for each of the following paragraphs:

- ~~All the days of the week~~  
*cliffy*  
*044*  
*Saturday is the only day in which we can get a rest.*
1. On Sunday we had a wind that blew down some trees in our neighbourhood. Monday was so cold that we had to turn on the heating and get our winter coats out. Tuesday stayed chilly, but by Wednesday the weather cleared and we got some sunshine. Thursday was as hot and humid as an August day. On Friday morning it began to rain and it looks as if we'll have cold, steady wind for two more days.

- ~~Working in an oil~~
2. There are hundreds of tubes and pipes in an oil refinery. Big tanks, cylinders and chimneys rise into the air. There is a strong smell of petroleum gas. The place is a kind of factory, where many different products are separated out from petroleum.

*Working in an oil refinery is very difficult.*

Rewrite the following paragraphs missing out any sentences which do not support the topic sentences:

1. All the ladies in our block give us trouble. Mrs. Brown calls the police whenever we try to play football in the street. Mrs. Smith invites us in for lemonade every day. If we happen to stray into Mrs. Green's garden, she screams at us. Mrs. Thomas won't even let us whisper without getting mad.
2. It is easy to understand why Mrs. Smith is always so busy between 5:45 and 7:45 in the evening. Her two young boys go to school at 7:30 in the morning and Mr. Smith goes to work at 8:00. The boys eat lunch at school and Mr. Smith takes sandwiches to work for his lunch. Therefore, Mr. Smith is not usually very busy at lunchtime. At about 5:45 Mrs. Smith has to start cooking because Mr. Smith gets home at 6:30 and wants his dinner soon after he arrives. At the same time she has to keep an eye on her two sons to see that they do their homework. At 6:15 it is time for the baby to be fed, bathed, and then put to bed. The two boys have to start getting ready for bed at about 7:15 and if Mrs. Smith does not watch them carefully, they do not wash very well. Finally she has to wash up the dirty dishes and tidy the living room and the kitchen. Only very rarely does she finish this before 7:45.
3. Spring is the time of flowers and sports. Some of the flowers that bloom in spring are crocuses, daffodils, violets and roses. However, chrysanthemums are late summer flowers. The spring flowers always look bright and gay and colourful. The seasons for such sports as baseball, tennis, and swimming are the summer and early autumn. In spring, football and hockey are played. During the spring, school-children think about nothing but the summer holidays that will soon begin.

D. Which of the following paragraphs are arranged in space order?

1. I had never seen such a lovely setting for a house. Standing at the edge of the road, I looked up the gently winding driveway which climbed to the front of the house. The house stood on a level space surrounded by towering oak trees. Behind the house the hill rose more sharply, ending in a curved summit which seemed to frame the whole scene.
2. We had a hard time getting Pete out of the well he had fallen into. First we fastened a rope by linking our belts together. Then we lowered it to Pete, telling him to grasp the end. After he had hold of



the belt—robe, we began to pull him slowly, inch by inch, out of the well. During his ascent, no one dared speak a word. Finally, we could grasp his arms, and with a shout of relief, we pulled him out on to the grassy bank.

3. The bed was on the far wall, covered with books and papers. A whole section of the rug on the right of the bed was soaked with green ink which was dripping from an over—turned bottle on the desk against the right wall. Immediately to the right of the door where I was standing was a huge pile of dirty laundry. It was the messiest room I'd ever seen.

E. Arrange the following sentences in time order:

1. Before you begin to paint, wash the ceiling, walls and woodwork.
3. Roll the paint on the walls carefully, taking care not to spatter the windows.
2. Do the ceiling first or its wet paint will run down the walls.
5. The woodwork comes last.
4. Paint the tops of the walls before the lower parts, while the ceiling is still wet; otherwise you will have a streaked section just below the ceiling.

F. Underline the pronouns used to link sentences in the following paragraphs and pick out the antecedent of each pronoun.

1. Mrs. Mills <sup>an</sup> often spends too much money on clothes. She does not need new clothes, but she loves buying them. Yesterday she saw a beautiful coat in a shop window. She went in and put it on. It was just the right size, but it was very dear. Mrs. Mills <sup>an</sup> did not have enough money, but she took the coat home and showed it to her husband. He liked it very much, but he did not like the price. His wife gave him a bill for 150 pounds!
2. There was once a very bad king who was hated by all his people. They were also very afraid of him. One hot day he was riding near his castle in the country when he decided to have a swim in the river. He was a very good swimmer, but while he was in the water, he suddenly felt very ill, and he nearly drowned. But three farmers who were working in the fields near the river heard his cries, jumped into the river and saved him. They did not know that he was the king until he was on the river—bank.

