1. Using If conditionals

Incorrect: If I will visit London, I will meet you.

Correct: If I visit London, I will meet you.

Rule: Use simple present tense to refer to the future after conjunctions like when, after, if, as soon as.

Examples: I will talk to him when I see him in the next two days.

I will call you as soon as I arrive at the airport.

If the plan succeeds, I will come.

2. Married with/married to

Incorrect: She is married with an engineer.

Correct: She is married to an engineer.

Rule : To is a correct preposition to use with married.

3. Every with (singular noun)/ Every with (plural noun)

Incorrect: Every students is intelligent in the class.

Correct: Every student is intelligent in the class.

Rule : A Singular noun is used with every.

4. Using but and although together

Incorrect: Although it was raining, but we went to market.

Correct: Although it was raining, we went to market.

Rule : If the sentence starts with although, don't use but with that.

Examples : Although cell phones have many merits, demerits cannot be overlooked.

Although he was not well, he attended the function.

5. Your/you're

Incorrect: What was you're answer?

Correct: What was your answer?

Rule : Your indicates possession that is something belonging to you while "You're" is a contraction for "you are".

Examples : Where is your cell phone?

You're responsible for this project.

6. Its/it's

Incorrect: Its Sunday morning.

Correct: It's Sunday morning.

Rule : "It's" is a contraction for it is.

"Its" is a possessive pronoun for things.

Examples : The floor looks great with its new mat.

It's raining outside.

7. There/their/they're

Incorrect: Parents work for there children.

Correct: Parents work for their children.

Rule : There is generally used for a place.

Their refers possession, something belonging to them.

They're is a contraction for They are.

Examples : Children are playing with their toys.

There are many shops.

They're going to Delhi.

8. Unique/most unique

Incorrect: This is the most unique dress.

Correct: This is the unique dress.

Rule : Adjectives like unique, ideal, entire, extreme, perfect do not admit different degrees of comparison.

Examples : That job is perfect for him.

These conditions are ideal.

9. Me/ I

Incorrect: Smith and me went to the mall.

Correct: Smith and I went to the mall.

Rule : When talking about doing some activity with someone else, use his/her name followed by I.

Examples : My brother and I love ice cream.

John and I are planning a trip.

10. Then/than

Incorrect: She is beautiful then her.

Correct: She is beautiful than her.

Rule : Than is used for a comparison.

Then is used for planning a schedule or to indicate instructions.

Examples : He is clever than her.

First I will go to Amritsar then Delhi.

11. Amount/number

Incorrect: A greater amount of people are visiting the stadium.

Correct: A greater number of people are visiting the stadium.

Rule : Amount is used for uncountable commodities.

Number is used for countable things.

Examples : A large amount of sand is needed for the project.

We can watch a number of TV shows.

12. Fewer/less

Incorrect: There are less dresses.

Correct: There are fewer dresses.

Rule : Fewer is used for countable items.

Less is used for uncountable commodities.

Examples : There was a less rainfall last year.

There are fewer students in the class.

13. Did not

Incorrect: I did not saw him yesterday.

Correct: I did not see him yesterday.

Rule : Use base form of the verb with did.

Examples : I did not study Maths.

He didn't get up early today.

Her mother did not allow her to go out with her friends.

14. Too/enough

Incorrect: This shirt is too enough for me.

Correct: This shirt is too big for me.

Rule : Too is used before adjectives and adverbs. So, in the above sentence use too with the adjective big.

Enough is used before nouns.

Examples : I don't have enough time.

The ring was too small.

15. Gerunds

Incorrect: We enjoy to go for walk after dinner.

Correct: We enjoy going for walk after dinner.

Rule : A gerund is a verb form which functions as a noun. In other words, a gerund is a noun made from a verb by adding "-ing." There are some verbs like dislike which are always followed by a gerund.

Examples : We enjoy going for a walk. (The gerund always follows the verb 'enjoy'.)

I love eating ice cream.

16. Every day/everyday

Incorrect: He need a car for his every day activities.

Correct: He need a car for his everyday activities.

Rule : Everyday is an adjective that means commonplace or happening every day.

Every day is an adverbial phrase that means each day or daily. It can be replaced with each day or all days.

Examples : I meet him every day.

He goes to college every day.

I need a laptop for my everyday work.

17. Possession shared by two persons

Incorrect: It is Smith's and Peter's car.

Correct: It is Smith and Peter's car.

Rule : Use apostrophe only after the name of the second person

Example : This is Mark and Smith's house.

18. His/hers/its

Incorrect: The dog lost his bone. (The gender is unknown.)

Correct: The dog lost its bone.

Rule : Use "it" if you don't know the gender of an animal.

Example : His dog participates in many dog shows. It has won many prizes.

19. Well/good (happiness)

Incorrect: He feels well.

Correct: He feels good.

Rule : Use good when expressing happiness.

Examples : She feels good after attending a concert.

He feels good by working for the company.

20. Well/good (quality)

Incorrect: She cooks good.

Correct: She cooks well.

Rule : Use well when expressing a quality of someone or something.

Examples : The machine works well.

She sings well.

21. Each is/ Each are

Incorrect: Each of the cars are fast.

Correct: Each of the cars is fast.

Rule : Use singular verb (is) with indefinite pronouns (such as each, none, neither)

Example : Each of the students is fast.

Neither of them is my classmate.

One of my friends is obese.

22. One of the ...

Incorrect: One of the train is late.

Correct: One of the trains is late.

Rule : *In the above sentence, the singular countable noun train follows the quantifier one, which requires a plural noun.*

Examples : *Taj Mahal is one of the seven wonders of the world.*

He is one of my best friends.

23. Police is / police are

Incorrect: The police is coming.

Correct: The police are coming.

Rule : *Use plural form 'are' when referring to police in general. The word police is an aggregate noun, a word representing an indefinite number of parts; aggregate nouns have a plural form. When referring to a single person or a specific department, use singular 'is'.*

Examples : The police are blocking off the street where the robbery occurred.

The police department is at the corner of the Main street.

24. Misplaced adverbs

Incorrect: He almost washed all of the cars.

Correct: He washed almost all of the cars.

Rule : *Be careful where the adverb is placed in the sentence as it has a different meaning. Both the sentences above have the different meaning.*

25. The omission of second part of comparison

Incorrect: Smith likes Maths more than English.

Correct: Smith likes Maths more than he likes English.

26. An/a

Incorrect: It is a old television set

Correct: It is an old television set

Rule: If the beginning of the word sounds like a consonant, we use a. If it sounds like a vowel, we use an. We hear a vowel sound at the beginning of uncle and a consonant sound at the beginning of university (you-ni-ver-sity).

Examples: : a horse

an hour

a university

27. Alternative/alternate

Incorrect: The salad is a healthier alternate.

Correct: The salad is a healthier alternative.

Rule : *Alternate: Occur in turn repeatedly.*

Alternative: Available as another possibility or choice.

Examples : *The government alternate between the two parties.*

The various alternative methods for resolving disputes.

28. Amicable / Amiable

Incorrect: The teams were amicable.

Correct: The teams were amiable.

Rule : *Amicable: Used for arrangements or settlements agreed peacefully by parties.*

Amiable: used to describe kind, gentle and friendly people.

Examples : *The amiable young man greeted me.*

The meeting was amicable.

29. Among/between

Incorrect: She could not decide among the two shirts.

Correct: She could not decide between the two shirts.

Rule : *Use 'between' when the comparison involves only 2 choices. 'Among' is used when there are 3 or more choices.*

Examples : *They had to choose the winner between the red and the blue teams.*

They had to choose the winner among the 5 competing teams.

30. Beside /besides

Incorrect: Ask him to sit besides me.

Correct: Ask him to sit beside me.

Rule : *Beside means next to*

Besides means in addition to

Examples : *The bride was sitting beside the groom at the reception.*

Besides her famous cupcakes, she will donate cookies and a pie to the bake sale.

31. Bring /take

Incorrect: He will bring the book from his friend.

Correct: He will take the book from his friend.

Rule : *Bring: Take or go with (someone or something) to a place.*

Take: Lay hold of (something) with one's hands; reach for and hold.

Examples : *In an emergency, my son could drive up and bring us home.*

He leaned forward to take her hand.

32. Can /may

Incorrect: I may drive because I passed the driving test.

Correct: I can drive because I passed the driving test.

Rule : *Can is used to express ability.*

May is used for Expressing possibility.

Examples : *I can talk to her as she is my friend.*

It may rain tomorrow.

33. Deadly/deathly

Incorrect: A bee sting can be deathly.

Correct: A bee sting can be deadly.

Rule : *Deadly: Causing or able to cause death.*

Deathly: Resembling or suggestive of death.

Examples : *It is a deadly weapon.*

His face was deathly pale.

34. Farther /further

Incorrect: We will drive no further tonight.

Correct: We will drive no farther tonight.

Rule : *Farther refers to physical distance.*

Further refers to moreover; in addition; to a greater extent.

Examples : *We had to walk farther than the map indicated.*

New Delhi is farther from Mumbai than from Noida.

We need to discuss this further.

35. Since/for

Incorrect: I've been in America since 3 months.

Correct: I've been in America for 3 months.

Rule : *Preposition For indicates the length of a period of time.*

Preposition Since is used for a precise moment in time

Examples : *for 20 minutes*

for three days

for 6 months

for 4 years

for 2 centuries

for a long time

since 9am

since Monday

since January

since 1997

since 1500

since I left school

36. On/in

Incorrect: In January 13th, I will be twenty.

Correct: On January 13th, I will be twenty.

Rule : *On: Indicating the day or part of a day during which an event takes place.*

In: used for unspecific times during a day, month, season, year:

Examples : *He will report on September 26*

On a very hot evening in July.

She always reads newspapers in the morning.

In the summer, we have a rainy season for three weeks.

The new semester will start in March.

I was born in 1990.

37. No one/anyone

Incorrect: At the party, I didn't meet no one.

Correct: At the party, I didn't meet anyone.

Rule : *The sentence becomes a double negative with the inclusion of both didn't and nobody.*

Examples : *I don't talk to anyone in the evening.*

I like no one in their family.

38. If I was/If I were

Incorrect: If I was going to the movies...

Correct: If I were going to the movies...

Rule : *Use were after I when wishing something.*

Examples : *If I were the prime minister...*

If I were given the chance...

39. Themself/themselves

Incorrect: They organised the party themself.

Correct: They organised the party themselves.

Rule : *The word Themself is not in a dictionary. Themselves is a correct word to use.*

Examples : *They will do their work themselves.*

They do the arrangements themselves.

40. Very/really

Incorrect: I felt very fantastic.

Correct: I felt really fantastic

Rule : *In many sentences both really and very can be used but there are some exceptions like*

Really is Used to emphasize a statement or opinion.

Examples : *I really want to go.*

I really think she is beautiful.

Very cannot be used in these sentences.

41. Superlatives

Incorrect: She is more tall than Sita.

Correct: She is taller than Sita.

Rule : Comparative adjectives describe a noun as having more of a certain quality than another person or thing. Many adjectives take the comparative form by adding -er to the word (softer, nicer, taller).

Examples : She is shorter than Ram.

He is smarter than David.

42. In my point of view/From my point of view

Incorrect: In my point of view, the coaching class really helps.

Correct: From my point of view, the coaching class really helps.

Rule : Use either from my point of view or In my view. In my point of view is incorrect.

Examples : From my point of view, she has taken a good decision.

In my view, Robbert is the right person for the job.

43. During/for

Incorrect: She studied for the football game.

Correct: She studied during the football game.

Rule : During: Throughout the course or duration of a period of time.

For: Indicating the length of a period of time.

Examples : The restaurant is open during the day.

My sister studied for five hours.

He was jailed for 12 years.

44. Could be better than that/Couldn't be better than that

Incorrect: It could be better than that. (when it is the best)

Correct: It couldn't be better than that (when it is the best)

Rule : It couldn't be better than that is used when the thing is the best.

It could be better than that is used when there is room for improvement.

45. Awhile /a while

INCORRECT: I'll stay in Mumbai for awhile.

CORRECT: I'll stay in Mumbai for a while.

Rule : Awhile: Adverb that means "for a while." That is for a short time.

While: means "a period of time."

So in the above sentence, we cannot use awhile with for as there will be a repetition of "for".

Examples : We chatted for a while.

Stand here awhile.

46. Alot/a lot

INCORRECT: He likes her alot.

CORRECT: He likes her a lot.

Rule : Alot is not a word. A lot is the correct word.

Examples : They travel a lot.

They do a lot of shopping.

47. Forty/fourty

INCORRECT: She gave me fourty dollars.

CORRECT: She gave me forty dollars.

Rule : Spellings of the number 4 is four and spellings of the number 40 is forty.

48. lightning/lighting

Incorrect: A tremendous flash of lighting.

Correct: A tremendous flash of lightning.

Rule : Lightning: Natural electrical discharge of very short duration in the atmosphere, accompanied by a bright flash.

Lighting: Equipment in a room, building, or street for producing light.

Examples : These clouds often bring thunder and lightning.

They use fluorescent bulbs for street lighting.

49. Loose/lose

Incorrect: I don't want to loose the job.

Correct: I don't want to lose the job.

Rule : Loose: Not firmly or tightly fixed in place.

Lose: Be deprived of or cease to have or retain (something)

Examples : The lid of the container is loose.

I don't want to lose her.

50. Passed/past

INCORRECT: The car past the bus.

CORRECT: The car passed the bus.

Rule : Passed: Move or cause to move in a specified direction.

Past: Gone by in time and no longer existing.

Examples : He passed through towns and villages.

The danger is now past.

51. Pore/pour

INCORRECT: Words pored from his mouth

CORRECT: Words poured from his mouth

Rule : Pore: A minute opening in a surface

Pour: Flow rapidly in a steady stream.

Examples : Skin cleansing products help remove dirt and germs from the skin surface and pores.

Water poured off the roof.

52. Pronunciation/pronounciation

INCORRECT: I cannot understand his pronounciation.

CORRECT: I cannot understand his pronunciation.

Rule : The verb is pronounce but the noun is pronunciation.

53. Tough/though

Incorrect: You will be informed of its progress, slow tough that may be.

Correct: You will be informed of its progress, slow though that may be.

Rule : Though: Despite the fact that; although.

Tough: Difficult and requiring determination or effort.

Examples : Though they were speaking in undertones, I could hear them.

We have six tough matches in a row.

54. Two / too

Incorrect: He wore suits that seemed a size two small for him.

Correct: He wore suits that seemed a size too small for him.

Rule : Two: A number two.

Too: To a higher degree than is desirable, permissible, or possible; excessively.

Example : A romantic weekend for two in Paris.

He was driving too fast.

55. Weather/whether

Incorrect: If the whether is good we can go for a walk.

Correct: If the weather is good we can go for a walk.

Rule : Weather: The state of the atmosphere at a particular place.

Whether: Expressing a doubt or choice between alternatives.

Example : The forecast is for brighter weather after days of rain.

He seemed undecided whether to go or stay.

56. Wreck/wreak

Incorrect: The plane was reduced to a smouldering wreak.

Correct: The plane was reduced to a smouldering wreck.

Rule : Wreak means to cause a large amount of damage or harm.

Wreck means debris or remainder.

Examples : The wreck of their marriage.

Torrential rainstorms wreaked havoc yesterday.

57. Who's/whose

Incorrect: Whose there?

Correct: Who's there?

Rule : Who's: Contraction of Who is or who has.

Whose: Belonging to or associated with which person.

Examples: Whose round is it?

Then there's the blogger who's only blogging because he has no one else to turn to.

58. Averse/adverse

Incorrect: Taxes are having an averse effect on production.

