



Good Morning my dear student viewers. I know you are all very much eager to listen to or watch today's lesson.

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It helps all those who want to improve their English writing & vocabulary. This programme which is sponsored by KEA and PUEED particularly aims at the aspirant students learning English better.

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Then what is to be done?

1. Learn English through use.
2. Listen to English songs, conversations, T.V. & Radio news.
3. Speak English in communicative situations.
4. Read English books.

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5. Write English.

6. Do reference work like story book reading, grammar working and dictionary use.

7. Learn how to learn English better.

8. Think in English to express about human life and action.



What is more important to acquaint with the aspects suggested above.

Use of English Grammar and composition either in a formal or in an informal way.

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**Welcome to the power point presentation on sentence structure & subject – verb agreement.**

**Look at the following examples:**

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1. The coffee plant is a small tree of African origin. It begins to produce fruit 3 or 4 years after being planted. The fruit is hand-gathered when it is fully ripe and reddish purple in colour. Two different techniques are in use to separate the coffee seeds from their covering and from the pulp. They are a wet process and a dry process.

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# COFFEE PLANT



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The above sentences are the examples for assertive sentence. The word order in each sentence is

Subject + verb + object/ adjunct, etc.



**Now observe the following sentence:**

1. Why did the squire send Andy to the town in “Handy Andy at the post office”?
2. How did Sarabhai help his classmates at St. John’s college in the lesson ‘Dr. Vikram Sarabhai’?
3. Who was the first Indian born woman to go into space?

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4. Where were the bats found in large numbers in “The Rightful Inheritors of the Earth”?

5. When did Atzel feel deepest despair in “Fool’s Paradise”?

6. Which was the college that finally admitted David Hartman?

7. Whose name did the Sarpanch call out in ‘The value of man’ to state his case?

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In the above set of sentences,  
the sentence structure is  
Qn. word + verb + subject +  
object

These are wh - type / informative  
interrogative sentences.



**Look at these examples also:**

- 1. Have you seen the Mahabharath serial?**
- 2. Didn't I often tell you to ask what you're to do?**
- 3. Can't you see the state he's in?**
- 4. Do refrigerators emit radiation?**
- 5. Does Nokia battery last for more time?**

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## Direct Questions

1. Where do you live?
2. Why do you watch the television?
3. What do you like most?



## Polite forms:

1. May I know where you live?
2. Could I know why you watch the television?
3. Would you tell me what you like most?



In this set of sentences, the sentence structure is

Auxiliary + subject + main verb + object

These are examples for yes or no type interrogative sentences.





**The examples given below are quite different from the one we have seen earlier.**

1. Go to the post office, and ask for a letter. (order)
2. Don't worry (assurance)
3. Can you call me after an hour please? (Appeal)



4. May I help you? (Ready to oblige)
5. Kindly call him by his name.  
(Request)

**These are examples for imperative sentence.**

**The imperative sentence typically begins with the base form of a verb.**



Now, observe some examples for exclamatory sentence.

1. Hurrah! we have won?
2. Hold your tongue! Don't be impudent Mahabir.
3. I'm so glad! He's so mad! We're having such a lark!



4. What a wonder!
5. How ridiculous it is!
6. How beautiful the sky is!
7. What an interesting play  
Shakuntala is!



8. How interesting was his speech!

9. What powerful concentration of mind Narendranath had!

10. How clever of her!



## The word order in an exclamatory sentence:

I. How + adjective

II. How + adjective/ adverb + subject



III. What a/an + adjective + singular countable noun

IV. What + adjective + uncountable plural noun.

Punctuation: Exclamatory mark(!) at the end.

Impact / Effect makes the listener react immediately.

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## **Assertive sentence :**

Normal word – order.

i.e., sub + verb + object / adjunct.

Punctuation: Full stop at the end.

Impact/ Effect : Speaker gives information which may not compel the listener to react.





**To sum up:**

**The sentence is a group of words expressing a complete sense or thought or feeling.**

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**Every sentence has two essential parts:**

**The subject of a sentence is the part about which something is being said.**

**Examples:**

**The teacher teaches.**

**The flower bloomed.**

**The boys on the Kabadi team were all good students.**

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**The Predicate of a sentence is the part which says something about the subject.**

**Examples:**

**The girl told everyone about the freedom march.**

**The boy cried.**

**Praveen Godkindi plays the flute well.**



The simple subject is the main word in the complete subject.