Rewrite the following paragraphs replacing the underlined words by pronouns:

1. Today Jane is seventeen years of age. Jane is wearing a pretty new dress. Her dress is blue and white. Jane is having a party today and she is expecting all her friends to come. Her friends are going to arrive in a short time. Her friends are going to bring many beautiful presents with them. Jane's mother has prepared a lot of nice things to eat and drink. The young people are going to play games, sing, dance, and listen to music.

The young people will have a wonderful time together.

2. I have a friend in England. My friend's name is Ken Roberts. I know Ken very well, but I have never met him. Ken and I often write to each other. I received a letter from Ken yesterday. The letter made me very happy. Ken is coming to my country for a holiday next year. Ken and I are going to see each other for the first time.

H: Underline the transitional expression in the following paragraphs and state what relationships they show:

1. I decided that there were three things keeping me from going to the cinema.  
First, I had not done my homework, and I knew that I would fail the next day's phonetics test if I did not study. I remembered, too, that my parents had said that I could never go out on school nights. Finally, I had no money.

2. I took the gold — mine away and promptly rough — shaped it for the film. It was perfectly easy, without any alteration of the story. Then I was faced with the temptation to put his name to it. The point was this. If I took it to a film company as an authorless scenario, I should only get authorless terms, whereas, if I put his name to it, with a little talking I could double the terms at least. It was too dangerous, however, and at last I hit on a middle course. I would take it to them with no name attached, but tell them it was by a "genius", and suggest that they should make capital out of the incognito.

(From John Glasworthy, Acme)

3. Most great inventors meet with much opposition to their inventions from people who don't try to understand them. The steam engine was no exception. There was much opposition from Parliament, newspapers, landlords and even the general public. So it was a very difficult matter for George Stephenson to persuade people that an uneducated man could invent the best steam engine, that trains

could go on smooth rails, could pull carriages and wagons full of people and goods and that there was no great danger of accidents. However, he was able to do it, and more than a century ago the first train, driven by Stephenson himself, showed that the newly invented steam engine was a complete success.

**I. Read the following model paragraph.**

John follows the same routine every weekday. He gets up at six — thirty in the morning. At seven — twenty he eats breakfast. At eight o'clock he goes to work. John gets back from work at five — forty. In the evening he watches television or visits his friends. He usually goes to bed at about eleven.

Use this model paragraph as a guide and write a paragraph describing the daily routine of one of your friends.

Try to answer these questions in your paragraph:

What time does your friend get up in the morning?

What time does he eat breakfast?

What time does he go to work?

What time does he get back from work?

What does he usually do in the evening?

What time does he usually go to bed?

**J. Read the following paragraph:**

I am eighteen years old, not very tall and I have long black hair. I wear very unusual clothes and my father often gets angry with me. He wants me to wear a suit and tie. I am a student at Baghdad University, and I work hard before the exams. In my spare time I like sitting in the students' union and chatting with my friends. During term I share a flat with three friends. I have a lot of bright posters on the walls of my bedroom.

(1) Write a paragraph like the sample paragraph to describe yourself: what you look like, what you do and where you live.

(2) Write a paragraph to describe one of your friends.

**K. Read the following paragraph:**

A friend, who lives some distance from me, came round one evening with his cousin. My friend went to a meeting and left his cousin with me. This man, who had never met me before, began

talking about a book. The book was very uninteresting, but he went on talking about it. I tried to change the subject of the conversation, but he kept on talking about this dreadful book. When I offered him some coffee, he refused but I insisted and escaped into the kitchen. I was very glad when my friend, who luckily was not kept long at the meeting, returned. They both had some coffee and left quite early. I was very pleased when they left.

Now write a paragraph of your own telling how you met someone who was boring or troublesome. Try to answer the following questions in your paragraph.

Where were you when you met the person?

(e.g., at home, in a cafe....).

What were you doing? (e.g., watching television, reading....)

What did he want to talk about? (e.g., his health, family, business.....).

What did you do? (e.g., tried to be polite, listened patiently, smiled....).

What did the other person do? (e.g., kept on talking, refused to stop talkin....).

What happened in the end? (e.g., asked him to leave, pretended to be sick, moved to another seat.....).

L. Read the following paragraph:

One of the most beautiful places I have visited is the ancient Greek city of Cyrene in Libya. Cyrene is about 300 Kilometres east of Benghazi. There is an excellent modern road to Cyrene. When you get there, you can stay in a hotel, which is fairly cheap and comfortable. The ruins which are found there are very beautiful and interesting. Not many tourists go to Cyrene and you can spend a whole day quietly by yourself. The main things you can look at are the temples, the statues and the caves.