Correct: Taxes are having an adverse effect on production.

Rule : Averse means having a strong dislike of or opposition to something.

Adverse means harmful or unfavourable

Examples : Adverse weather conditions.

He is averse to smoking.

59. "Too....to" format

Incorrect: She is too honest so that she cannot lie.

Correct: She is too honest to lie.

Rule : Don't use so that in the above sentence structure. It can either be She is too honest to lie or She is so honest that she cannot lie.

Example : John is too weak to walk.

60. Before/ago

INCORRECT: He went five minutes before.

CORRECT: He went five minutes ago.

Rule : Ago: Before the present; earlier.

For ago, a specific time must be mentioned.

Examples : I met my wife twenty years ago.

Your boss phoned five minutes ago.

Before: During the period of time preceding (a particular event or time)

They lived rough for four days before they were arrested

61. Disinterested / uninterested

INCORRECT: He is totally disinterested in Maths.

CORRECT: He is totally uninterested in Maths.

Rule : *Disinterested: Not influenced by considerations of personal advantage.*

Uninterested: Lack of interest.

Example : *The financial dispute was settled by a disinterested third party. Many students are uninterested in sports.*

62. Either is/either are

Incorrect: Either Jack or Joan are correct.

CORRECT: Either Jack or Joan is correct.

Rule : *Generally, a singular verb is used with either.*

Examples : *He will buy either the Honda of the Ford.*

I will eat either ice cream or pancakes.

Either the novel or the textbook belongs to John.

However, when we have one singular choice and one plural, then the verb agrees with the nearer one.

Examples : *Either the house or flats are for sale.*

Either the flats or the house is for sale.

63. Each ... their/All ... their

INCORRECT: Each candidate should have their own stationery.

CORRECT: All candidates should have their own stationery.

Rule : *Each is singular and their is plural. So use all.*

Examples : *All students should have their own lunch.*

All employees should use their own computers.

64. Better/best

INCORRECT: Who's the best performer, John or Smith?

CORRECT: Who's the better performer, John or Smith?

Rule : *Use the word better for comparing two people or things and use the word best to compare three or more people or things.*

Examples : *Which colour is better, red or blue?*

Smith is the best student in the class.

65. These/those

INCORRECT: Do you visit these temples over there?

CORRECT: Do you visit those temples over there?

Rule : *The plural of this is these. Use these for nearby things or people.*

The plural of that is those. Use those for things or people at a distance.

Examples : *You can purchase these dresses now. Later, we may not visit the same mall.*

I will purchase those dresses next week when I visit the mall.

66. Waiting on/waiting for

INCORRECT: She waited on the train, but it didn't come.

CORRECT: She waited for the bus, but it didn't come.

Rule : *Wait on means to serve.*

Wait for means waiting for someone or something.

Examples : *A maid was appointed to wait on her.*

The children are waiting for their parents.

67. Ran/run

INCORRECT: The thief has ran away.

CORRECT: The thief has run away.

Rule : *Run is an irregular verb.*

Simple past of run: ran

Past participle of run: run

The above sentence is present perfect so past participle (run) has to be used.

Examples : *She runs every day.*

She ran yesterday.

They have run every day this week.

68. suppose to/supposed to

INCORRECT: I'm suppose to write assignments.

CORRECT: I'm supposed to write assignments.

Rule : *Suppose is a verb. Its past participle form is -ed. With a helping verb, its past participle form is used.*

Examples : *I am supposed to call her.*

I am supposed to help her.

69. Let he/let him

Incorrect: Let he go there.

Correct: Let him go there

Rule : *After let pronoun is used in the objective form.*

Examples : *Let him call her.*

Let her try.

70. Whom/who

Incorrect: The person whom we met yesterday was Smith's uncle.

Correct: The person who we met yesterday was Smith's uncle.

Rule : *Who is used to refer to the subject of a sentence.*

Whom is used to refer to the object of a verb or preposition.

Ask yourself the question:

Who called me?

OR

Whom called me?

If the answer is he, then who is correct.

If the answer is him, then whom is correct.

So, who called me is the right option.

Examples : *Who is the team leader? (He is)*

Who ate my sandwich? (He has)

Whom should I call? (Call him)

71. We, you, they

Incorrect: You, they and we should go together.

Correct: We, you and they should go together.

Rule : *First use personal plural (we), followed by second person plural (you), and the third person plural (they).*

72. Each other/ one another

Incorrect: They both love one another.

Correct: They both love each other.

Rule : *Each other is used for two persons.*

One another is used for three or more people.

Examples : *The two brothers love each other.*

His family members love one another.

73. Mathematics is/Mathematics are

Incorrect: Mathematics are his favourite subject.

Correct: Mathematics is his favourite subject.

Rule : *The plural verb (are) does not agree with the singular subject Mathematics. There are some nouns that appear to be plural but in actual they are singular. For example, Physics, Robotics, Civics, Diabetes, Mechanics, Billiards, Gymnastics.*

Examples : *Robotics is the emerging branch of engineering.*

She thinks Physics is a difficult subject.

74. Know

Incorrect: I know to drive a car.

Correct: I know how to drive a car.

Rule : Know is generally followed by how, when, where and why.

Examples : Examples

They know how to write a letter.

She knows how to cook.

75. Past tense in subordinate clause

Incorrect: She succeeded because she works hard.

Correct: She succeeded because she worked hard.

Rule : *A past tense in the main clause is followed by a past tense in a subordinate clause.*

Example : *I visited the restaurant as I liked it.*

He tried my number because he felt helpless.

76. Universal truth

Incorrect: My father said the earth moved round the sun.

Correct: My father said the earth moves round the sun.

Rule : *In the case of a universal truth, a past tense in the main clause can be followed by a present tense in a subordinate clause.*

Example : *Our teacher said the sun rises in the east.*

77. Present perfect continuous tense

Incorrect: I am waiting for you in the office for the last two hours.

Correct: I have been waiting for you in the office for the last two hours.

Rule : *Use Present Perfect Continuous Tense when an action began in the past and it is still going on at the time of speaking. Generally, it is used with adverbs of time (for, since, how long).*

Examples : *How long have you been working as a trainer?*

78. Future Indefinite Tense

Incorrect: I will wait for them, till they will finish their work.

Correct: I will wait for them, till they finish their work.

Rule : *Present Indefinite Tense is used in the clause of time, place and position. Future Indefinite Tense is not used in this case.*

79. Past Indefinite Tense.

Incorrect: I have completed my project yesterday.

Correct: I completed my project yesterday.

Rule : *Use Past Indefinite Tense with the Adverbs of Past time (yesterday, last week, in 2000).*

Examples : *My mother bought a gift for me yesterday.*

We visited Agra last week.

80. Some/any

Incorrect: Can I borrow any money?

Correct: Can I borrow some money?

Rule : *Some is used in questions for making a request or for offering something.*

Any is generally used in negative sentences.

Examples : *Would you like some milk? (offering)*

Can I borrow your laptop? (request)

I don't have any friends. (negative)

There isn't any food left. (negative)

81. Comparing two qualities of the same person.

Incorrect: Jack is wiser than strong.

Correct: Jack is more wise than strong.

Rule : *The comparative in -er is not used while comparing two qualities of the same person or thing.*

Example : *Rohit is wiser than brave.*

82. Senior than/senior to

Incorrect: She is senior than me.

Correct: She is senior to me.

Rule : *To is the right preposition to use with senior*

83. Phrasal Verb

Incorrect: Smith came across with a beggar.

Correct: Smith came across a beggar.

Rule : *Came across is a phrasal verb which means happened to see or spot. So, use of with is unnecessary here.*

Example : *I came across my aunt.*

84. Cardinal and Ordinal numbers

Incorrect: The two last columns of the article are not clear.

Correct: The last two columns of the article are not clear.

Rule : *A Cardinal Number is used for counting such as one, two, three, four, five.*

An Ordinal Number is a number that tells the position of something, such as first, second, fourth, last.

An ordinal number always precedes the cardinal number.

Example : *Last two overs were really interesting.*

85. Missing subject

Incorrect: We noticed the man lying seriously ill and died shortly afterwards.

Correct: We noticed the man lying seriously ill and he died shortly afterwards.

Rule : The subject was missing after the conjunction and. So, add subject he to complete the sentence.

86. Neither nor

Incorrect: The company decided not to appoint him neither for the position of clerk nor for that of a stenographer.

Correct: The company decided to appoint him neither for the position of clerk nor for that of a stenographer.

Rule : *Neither nor makes a statement negative. So, we use of not is extra.*

Example : *I eat neither chocolate nor ice cream.*

87. Habit to/ habit of

Incorrect: She has the habit to arrive late.

Correct: She has the habit of arriving late.

Rule : *The word habit is followed by of + ing.*

Examples : *I have the habit of going to bed early.*

She has the habit of biting nails.

88. The number is / The number are

Incorrect: The number of vehicles are increasing on the road.

Correct: The number of vehicles is increasing on the road.

Rule : *The number of.... is treated as singular, so singular verb(is) should follow it.*

A number of.... is treated as plural, so plural verb (are) should follow it.

Examples : *The number of animals is decreasing.*

A number of people are going to the movies.

89. Collocations

Incorrect: The reason I have been unable to pay the bill is due to fact that I did not receive pay on time.

Correct: The reason I have been unable to pay the bill is due to the fact that I did not receive pay on time.

Rule : *Collocations are a pair or group of words that are habitually used together. Strong tea and heavy drinker are typical English collocations. It is due to the fact is also a collocation.*

90. Superfluous errors (Repetition of words having the same meaning)

Incorrect: You must have to complete your assignment.

Correct: You have to complete your assignment.

Rule : *Either use must or have to because both have the same meaning.*

Examples : *You have to be more cautious.*

You must call him.

91. As well as

Incorrect: The ring as well as necklaces are available at the shop.

Correct: The ring as well as necklaces is available at the shop.

Rule : *As well as follows the primary subject. The primary subject, the ring is singular so singular verb (is) should be used.*

92. Missing article before the Epic

Incorrect: Gita is his favourite holy book.

Correct: The Gita is his favourite holy book.

Rule : *The Gita is the epic so the is used before it.*

Example : The Mahabharata is the longest epic.

93. Emphasizes/emphasizes on

Incorrect: Our teacher emphasizes on the need for a lot of practice.

Correct: Our teacher emphasizes the need for a lot of practice.

Rule : *The word emphasizes means features. So, the preposition on is unnecessary after emphasizes.*

94. Admission for/admission to

Incorrect: The ticket grants admission for the show.

Correct: The ticket grants admission to the show.

Rule : To is the right preposition after admission.

95. Preposition after but

Incorrect: He does nothing but to find faults with others.

Correct: He does nothing but find faults with others.

Rule : But is not followed by a preposition in the phrase.

Example : He does nothing but sits in front of the TV all day.

96. Blind with/ Blind in

Incorrect: Ram is blind with one eye.

Correct: Ram is blind in one eye.

Rule : With is used for accompanying/together. So, in is the right preposition to use after blind.

97. Use of the indefinite pronoun 'one'.

Incorrect: One should respect the religion of others as much as his own.

Correct: One should respect the religion of others as much as one's own.

Rule : The pronoun one's should follow the one. The pronoun his follows he.

Examples : He is responsible for his behavious.

One should realise one's responsibilities.

98. Hard/hardly

Incorrect: It is a hardly job.

Correct: It is a hard job.

Rule : Hardly means rarely

Hard means difficult or tough.

Examples : He hardly gets up early.

I hardly knew any answer.

The question is really hard.

99. Early/soon

Incorrect: He'll be home early.

Correct: He'll be home soon.

Rule : Early: Happening or done before the usual or expected time.

Soon: In or after a short time.

Examples : We ate an early lunch.

Everyone will soon know the truth.

100. Listen/listen to

Incorrect: She is listening music.

Correct: She is listening to music.

Rule : Intransitive verb listening follows a preposition to.

Example : I like to listen to music.

Recognizing Sentence Errors

If you find this part of the New SAT Writing section daunting; you are not alone. The truth is that most public high schools today spend little time on grammar. Perhaps you learned the basics of standard grammar in late elementary and in middle school and have had very little instruction or even review since then. Well, that's another good reason for you to read this book. In the following pages, we review those basic skills that you will be expected to have if you are taking the SAT Exam. Luckily, a great many of the Identifying Sentence Errors questions relate to a limited number of grammatical issues.

Standard American English is what U.S. colleges will expect you to know and use. Often it is not always the way in which many of us speak, but, like most things in life, there is a time and place for everything. This is the time and place for putting your slang and jargon aside and tackling this section as an educated student.

Note that we're talking about standard **American** English. This is not a cultural bias or anything. The only reason why American English is mentioned is in contrast to British English (often referred to as *The King's English*). British English differs somewhat from the language we speak here in the colonies, and for the SAT Exam, you are expected to be knowledgeable about American English.

Find the Error

Basically, what the SAT folks expect you to do with these questions is to identify the error in the sentence. This is an unusual challenge since most of your school life you have taken multiple-choice tests that expect you to choose the correct piece of information for your answer. Now you must choose the incorrect information as your answer. If you've not had to answer this type of question before, this might take you some time to get use to the format. With practice, however, you will learn to spot the error quickly.

You are offered a sentence with four underlined words or phrases. This sentence is followed by the words, **No error,** also underlined. Each of these underlined parts is lettered, A–E, corresponding to the A–E ovals on your answer grid sheet. The following is an example:

> Although (A) the student body continue (B) to get smaller, the superintendent insists that (C) the high school is thriving (D).
>
> No error. (E)

You are to decide what (if anything) is wrong with this sentence and fill in the "bubble" in your answer booklet accordingly. Here are a couple suggestions that will help you identify the error:

- Listen to the sound of the sentence as you read it. The first couple times, don't be afraid to read it aloud. Eventually, you will have to work on developing an inner ear so you can "hear" the sentences in your head.
- Repeat the underlined sections, still listening for something wrong.
- If the answer is not obvious to you, use the process of elimination to choose your response. Remember, Choice **E** is just as valid as any of the other responses.

Try this with the preceding example. Even if you have a pretty good idea of what's wrong in this sentence, go through the steps here because you can be sure that not all of the questions will be as obvious to you as this one may be.

1. Read the sentence to yourself, aloud if you can.
2. Go over the underlined parts a couple times.
3. Not sure yet? Take each underlined section, one at a time, listening and looking for an error.

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Let's go through this step by step:

1. *Although* seems to be an appropriate transition word here since the sentence demonstrates contrasting points.
2. Is *continue* the best verb form for the subject? What is the subject? After you find the verb, ask yourself "Who or what continue?" The answer is *student body* (singular—one entire body as a whole). *Continue* doesn't sound right, does it? If you're still not sure, substitute the singular pronoun "it" for the words "student body." Then you have "**It** continue to get smaller." That doesn't sound right, does it? "It" (student body) is considered singular, so you need the singular form of the verb, *continues*. Fortunately, the SAT Exam never asks you to correct a sentence; it only asks you to identify what might be wrong with the sentence.
3. Just to be sure that **B** "continue" is the right answer, go ahead and double check Choices **C** and **D**. "Superintendent *insists that*" is correct, and "school *is thriving"* is also okay. This should reassure you that **B** is the correct response.

Don't always expect an error (the correct answer) to be present in each of these questions. It is very likely that No error (Choice **E**) is the correct response. For those of you who are looking for the odds, you can expect that No error (Choice **E**) will be the correct answer just as much as any of the other answers. In fact, the chances for Choice **E** being the answer are about 20 percent. No one choice will more likely be the correct response than any of the other choices.