The ten new police left early

Simple Subject : Police

The complete subject is the main word and all its modifiers.

Complete subject : The ten new police.



**The simple predicate** or verb, is the main word or group of words in the complete predicate.  
Dravid's brother took us bowling yesterday.

**Simple Predicate** : took.

**The complete predicate** is the verb and all its modifiers.

**Complete Predicate** : took us bowling yesterday.



The kinds of sentences are  
Assertive sentence making statements or giving information.  
Interrogative sentence asking questions / making queries.  
Imperative sentence making requests or comments or order.  
Exclamatory sentence which makes exclamations or sudden surprise.

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## Nineteenth Century verse on the rules of punctuation:

Sentences start with a Capital letter,  
So as to make your sentences better.  
Use a full stop (.) to mark the end.  
It closes every sentence penned.



The Comma (,) is for short pauses and breaks,

And also for lists the writer makes.

Dashes (---) like these (---) are for thoughts by the way.

They give extra information {so do brackets ( ), we may say},

These two dots are Colon (:). Colons pause to compare.

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They also do this: list, explain and prepare.

The Semicolon (;) makes a bread; it's followed by a clause.

It does the work of words that link; it's also a short pause.

An apostrophe (') shows the owner of anyone's things,

And it's also useful for shortenings.

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I'm so glad! He's so mad! We're having such a lark!

To show strong feelings use an exclamation mark!

A question mark follows What? When? Where? Why? And How?



Do You? Can I? Shall we? Give us your answer now!

‘Quotation marks’ [“ ”] or inverted commas [‘ ’] enclose what is said, Which is why they’re sometimes called ‘Speech marks’ instead.



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Examine the following sentences :-

I'm glad to hear it.

My father writes poetry.

The level of pollution is steadily rising in big cities.



These sentences have only one subject and one predicate. So these are examples for simple sentence. There is only one finite verb.



## Testing for Sentence

Completeness:

Sample sentence:

Original : Friends taking turns  
at the rock climb, helping and  
joking with each other  
(sentence fragment)



**Problem: No verb. Here ‘taking’ is a present participle and cannot function as a main verb in a sentence.**

**Revised : Friends took turns at the rock climb, helping and joking with each other.**



The moon was bright and we could see our way.

The explanation was good and we could follow the lesson.

Each sentence is made of two parts (two main or principal clauses) independent of the other and is called a compound sentence.





The sentence with Principal and Dependent clauses is a Complex sentence.

Example : As the students came late to the college, the lecturer said he would not allow them into the class.

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The lecturer said (**Main clause**)  
As the students came late to the  
college (**Subordinate Adverb  
Clause**)  
He would not allow them into  
the class. (**Subordinate noun  
clause**)



# SUBJECT - VERB AGREEMENT

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**A singular subject demands a singular verb; a plural subject demands a plural verb. That is the simple principle behind subject-verb agreement.**



## EXAMPLE:

The window is open. (Singular subject: The window & the singular verb: is open). The windows are open. (Plural subject :The windows & plural verb: are open). Sham rides a scooter. (Singular subject :Sham & singular verb :rides). They have books. (Plural subject :They & plural verb: have).



**NOTE: Exception for I & You.**

**Example:**

**I have books. You have books. (I represents singular ;you represents either singular or plural.**



Indefinite pronouns such as everyone and everybody and someone feel plural to some writers, but they are always singular — and take a singular verb.



**Every boy and girl in the college is wearing a uniform.**

**Everyone in the class is talking loudly.**

**Everybody obeys the verdict of the court.**

**Someone has to bell the cat.**





**Don't be confused by phrases that come between the subject pronoun and its verb — phrases that may contain plural words**



**Each of the college lecturers is responsible for improving the college result.**

**Each question and answer is based on the text.**

**Each coconut costs Rs.12/=**



The verb that accompanies pronouns such as *all* and *some* will be determined by whether the pronoun is referring to something that is **COUNTABLE** or not.



Some of the members in the playground have voted already.

Some of the sand was slushed by the rain.

“Members” is countable, but we cannot count “the sand”; it is one lump, one quantity.



None is usually regarded as singular, but it can be used as a plural pronoun.