(1) Leptis Magna is an ancient Roman city about 50 kilometres east of Tripoli. Most of what is written in the Sample paragraph about Cyrene can be written about Leptis Magna except there is no hotel there and no caves. But there is a camp site.

Rewrite the sample paragraph so that it is about Leptis Magna making all the changes that are necessary.

(2) Write a paragraph of your own describing a place you know which is worth visiting. Try to answer the following questions in your paragraph:

What is the name of the place you are going to write about?

Where is it?

How can you get there?

What happens when you get there?

Who will show you round

What can see there?

Do many visitors go there?

How long is it worth spending there?

Why do people go there?

M Read the following paragraph:

A few weeks ago I dreamed a very unusual dream. I dreamed that I was walking along a street and all the friends I had ever known were walking behind me. I was leading them and telling jokes and singing. I thought that the other people in the street would be angry, but they started to laugh and to clap. Later we all went into a big hotel and I stood up and made a speech. At this point all my friends became angry and started to chase me. I ran up flights of stairs and at the top came to a door which was locked. I felt very afraid and thought they would catch me. Just then I woke up.

(1) Rewrite this paragraph beginning:

“A few weeks ago Mahmood had a very unusual dream”.

Make all the necessary changes to the pronouns.

(2) Write a paragraph about a dream you have had.

N. Write a paragraph explaining how to wash a car. Use the following details:

1. Close car doors and windows.
2. Wet the car down.
3. Wash the body with soapy water and a soft cloth.
4. Scrub the wheels and hubcaps.
5. Rinse the soap off.
6. Rub the car dry with a chamois.
7. Polish the chrome.
8. Clean the windows and dry them.

Give your paragraph a topic sentence.

O. The following paragraph needs one specific example to make the meaning clear. First read the paragraph carefully to understand

what the writer means by "handsome is as handsome does". Then, add a second specific example.

Handsome is as handsome does. I will not call a person handsome unless his personality is as attractive as his face. A tall, dark, and handsome boy who teases animals is not really handsome at all in my opinion. Neither is .....

- P. Complete the following paragraphs by giving two specific examples which fit the definition being made.
1. You can lead a horse to water, but you cannot make him drink. Although you may give a person an opportunity, you cannot force him to make use of it .....
  2. A stitch in time saves nine. Fixing something now instead of waiting until later may save you a good deal of work .....
  3. Fools rush in where angels fear to tread. Sometimes an ignorant person will not see the dangers involved in a situation and will get himself into a situation which he cannot handle .....
- Q. Write a paragraph of about 100 words, using any one of the following sentences as your topic sentence:
1. A football game is always exciting.
  2. Getting to college on time is a problem.
  3. Certain situations always arise in cowboy films.
  4. Rashid Street is the most interesting street in Baghdad.
- R. Write a paragraph on one of the following:
1. A description of a room that you feel is untidy.
  2. A description of your classroom.
  3. A description of your garden.
- S. Write a paragraph on one of the following:
1. How to drive a car.
  2. How to bake a cake.
  3. How to play ..... (any game you know).
- T. Write a one — paragraph story using one of the following as the opening sentence:
1. I could hardly believe my eyes when I saw a piano in the middle of the garden.
  2. As I was sitting in the air — terminal, the loudspeaker announced that there would be no more flights.
  3. As I opened the door, I saw a man sitting in the corner of the room.
  4. There was a great deal of trouble in Abu Nawas Street yesterday.

## CHAPTER THREE

# PUNCTUATION AND MECHANICS

### I. PUNCTUATION

When we speak we can help to make our meaning clear by changing the tone of our voice, by pausing, or by using gestures. If we spoke for two or three minutes without ever pausing or changing the tone of our voice, no one would understand what we were trying to say. So, in writing, if we were to string all the words together without ever indicating where the pauses should be, no one would understand the thoughts and ideas we were trying to express. When we write we have to use signs or symbols to make our meaning clear. These symbols, commonly called "punctuation marks", are very important; they have their own meanings, and these meanings supplement the meanings of words. The purpose of punctuation is practical, not ornamental. The reason for punctuating is to make the meaning for punctuating is to make the meaning clear. ⇒

Let us see what would happen if we removed all the punctuation marks in the paragraph from "The Launching of the Queen Mary". The paragraph would look this:

the great ship groaned it was like a whole town in travail great timbers were smashed like matchwood it moved yes it actually moved one waited in suffocated excitement it moved more slowly at first but soon it gathered speed the massive coils of chain were suddenly galvanised into life and writhed like worms they sent up clouds of rust like red brown smoke she had reached the water she liked the water she knew it was her own element or she did it beautifully.

Without the punctuation marks we cannot see the relationships among the words and groups of words, so we cannot understand the paragraph very easily. Now read the paragraph again with the punctuation marks inserted and see how easy it is to understand the meaning.