Common Grammar and Usage Errors

Grammar and usage—these are words that can strike fear into the hearts of even the most stalwart English student. Relax. The following section of this book is an overview/refresher of the most pertinent parts of grammar and usage that you will need for the Writing Section of the SAT Exam.

Subject-verb Agreement

Agreement is just that—two or more items or people in accord. That is what subject and verb agreement is about. The **number** of the subject (singular or plural) and the **number** of the verb (singular or plural) must agree. You can be sure that several of the Identifying Sentence Errors as well as Improving Sentences questions will deal with the agreement of subject and verb.

The *best* way to check this out is to look at the following example and then take it one step at a time:

Tess ate my slipper.

1. Find the verb, **ate.**
2. Ask "who or what" ate?

   Your answer is the *subject* of the sentence: Who or what ate? **Tess** ate. Therefore, **Tess** is the subject of the sentence.
3. If for some wild reason you want to know the direct object of all this action, ask Subject (Tess) + verb (ate) who or what? And the answer is **slipper,** the direct object.

So there you have it: **Tess** is the subject; **ate** is the verb; and **slipper** is the direct object By the way, Tess is a dog.

Sounds simple doesn't it? Well, believe it or not, sometimes the SAT Identifying Sentence Errors questions are just that simple. The following are some additional examples of what you may encounter on the Identifying Sentence Errors questions portion of the SAT Exam:

- A singular subject takes a singular verb.
  - A *penny* saved *will* hardly *buy* you very much.

    (penny = single subject will buy = singular verb)

- *Assault and battery is* a crime best avoided.

  (Sometimes a single subject [ham and eggs, breaking and entering] may be made up of two parts.)
- *The Sound and the Fury is* a book by William Faulkner.

  (Notice that the title seems plural, but it is the title of only one book, so it is a singular subject.)

- A plural subject takes a plural verb:
  - *Cobras are* not the best choice of pet for small children.

    (cobras = plural subject are = plural verb)
  - *Sleepy and Grumpy were* unable to keep up with Snow White on her new jogging regimen.

    (Sleepy and Grumpy = plural subject were = plural verb)
- Collective nouns such as jury and team may be singular or plural, whether they are intended to be taken as a whole group (singular) or as separate individuals (plural).
  - The *jury has made* its decision.

    (The jury here is one singular body, so it takes the singular verb, *has made*.)
  - The *committee have been* unable to agree to any sort of consensus or compromise among themselves, so the item was tabled.

    (In this case, each member of the committee is involved, so the subject is plural and takes the plural verb *have been*.)
- Indefinite pronouns (someone, everyone, nobody) are singular, and despite the many times you will hear them wrongly used, each takes a singular verb.
  - *Everyone* must put on *his* own shoulder pads before going to football practice.

    (Think about it; each player will have his own pads, right?)
  - It's hard to believe that *nobody is* responsible for this broken window and the baseball lying amid broken glass on the living room floor.

    (What this is saying is that no *single body* is responsible. Kind of hard to believe that story, isn't it?)
  - A very few indefinite pronouns can be *either* singular or plural. If you think about these, this exception will make sense: *all, any, more, most, none, some.* Don't let these bother you. If you are presented with any of them, the sense of the sentence will most likely indicate how they are to be used.
- The subject and verb are separated by an interruptive phrase or clause. This is a favorite on tests like this. Just remember to find the verb, ask who or what, and that will be your subject. Then, if there is a prepositional phrase, or any other phrase, between the two trying to confuse you, you won't fall for the trick.
  - The *box* of apples *is* on the table.

    (*Is* is the verb; "who or what is?" *box is*, which makes box the subject.)
  - Too many cooks in the kitchen spoil the pizza.

    (*Cooks* (plural) is the subject, so this sentence needs the plural verb *spoil.*)

Practice Questions

1. The strangely distorted, (A) colorful pictures by Picasso has received (B) much attention not only (C) from the critics, but also from (D) the general public. No error. (E)

2. The Student Council came (A) to verbal blows in disagreement (B) over the choice of theme (C) for the winter dance that (D) would be held the next month. No error. (E)

3. Everyone (A) who (B) plans to attend (C) the senior retreat need (D) to pack appropriate camping supplies. No error. (E)

4. A classic such as (A) *Cinderella*, or other similar (B) fairy tales, becomes (C) distorted from its original, and sometimes less than positive, (D) story when Disney rewrites the tale for public consumption. No error. (E)

Answers and Explanations

1. **B.** The subject of the first sentence is *pictures*, which is plural, so the plural form of the verb should be ***have received.***
2. **E.** Did you choose no change for this sentence? Good. In this case, the Student Council is not being thought of as one single whole, but a group of several individuals. Therefore, the plural form of the verb, *came,* is correct. In other words, *they came to verbal blows.*
3. **D.** At first this sentence might sound correct as it is. However, find the verb, *need.* Then ask yourself, who or what need? The answer is *Everyone need*. Everyone is one of those indefinite pronouns that must be taken as singular. *Every* single *one needs* is the combination you want.
4. **C.** Finally, *Cinderella* is one story. The interruptive phrase, *or other similar fairy tales,* might tempt you to choose the wrong answer. The subject is singular, the classic *Cinderella*, therefore, the verb must also be singular, *become*, not becomes. Choice **C** is the incorrect part of the sentence.

How did you do with subject-verb agreement? This is just one of several things that the Sentence Correction questions might present to you for correction. Let's look at other common grammar and usage errors with which you will be faced.

Verbs

Every verb has four principal forms: the present, present participle, past, and past participle.

Present	*Present Participle*	*Past*	*Past Participle*
walk	walking	walked	walked
eat	eating	ate	eaten

Use the present when you are talking about something in the present or future:

I walk. OR I will walk.

Use the present participle to form progressive tenses:

I am walking. OR I was walking.

Use the past when you are talking about what has happened in the simple past:

I walked.

Use the past participle to form the perfect tenses:

I have walked. (present) OR I had walked. (past) OR I will have walked. (future)

It's really not that important that you know all of these different tenses just to name them. Luckily, most of our verbs are regular verbs, such as walk (walk, walking, walked, walked). However, some are irregular, such as eat, and these verbs have different forms. You need to become familiar with these irregular verbs. Here are some of the most common irregular verbs and their parts:

Present	*Past Tense*	*Past Participle*
arise	arose	arisen
bear	bore	born or borne
bite	bit	bitten
bring	brought	brought
burst	burst	burst
catch	caught	caught
come	came	come
creep	crept	crept
dive	dive or dove	dived
do	did	done
draw	drew	drawn
fall	fell	fallen
fight	fought	fought
fly	flew	flown
forgive	forgave	forgiven
freeze	froze	frozen
give	gave	given
grow	grew	grown
hang	hung	hung
hang (execute)	hanged	hanged
hide	hid	hidden
know	knew	known
lay (put or place)	laid	laid
lie (horizontal)	lay	lain
lie (falsehood)	lied	lied
prove	proved	proved or proven
ring	rang	rung
rise	rose	risen
shake	shook	shaken
see	saw	seen
shake	shook	shaken
show	showed	showed or shown
shrink	shrank	shrunk

(continued)

Continued

Present	*Past Tense*	*Past Participle*
sink	sank	sunk
steal	stole	stolen
swim	swam	swum
take	took	taken
tear	tore	torn
wake	woke or waked	woken or waked
wear	wore	worn
write	wrote	written

Verb Tense Problems

It is not unusual in the Identifying Sentence Errors section of the SAT Writing Exam as well as the Improving Sentences section to find an error in the verb tense sequence. The following are examples that indicate appropriate verb sequences:

> An unusual number of entertainers *turn* professional at an early age because of difficult childhoods *experienced* in their early years.

They *turn* professional now (generic present) due to unfortunate childhoods *experienced* in their pasts.

> I *had talked* to Abraham before I *conferred* with Monica about the intended plans.

Again, this shows an appropriate sequence. *Had talked* precedes the sequence of *conferred*.

> Whether or not Abdul *knows* the specific requirements of the scholarship, he will *be expected* to fill out the application form.

Knows indicates present tense, while the student will *be expected to* do something in the (near) future.

Now let's look at some **inappropriate** verb sequences. Can you see the problems?

> Whenever we went out to eat, my mother always makes a fuss about whatever she orders.

In order to make the verb tenses the same, the sentence should read: "Whenever we *went* out to eat, my mother always *made* a fuss about whatever she *ordered.*" Notice how the verbs have changed. All are now in the past tense.

> Sarah attended Crockett School of Business, which was in San Antonio, Texas.

Unless the college has moved, it is most likely still in San Antonio, making a present tense verb more logical.. Therefore, the sentence should be corrected as

> Sarah attended Crockett School of Business, which is in San Antonio, Texas.

Practice Questions

1. Before I went to the Mall of America, I <u>had laid</u> (A) down to take a nap, <u>knowing that</u> (B) I would need <u>a lot of</u> (C) energy to cover all the stores I wanted to, <u>shopping for</u> (D) a prom dress. <u>No error.</u> (E)

2. When you are (A) training a new puppy, one of the first commands that (B) you want her to learn is to lay down (C) when you give the command, (D) "down!" No error. (E)

3. It is questionable whether (A) or not Shakespeare had wrote (B) his own plays or not; many think (C) that Francis Bacon may have been (D) the writer. No error. (E)

Answers and Explanations

1. **A.** The first sentence is checking to see whether you know the unusual past participle for lie (rest/recline). Although you won't hear many people use the word (have/had) *lain,* that is the correct past participle form of this verb.
2. **C.** The second sentence is checking to see whether you have the lie/lay verbs straight in your mind. Since you want the dog to rest or recline, then he or she needs to *lie down*.
3. **B.** The third sentence, the correct form should be *had written*. The verb forms are *write, wrote, (have/had) written.*

Idiomatic Expressions: Choosing the Correct Preposition after Certain Verbs

Another type of error that the SAT Identifying Sentence Errors questions section might test your knowledge of is the recognition of particular prepositions that combine idiomatically with certain verbs. American English has many of these constructions. If you have taken a foreign language, you probably have run across idioms in those languages—phrases and word combinations that have a particular meaning, but don't always translate very well into another language. For example,

> Certain rap music is *frowned at* by many parents because of its objectionable lyrics.

The music is frowned upon, **not** frowned at. You can frown at a person.

The following is a list of many of these idiomatic verb-preposition combinations:

- **Accompanied by** a person; **accompanied with** something.
  Cheryl was *accompanied by* Larry at the dance, and he gave her a corsage *accompanied with* a diamond ring.
- **Agree on** and **agree to** have to do with plans or ideas; **agree with** a person.
  I *agreed on* the proposal I was offered and *agreed to* the terms. I shook hands with Mr. Ignatius and *agreed with* him that I should begin work as soon as possible.
- **Angry about** or **at** a thing; **angry with** a person.
  I was *angry about* the long hours I was working and *angry at* all the social life I was missing. I should have been *angry with* my boss for expecting me to put in so many long hours.
- **Argue about** or **for** an issue; **argue with** a person.
  The Student Council *argued with* the principal; they *argued about* the ban against open lunch.
- **Charged for** has to do with objects; **charged with** has to do with people.
  To avoid being *charged* $1200 *for* a laptop computer, the young man stole it; soon, however, he was *charged with* theft, put in jail, and made to pay restitution.
- **Concerned with** a problem; **concerned for** a person.
  Concerned with the deteriorating situation of stray pets, Irma was *concerned for* the poor animals that were abused and abandoned.

- **Concur in** has to do with an idea or concept; **concur with** a person.

  I *concur in* the decision to hire the new graduate to our firm. It was not difficult to *concur with* my fellow workers in this decision.
- **Escape from** means to get out of a bad situation. **Escape to** means to get out of one place and into another.

  Salma was glad to *escape from* the class discussion when she was called to the attendance office.

  When Hai Dam was little, he would *escape to* an imaginary world to avoid facing the real life around him.
- **Wait for** means standing around and being bored while a friend takes her time joining you. **Wait with** concerns one person's accompanying another. **Wait on** generally has to do with service.

  We will *wait for* you in the lobby of the Orpheum Theatre before the play.

  Sandi decided to *wait with* Eli while the results of his tests came back.

  The clerk was tired of *waiting on* the recalcitrant customer.

The term **idiom** also refers to certain expressions and word combinations in a language. Sometimes these may vary somewhat among different regions of the country. Nevertheless, idiomatic expressions mean something to the immediate audience who hears them. Sometimes they can be very colloquial. These expression idioms are those such as "to lose one's head," "to give someone a hand," "to high five someone," "to make off with the loot," "to be as hungry as a horse (or bear)," "to laugh until your sides split," and so on. However, the idiomatic expression you will most likely encounter on the SAT Identifying Sentence Errors questions will be those that have to do with verb-preposition combinations.

Misused and Confused

Another challenge the SAT Identifying Sentence Errors questions might also include is those words that are often misused, abused, and confused by the best of us. In the haste of the moment, these misused words can easily be confused.

Here are some commonly confused or misused words. This is hardly a comprehensive list, but it does cover some of the main confusions students have in their writing. Be on the lookout for these in the multiple-choice questions of the *Writing Section* of the SAT Exam.

- **Accept/Except: Accept** is a verb meaning to agree to. **Except** is a preposition indicating exclusion.

  The defendant had to *accept* the decision of the jury until an appeal could be made.

  All the students were invited to the party *except* Carla and Sean.
- **Affect/Effect: Affect** is the verb; **effect** is the noun.

  Paula's misbehavior *affected* the behavior of the rest of the class.

  Paula's misbehavior had a big *effect* on the behavior of the other students.
- **Among/Between: Among** has to do with three or more, and **between** has to do with only two.

  Among all the children, only Tricia had done her homework and knew the answer to the question.

  Between you and me, the rest of this group is not worth hanging around with.
- **Amount of/Number of: Amount** has to do with a bulk quantity and cannot be counted. **Number** refers to things that can be counted.

  We received a record-breaking *amount of* snow during the month of January.

  The number of students who signed up for community service projects was impressive.
- **Because/That:** To say "*the reason is because*. . ." is considered redundant in standard English; use the word **that** instead. Instead of "The reason I did not get my homework done is because I had a game last night," rewrite it as:

  The reason I did not get my homework done *is that* I had a game last night.

  I did not get my homework done *because* I had a game last night.

- **Disinterested/Uninterested:** The two words mean different things, and the distinction is valuable to know. To be **disinterested** is to be impartial. If you are disinterested, you are interested, but your emotions are not involved. If you take no interest, you are **uninterested.**

  Salva was a *disinterested* witness; she had no connection with anything that happened.

  On the other hand, Salma was *uninterested* and had no intention of becoming involved at all.
- **Fewer/Less:** Use **fewer** with things that can be counted; use **less** with things that cannot be counted.

  There are *fewer* women attending veterinary school this year than there were last year.

  This Web site provides far *less* information than what this book offers.
- **Irregardless:** Bottom line—there is NO such word in our language.
- **It's/Its:** This is a troubling twosome. **It's** is a contraction meaning ***it is.*** **Its** denotes the possessive pronoun.

  It's (it is) time to give the dog *its (possessive)* dinner.
- **Passed/Past: Passed** is a verb. ***Past*** can be a noun meaning long ago, a preposition meaning by or beyond; or an adjective meaning *former*.

  Matthew *passed* all his classes this semester.

  Drew recalls an incident from his *past* (n) when he ran home and went *past* (preposition) the school that he had attended in his *past* (adj) life.
- **Principal/Principle: Principal** can be a *noun* as in a person who is in charge of a school or an *adjective* that means the main one. A **principle** is an ideal or standard.

