APPENDIX- II

Multimedia Instructional Strategy
When to use 'the' :
- Names of rivers, oceans and seas:
  - The Red Sea
- Points on the globe:
  - The equator

When to use 'a' :
- Words that begin with a consonant:
  - a cat
  - a pencil
  - a bag

Articles
- a
- an
- the

What is an Article?
- It is an adjective.
- It modifies a noun.

Definite Article
- The - refers to specific or particular nouns.

For example:
- I enjoyed participating in the volleyball competition.
  The above sentence refers to a particular or specific competition.
- I enjoyed watching the show.
  The sentence refers to a particular or specific show.

When to use 'a' :
- Words that begin with a consonant:
  - a cat
  - a pencil
  - a bag

The Red Sea
Points on the globe
The equator
For example:
- The above sentence refers to a particular or specific competition.
- The above sentence refers to a particular or specific show.
When to use 'an'

- an honest man
- an honourable person

Use “a” when .......

- One of Alexander's greatest tasks was to defeat a one-eyed monster
- a red plate

- a uniform
- a used plate

When to use ‘an’

- When ‘a’ makes the same sound as the ‘y’ in you.
- a uniform
- a used plate

Use “a” when ........

- When ‘a’ makes the same sound as the ‘y’ in you.
- a uniform
- a used plate

PRACTICE TASK

Use a, an or the in each sentence.
- Ismail spoke to _____ woman who had waved to him (a / the)
- My mother bought me _______ expensive watch (a / an)
- Cheryl borrowed _______ book from the library (a / an)
- a uniform
- a used plate

Self-check

Use a, an or the in each sentence.
- Ismail spoke to the woman who had waved to him (a / the)
- My mother bought me an expensive watch (a / an)
- Cheryl borrowed a book from the library (a / an)
- a uniform
- a used plate

More ...

- Did you see ____ new car which my father bought? (the/a)
- Kiran is ____ Indian girl. (a / an)

More ...

- Did you see ____ new uniform (a / an)
- Did you see ____ new car which my father bought? (the/a)
- Kiran is ____ Indian girl. (a / an)
Liying has travelled across the Atlantic Ocean.
An adjective describes a noun or a pronoun.

An adjective answers:
• What kind?
• Which one?
• How many?

Ex: Happy

Boy

Grow

girl.

One sad little girl was in our class.

To find an adjective you need to locate the nouns first.

Three happy children were playing.

He stepped on my grey hat.

The child was brave.

We saw the grey elephant at the zoo.

Then ask, “What words describe the noun?”

What kind?

Which one?

How many?

The rabbit followed the slow turtle.

Then ask, “What words describe the noun?”

What kind?

Which one?

How many?
Can you find the adjectives?
First find the nouns...
Then ask, "What words describe the nouns?"

WHAT KIND?
WHICH ONE?
HOW MANY?

The children heard the loud bell.

The brown dog growled at the man.

The scary ghost was not smiling!

Jessica looked into the clear ball.

The colorful butterfly was Evan's.

Brittany wore a pink dress.

Frankie saw a funny clown at the circus.

Hilary wore a striped shirt.
What is an adjective?
An adjective is a word which describes something.
- Looks like
- Feels like
- Smells like
- Tastes like
- Sounds like

What words could you use to describe this picture?
- Brown
- Big
- Scary
- Howling

What other words can you think of?
What words could you use to describe these pictures?

- Picture 1: yellow, tasty, rubbery
- Picture 2: cute, smiling, blonde
- Picture 3: green, odd, alien
- Picture 4: wet, spotty, silly
- Picture 5: friendy, sad, cool

What other words can you think of?

Now write 3 words which could describe each of these?
MODALS OR MODAL AUXILIARIES DO NOT CHANGE WITH THE CHANGE OF SUBJECTS

The MODALS are the helping verbs. They perform a variety of functions. can, could, shall, should, may, might, will, would, must, have, need, used ought to etc. are modals.