The great ship groaned. It was like a whole town in travail. Great timbers were smashed like matchwood. It moved. Yes, it actually moved. One waited in suffocated excitement. It moved more slowly at first, but soon it gathered speed. The massive coils of chain were suddenly

galvanised into life and writhed like worms. They sent up clouds of rust like red — brown smoke. She had reached the water. She liked the eater. She knew it was her own element. Oh! — She did it beautifully.

Every punctuation mark the writer uses means something. Some of the symbols indicate that he has reached the end of a sentence; others separate one part of a sentence from the next part.

### A. End Punctuation Marks

When we come to the end of a sentence, we must put a punctuation mark. The symbol we use will depend on the kind of sentence we have written. There are three symbols we can use to mark the end of a sentence.

1. The full stop (.)
2. The question mark (?)
3. The exclamation mark (!)

#### 1. The Full Stop.

The full stop is the most important punctuation mark. It is used at the end of all sentences except direct questions or exclamations.

You should use full stops frequently, and beware of prolonging your sentences by using commas where a new sentence should be started. Do not link two complete sentences with only a comma or run two sentences together without any punctuation.

**WRONG :** Our house is in Mansour, it is very beautiful.

**RIGHT :** Our house is in Mansour. It is very beautiful.

**WRONG :** Think what you like I don't care.

**RIGHT :** Think what you like. I don't care.

On the other hand, you must not put a full stop until you have reached the end of a sentence: no full stop, therefore, is possible until the main finite verb has been written. Do not punctuate a phrase or a subordinate clause as you would punctuate a sentence.

**WRONG :** I enjoy reading a few types of novels. Like science fiction.

**RIGHT :** I enjoy reading a few types of novels, like science fiction.

**WRONG :** When the children arrived at the camp. Some were dancing for joy and others were weeping.

**RIGHT :** When the children arrived at the camp, some were dancing for joy and others were weeping.



**WRONG** : I was trying to read the directions. Which were confusing and absurd.

**RIGHT** ; I was trying to read the directions, which were confusing and absurd.

Before handing in a composition, test each sentence for completeness by making sure (1) that it has at least one subject and one predicate, and (2) that the subject and the predicate are not introduced by a subordinating conjunction or by a relative pronoun.

## 2. The Question Mark

(a) The question mark has the same force as the full stop in marking the end of a sentence. It is used at the end of a direct question, e.g.

“Where are you going?” he asked.

Has he arrived at the office yet?

(b) Do not use a question mark with an indirect question.

An indirect question is really a statement about a question and therefore ends with a full stop, e.g.

He asked us where we were going.

(c) The question mark may be used to indicate doubt.

He was born in 1900 (?) and died in 1980.

## 3. The Exclamation Mark

The exclamation mark is used after exclamations or exclamatory sentences. It indicates surprise, enthusiasm or loud speech, e.g.

(1) How Happy everyone would be if there were no pain!

(2) What a piece of work is man! How noble in reason!

How infinite in faculty! In form and moving how express and admirable! In action how like an angel! In apprehension how like a god!

Shakespeare, ‘Hamlet’

Use a comma after mild interjections and end mild exclamatory sentences with a period. The writer who tries to stress everything really emphasises nothing. If you want to express strong emotion or excitement try to do it through your choice of words.

Note that the question mark and the exclamation mark both contain a dot under them (?!). It is therefore incorrect to write a full stop, colon-semi-colon, or comma after ? or !

Study the use of the full stops, question marks, and exclamation marks in the following passage.

Just at the beginning

In every fire - station, there are always some firemen who are ready to go out at once if they are needed to fight a fire.

One night, the telephone bell in a certain fire - station rang. One of the firemen picked up the telephone and said, "Fire station. Can I help you?"

A very excited voice at the other end answered, "Fire, fire!"

"Where is it?" asked the fireman.

"In my house!" came the excited answer.

without the comma

"Come quickly, or it will be burnt down!"

"But in what place is the fire?" asked the fireman.

"In the kitchen!" answered the excited voice.

"Yes, but how can we get to your place?" the fireman continued patiently.

"Haven't you got a fire engine to come in?" was the surprised answer.

(From Hill and Popkin, Intermediate Stories for Composition)

## B. Non -- End Punctuation Marks

زيد ملزمة

### 1. The Comma (,)

This is the most frequently used of all the marks or stops employed in English composition. The comma indicates a short pause. Just as pauses and variations in voice pitch help to convey the meaning of spoken sentences, commas help to clarify the meaning of written sentences. The sound of a sentence when spoken can serve as a guide in using commas. As a general rule, a comma should be used whenever a slight pause is to be made. A pair of commas encloses parts of a sentence as well as indicate short pauses.