  Mister Schoen, the *principal* (n), laid down some *principles* (n) for the Student Council to follow. The *principal* (adj) guideline was that each member was to be an academic and social role model for other students.
- **Regardless/Irregardless:** Just remember one thing—there is NO such word as **irregardless.**

  We plan to have the family reunion at the picnic site *regardless* of the weather that day.
- **Their/There/They're: Their** is a possessive pronoun showing ownership. **There** is an *adverb* that indicates place or location. **They're** is a *contraction* for two words, *they are.*

  The students know ***they're*** *(they are)* supposed to put *their (possessive)* books over *there (location)* on the shelf before entering the testing room.
- **Who's/Whose: Who's** is a contraction for *who is*. **Whose** is a possessive pronoun showing ownership.

  Who's (who is) planning on going to the mall with me?

  Whose (ownership) book is this lying on the floor?
- **Your/You're: Your** is a *possessive pronoun* indicating ownership. **You're** is a contraction for *you are*.

  You're (you are) entirely responsible for the consequences of *your (ownership)* actions.

Perplexing and Provoking Pronouns

Next to verbs, many of the Identifying Sentence Errors questions have to do with pronouns (words that take the place of nouns). No doubt that pronouns are bothersome parts of speech, but you need to refresh your memory on some of the rules that surround them.

Pronoun Shift

For many of you, this has happened often in your writing. You will be talking about this mythical his/her person, and suddenly you shift in your writing to the pronoun *you*. This is not uncommon, and if this is one of your guilty secrets, there is no need to chastise yourself too much. This is the way in which most people speak. However, on the SAT Writing test, be careful that you are not guilty of this error. For instance,

> The *reader* needs to be aware of all the nuances of Nathaniel Hawthorne's symbolism in ***The Scarlet Letter.*** For instance, *you* will soon realize that the child Pearl is the physical representation of the symbolic letter "A" on Hester's chest.

The *reader* is third person singular, he or she. The next sentence shifts to "you," which is a second person pronoun. Either *reader* must be changed to *you,* or the pronoun *you* in the second sentence should be changed to *he/she*. Pronouns must remain consistent.

These are things you need to remember when you write your essay, when you tackle Sentence Correction questions, as well as when you answer the Sentence Improvement questions.

	Singular pronouns	***Plural pronouns***
1st Person	I	WE
2nd Person	YOU	YOU
3rd Person	HE, SHE, IT	THEY

Regional idiosyncrasies sometimes ignore the rules of pronouns. For the SAT Exam, however, you must be aware of appropriate American English when you choose the answer.

Pronoun Number

Number refers to a pronoun as being singular or plural. Remember a pronoun is used in place of or to make reference to a noun. Therefore, if the noun is singular, the pronoun used to reference it must be singular. If the noun is plural, then the pronoun must be plural in number. For instance:

> After the *child* (singular) fell off his bicycle, *he* (singular) cried because he skinned his knees and hands.

The *dogs* (plural) were so distracted by the squirrel *they* (plural) would not stop barking.

Compound Pronoun Structures

Be alert if you see a pronoun used as part of a compound (two or more parts) structure. Following are some examples:

- The other players and *I* (not *me*) were both glad and sad that our season was finally over.
- *She* (not *Her*) and her parents decided to take a trip to the Holy Land.
- *He* (not *him*) and Orlando stopped by Jiffy Burger after the basketball game. (He stopped and Orlando stopped, you wouldn't say Him stopped, would you?)

Adjectives and Adverbs

Adjectives are modifiers or describers. They give us details about the noun or pronoun to which they are attached. For instance they tell us:

- How many? *ten* days being grounded *several* hours of homework
- How much? *more* rain expected today *little* chance of sunshine
- What kind? a *purple* cow with a *gold nose* ring
- Which one? *my sixteenth* birthday *those* kittens are for sale

Adverbs modify **verbs** most of the time. They can also modify adjectives and other adverbs.

Modifying Verbs

> She swam *swiftly* to the wall and *deftly* made her turn and started back.

Swiftly tells us how she swam; *deftly* tells us how well she turned. *Hint:* Most adverbs that modify verbs end in –ly.

Adverbs modifying verbs help to tell us **when** something happened (left early); **where** it might have happened (moved up); **how** it happened (danced divinely); or to **what** extent (almost finished).

Modifying Adjectives

For a skinny girl, Sally had an *unbelievably* large appetite.

Large is the adjective modifying appetite; *unbelievably* tells us how large.

Modifying Adverbs

The soprano sang *so* sweetly the audience was moved to tears.

Sweetly is the adverb, *so* is another adverb modifying sweetly. Although not incorrect, overuse of double adverbs is not advised.

Faulty Comparisons

Comparisons are either r*egular*—big, better, and biggest—these regular comparisons are identifiable by the –er and –est endings—or *irregular*—worse, worse, and worst—the irregular comparisons do not have common, identifiable endings. They are formed by changing the words. For example

One thing is **good.** One thing compared to another (two items) is **better.** One out of two or more is **best.**

Double Negatives

Not all double negatives are as obvious as "I *don't* have *no* money." Several other words such as hardly, barely, and scarcely are also negatives. Be careful you don't get fooled by these less obvious negatives. For example,

Among this year's National Honor Society inductees, *barely no one* has been able to maintain the required 3.6 grade point average.

In order to make a correct negative statement, the sentence should just read "no one has been able. . ." *Barely* needs to be eliminated because it creates a double negative.

Punctuation Patterns

When you are writing, punctuation is somewhat intuitive. It is not a major part of the SAT Writing section, but you need to review some of the basics for the essay you write, for the Indentifying Sentence Errors questions and for the Improving Sentence questions. The following is a review of the basics.

Coordination

An **independent clause** has a subject and a verb and presents a complete thought. These can be presented in three ways:

Two separate sentences—Sam was angry. Laura was late.

Two independent clauses connected with a semi-colon—Sam was angry**;** Laura was late.

Two independent clauses connected with a comma and a **coordinate conjunction**—Sam was angry**,** but Laura was late.

There are only seven coordinate conjunctions that can combine two independent clauses. Without a comma before the coordinate conjunction, or without other proper punctuation such as using the semi-colon instead of the coordinate

conjunction, the sentence becomes a run-on, and then it has faulty coordination. Following are the seven coordinate conjunctions:

but
or
yet
for
and
nor
so

You can remember these conjunctions by remembering the phrase **BOY FANS,** which is created by using the initial letter of each conjunction.

Let's look again at Sam and Laura:

- Sam was angry**.** Laura was late.
- Sam was angry**;** Laura was late.
- Sam was angry**,** but (yet, for, and, so) Laura was late.

Subordination

A **dependent clause** usually has a subject and a verb but does *not* present a complete thought. When they are used alone, dependent clauses are incomplete—that is, they are *sentence fragments*. Dependent clauses are introduced by subordinate conjunctions. *If the wrong subordinate conjunction is used or the sentence is improperly punctuated, then the sentence is guilty of faulty subordination*. The following is a list of many of the subordinate conjunctions:

after	if	unless	wherever
although	in order that	until	whether
as	once	what	, which
as if	provided that	whatever	while
as long as	since	when	who
before	so that	whenever	whom
during	that	where	whose
how	though	whereas	why

If the dependent clause appears first in a sentence, it is followed by a comma. If the dependent clause appears last in a sentence, there is no need for a comma except when the subordinate conjunction is the word "which."

- Because Laura was late, Sam was angry
- Laura was late because Sam was angry.
- Laura was late, which was the reason Sam was angry.

Essential and Nonessential Information

Although this may seem like a minor aspect of punctuation, proper comma placement of essential and unessential information can be tricky. The mantra to remember is no commas (essential) or two commas (nonessential). If information is essential to the meaning of the sentence, it means that it lends clarity and understanding to the sentence. If information is nonessential, it can be removed, and you have not lost any crucial information in making the sentence clear.

If interrupting information is *essential*, then it **is not** set off by commas.

> The teacher who really likes me is the one who gave me an A.
>
> The clause, "who really likes me" is essential in that it clarifies a possible reason for the A being given.

If interrupting information is *nonessential*, then it **is** set off by commas.

> The flowers, which I chose to plant in my garden, which my grandma used to like, were early summer peonies.

Although remembering grandma is a nice sentiment, it is not relative to the fact that this person has chosen an early summer peony to plant in the garden. The part about grandma, albeit interesting, is not essential. Therefore, it is set off by commas. Some folks who relate to visualization say that if a part of a sentence is nonessential, you can pick it up by the commas on each side of it and take it out. The important information of the sentence will remain.

The important thing to remember is that if you have interruptive information that is essential, do not use any commas. If the information just adds to the sentence, but is not absolutely necessary to getting the point of the sentence across, then it is nonessential and it takes a comma on each side of it.

Practice Questions

1. Franz, Lara's long-lost brother, was wanting (A) to be invited to (B) the party, but he (C) was, unfortunately, (D) not invited. No error. (E)

2. Carlos did not want (A) to go to the Frost Daze Dance, nevertheless, (B) his friends convinced (C) him to attend the once-in-a-lifetime event, and he also knew his grandmamma wanted (D) him to socialize more. No error. (E)

3. Although (A) many children had swum (B) often in the local swimming hole, the adults in the community was (C) very concerned about the imminent dangers the location held for children who (D) ignored the local warnings. No error. (E)

4. Because of (A) all the homework Yer had to do (B) for her AP classes, as well as (C) her extra-curricular activities, she couldn't (D) hardly find time to sleep. No error. (E)

5. Whenever we went (A) to the mall, (B) my friends and I (C) always visit *The Gap*, our (D) favorite store. No error. (E)

6. The *Grapes of Wrath* are (A) one of my favorite books, (B) but I preferred (C) the original black-and-white movie when (D) I saw it a couple years ago. No error. (E)

7. I wrote my term paper on the legalization of growing marijuana because, (A) after doing much research, I (B) found that marijuana will have (C) many benefits to society apart from its (D) use as a drug. No error. (E)

8. It's (A) impossible to know whose (B) going on the fieldtrip to the Art Institute until the students (C) actually bring in their (D) money. No error. (E)

9. I realize (A) that I must prepare (B) for the SAT Exam, so (C) I will be accepted (D) by the college of my choice. No error. (E)

10. Ashar is a student who (A) recognizes that theres (B) a time to buckle down and study, and (C) there's (D) time to have fun with her friends. No error. (E)

11. Bravery, the trait mainly (A) Harry shows (B), which plays a big role in his life, (C) is the focus of most of his multitudinous (D) adventures. No error. (E)

12. Sam was so angry at (A) his job situation that not one of (B) his friends wanted to be near him; in addition, (C) Laura, who hated conflict, decided not to go (D) out with him that evening. No error. (E)

13. Young readers associate to (A) the character, Harry Potter, because they, whom (B) this series actually targets, can relate to (C) the hero in so many ways; he is basically kind, courageous, honest, and altruistic towards (D) others. No error. (E)

14. The principal (A) of the high school, who was only in his second year, was dismayed by the number of students who (B) had not past (C) the basic standards exam because these results were giving the school its (D) negative reputation. No error. (E)

15. Walt Disney Studios have (A) successfully (B) been making (C) movies for children and general audiences (D) for many decades. No error. (E)

16. Dr. Martini was accompanied with (A) an intern who (B) is specializing in orthopedic surgery at (C) the university medical school, which (D) was featured in the news recently. No error. (E)

17. The master teacher was such (A) a success in the classroom that (B) he was (C) always surrounded by (D) admiring students from the university. No error. (E)

18. Since (A) there wasn't much chance of rain (B) on the day planned for the picnic, (C) Paula reserved the picnic shelter just in case (D). No error. (E)

19. Yesterday was my friend's birthday, so (A) I decided to surprise her with (B) a bouquet of early spring flowers that I planted (C) and had nurtured (D) in my own garden. No error. (E)

20. The junior league on the field wondered about the grown up's (A) odd, noisy (B) behavior during their (C) critical, championship (D) game. No error. (E)

Answers and Explanations

1. **A.** The verb was wanting should have been wanted, making Choice **A** the correct response.
2. **E.** This sentence has no errors, making Choice **E** the correct response.
3. **C.** This sentence has a subject-verb agreement problem. The subject is adults, so was is the incorrect verb. It should be *were*.
4. **D.** This sentence has a double negative, "couldn't hardly." It should read *could* hardly.
5. **A.** This sentence has a verb agreement problem. Went is past tense, but the verb "visit" establishes the need for present tense.
6. **A.** This demonstrates subject-verb disagreement. *The Grapes of Wrath* is singular, although the word *Grapes* is plural; it is part of the title of a single book, so the verb are should be *is.*
7. **C.** The future tense will have should be the present tense *has*.
8. **B.** Whose is possessive. What this sentence needs is *who's*, meaning who is (going on the fieldtrip. . .).
9. **E.** This sentence has no errors, making Choice **E** the correct response.
10. **B.** Do not expect many easy questions like this one. Hopefully you figured it out. Since theres and there's are both underlined, it was a clue that one or the other of these has to be the correct response. You have a 50-50 chance on this one.
11. **A.** In this sentence, the adverb *mainly is in the wrong place. It is not mainly Harry but mainly shows, so it ought to be placed just before the verb shows.*
12. **C.** The first part of this sentence is really the cause of the second part of the sentence. Sam was angry and as a consequence, neither his friends nor Laura wanted to be with him. The phrase "in addition" should be replaced with the "consequently" or "as a result."
13. **A.** Associate is one of those verbs that combined with various prepositions, has several idioms. The correct combination for this sentence would be the young readers *associate with* Harry Potter.
14. **C.** On a quick read you may miss this one if you are relying on just your ear. The word *past*, Choice C, is actually a preposition or adjective. In this sentence what should be there is the past tense verb, *passed.*
15. **A.** Walt Disney Studios, although it sounds plural, is a single conglomerate business, therefore this subject requires the singular form of the verb, *has.*
16. **A.** The idiom *accompanied with* is incorrect in this case. It should read accompanied *by.*
17. **E.** The idiom *surrounded by* is the correct one in this sentence; therefore, the sentence has no errors.
18. **E.** This sentence has no errors.
19. **D.** This sentence needs a compound verb. Had nurtured cannot follow planted, since one plants before one nurtures. Therefore, the sentence would be better if it said *I planted and nurtured*.
20. **B.** More than one grown up is acting childishly in this sentence. Therefore, the proper possessive would be *grown ups' odd, noisy behavior*.

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COMMON GRAMMAR ERRORS

Understanding the five most common grammatical errors can help you improve your writing. When you know which errors to look for and how to correct them, it's easier to act as your own editor.

Error #1: Run-on Sentence or Comma Splice

A **run-on sentence** is a sentence that joins two independent clauses without punctuation or the appropriate conjunction. A **comma splice** is similar to a run-on sentence, but it uses a comma to join two clauses that have no appropriate conjunction.

Fixing a run-on sentence or a comma splice can be accomplished in one of five different ways:

1. For a compound sentence→separate the independent clauses into two sentences.
2. For a compound sentence→replace the comma with a semi-colon (;).
3. For a compound sentence→replace the comma with a coordinating conjunction (FANBOYS)—for, and, nor, but, or, yet, so.
4. For a complex sentence→replace the comma with a subordinating conjunction--after, although, before, unless, as, because, even though, if, since, until, when, while. If you begin the sentence with the subordinating conjunction you need to put comma after the dependent clause. If you begin the sentence with an independent clause, you do not use a comma to lead in to the dependent clause.
5. For a complex sentence→replace the comma with a semi-colon and transitional word--however, moreover, on the other hand, nevertheless, instead, also, therefore, consequently, otherwise, as a result. A comma should follow the transition word.