None of the family members has informed where he or she will go.

OR

None of the family members have informed where they will go.



**With fractional expressions (fractions or decimal equivalents), the verb will be determined by what is being measured: is it COUNTABLE or not.**

KEA



One-third of the milk in the Can is spoilt

One-half of the students were convinced that there **would** be no final exams this year.

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The logo for KEA (Kerala Election Commission) features the letters 'K', 'E', and 'A' in a bold, purple font. The 'E' is positioned slightly higher than the 'K' and 'A'. Below the letters is a solid purple horizontal bar.

Of all the returns we have counted so far, fifty percent are in favour of the referendum.

A majority of executive body is in favour of asking the GM to continue for another term.

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Phrases such as *together with*, *along with*, and *as well as* seem to join subjects, but they do not work the same as *and*: they are not conjunctions.

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My daughter, together with her friend,  
goes to market.

Physics, as well as, Chemistry is easy for  
me.

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The logo for KEA (Karnataka Education) features the letters 'K', 'E', and 'A' in a bold, purple font. The 'E' is positioned slightly higher than the 'K' and 'A'. Below the letters is a purple rectangular bar.

**Some of the crops in the field, as well as, some farm equipments, was ruined**

**The marks with distinction in PUC ,together with higher marks in CET is going to fetch good ranking.**

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**In formal writing, when *either* and *neither* appear as a subject alone (without their sidekicks *or* and *nor*), they are singular.**

**This is true even though the subject seems to be two things.**

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**Neither of these examples is good.**

**The department will lend me the office vehicle or compensate me for travel expenses. Either is fine with me.**

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When *either ...or;neither...nor* or *not* act as **correlative conjunctions**,

the subject that is closer to the verb determines the number (singular or plural form) of the verb.

If one of the subjects is plural,then the plural subject is usually written last and the verb agrees with it.

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**Either the Principal or the lecturers have to be responsible for the annual celebration.**

**Either my brother or my sister has taken my book.**

**Has either the Principal or his staff been in touch with you?**

**Not a tree nor a blade of grass is left after the drought.**

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When an expletive construction (*there is, there are, here is, etc.*) begins a sentence, the subject (which determines the number of the verb) comes after the verb. That is the verb agrees with the following subject.



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**There are many classrooms in that college.**

**We were looking down the street when —all of a sudden — here come Shamand his two sisters.**

**If the official team takes this attitude, there is very little latitude for negotiation.**

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# SUBJECT - VERB AGREEMENT

**Be careful when lengthy or numerous modifying phrases come between the subject and its verb.**



**Tim Berners-Lee, one of America's most prominent computer scientists and —as a founder of the World Wide Web Consortium — one of the most important figures in the development of the Internet, has been working quietly at M.I.T. for many years.**

**The fact that the plural “scientists” and “figures” appear in this sentence has no effect on our choice of a singular verb, “has.”**

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**With “of phrases,” try turning the sentence “inside-out” to find the right subject-verb combination.**

**Karnataka is one of those states that HAVE/HAS adopted a state income tax.**

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*Turn this around to . . . .*

**Of those states that have adopted a state income tax, Karnataka is one.**

**This makes it easy to figure out the verb that belongs in a relative clause.**



**Sample sentences from 1-4 avoid agreement problems in our own writing.**

**Sample sentence -1**

**Original : One of my friends have a fine collection of books.**

**Problem : have a fine collection**

**Revised : One of my friends has a fine collection of books.**



## Sample Sentence – 2

**Original : Neither of them have come today.**

**Problem : have come**

**Revised : Neither of them has come today.**



## Sample sentence -3

Original : Five hundred rupees are a large sum

Problem: are a

Revised : Five hundred rupees is a large sum.

(Subject is considered as singular when it is money or distance)





## Sample Sentence – 4

**Original : Every boy and girl were ready for the occasion.**

**Problem : were ready.**

**Revised : Every boy and girl was ready for the occasion.**

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# **SUBJECT - VERB AGREEMENT**

Hope this presentation has explored some of the difficulties we have with sentence structure and subject verb - agreement and provided some notes about avoiding errors in sentences and agreement problems in our own writing.

**The “sore thumb of grammar” will never be seen in your writing again!**

**CONGRATULATIONS AND  
THANK YOU ALL**

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