Read the following sentences aloud, pausing at the Comma.

(a) When the lightning struck Mohammed Ali fainted.

(b) When the lightning struck Mohammed, Ali fainted.

Notice how the change in the position of the comma completely changes the meaning of the sentence. Sentence (a) could be re-written as:—

Mohammed Ali fainted when the lightning struck.

Sentence (b) has a completely different meaning:

Ali fainted when the lightning struck Mohammed.

Note the difference between:

(a) The children who had been lazy were kept in.

(b) The children, who had been lazy, were kept in.

Sentence (a) gives the idea that there were other children who were not lazy and were not kept in. The clause "who had been lazy" distinguishes these children from the others, or limits the children to a certain section — the lazy ones.

Sentence (b) does not give the idea that there were other children who had not been lazy. The sentence means:

The children had been lazy, and they were kept in.

Commas are very important, because the omission of a comma or the insertion of a comma in the wrong place can give an entirely different meaning from what you intend. It is difficult to lay down precise rules about the use of the comma, but the main uses of the comma are as follows:

(a) To separate the items in an enumeration.

(1) Baghdad, Mosul, Kirkuk, and Basrah are the largest towns in Iraq.

(2) Shaw's best plays include St. Joan, Man and Superman, Heartbreak House, and Arms and the Man.

(3) We can go to Basrah by rail, by road, or by air.

(4) The air was raw, dark, and grey.

(5) We arrived, looked round, and were thoroughly disgusted.

(b) To mark off (1) nouns used in address, (2) words or phrases in apposition, (3) participial phrases (when not used restrictively).

(1) I think, sir, that you are wrong.

(2) Baghdad, the capital of Iraq, is a very interesting city.

(3) Having finished my business, I returned home.

(c) To mark off words and phrases like however, indeed, therefore, too, for instance, no doubt, in fact, of course when they are used as asides or interpolations.

(1) This proved, however, to be a mistake.

(2) He was, in fact, the best student in the class.

(3) I noticed, too, that he was very popular with his classmates.

(4) He realised, of course, that I was angry.

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(d) In complex sentences to separate (1) an adverb clause from a following main clause, (2) two or more noun - clauses:

- (1) Although it was already getting dark, Tom set out through the forest.
- (2) No one knows when he will come, or whether he will come at all, or whether he is even alive.

Note that single noun - clauses are not separated by a comma from the main statement.

No one knows when he will come. (Here it would be wrong to use a comma, since the noun - clause is the object of the verb "knows").

(e) In double sentences to separate (1) two co - ordinate clauses when the second subject is expressed, (2) a non - defining relative clause from its antecedent.

- (1) I asked what he was doing, and he answered that he was writing a composition.
- (2) My father, who is an old sailor, often tells me stories about the sea.

(Here the clause "who is an old sailor" does not restrict the reference. The clause merely describes and is not subordinate to but co - ordinate with the clause it goes with). When the adjective defines or restricts the reference commas should not be used.

There is the car which I sold yesterday. (This is restricted to the one particular car I sold yesterday).

(f) In direct speech, where a break is made in the speech to indicate who is speaking.

"You can say", she said, "exactly what you please"

Note, however, that if the break comes at the end of a spoken sentence, the insertion should be followed by a full stop.

"She is arriving tomorrow", Tom replied.

"I shall meet her at the station".

Remember that we use commas to help make our meaning clear. Just as the omission of a necessary comma can confuse the reader, unnecessary or misplaced commas can also be confusing. There are three common errors in the use of the comma. They are:

- (a) The use of a comma to separate a subject from its verb.
- (b) The use of a comma to separate a verb from its object.
- (c) The use of a comma to separate a defining, or restrictive, relative clause from its antecedent.

## 2. The Semicolon (;)

The semicolon marks a longer pause than is indicated by a comma. The semicolon should be used when you want the reader to see that the thoughts contained in two independent clauses are closely related. In a sense, The semi-colon is also a linking mark. It can show that a number of short sentences are linked in meaning.

- (1) The professor asked the student to close the door of the classroom; there was too much noise out in the hall.
- (2) I walked up behind Ali as quickly as I could; however, he still heard me.
- (3) We arrived late for the party; in fact, we were so late that everyone had left by the time we got there.

## 3. The Colon (:)

The colon marks a longer pause than the semicolon or comma. The main uses of the colon are:

- (a) to stand for "as follows"  
Lyric poetry includes various types: the ode, the elegy, the sonnet, and the song.
- (b) to prepare the reader for a second thought contrasting or balanced with the first part of the sentence. Speech is silver: silence is golden.