For compound sentences:	**For complex sentences:**
Independent Clause 1	Dependent Clause
Independent Clause 2	Independent Clause
Coordinating Conjunction	Transition Word

Examples:

Run-on Sentence Error: It is sunny out she needs to put on some sunscreen.

Comma Splice Error: It is sunny out, she needs to put on some sunscreen.

Corrections:

Correction 1 (two simple sentences): It is sunny out. She needs to put on some sunscreen.

Correction 2 (compound): It is sunny out; she needs to put on some sunscreen.

Correction 3 (compound): It is sunny out, so she needs to put on some sunscreen.

Correction 4 (complex): 1. Because it is sunny out, she needs to put on some sunscreen. 2. She needs to put on some sunscreen because it's hot out.

Correction 5 (complex): It is sunny out; therefore, she needs to put on some sunscreen.

Error #2: Pronoun Errors

Pronoun (I, you, we, they, he, she, it, his, her, their, my, mine etc.) errors occur when pronouns do not agree in number with the nouns to which they refer. If the noun is singular, the pronoun must be singular. If the noun is plural, the pronoun must be plural. Everybody is a singular noun in the following sentence.

Examples:

Incorrect: Everybody must bring their own lunch.

Correct: Everybody must bring his or her own lunch.

Many people believe that pronoun errors are the result of writers trying to avoid the implication of sexist language. Although this is an admirable goal, correct grammar is still important.

Error #3: Mistakes in Apostrophe Usage

Apostrophes are used to show possession. However, you do not use an apostrophe after a possessive pronoun such as my, mine, our, ours, his, hers, its, their, or theirs.

Examples:
Incorrect: My mothers cabin is next to his' cabin.
Correct: My mother's cabin is next to his cabin.

In the case of it's, the apostrophe is used to indicate a contraction for "it is."

Examples:
Incorrect: Its a cold day in October.
Correct: It's a cold day in October.

Error #4: Lack of Subject/Verb Agreement

When writing in the present tense, a sentence must have subjects and verbs that agree in number. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural as well. How can you find the subject? Ask yourself who or what is doing the action (or the verb) in the sentence. Who or what is the subject? Subjects are red and verbs are green in the following examples.

Examples:
Incorrect: The **recipes** is good for beginning chefs.
Correct: The **recipes** are good for beginning chefs.
Incorrect: **She** walk to school everyday.
Correct: **She** walks to school everyday.

Error #5: Misplaced Modifiers

To communicate your ideas clearly, you must place a modifier directly next to the word it modifies. The modifier should clearly refer to a specific word in the sentence. Once you have identified the modifier, you need to identify the person, place or thing (noun) that it is modifying. Modifiers (in blue) usually have to accompany the noun (red) they are modifying or go as close to it as possible. This example and explanation will help.

Examples:
At a downtown dealership, Kara bought a truck from a salesman with a comb over.

Should we locate blue next to dealership? A blue downtown dealership? A blue Kara? A blue salesman? Of course not! Logic tells you that blue can describe only one word, truck, so we must place the modifier next to that word:

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(By Lucy Flowers M.A., English and adapted from yourdictionary.com)

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The expression of uncertainty/tentativeness in academic writing

Vassiliki Rizomilioti

16/5/2012

Purpose of this session

This session aims to raise prospective academic writers' awareness regarding conventions in the expression of tentativeness/uncertainty in research articles.

1. Does science writing involve uncertainty?
2. Do you think writers in science are allowed to express uncertainty?
3. Does writing in the humanities involve uncertainty?
4. Do you think writers in the humanities and social science are allowed to express uncertainty?
5. Do you think uncertainty is encoded more in scientific articles, popularised articles or textbooks? Explain why.

Disciplinary differences (tentativeness/uncertainty markers per one thousand words).

- Archaeology research articles: 13.3
- Biology: 7.9
- Literary Criticism: 6.8

Source : Rizomilioti (2003)

- Philosophy: 18.5
- Marketing: 20.0
- Applied Linguistics 18.0
- Sociology: 13.3
- Electrical Engineering 8.2
- Mechanical Engineering 9.6
- Physics: 9.6

Source: Hyland (1998: 357)

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Hedging

- **Hedging**: avoiding making categorical statements
- What are the reasons for hedging?

Reasons for hedging:

- Modesty-politeness
- Uncertainty
- To save one's face in case proven wrong by further research

Exponents of uncertainty/tentativeness

(Some uses of) **Modal verbs** e.g. **may, might, could, should, would**) e.g.

a. The methods of archaeological retrieval ***may*** also **have** *decreased* the numbers of juvenile bones

b. This ***should*** *result* in recognisably incomplete distorted or missing flared-Xs ...(prediction)

c. Thus, the inability to observe missing rear bridges in tilt series reconstructions ***could be due to*** specimen selection

- **Adjectives** (**probable, possible, apparent** (before a noun), **likely** e.g.

...-Orwell was taken on at half fees not solely because he was *likely* scholarship material...

-Thus the recognition of this chemical inducer *is likely to be* the basis for the observed algal substratum specificity

-Alternatively *it is possible that* the sequence may have been truncated before the erection of...

- **Adverbs** (**probably, perhaps, presumably, possibly, conceivably, apparently** e.g.

-Ca2 + ATPase *apparently* participates in calcification (Klaveness, 1976; Okazaki et al 1984).

-*Probably* in the third quarter of the 13th century, or *possibly*, slightly later.

- **Lexical verbs** (**seem, appear, indicate, suggest, tend to, claim, think, believe etc.) e.g.**

-In practice, h.f. values of about three or more ***can be taken*** to ***indicate*** that the error structure is inappropriate

-it could be ***argued*** that because P. rhoeas *is generally regarded as* having a Mediterranean origin (McNaughton & Harper, 1964),

-the monumentality of such inscriptions ***would appear*** all the more imposing

- **Nouns** (**possibility, likelihood, argument, assumption, belief, view, tendency, expectation, hypothesis, impression, indication, interpretation e.g.**

-This pattern of egg production is contrary to *the assumption of continuous allocation* of energy...

-while this must be regarded as a *distinct possibility* for the seven identities involving S8 or S7,

- **Other expressions** (e.g. **there is some evidence that…)**

Reduction of generality (*not always/not everyone/everything*) of claims by adding e.g.

- **sometimes**
  occasionally
- **in certain cases**
- **generally**
- **X tends to….**
- **almost**
- **some**
- **a number of**

Task: Look at the modal auxiliary verbs below and try to see whether they express uncertainty/tentativeness or they serve other functions.

- *It may be time to revise* this assumption, realizing that many of the constraints..
- As noted in methods (below) *it may be important to remove* HFIP in vacuo prior to use, rather than to dilute from..
- Some minor differences *might*, in any case, *be expected* due to inter-laboratory differences, since the wood
- One *might expect* such a cloak to be fastened at the *should*er or chest. *However*, if the burial is seen as an extended inhumation, then all three artifacts including the brooch would appear to have lain in the area of the waist.
- The punched inscription, mis-spelt and ungrammatical, *may be read* as follows
- At the same time boundaries are of ambiguous status because they *may be trangressed* and are defined by
- This concentration *may* be largely of Bronze Age date, an interpretation supported by the recovery of...
- .
- *Furthermore a corpus-based study of this type may provide other schools of linguistics with some useful insights*

Rhetorical sections of biology articles
tentativeness/uncertainty

- Task: in which sections of an academic article do you think the write expresses tentativeness? The Abstract, the Methods, the results or the discussion section? Why?

Hedges in research article sections (per thousand words)

Discussion: 45
Introduction: 12
Methods: 4
Results: 1.7

Source: Hyland (1998): from the analysis of one biology article

Task: underline the uncertainty/tentativeness markers in the following abstract [biology article 1]

Abstract

The final overall shape of an organ and its position within the developing embryo arise as a consequence of both its intrinsic properties and its interactions with surrounding tissues. Here, we focus on the role of directed cell migration in shaping and positioning the Drosophila salivary gland. We demonstrate that the salivary gland turns and migrates along the visceral mesoderm to become properly oriented with respect to the overall embryo. We show that salivary gland posterior migration requires the activities of genes that position the visceral mesoderm precursors, such as heartless, thickveins, and tinman, but does not require a differentiated visceral mesoderm. We also demonstrate a role for integrin function in salivary gland migration. Although the mutations affecting salivary gland motility and directional migration cause defects in the final positioning of the salivary gland, most do not affect the length or diameter of the salivary gland tube. These findings suggest that salivary tube dimensions may be an intrinsic property of salivary gland cells.

Task: look at the following journal article abstract and underline the uncertainty/tentativeness markers [biology article 2]

The Alzheimer's amyloid peptide Aβ,(1-40) generates a turbid, Congo red-binding aggregation reaction product within minutes when incubated in the pH range 5 to 6. At pH 7.4, Aβ forms little or no aggregate in this time frame, requiring hours or days, rather than minutes, to complete fibril formation. The pH 5.8 aggregates are not amyloid fibrils but rather appear in electron micrographs as a mixture of larger particles of different morphologies. These aggregates differ from classical fibrils by a number of other measures. Per mass of peptide aggregated, the pH 5.8 product binds less Congo red and thioflavin T than does aggregate grown in unstirred reactions at pH 7.4. Both the pH 5.8 and 7.4 aggregates exhibit light scattering at 90˝. However, while the pH 5.8 aggregate is visible in suspension by light microscopy, and exhibits turbidity at 405 nm, the fibrils grown at pH 7.4 in an unstirred reaction are transparent. The two aggregate types do not interconvert in pH shift experiments. Most dramatically, and in contrast to fibrils grown at pH 7.4, the turbid aggregate generated at pH 5.8 is incapable of seeding fibril growth at pH 7.4. Although proteolytic processing of βAPP to generate Aβ probably takes place in a low pH compartment of the cell, our results suggest that fibril formation is not likely to be initiated in such an environment.

Task: underline the uncertainty/hedging markers in the following abstract [archaeology article].

*Rethinking the Function of Clay Figurine Legs from Neolithic Greece: An Argument by Analogy**

Abstract

Prehistorians have long asserted that Neolithic figurines from Greece should be identified with an ancient cult of a Great Mother Goddess. Although concerns with fertility, both human and vegetational, were no doubt of paramount importance to emerging agricultural communities, recent research suggests that small, portable figurines were not a unifunctional class of objects but may have served a variety of purposes. This article reassesses the possible function of 18 unusual clay legs which have been traditionally interpreted as parts from female figurines of the Great Goddess. Inspired by both ethnographic and historical analogies, the author proposes that these fragments functioned as special contracts or identifying tokens symbolizing social and economic bonds among five Middle Neolithic communities in the northern Peloponnese. The objects are seen as useful devices marking regional ties in a preliterate society.

Task: underline the uncertainty/hedging markers in the following introduction section extract. [biology article]

Comparison of the nucleotide sequences of the P. rhoeas S-genes with those of the Solanaceae reveals no detectable homology, despite both SI systems being under the same type of genetic control. This is consistent with an earlier observation (Franklin-Tong et al, 1991) that the poppy S-proteins do not have the ribonuclease activity which is an essential feature of the solanaceous proteins (Huang et al., 1994). Since the sporophytic SI system found in Brassica species is also distinct, it seems probable that several mechanistically different SI systems exist within the plant kingdom (Foote et al., 1994)-

Task: look at this Discussion section extract of a scientific article and underline the uncertainty/tentativeness markers

- Based on previous studies of integrin function, we can envision several possible roles for the integrins in their respective tissues. Integrins are transmembrane cell adhesion molecules that bind to ligands in the extracellular matrix (ECM) and are linked to the actin cytoskeleton in the cytoplasm. The PS1 integrin may function in the salivary gland to attach the migrating cells to the mesoderm and/or to recognize the mesoderm as a suitable substratum. Alternatively, PS1 may promote motility of salivary gland cells by activating intracellular signaling events. The PS2 integrin is likely to organize the mesodermal ECM, creating a suitable substratum for migration. A PS2-organized matrix may assemble or concentrate ligands for PS1, potentially explaining the identical phenotypes. Given that integrins have been shown to regulate gene expression through intracellular signaling (Martin-Bermudo and Brown, 1999), we cannot rule out a less direct role for PS1 and PS2 in modulating expression of a gene or genes required for migration.

Task: identify categorical and non-categorical statements in Philosophy articles

- It may be the case that Pliny is not telling us that his subject is *enkuklios paideia* at all. As we have seen, Roman and Greek authors usually use *enkuklios paideia* to refer to the range of subjects that are necessary prerequisites to the more advanced specialism that they are recommending to the **[End Page 16]** reader. In this context, it might seem a little bathetic for Pliny to claim that *enkuklios paideia* is itself the focus of his study. Of the *artes* that are usually adduced, it is possible to see medical knowledge, astronomical facts, and information on agriculture touched upon in Pliny's work, but nothing on grammatica, history, or music

- By reading *Sammenhaengskraft* in all these ways, one is able to gain some kind of causal and metaphysical insight into the capacity of bodies to cohere with each other, but the insight conveys nothing certain about the specific nature or real existence of the assumed or inferred underlying entity or cause behind the observed phenomena

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Task: identify categorical and non-categorical statements in literary criticism articles

- …..There exists a more efficient and resourceful means of totalisation, however, the one which aims to seize the condition of the totality rather than its phenomenon. This usually involves the exploitation of a quasi-temporal vocabulary, where 'condition' really means what must be in place before something can arise: the precondition, the premiss or the a priori.

- Balder may not be a masterpiece, but in its conception at least, it is one of the more remarkable Victorian poems

- Superficially, Balder's decision to murder his wife may

seem at odds with the ostensible desperation about her health
which leads him to threaten Dr. Paul, the apparent bridge
being the representation to himself of the proposed murder
as a kind of euthanasia. But the real bridge is his conception
of himself as having an artistic mission validated by
mysterious external agencies. That is why he is given to

Problems in the expression of uncertainty/hedging in non-native speaker writing

Task: is something wrong with any of the following statements? If so, how do you think you can modify them?

- Men and women's intellectual differences make each gender better in different fields of science.
- Everyone with enough practice and devotion can manage to be a fine sportsman.
- Significance levels obviously depend on sample size (Biology)
- the scale of production *shows* that a proportion was *probably* exported.
- There was obviously something challenging and deeply disturbing about the work (Liter. Criticism)
- There is abundant morphologic and developmental data *suggesting* a close link between

Note: **Students tend to confuse fact and opinion** (markers of tentativeness/uncertainty indicate that there is reference to what is not a fact, at least yet).

Awareness raising questions

- Task: Think of your own academic writing practices. Do you tend to write only categorical statements in your writing?
- Does your discipline allow the expression of tentativeness/uncertainty in research articles?
- Has your supervisor commented on the presence/absence of tentativeness markers in your writing?
- How do you think this presentation may, in case it does, affect your future writing and reading?

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HOME STUDY

Read the Abstract, the Introduction and the Discussion sections of three research articles from major journals in your field written by native speakers of English:

If possible try to

- identify some statements which are expressed less categorically. Underline the word/phrase which signals the writer's **uncertainty/tentativeness.** Make a list of these words/phrases for each section. Which of them prevails in each section and each article?
- identify the context this word/phrase occurs in (e.g. when referring to one's own research, someone else's research, when interpreting the implications of research).
- observe how modal verbs are used (e.g. to convey uncertainty, to recommend tentatively)
- observe in which section of the article you found more uncertainty/tentativeness markers
- does tentativeness tend to be expressed frequently in scientific articles in your discipline?

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Down syndrome

Human genes are normally organized along forty-six chromosomes in our cells, twenty-three from each parent. But some people are born with an extra copy of the twenty-first chromosome. This third copy is a result of a mistake in cell division. The name for this condition is Down syndrome. A British doctor named John Langdon Down first described it in the eighteen sixties. An estimated three hundred fifty thousand people in the United States have Down syndrome.