## 4. The Dash (—)

The dash is used to show that a sentence is broken off in the middle. If you persist in following up the matter — but what is the use of my speaking?

The sentence may be broken off in order to expand or to add an explanation of what has been said.

This machine is very easy to manipulate — you merely press the lever and turn the handle.

When a pair of dashes is used to separate parts of a sentence:

Schooldays — or so we are told — are the happiest days of our lives.

## .. Enclosing Punctuation Marks

### 1. Brackets ( ) | [ ]

- (a) Brackets, round ( ) or square [ ] are used to enclose any words which are not grammatically necessary to the sentence, but which are added by way of explanation or as an aside. The words inside the brackets are said to be in parenthesis.

I know (at least, this is what I have been told) that he lost much money in the business.

Dashes can be used like brackets, one before and one after a parenthesis

I know — at least, this is what I have understood — that he lost much money in the business.

Since an “aside” necessarily distracts attention from the main theme, parentheses should be used as sparingly as possible.

- (b) They are used to enclose cross — reference. The word abacus [see page 15] denotes a special educative toy.

### 2. Inverted Commas (“ ”) or Quotation Marks

- (a) Inverted commas are used to enclose the exact words spoken by somebody, either in conversation with someone else or to himself as a thought.

The old gentleman was very worried.

“I did have a ticket”, he said.

“I’m quite sure that I bought one before I got into the train”.

“That’s all right, sir,” answered the inspector kindly.

“I’ve got plenty of time”.

- (b) Inverted commas are also used to enclose quotations from speech or from books, and before and after the titles of books, plays, magazines, newspapers, etc.

“The curfew tolls the knell of parting day” is the opening line of Gray’s “Elegy written in a country churchyard”.

- (c) When some words are quoted in a sentence already enclosed in inverted commas, single quotation marks may be used for the quotation to avoid confusion.

“My favourite book of poems is Palgrave’s ‘Golden Treasury’,” said the old man.

- (d) These marks are used around a slang or technical term when it is in a context in which it is not usually found, or around a word to which the writer wishes to draw attention.

He called himself a "gentleman".

Note: Never put inverted commas round a person's real name or round name of a country, except when they are titles of books, plays, articles, poems and so on.

Milton wrote "Paradis Lost".

Shakespeare wrote "Hamlet".

## D. Punctuation Marks Used within the Word

### 1. The Apostrophe<sup>(1)</sup>

- (a) The apostrophe is used to indicate that a letter (or more than one letter) has been missed out.

three o'clock = three of the clock.

I'm = I am      You're = you are

it's = it is      haven't = have not

- (b) An apostrophe is used with the letter s after a noun to show possession. When one person is the owner, an s is added to the owning word.

the man's hand      Ali's book

Plurals are usually formed by the addition of an s'.

When such formations are to show possession, an apostrophe is added after the s.....

the boys' books      ladies' coats

the Smiths' home      workers' union

There are some words, however, that do not become plural by adding an s. With these words an 's is needed to indicate possession.

men's coats      children's books.

When a singular noun ends in an a or z sound add s to such nouns of one syllable but add only the apostrophe to such nouns of two or more syllables.

James — James's      <sup>two syllables</sup> Dickens — Dickens'

Use an of — phrase rather than 's to form the possessive of a noun that names an inanimate thing.

The hand of the clock (not the clock's hand)

The leg of the chair (not the chair's leg)

Note that the pronouns its, hers, his, yours, theirs, whose, and ours have no apostrophe.

- e) An apostrophe is used to indicate unusual plurals.

Don't if me any if's.

The word book has two o's.

I was active during the 1960's.

All MP's will be admitted.

## 2. The Hyphen (-)

- (a) A hyphen is used to make compound words. It shows close connection between two words or two parts of a word.

a bad - tempered man      two - sevenths

a kind - hearted woman      twenty - seven

a two - edged sword      two - thirds

a well - earned rest      forty - three

a ten - year - old boy      three - eights

a second - hand car      ninety - nine

- (b) It is used to link a prefix to a base: pro - Soviet, pan - Arab, anti - Nazi.
- (c) It is used to indicate that a printed word at the end of a line is not complete.

## 3. The Abbreviation Dot

It resembles a full stop in shape. It is used.

- a) After a person's initials, but not always: Mr. J.B. Shaw or J.B. Shaw.
- b) Notice that with capitals it is not used: GB, UN, USA, etc., but used in expressions like: i.e., e.g., etc., p.m., a.m., and so on.

Study the punctuation marks in the following passages, and explain why they are used.