Many babies with Down syndrome have low muscle tone, so they need extra support when they are held. Their heads are smaller than average and they can have unusually shaped ears. Also, their eyes often angle upward. People with Down syndrome often have other conditions. These include problems with their heart and with their breathing and hearing. A lot of these conditions, though, are treatable. About one in every one hundred people with Down syndrome will develop leukemia, a cancer of the blood. But the National Down Syndrome Society says many of these cases are curable as well. As a result, people with Down syndrome are living longer. In the early nineteen eighties they lived an average of just twenty-five years. Today the life expectancy for someone with Down syndrome is sixty years.

But with that longer life, people with Down syndrome may have an increased risk for Alzheimer's disease at an early age. An estimated twenty-five percent of those thirty-five and older show signs of the brain-wasting disease. It slowly destroys memory, thinking and reasoning skills. Alzheimer's is usually not found in the general population until people are over the age of sixty-five. Down syndrome is the most common genetic cause of mental retardation. Most people with Down syndrome are mildly to moderately retarded. Many, however, are able to attend regular classes with other students. And later, as adults, many are able to hold jobs and lead independent lives.

There are tests that can be done to look for Down syndrome during pregnancy. The risk of having a baby with Down syndrome increases with the mother's age. The rate is one in every one thousand two hundred births at age twenty-five. At thirty-five it rises to one in three hundred fifty births. And at forty-five the rate is one in thirty.

Reading skills

- Make a speed reading and find the sentences in the text talking about:
    1. Nowadays, people with Down syndrome are living longer.
    2. Some Down patients can work independently.
    3. Down syndrome caused by genetic factor.
    4. The bigger the mother the higher the risk of having a Down baby.

- Make a comprehensive reading, then mark the right sentences with ✓ and correct the wrong ones.
    1. Down syndrome can be detected during pregnancy.
    2. People with Down cannot get Alzheimer because the die before the age of sixty.
    3. People with Down syndrome should always be referred to as people first.
    4. The new treatment for cardiac failure in people with Down syndrome made their lives longer.
    5. The risk of having a baby with Down syndrome for a 45 year old mother is 10 times higher than a 35 mother.
    6. All people with Down syndrome can hold a job.
    7. Down syndrome can cause hearing loss.

- Find the closest in meaning sentence to the following sentence from the text:
    1. Advances in medicine and science have enabled researchers to decrease the mortality of people with Down syndrome.
    2. As the embryo develops, the extra chromosome is replicated in every cell of the body, this case is called trisomy 21.

- Find the irrelevant sentence in the following sentences:
    1. There is a diagnostic procedures available for prenatal diagnosis of Down syndrome.
    2. Down syndrome is usually identified at birth by the presence of certain physical traits.
    3. The age of the mother does not seem to be linked to the risk of translocation.
    4. Down syndrome is the most common genetic cause of mental retardation.

- **Why is it called Down syndrome?**

- **Can kids with Down syndrome go to school?**

Damascus University- Faculty of Health Sciences

English 4 - lecture 3 (text + task)

Lecturer: Ghalia Istwani.

Rehabilitation

Key facts

- **Rehabilitation is an essential part of universal health coverage along with promotion of good health, prevention of disease, treatment and palliative care.**
- **Rehabilitation helps a child, adult or older person to be as independent as possible in everyday activities and enables participation in education, work, recreation and meaningful life roles such as taking care of family.**
- **Globally, an estimated 2.4 billion people are currently living with a health condition that may benefits from rehabilitation.**
- **The need for rehabilitation worldwide is predicted to increase due to changes in the health and characteristics of the population. For example, people are living longer, but with more chronic disease and disability.**
- **Currently, the need for rehabilitation is largely unmet. In some low- and middle-income countries, more than 50% of people do not receive the rehabilitation services they require. Emergencies including conflicts, disasters and outbreaks create enormous surges in rehabilitation needs while also disrupting rehabilitation services.**
- **Rehabilitation is an important part of universal health coverage and is a key strategy for achieving Sustainable Development Goal 3 – "Ensure healthy lives and promote well-being for all at all ages".**

Some examples of rehabilitation include:

- speech and language training to improve a person's communication after a brain injury;

- physical exercise training to improve muscle strength, voluntary movements and balance in persons with stroke or Parkinson disease;
- modifying an older person's home environment to improve their safety and independence at home and to reduce their risk of falls;
- educating a person with heart disease on how to exercise safely;
- preparing a person with an amputation to be able to use a prosthetic and making, fitting and refitting the prosthesis;
- positioning and splinting techniques to assist with skin healing, reduce swelling, and to regain movement after burn surgery;
- prescribing medicine to reduce spasticity for a child with cerebral palsy;
- psychological therapies for a person with emotional distress following a spinal cord injury;
- Social skills training for persons with schizophrenia, autism spectrum disorders or disorders of intellectual disability.
- training a person with vision loss in the use of a white cane; and
- working with a patient in intensive care to improve their breathing, prevent complications and speed their recovery after critical illness

Rehabilitation is highly person-centred, meaning that the interventions selected for each individual are targeted to their goals and preferences. Rehabilitation can be provided in many different places, such as inpatient or outpatient hospital settings, outpatient physio- or occupational therapy practices, and community settings such as an individual's home, a school or a workplace.

The rehabilitation workforce is made up of different health workers, including but not limited to physiotherapists, occupational therapists, speech and language therapists and audiologists, orthoptists and prosthetics, clinical psychologists, physical medicine and rehabilitation doctors, and rehabilitation nurses. Many other health workers, such as general practitioners, surgeons, and community health workers may also play an important role in a person's rehabilitation.

The benefits of rehabilitation

Rehabilitation can reduce the impact of a broad range of health conditions, including diseases (acute or chronic), illnesses or injuries. It complements other health interventions, such as medical and surgical interventions, helping to facilitate recovery and achieve the best outcome

possible. In addition, rehabilitation can help to prevent, reduce or manage complications associated with many health conditions, such as in the context of spinal cord injury, stroke, or fractures.

Rehabilitation helps to minimize or slow down the disabling effects of chronic health conditions, such as cardiovascular disease, cancer and diabetes by equipping people with self-management strategies and the assistive products they require, or by addressing pain or other complications. As such, it contributes to healthy ageing.

Rehabilitation is an investment, with cost benefits for both the individuals and society. It can help to avoid costly hospitalization, reduce hospital length of stay, and prevent re-admissions. As rehabilitation also enables individuals to engage in or return to work and employment, or to remain independent at home, it minimizes the need for financial or caregiver support.

Rehabilitation is an important part of universal health coverage and is a key strategy for achieving Sustainable Development Goal 3 – "Ensure healthy lives and promote well-being for all at all ages".

Misconceptions about rehabilitation

Rehabilitation is not only for people with disabilities or long-term or physical impairments. Rather, rehabilitation is an essential health service for anyone with an acute or chronic health condition, impairment or injury that limits functioning, and as such should be available for anyone who needs it.

Rehabilitation is not a luxury health service that is available only for those who can afford it. Nor is it an optional service to try only when other interventions to prevent or cure a health condition fail.

For the full extent of the social, economic and health benefits of rehabilitation to be realized, timely, high quality and affordable rehabilitation interventions should be available to all. In many cases, this means starting rehabilitation as soon as a health condition is noted and continuing to deliver rehabilitation alongside other health interventions.

Unmet global need for rehabilitation

Globally, about 2.4 billion people are currently living with a health condition that may benefit from rehabilitation. With changes taking place in the health and characteristics of the population worldwide, this estimated need for rehabilitation is only going to increase in the coming years. People are living longer, with the number of people over 60 years of age predicted to double by 2050, and more people are living with chronic diseases such as diabetes, stroke and cancer. At the same time, the ongoing incidence of injury and child developmental conditions (such as cerebral palsy) persist. These health conditions can impact an individual's functioning and are linked to increased levels of disability, for which rehabilitation can be beneficial.

In many parts of the world, this increasing need for rehabilitation is going largely unmet. More than half of people living in some low- and middle-income countries who require rehabilitation services do not receive them.

Global rehabilitation needs continue to be unmet due to multiple factors, including:

- lack of prioritization, funding, policies, and plans for rehabilitation at a national level;
- lack of available rehabilitation services outside urban areas, and long waiting times;
- high out-of-pocket expenses and non-existent or inadequate means of funding;
- lack of trained rehabilitation professionals, with less than 10 skilled practitioners per 1 million population in many low- and middle-income settings;
- lack of resources, including assistive technology, equipment, and consumables;
- the need for more research and data on rehabilitation; and
- ineffective and under-utilized referral pathways to rehabilitation.

Rehabilitation in emergencies

Natural hazards such as earthquakes or disease outbreaks and human induced hazards including conflict, terrorism or industrial accidents can generate overwhelming rehabilitation needs as a result of injury or illness. They also simultaneously disrupt existing services and have the greatest

impact on the most vulnerable populations and the weakest health systems.

While the important role of rehabilitation in emergencies is recognized in clinical and humanitarian guidelines, it is rarely considered as part of health system preparedness and early response. The result is that pre-existing limitations in rehabilitation services are magnified, health service delivery is less efficient, and people directly affected are at risk of increased impairment and disability.

WHO response

A health system strengthening approach in needed for rehabilitation to reach its full potential. This involves making rehabilitation part of care at all levels of the health system, and ensuring it is incorporated as part of universal health coverage.

In 2017, WHO launched Rehabilitation 2030, to emphasize the need for health system strengthening and call for all stakeholders worldwide to work together to: improve leadership and governance; develop a strong multidisciplinary rehabilitation workforce; expand financing for rehabilitation; and improve data collection and research on rehabilitation.

Furthermore, WHO launched the World Rehabilitation Alliance (WRA) to support the implementation of Rehabilitation 2030 Initiative through advocacy activities. The WRA focuses on promoting rehabilitation as an essential health service that is integral to universal health coverage.

WHO is promoting health system strengthening for rehabilitation through:

- providing technical support and building capacity in countries
- increasing leadership, political prioritization and resource mobilization
- developing norms, standards and technical guidance
- shaping the research agenda and monitoring progress.

Answer the following questions:

- rewrite the underlined sentences in your own way.
- Choose 4 words from the text and write other forms or words with the same meaning.
- Mention four names of people who work with rehabilitation and define them in a short way.

All the best

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ABSTRACT

Although it is usually brief (typically 150-300 words), an abstract is an important part of journal article writing (as well as for your thesis and for conferences). Done well, the abstract should create enough reader interest that readers will want to read more!

Whereas the purpose of an introduction is to broadly introduce your topic and your key message, the purpose of an abstract is to give an overview of your entire project, in particular its findings and contribution to the field. An abstract should be a standalone summary of your paper, which readers can use to decide whether it's relevant to them before they dive in to read the paper.

Usually an abstract includes the following.

- A brief introduction to the topic that you're investigating.
- Explanation of why the topic is important in your field/s.
- Statement about what the gap is in the research.
- Your research question/s / aim/s.
- An indication of your research methods and approach.
- Your key message.
- A summary of your key findings.
- An explanation of why your findings and key message contribute to the field/s.

In other words, an abstract includes points covering these questions.

- What is your paper about?
- Why is it important?
- How did you do it?
- What did you find?
- Why are your findings important?

To see the specific conventions in your field/s, have a look at the structure of a variety of abstracts from relevant journal articles. Do they include the same kinds of information as listed above? What structure do they follow? You can model your own abstract on these conventions.

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What is a topic sentence?

A topic sentence is the opening sentence to a paragraph that gives the general idea (topic) of what the writing will be about.

How to write a topic sentence?

Follow these ideas to create a topic sentence for multiple paragraphs:

1. Identify the main point in your piece of writing

Think about the topic for your writing. Decide how you can introduce this idea to your readers with an interesting opening sentence.

2. Write a sentence that connects to your main idea with a what and a why

Write a clear topic sentence by describing the what and the why of an idea that relates to your main point. State what the topic is and why it matters. Here is an example of using the **what** and **why** structure with the topic of tea.

Example:

Violent movies and TV programs are harmful (**what**) since they encourage aggressive behavior and thinking (**why**)

EXAMPLES OF A TOPIC SENTENCE

Topic Sentence: Dogs make wonderful pets because they help you to live longer.

The topic is "dogs make wonderful pets"

Topic Sentence: Crime in poverty-stricken areas occurs because of a systemic discrimination. The topic is "crime in poverty-stricken areas"

Topic Sentence: Teen pregnancy may be prevented by improved education. The topic is "teen pregnancy may be prevented"

Topic Sentence: Cooking requires a number of different skills. The topic is "cooking"

Topic Sentence: It is important to be ready before buying a house. The topic is "buying a house"

Choose the best topic sentence for each group of supporting sentences. Write it on the line provided.

Example: _____. I usually go skiing every weekend in the winter

even though it is expensive. I love the feeling of flying down a mountain. The views are

beautiful from the top of a mountain and along the trails. Even the danger of falling and

getting hurt can't keep me away from the slopes on a winter day.

a) Skiing is expensive.

b) Skiing is my favorite sport.

c) Skiing is dangerous.

1.) _____. North Americans send

cards for many occasions. They send cards to family and friends on birthdays and

holidays. They also send thank-you cards, get well cards, graduation cards, and congratulation cards. It is very common to buy cards in stores and send them through the mail, but turning on the computer and sending cards over the Internet is also popular.

a) Sending cards is very popular in North America.

b) Birthday cards are the most popular kind of card.

c) It is important to send thank-you cards.

2.) _____ . I enjoy summer sports like water skiing and baseball. The weather is usually sunny and hot, so I can go to the beach almost every day. Gardening is my hobby and I spend many summer days working in my garden. Unfortunately, the days pass too quickly in summer.

a) I like to garden in summer.

b) Summer is my favorite season.

c) Summer is too short.

3.) _____ . First of all, we need money to repair old roads and build new roads. We also need more to pay teachers' salaries and to pay for services such as trash collection. Finally, more tax money is needed to give financial help to the poor citizens of the city. It is clear that the city will have serious problems if taxes are not raised soon.

a) We should raise city taxes.

b) City taxes are too high.

c) City taxes pay for new roads.

4.) _____ . For example, a person can have breakfast in New York, board an airplane, and have dinner in Paris. A businesswoman in London can instantly place an order with a factory in Hong Kong by sending a fax. Furthermore, a schoolboy in Tokyo can turn on a TV and watch a baseball game being played in Los Angeles.

a) Airplanes have changed our lives.

b) Advances in technology have made the world seem smaller.

c) The fax machine was an important invention.

Write a topic sentence for each paragraph. Make sure your topic sentence expresses the main idea of the paragraph.

Example: *Miami is the perfect place to take a vacation*. It is always sunny and warm. The beaches are gorgeous, with soft white sand and beautiful water. There are many fine restaurants in the Miami area, and most of the hotels offer terrific entertainment nightly. It's no wonder that Miami is my first choice for a vacation destination.

1.) _____ . He has collected stamps and coins ever since he was a child. He is very proud of his valuable collections. Paul also enjoys painting and drawing. Recently he has become interested in gardening. Out of all his hobbies, Paul's favorite one is reading. He usually reads at least one book every week. Paul keeps busy with all of his hobbies.

2.) _____ . First and most importantly, the work is very interesting. I learn new things every day and I get to travel a lot. In addition, my boss is very nice. She is always willing to help me when I have a problem. I have also made many new friends at my job. Last, but not least, the salary is fantastic.