- (A) The progress (I do not mean the extension) of education for several centuries has been from one aspect a drift, from another aspect a push; for it has tended to be dominated by the idea of getting on. The individual wants more education, not as an aid to the acquisition of wisdom but in order to get on; the nation wants more in order to get the better of other nations, the class wants it to get the better of other classes, or at least to hold its own against them. Education is



associated therefore with technical efficiency on the one hand, and with rising in society on the other.

T.S. Eliot

'Modern Education and the Classics'

('Poetry and Prose Appreciation for Overseas Students').

(B) They were moving in upon him quickly, groping, yet moving rapidly. It was like playing blind man's buff, with everyone blindfolded except one. "Get hold of him!" cried one. He found himself in the arc of a loose curve of pursuers. He felt suddenly he must be active and resolute.

"You don't understand," he cried in a voice that was meant to be great and resolute, and which broke.

"You are blind, and I can see. Leave me alone!"

"Bogota! Put down that spade, and come off the grass!"

The last order, grotesque in its urban familiarity, produced a gust of anger.

"I'll hurt you," he said, sobbing with emotion.

He began to run, not knowing clearly where to run. He ran from the nearest blind man, because it was a horror to hit him. He stopped, and then made a dash to escape from their closing ranks. He made for where a gap was wide, and the men on other side, with quick perception of the approach of his paces, rushed in one another. He sprang forward, and then saw he must be caught, and wish! the spade had struck. He felt the soft thud of hand and arm, and the man was down with a yell of pain, and he was through.

(From H. G. Wells

The Country of the Blind)

(C) In the officers' club, a young captain was playing a game of chess against a general, while several other officers watched. The game was very quiet until, after one of the general's moves, the captain said, "I'm sorry, sir, but that move isn't allowed in chess."

The general became very angry. "Of course it's allowed, captain!" he shouted. "I've been making that move for years—since before you were born, probably!"

The young captain politely refused to accept what the general said. "We'll let Captain Jones decide," said the general as this officer walked into the club. Captain Jones played chess better than any of the other officers in the club.

"You're wrong, sir," he now said to the general with a smile. "Wrong?" shouted the general. "What do you mean, Captain? You don't even know what we're talking about."

"No, sir" answered Captain Jones calmly.

"But all these gentlemen who've been watching your game play chess, and if you'd been right, they'd all have supported you very quickly."

(Hill and Popkin – Intermediate  
Stories For Composition)

## II. MECHANICS

In addition to punctuation, we use certain other conventions to help make our meaning clear.

### I. Capital Letters

- (a) Every sentence, and, in poetry, every line, must begin with a capital letter.
- (b) proper nouns, and adjectives derived from them, must begin with a capital. A proper noun is the name of a particular person, place, or thing. A proper adjective is derived from a proper noun:

Iraq

Iraqi

Spain

Spanish

Shakespeare

Shakespearian

- (c) All the important words in the titles of books, plays, etc. must begin with a capital. Articles (a, an, the), co-ordinating conjunctions, and short preposition are not capitalized, except, of course, when they form the first word of the title.

"Romeo and Juliet"

"A Man for All Seasons"

"Mutiny on the Bounty"

"The Fall of the House of Usher".

- (d) The names of the days of the week and the months of the year must be capitalized.

Monday

February

Note, however, that the names of the seasons do not begin with a capital.

spring

autumn

## 2. Numbers

- (a) All numbers except those that require more than three words are written out.  
ten, thirty-four 156, 453111
- (b) Use figures in dates and in reference to times which include a.m. or p.m.  
3rd July, 1973 10 a.m. 5:20 p.m.
- (c) Do not begin a sentence with figures.  
WRONG 356 people attended the lecture  
RIGHT Three hundred and fifty-six people attended the lecture.  
or  
There were 356 people present at the lecture.
- (d) Note that all numbers from twenty-one through ninety-nine are hyphenated.

## 3. The division of words in writing

Words sometimes have to be divided at the end of a line and part carried over to the next line. It is better to avoid doing this whenever possible. If, however, words are divided, it is important that they should be divided correctly. Use a hyphen only after the syllable that comes at the end of the line. Do not put a hyphen before the part of the word that is carried over to the next line. Do not put a single letter of a word at the end or at the beginning of a line. Do not put -de or any other two-letter ending at the beginning of a line. Do not divide one-syllable words such as "through", "twelfth", "house". Do not split in the middle of a syllable — e.g. write "infant" not "infa-nt". If a word is already hyphenated it should be split only after the hyphen.

## EXERCISES

A. Supply appropriate end punctuation for the following sentences. State the reason for each mark.

1. In which direction were the birds flying.
2. She asked me if I had a car.
3. How far is it from Baghdad to Mosul.
4. I wondered why he was running down the street.
5. Do you know where I can find a hammer.
6. The boy would not say when he had last seen his father.
7. What a lot of luggage you've brought.
8. How absurd it is to think that mankind is perfect.