3.) _____ . To start things off, my plane was six hours late. When I finally got to my hotel, I was very disappointed. It was small and dirty. On the third day, my wallet was stolen, and I lost all my credit cards. It rained very day except one, and on that day I got a terrible sunburn. All in all, it wasn't a vacation to remember.

Damascus University ' Faculty of Health Sciences
English 4 - lecture 2 (text + task)
Lecturer: Ghalia Istwani.

Top 5 Paraphrasing techniques

.Use Synonyms

The most common technique, and maybe most important, is to find synonyms for keywords in the question. For this technique, take note of the important nouns and verbs in the question, and see in which synonyms might be appropriate to replace them.

Example: The diagram below shows the process by which bricks are manufactured for the building industry.

Paraphrased Example: The diagram illustrates the way bricks are made for the building industry.

In the example above, you'll notice that we found synonyms for three of the words to help us paraphrase the question.

Use a Different Word Form

Another way to paraphrase is to change the form of the words used in the question. It's helpful to be aware of how word families work in English in order to do so. A common way to do this is to change the nouns to verbs, verbs to nouns, adjectives to nouns, etc.

Example: *The line graph below shows the consumption of four kinds of meat in a European country from 1979 to 2004.*

Paraphrased Example: *The line graph below shows how one European country* ***consumed*** *four kinds of meat from 1979 to 2004.*

Here you can see we changed the noun, **consumption** to its verb form, **consumed**.

3. Change from the Active to the Passive

Often, we can simply change the grammar structures in the question. Changing active voice to passive is a great way to help paraphrase a question.

Example: *The real estate developers invested over $40 million USD into the development of a new senior living community.*

Paraphrased Example: ***$40 million USD was invested*** *in the development of a new senior living community.*

Above you see we changed **invested** to **was invested** helping us paraphrase by changing the active to the passive.

4. Change the word order

For all this talk about synonyms, changing the word form, or changing grammatical structures, sometimes it's easy enough to simply change where the words stand in a sentence.

Example: *The line graph below shows the consumption of four kinds of meat in a European country from 1979 to 2004.*

Paraphrased Example: *The line graph below shows how four different kinds of meat were consumed over a 25-year period in one European Country.*

As you can see, I not only changed the word order, which had a dramatic effect on how the question is read, but I also changed the main verb from active to passive. This leads to our next top tip below.

5. Use a combination of techniques

Typically relying on one technique to paraphrase in your writing is doable, but it can be stressful and not very effective. To get the best results, try using at least two or three different techniques. Using synonyms combined with changing the grammar or word order can have a dramatic effect on your paraphrasing skills.

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Damascus University- Faculty of Health Sciences
English 4 2nd year - lecture 4
Lecturer: Ghalia Istwani.

Plagiarism & citation

Plagiarism is the act of taking words, ideas or information from others and presenting them as your own. While many plagiarists do this very deliberately, it's also possible to do it simply through the lack of proper citation.

There are (3) major citation styles used in academic writing:

- Modern Language Association (MLA)
- American Psychological Association (APA)
- Chicago, which supports two styles:
    - Notes and Bibliography
    - Author-Date.

APA style citations are added in the body of a research paper or project and references are added to the last page.

Citations, which are called in-text citations, are included when you're adding information from another individual's work into your own project. When you add text word-for-word from another source into your project, or take information from another source and place it in your own words and writing style (known as paraphrasing), you create an in-text citation. These citations are short in length and are placed in the main part of your project, directly after the borrowed information.
References are found at the end of your research project, usually on the last page. Included on this reference list page is the full information for any in-text citations found in the body of the project. These references are listed in alphabetical order by the author's last name.
An APA in-text citation includes only three items: the last name(s) of the author(s), the year the source was published, and sometimes the page or location of the information. References include more information such as the name of the author(s), the year the source was published, the full title of the source, and the URL or page range

In this link you can get information about APA citation which is important

https://youtu.be/hhD4xaGAcRs

Who created it?

The American Psychological Association is an organization created for individuals in the psychology field. With close to 121,000 members, they provide educational opportunities, funding, guidance, and research information for everything psychology-related. They also have numerous high-quality databases, peer-reviewed journals, and books that revolve around mental health.
The American Psychological Association is also credited with creating their own specific citation and reference style. Today, this format is used by individuals not only in the psychology field, but many other subject areas as well. Education, economics, business, and social sciences also use APA style quite frequently.

TASK:
Open the link and write down the information about APA

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Writing an abstract

Understanding and developing abstracts

What is an abstract?

An abstract is a concise summary of a research paper or entire thesis.

It is an original work, not an excerpted passage. An abstract *must be fully self-contained and make sense by itself*, without further reference to outside sources or to the actual paper. It highlights key content areas, your research purpose, the relevance or importance of your work, and the main outcomes.

It is a well-developed single paragraph of approximately 250 words in length, which is indented and single spaced. The function of the abstract is to outline briefly *all* parts of the paper.

Although it is placed at the beginning of your paper, immediately following the title page, the abstract should be the last thing that you write, once you are sure of the conclusions you will reach.

Why write an abstract?

Abstracts are important for both **selection** and **indexing** purposes.

Selection: Abstracts allow readers who may be interested in the paper to quickly decide whether it is relevant to their purposes and whether they need to read the whole paper.

Indexing: Most academic journal databases accessed through the library enable you to search abstracts. This allows for quick retrieval by users. Abstracts must incorporate the key terms that a potential researcher would use to search.

When is it necessary to write abstracts?

Abstracts are usually required for:

- submission of articles to journals
- application for research grants
- completion and submission of theses
- submission of proposals for conference papers

What to include in an abstract

The format of your abstract will depend on the discipline in which you are working. However, all abstracts generally cover the following five sections:

1. Reason for writing:

What is the importance of the research? Why would a reader be interested in the larger work?

2. Problem:

What problem does this work attempt to solve? What is the scope of the project? What is the main argument, thesis or claim?

3. Methodology:

An abstract of a scientific work may include specific models or approaches used in the larger study. Other abstracts may describe the types of evidence used in the research.

4. Results:

An abstract of a scientific work may include specific data that indicates the results of the project. Other abstracts may discuss the findings in a more general way.

5. Implications:

How does this work add to the body of knowledge on the topic? Are there any practical or theoretical applications from your findings or implications for future research?

(This list of elements is adapted from: **http://www.unc.edu/depts/wcweb/handouts/abstracts.html)**

The importance given to the different components can vary between disciplines. You should look at abstracts of research that are similar to your own work as models.

Edit carefully

As your abstract is an important way to promote your work it is worth taking time to write it well. You will likely have to revise several drafts to produce a precise, concise outline of your paper which is clear, complete, includes key search terms and fits within the word limit.

Types of abstracts

Abstracts can be **informative** and **descriptive.**

Descriptive abstracts describe the work being abstracted. They are more like an outline of the work and are usually very short - 100 words or less.

The majority of abstracts written at the University of Melbourne are informative. **Informative abstracts** act as substitutes for the actual papers as all the key arguments and conclusions are presented; specifically, the context and importance of the research, reasons for methods, principal results and conclusions.

Examples of abstracts

Example abstract 1: History/ Social Science

Julie Pham (2001) *"Their War: The Perspective of the South Vietnamese Military in Their Own Words"*

Despite the vast research by Americans on the Vietnam War, little is known about the perspective of South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualitative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews yields the veterans' own explanations that complicate and sometimes even challenge three widely held assumptions about the South Vietnamese military: 1) the RVNAF was rife with corruption at the top ranks, hurting the morale of the lower ranks; 2) racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam War. This study is part of a growing body of research on non-American perspectives of the war. In using a largely untapped source of Vietnamese history; oral histories with Vietnamese immigrants; this project will contribute to future research on similar topics.

Abstract from
http://research.berkeley.edu/ucday/abstract.html :
accessed 12 December 2010

Example abstract 2: Engineering

"Quantifying the Mechanics of a Laryngoscopy"

Laryngoscopy is a medical procedure that provides a secure airway by passing a breathing tube through the mouth and into the lungs of a patient. The ability to successfully perform laryngoscopy is highly dependent on operator skill; experienced physicians have failure rates of 0.1% or less, while less experienced paramedics may have failure rates of 10-33%, which can lead to death or brain injury. Accordingly, there is a need for improved training methods, and virtual reality technology holds promise for this application. The immediate objective of this research project is to measure the mechanics of laryngoscopy, so that an advanced training mannequin can be developed. This summer an instrumented laryngoscope has been developed which uses a 6-axis force/torque sensor and a magnetic position/orientation sensor to quantify the interactions between the laryngoscope and the patient. Experienced physicians as well as residents in training have used this device on an existing mannequin, and the force and motion trajectories have been visualized in 3D. One objective is to use comparisons between expert and novice users to identify the critical skill components necessary for patients, to identify the mechanical properties of the human anatomy that effect laryngoscopy, and thus enable the development of a realistic training simulator. In the future an advanced training mannequin will be developed whose physical properties will be based on our sensor measurements, and where virtual reality tools will be used to provide training feedback for novice users.

Abstract from
http://research.berkeley.edu/ucday/abstract.html :
accessed 12 December 2010

Works Cited

Koopman, Phil. *How to Write an Abstract* http://www.ece.cmu.edu/~koopman/essays/abstract.html> accessed 12 December 2010

University of North Carolina Abstracts http://www.unc.edu/depts/wcweb/handouts/abstracts.html accessed 12 December 2010

Further Resources

http://darwin.bio.uci.edu/~sustain/Abstract.html

http://www.cognitrix.com/pages/tips-hints/abstracts.pdf

ABSTRACT GUIDELINES:

Abstracts must include sufficient information for reviewers to judge the nature and significance of the topic, the adequacy of the investigative strategy, the nature of the results, and the conclusions. The abstract should summarize the substantive results of the work and not merely list topics to be discussed.

An abstract is an outline/brief summary of your paper and your whole project. It should have an intro, body and conclusion. It is a well-developed paragraph, should be exact in wording, and must be understandable to a wide audience. Abstracts should be no more than 250 words, formatted in Microsoft Word, and single-spaced, using size 12 Times New Roman font.

Abstracts highlight major points of your research and explain why your work is important; what your purpose was, how you went about your project, what you learned, and what you concluded.

If your title includes scientific notation, Greek letters, bold, italics, or other special characters/symbols, do make sure they appear correctly.

List all additional undergraduate co-authors, whether they are or are not presenting, if applicable.

List additional faculty mentors, if applicable.

SIX SAMPLE ABSTRACTS (Previous Participants)

GRADUATE LEVEL

Researcher: *Rita Asgeirsson*

Presentation Title: An Analysis of Yukon Delta Salmon Management
Research focus: Fisheries management related to Bering Sea fisheries and Yukon River salmon populations.
School: Western Washington University
Student Level: Masters
Presentation Type: Oral Presentation

Abstract:

An Analysis of Yukon Delta Salmon Management
Rita Asgeirsson, Western Washington University

The broad range of Pacific Alaskan salmon has resulted in the creation of a complex and multi-organizational system of management that includes the state of Alaska, various federal departments, a Congressionally-mandated fishery council, and a number of commercial and non-governmental fish organizations. In the Bering Sea salmon are caught by the commercial groundfish fleet as by-catch. On the Yukon River salmon are commercially and traditionally

harvested for both economic and cultural sustenance by the Yup'ik residents of the Yukon Delta. Declining salmon populations has driven scientific research which considers the effects of Bering Sea salmon by-catch.

My research findings indicate that Bering Sea fisheries occur where juvenile salmon mature, directly impacting Yukon River salmon populations. Further, the research reflects that although Yukon salmon populations have plummeted, a recent effort was made to open the northern Bering Sea, which includes the Yukon River coastal shelf, to deep-sea commercial fishing.

By researching the relationship of policy to cultural salmon dependence, it becomes evident that Alaskan salmon-tribes are excluded from salmon management and decision-making. Legal research reflects that three basic federal Indian concepts – inherent rights, Indian Country, and tribal right of occupancy – emerge as potential foundations that may allow Alaskan salmon-tribes to begin sharing legal responsibility over salmon.

Yukon River salmon are an international and anadromous species that require multi-organizational management. My research reflects that current management favors the Bering Sea commercial fishing industry, despite data indicating Bering Sea fisheries impact Yukon salmon populations and an overall downward trend in Yukon salmon populations.

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Researcher: *Alexandrea Bowman*

Presentation Title: Using GIS Site Suitability Analysis to Study Adaptability and Evolution of Life: Locating Springs in Mantle Units of Ophiolites
Research focus: BioGeoChemistry and Computer modelling
School: University of Rhode Island
Student Level: Masters
Presentation Type: Poster Presentation

Abstract:

Using GIS Site Suitability Analysis to Study Adaptability and Evolution of Life: Locating Springs in Mantle Units of Ophiolites
Alexandrea Bowman, University of Rhode Island

GIS is a powerful tool that can be used to locate springs sourced in ophiolites. The unique features associated with these springs include a reducing subsurface environment reacting at low temperatures producing high pH, Ca-rich formation fluids with high dissolved hydrogen and methane. Because of their unique chemical characteristics, these areas are often associated with microbes and are thought to be similar to the features that enabled life to evolve on Earth. Locating and sampling these springs could offer a deeper look into Earth's deep biosphere and the history of life on Earth. Springs have tradiitionally been located using expensive and time consuming field techniques. Field work can be dangerous. The goal of this study was to develop a model that could locate these unique geological features without first going into the field, thus

saving time, money and reducing the risks associated with remote field localities. A GIS site suitability analysis works by overlaying existing geo-referenced data into a computer program and adding the different data sets after assigning a numerical value to the important fields. For this project, I used surface and ground water maps, geologic maps, a soil map, and a fault map for four counties in Northern California. The model has demonstrated that it is possible to use this time of model and apply it to a complex geologic area to produce a usable field map for future field work.

UNDERGRADUATE LEVEL

Researcher: *Deneen Cole*

Presentation Title: Characterization of Iron Deposition in Recombinant Heteropolymer Ferritins
Research Focus: Chemistry
School: SUNY Potsdam
Presentation Type: Poster Presentation

Abstract:

Characterization of Iron Deposition in Recombinant Heteropolymer Ferritins
Deneen Cole, Dr. Fadi Bou-Abdallah, SUNY Potsdam (NY, USA), Dr. Paolo Arosio, University of Brescia (Italy), Dr. Sonia Levi, Vita-Salute San Raffaele University (Italy)

Ferritin is a ubiquitous iron storage and detoxification protein found highly conserved in species from bacteria to plants to humans. In mammals, ferritin is composed of two functionallyand genetically distinct subunit types, H (heavy, ~21,000 Da) and L (light, ~19,000 Da) subunits which co-assemble in various ratios with tissue specific distribution to form a shell-like protein. The H-subunit is responsible for the fast conversion of Fe(II) to Fe(III) by dioxygen (or H_2O_2) whereas the L-subunit is thought to contribute to the nucleation of the iron core. In the present work, we investigated the iron oxidation and deposition mechanism in two recombinant heteropolymers ferritin samples of ~20H:4L (termed H/L) and ~22L:2H (termed L/H) ratios. Data indicates that iron oxidation occurs mainly on the H-subunit with a stoichiometry of $2Fe(II):1O_2$, suggesting formation of H_2O_2. The H/L sample completely regenerates its ferroxidase activity within a short period of time suggesting rapid movement of Fe(III) from the ferroxidase center to the cavity to form the mineral core, consistent with the role of L-chain in facilitating iron turn-over at the ferroxidase center of the H-subunit. In L/H, Fe(II) oxidation and mineralization appears to occur by two simultaneous pathways at all levels of iron additions: a ferroxidation pathway with a $2Fe(II)/1O_2$ ratio and a mineralization pathway with a $4Fe(II)/1O_2$ resulting in an average net stoichiometry of $\sim 3Fe(II)/1O_2$.

These results illustrate how recombinant heteropolymer ferritins control iron and oxygen toxicity while providing a safe reservoir for reversible uptake and release of iron for use by the cell.

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Researcher: *Joaquin Ray Gallegos*

Presentation Title: An Assessment of Oral Health on the Pine Ridge Indian Reservation
Research Focus: Oral Health
School: University of Colorado Denver | Anschutz Medical Campus
Presentation Type: Poster and Oral Presentations

Abstract:

An Assessment of Oral Health on the Pine Ridge Indian Reservation
Joaquin R Gallegos, Terry Batliner, DDS, MBA, John T Brinton, MS, Dallas M Daniels, RDH, BS, Anne Wilson, DDS, MS, Maxine Janis, MPH, RDH, Kimberly E Lind, MPH, Deborah H Glueck, PhD, Judith Albino, PhD.
Centers for American Indian and Alaska Native Health, University of Colorado, Colorado School of Public Health

We assessed the oral health of the Pine Ridge Oglala Lakota people, described a new oral health assessment tool for Indigenous people, and suggested ways to improve Native oral health. The Check Up Study team of dentist and dental hygienists performed examinations of teeth and oral soft tissue for a convenience sample of 292 adults and children. Screening personnel counted the number of decayed, filled, sealed and total teeth, used probes to measure periodontal disease, and screened for oral lesions. Half of adults had 27 or fewer teeth. Sixteen percent of adults had at least one tooth with a pocket depth > 6mm. Participants had higher numbers of decayed teeth ($p<0.0001$), and lower numbers of filled teeth ($p<0.0001$) than those reflected in Indian Health Service cross-tribe aggregated data from 1999. Amongst Lakota people of Pine Ridge, our study documented a high prevalence of caries and periodontal disease, numerous people with missing teeth, and many unmet dental needs. Future studies of oral health related behaviors, and access to oral health care are needed to explain the dental, periodontal, and soft tissue problems that adversely affect the Oglala Lakota.

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HIGH SCHOOL

***Researcher**: Wyatt Dunham*

Presentation Title: The Citrus Solution: Phase II
Research Focus: Utilizing citrus pectin and citrus peels as filtrates for heavy metal pollutants found in a Superfund Site and the effects on Daphnia magna before and after filtration.
School: Grove High School
Presentation Type: Poster Presentation

Abstract:

The purpose of this experiment was to test the effectiveness of composite filters made from citrus peels and citrus pectin along with charcoal and sand on removing heavy metal pollutants from the waters of Tar Creek. A toxicity test was also done before and after filtration using *Daphnia magna*. Charcoal and sand were used as filtrates to decrease the TDS and neutralize the

pH of the water after filtration. *Daphnia magna* were used as toxicity test before and after filtration.

It was hypothesized that the composite filters (citrus + sand +charcoal) will decrease the heavy metal concentration, neutralize the pH, and decrease the TDS after filtration. It was also hypothesized that a higher percentage of *Daphnia magna* will survive in the filtered water as compared to the unfiltered water.

Water samples were collected from four different sites at Tar Creek. Each water sample went through four different citrus filters plus one control (sand + charcoal). All the citrus filters decreased the heavy metal concentration after filtration. All of the filters neutralized the pH. The citrus peel filters for Site 4 were the only filters to have a pH of 7 after filtration. Only 25% of the citrus filters decreased the TDS after filtration, while 50% of the control filters decreased the TDS after filtration. A higher percentage of *Daphnia magna* survived after filtration. The orange peel had the overall highest survival of *Daphnia* after filtration. The correlation observed before and after filtration was cadmium was most toxic to *Daphnia magna.*

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Researcher: *Oletha Hope Gould*

Presentation Title: Insect Repellant Potential of Juniper Berry (Di'zad' - Navajo name) Essential Oil
Research Focus: Medicine and Health Science
School: Newcomb High School
Presentation Type: Poster Presentation

Abstract:

The Southwest shrub *Juniperus communis* (Juniper Berry) has many significant medicinal value in the Native American culture that has not been proven scientifically. One of the popular uses of Juniper berries aside from its detoxifying action is its potential to repel insects. This study focuses on the development of insect repellant from its essential oil obtained through steam distillation. 50 g of fresh berries was collected and dried for 5 days and is placed in a still tank with 100 mL of water for steam distillation using the Flinn Scientific Borosilicate Lab Kit. Gather the extracted oil and dilute 70% in three separate containers to be transferred into spray bottles. Testing involved the spraying of the dilute sample into a class jar with Anopheles juidthae (common NM mosquito) and compared this to the effect of a commercial insect repellant. After testing and comparing the result, the commercial insect repellant significantly showed that it is a better insect repellant compared to the *J. communis* diluted essential oil. However, the essential oil has also an insect repellant potential.

Spot the Grammar Mistakes

Which of the sentences are grammatically incorrect? Correct the mistakes.

Exercise 1.

1. Catherine doesn't really like living on her own.
2. I think is true.
3. Gary's married to a nurse.
4. They found the book boring.
5. She left without say goodbye.
6. I'm not used to drink such strong coffee.
7. Can you tell me where is it?

.....

Exercise 2.

1. We arrived to London last night.
2. Where did you born?
3. How long have you been living in Paris?
4. I'm not agree.
5. I'll phone him later.
6. I don't know nothing about the new job.
7. I'm looking forward to going home.

.....

Exercise 3.

1. Do you know where Sam is?
2. I haven't got much money.
3. She likes very much Italy.
4. There is ten people here.
5. She's doctor.
6. Have you seen my blue nice shirt?
7. Please remember to feed the cat.

Syriatel
Super SURF
12:42
spot-the-gram...

Spot the Grammar Mistakes

Which of the sentences are grammatically incorrect? Correct the mistakes.

Exercise 4.

1. I'm working here since October.
2. It could cost three million pounds.
3. It depends on the weather.
4. How long have you known Jack?
5. I'm not as tall as Gina.
6. Have you finished your homeworks yet?
7. The waiting room is in the end of the corridor.

.....

Exercise 5.

1. I'll tell him when I will see him.
2. Do your sister speak French too?
3. Max works in the same company than me.
4. Our mother made us tidy our bedrooms.
5. I may to go to the party.
6. Can you help me? I'm not enough tall to reach the top shelf.
7. Careful! You keep making the same mistake.

.....

Exercise 6.

1. Can you stop to shout? I've got a bad headache.
2. Let me give you some advice - don't talk to her!
3. I think is a pity.
4. She's been living here since she has twenty years old.
5. I wish I could tell you.
6. Your english is really good.

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Syriatel
Super SURF

Grammar Mistakes Exercise

A Below is a list of typical grammar mistakes. Correct them:-

1 I would like that my mother was here.
.....

2 I asked to the doctor a question.
.....

3 We're going out together for 10 years.
.....

4 His parents want that he study economics.
.....

5 She must to be a great tennis player.
.....

6 It's for that I'm not going to the party.
.....

7 It was the house of my aunt.
.....

8 I saw Sue before to come here.
.....

9 We were 16 people in the group.
.....

10 I don't used to have breakfast so early.
.....

11 How long have your boss been away?
.....

12 I don't go to that new shop yet.
.....

13 We are 12 people in my tai chi class.
.....

14 Why wasn't you there?
.....

15 Teachers doesn't have short holidays.
.....

16 I haven't seen he yet.
.....

17 There is a million people in Valencia.
.....

18 How many friends does he has?
.....

19 My mother doesn't like cook.
.....

20 I chose the more expensive thing on the menu.
.....

B Check your answers and then write some sentences of your own.

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

Written by Bob Wilson ©Robert Clifford McNair Wilson 2008

Identifying sentence errors: Tests your ability to recognize faults in usage, and recognize effective sentences that follow the conventions of Standard Written English.

Directions: Choose which underlined portion has an error. If the sentence is correct, put no error.

1. The students have discovered that they can address issues more effectively through letter-writing campaigns and not through public demonstrations.

2. After hours of futile debate, the committee has decided to postpone further discussion of the resolution until their next meeting.

3. At the music recital, Alexandra enjoyed listening to her friend Mohammed's insightful interpretation, which she thought was more sophisticated than the other performers.

4. Originally a protest on conventional painting, the Pre-Raphaelite movement exerted great influence on the art of its time.

5. The board reviewing the courses offered by the college found that the quality of academic programs were generally good but somewhat uneven.

6. If he had begun earlier, he might have succeeded in finishing the extremely complex project before the deadline.

7. Maude Adams, after her spectacular triumph as the original Peter Pan, went about heavy veiled and was accessible to only a handful of intimate friends.

8. All states impose severe penalties on drivers who do not stop when he or she is involved in accidents.

Identifying Sentence Errors Answers

Helen Keller is known around the world as a symbol of courage in the face of overwhelming odds Helen Keller was so important to changing the attitudes of the world toward handicapped people but in particular blind people and deof people Helen Adams Keller was bom with full sight and hearing on June 27th 1880 in Tuscumbia Alabama yet at 19 months she was stricken with what at the time was called brain fever and was left both blind and deaf Helen was a very privileged little girl her parents were quite wealthy and her mother in particular was very intelligent and very well-read and she contacted the Perkins School for the Blind I managed to get help in the form of an Sullivan Maisie the now very famous teacher of Helen Keller and Sullivan again working with fingerspelling and other ways of trying to communicate with very little success until one moment the aha moment came it hit an to take Helen out to the water pump and she hand pumped the water and let the cold water flow through Helens one hand while she finger spelled wate R and the other hand everything just came together for Helen and for Anne and all of a sudden the behavioral problems disappeared and they started fingerspelling and they managed to develop 30 different new words by the end of that first day and they were on their way by age 10 Helen Keller had mastered Braille as well as the manual alphabet she also learned to use a typewriter by age 16 Keller could speak well enough to go to preparatory school and by age 24 she had graduated from Radcliffe College laude she's the first deafblind person to graduate from a college she graduated in 1904 and Sullivan may see her brilliant teacher had to manually sign every single lesson into her hand when Helen was still in college she wrote her first book her biography from that she began writing other articles and speaking and because of her deafblindness people would pay attention in a way that they didn't to other people perhaps and she used that to advocate for not just disability issues but polmical and social issues including women's suffrage birth control and other issues as well Helen Keller was famous from the age of eight but her celebrity increased as she championed the cause of those with disabilities internationally during the 1930s 40s and SOs she travelled the world 39 countries bringing hope and courage to millions of people she changed the perception of people with vision loss rehabilitation centers and schools for the blind were established because of her visits in the late 50s and early 60s Helens life story was brought to the masses with the miracle worker first is a TV movie then 256 a Broadway show and finally an oscar winning movie she knew everybody from Alexander Graham Bell to lyndon b johnson and she was brilliant at leveraging all the people that she knew for help to change the lives of those with vision loss Helen Keller lobbied on behalf of the American Federation for LUE the blind for 44 years she died in her sleep on June 1st 1968 just weeks away from her 58th birthday Helen Keller will be remembered for really transforming the view of the blind and others with disabilities prior to her life people with disabilities were seen as people who did not deserve to live full lives and Helen Keller's activism her life story really challenged the stereotype and said that people with disabilities can live a full and complete life you

English for SLP & Audiology&

Helen Keller Biography

- Keller worked with her teacher Anne Sullivan for 49 years, from 1887 until Sullivan's death in 1936. In 1932, Sullivan experienced health problems and *lost her eyesight* completely. A young woman named Polly Thomson, who had begun working as a secretary for Keller and Sullivan in 1914, became Keller's constant companion upon Sullivan's death.
- Looking for answers and *inspiration*, Keller's mother came across a travelogue by Charles Dickens, American Notes, in 1886. She read of the successful education of another deaf and blind child, Laura Bridgman, and soon dispatched Keller and her father to Baltimore, Maryland to see specialist Dr. J. Julian Chisolm.

- lost his/her sight
- went blind
- gone blind
- lost sight
- lost his vision

Damascus University

After examining Keller, Chisolm recommended that she see Alexander Graham Bell, the inventor of the telephone, who was working with deaf children at the time. Bell met with Keller and her parents, and suggested that they travel to the Perkins Institute for the Blind in Boston, Massachusetts. There, the family met with the school's director, Michael Anaganos. He suggested Keller work with one of the institute's most recent graduates, Sullivan.

On March 3, 1887, Sullivan went to Keller's home in Alabama and immediately went to work. She began by teaching six-year-old Keller finger spelling, starting with the word "doll," to help Keller understand the gift of a doll she had brought along. Other words would follow.

- He recommended that she see Alexander..
- He suggested Keller work with Sullivan.

- Usually we say:
  I recommend writing a short paragraph.
  I suggest practicing some English.
- ✓ someone + recommend + doing + something
- in the first two sentences the author used the model:
- ✓ someone + recommend + another one + do + something

Damascus University

Give a title to this paragraph

At first, Keller was *curious*, then *defiant*, refusing to cooperate with Sullivan's instruction. When Keller did cooperate, Sullivan could tell that she wasn't making the connection between the objects and the letters spelled out in her hand. Sullivan kept working at it, forcing Keller to go through the regimen.

As Keller's frustration grew, the *tantrums* increased. Finally, Sullivan demanded that she and Keller be isolated from the rest of the family for a time, so that Keller could concentrate only on Sullivan's instruction. They moved to a cottage on the plantation.

- VOCABULARY EXTENSION:

Find the meaning of the followings:

- Inspiration
- Curious
- Defiant
- Toil
- Mentor
- Devotion
- Unabated
- Tantrum
- undivided attention
- pounded the ground

In a dramatic struggle, Sullivan taught Keller the word "water"; she helped her make the connection between the object and the letters by taking Keller out to the water pump, and *placing* Keller's hand under the spout. While Sullivan moved the lever to flush cool water over Keller's hand, she spelled out the word w-a-t-e-r on Keller's other hand. Keller understood and repeated the word in Sullivan's hand. She then *pounded the*

ground, demanding to know its "letter name." Sullivan followed her, spelling out the word into her hand. Keller moved to other objects with Sullivan in tow. By nightfall, she had learned 30 words.

In 1905, Sullivan married John Macy, an instructor at Harvard University, a social critic and a prominent socialist. After the marriage, Sullivan continued to be Keller's guide and *mentor*. When Keller went to live with the Macys, they both initially gave Keller their *undivided attention*. Gradually, however, Anne and John became distant to each other, as Anne's *devotion* to Keller continued *unabated*. After several years, the couple separated, though were never divorced.

Helen Keller's Formal Education

In 1890, Keller began speech classes at the Horace Mann School for the Deaf in Boston. She would *toil* for 25 years to learn to speak so that others could understand her.

From 1894 to 1896, Keller attended the Wright-Humason School for the Deaf in New York City. There, she worked on improving her communication skills and studied regular academic subjects. Around this time, Keller became determined to attend college. In 1896, she attended the Cambridge School for Young Ladies, a preparatory school for women. As her story became known to the general public, Keller began to meet famous and *influential* people. One of them was the writer Mark Twain, who was *very impressed* with her. They became friends. Twain introduced her to his friend Henry H. Rogers, a Standard Oil executive.

Rogers was so impressed with Keller's talent, drive and determination that he agreed to pay for her to attend Radclife College. There, she was accompanied by Sullivan, who sat by her side to interpret lectures and texts. By this time, Keller had mastered several methods of communication, including touch-lip reading, Braille, speech, typing and finger-spelling.

Keller graduated from Radclife College in 1904, at the age of 24.

Importatnt notes about keller's life

Damascus University