B. Begin each sentence in the following groups with a capital letter and end it with a full stop.

1. this woman was the strangest I had ever seen she looked as though she had not had a good wash for years her hair fell down her back to her waist it did not surprise me to learn that many people mistook her for a gypsy.
2. you must follow the path across the fields for about a quarter of a mile soon you will see on your right a white gate opening into a farmyard opposite it is a stone stile get over the stile and you will find you are in a field on a hilltop below you is the valley you want to see.
3. he opened the purse there was nothing in it his pockets were turned inside out they were empty also every penny he possessed must have been left in his other coat we offered to lend him five shillings it was all we had between us that would only take him part of the way home.

C. Rewrite the following sentences using commas where necessary.

1. Red Riding Hood took a basket containing eggs butter cake and bread to her grandmother.
2. His master called him an idle sulky dishonest worthless rascal.
3. I am afraid Ali that you will not be able to go to the party.
4. They saw near the entrance to the park an enormous green tent.
5. At that moment without the slightest warning the storm broke.
6. Because you would not come when I called you you have missed seeing the procession.
7. The elder boy walking suddenly at the unusual noise sat bolt upright in bed.

8. He heard his father who was evidently aware that something was wrong switch on the lights.

9. It has been decided by the way that we should go by train.

10. Having finished his homework Ali went to bed.

The following sentences contain more commas than they need. Copy the sentences, keeping only the necessary commas. State your reason for omitting or for keeping each comma.

1. The shop on the corner, has been closed since last Monday.

2. He decided, that he would buy a new car.

3. He bought, apples, bread, coffee, and butter.

4. The truth is, that I forgot to post the letter.

5. Together we went to the place, where I had last seen the thief.

E. The following passage needs eight commas and two colons or semicolons. Rewrite the passage correctly, without making any other additions or alterations. No more than eight commas must be used:

If you study the history of science you will see that it is often very difficult to decide who invented something. Let us take the steam engine who invented that? Most people I suppose think it was James Watt. But steam had been used in engines long before James Watt was even born a man called Newcomen had made many engines for pumping water out of mines. The first steam locomotive moreover was not made by James Watt nor by George Stephenson but by Richard Trevithick. All we can say is that James Watt made the first true steam engine and George Stephenson made the first successful locomotive.

F. Rewrite, using semicolons or colons where necessary:

1. The door had been left unlocked this was better luck than they had expected.

2. Layla plays four instruments the piano, the harp, the flute, and the violin.

3. The chairman presided at every meeting however, he did not take part in the voting.

4. All kinds of people were there doctors, teachers, miners, shop-assistants, and so on.

5. They sat down at the table on this was half a loaf of white bread.

6. You could only lose by joining this enterprise I have everything to gain by it.

G. Rewrite putting brackets round the parentheses in the following sentences:

1. In the garden if a tiny square of grass could be called a garden sat Mrs. White.
2. From the neat pile of papers on his desk he was a tidy man he took the receipted bill.
3. He had foolishly lent his new penknife a large one with two blades and a corkscrew to the boy who shared his desk.
4. We are going but don't tell anyone else to a party tonight.

H. Punctuate the following sentences. Each one requires a dash:

1. She could change into anything she pleased an eagle, a rose, an elephant, or an ant.
2. I have told the boy that he must be back within the hour not that it will make much difference.
3. In one corner of the garret was a bed if a dirty blanket thrown over some folded newspapers could be called a bed.
4. The professor is now writing a book on his favourite period in English History the Middle Ages.

Supply quotation marks where they are needed in the following sentences. Use commas and capital letters where they are needed.

1. Did you call me? asked Layla.
2. He said there is no need to shout.
3. I am afraid you have broken the lock said Johnson. We shall have to get in by the window.
4. Could you lend me your copy of Living English Structure? asked my friend.
5. The time is six o'clock said the announcer. Here is the news.

J. Insert apostrophes and capital letters where appropriate in the following:

1. Do you prefer dickens novels or thackerays?
2. Its very difficult to photograph an eagle on its nest.
3. Cant you look where youre going?
4. You are always getting in one anothers way.
5. Alis course of study includes english, french, german, and spanish.

K. Punctuate the following passage:

One day a bus stopped at a village and a woman got in when she gave the conductor her ticket he said this is wrong ticket its for the trip back to your village what does that matter answered the woman it costs the same doesnt it yes said the conductor but in not allowed to accept a ticket from the place youre going to the woman thought for a second and then said if I ride backwards will yoy be satisfied the conductor was tired of arguing he took her ticket she sat down with her back towards the front of the bus and finished her trip without any more trouble.