MODALS USED TO EXPRESS:
1. Ability
2. Obligation
3. Permission
4. Ability (potential)
5. Ability (potential)
6. Ability (potential)
7. Ability (potential)
8. Ability (potential)

TO BEGIN WITH:
Verbs are generally divided into two main classes:
1. Lexical Verbs
2. Auxiliary Verbs

Auxiliary verbs are further divided into three groups:
- Principal auxiliaries (e.g., am, is, are, have, has, can, could, do, does)
- Semi-auxiliaries (e.g., can, may, might, will, shall, should, must, have, need)
- Modal auxiliaries (e.g., may, might, must, have)

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USAGES OF MODAL AUXILIARY VERBS
- Primary Usage: The most common use of the modals is called primary usage.
  Can: Ability
  E.g. I can drive a truck.
- Secondary Usages: The other usages of modals are called secondary usage.
  Can: Possibility, Permission, Request
  E.g. Can I use your phone please?

Similar Expressions and Semi-Modals
- Expressions which are used to substitute the modals with the same meaning are called similar expressions to modals.
  E.g. Be able to, Be supposed to, Be going to
- Semi-modals:
  - Need, Dare (class examples)

CONTINUED:
Modal auxiliary verbs are used to add additional meaning to the main verbs of the sentence such as:
- Ability: Possibility, probability, necessity, permission, request, suggestion...
  E.g. I speak English.
  I can speak English.

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THE FORM OF MODAL AUXILIARIES

AUXILIARY + SIMPLE FORM OF VERB

should  (e) Inga should go inside
had ballet  (f) You had ballet go inside
must  (g) He must be gentle with the cat
will  (h) They will attend the recital
would  (i) I would like to meet her

EXPRESSING ABILITY

We use Can, Could, -be able to- for present ability.
E.g. I can speak French.
I can also speak French.

We use -could be able to- for past ability.
E.g. I could play cricket when I was a kid.
I could also play cricket when I was a kid.

Ram is not here. He could be at the room. (present possibility)
It's cloudy today. It could rain at any time. (future possibility)

Use of "COULD"

We can use "can be able to" for future ability.
E.g. She can type 80 words a minute.

ALTERNATIVES FOR "COULD"

Could I open the window?
Would I open the window?
May I open the window?
Shall I open the window?

REWRITE THE SENTENCES. USE "CAN" FOR ABILITY.

1. He's able to drive a car.
   He can drive a car.
2. My daughter is capable of playing piano beautifully.
   My daughter can play piano beautifully.
3. She's an excellent secretary. She has the ability to type 80 words a minute.
   She can type 80 words a minute.

"CAN" TO BE USED TO SHOW ABILITY.

1. Most adults are unable to use a computer.
   Most adults can't use a computer.
2. A recent investigation shows that 65% of high school students can't use a calculator.
   65% of high school students can't use a calculator.

DIFFERENT WAYS TO EXPRESS ABILITY

- Can
- Be able to
- Be capable of (ING)
- Know the ability to
- Have the ability to
- Be capable of (know how to) drive a car.
Written class practice

REWRITE THE SENTENCES. USE "MAY" OR "CAN" FOR POSSIBILITY.

1. Due to the repairs, trains are possibly subject to delay.
   - Due to the repairs, trains may be subject to delay.

2. It's possible that we face an energy crisis this winter.
   - We may face an energy crisis this winter.

3. Maybe we'll change rooms for the next test since the room is very small.
   - We might change rooms for the next test since the room is very small.

Note: "May" and "Might" express possibility in the present or in the future. For example:

a. It may rain tomorrow.
   - It might rain tomorrow.

b. It's possible that ships won't dock in the harbor because of the rain.
   - Ships may not dock in the harbor because of the rain.

CAN / MAY ARE ALSO USED TO GIVE PERMISSION.

For example:

- You can / may speak to the patient just a few minutes.
- You're allowed to speak to the patient just a few minutes.

ASKING FOR PERMISSION

- We can use May, Can, Could.
- When these auxiliaries are used before the subject, it means that the speaker is making a request.
- E.g. May/Can/Could I come in?

Note: "May" and "Could" however are more formal and more polite as compared to "Can".

- "May" and "Could" express possibility in the present or in the future. For example:
  - It may rain tomorrow.
  - It might rain tomorrow.

"MAY, CAN AND COULD"

- "May" and "Could" however are more formal and more polite as compared to "Can".
- Examples:
  - Can I come in?
  - Could I come in?

Class practice for "Can" and "Might"

1. May / Can / Could I come in?
2. Will you please explain that again?
3. Could you please explain that again?
4. Could I please explain that again?
5. Shall / Should / Would you please help me with this?

Feedback to Practice Task

1. You (ought, should, must) to pay your debts.
2. He said I (can, might, should) use his telephone at any time.
3. If you (shall, should, would) see him, give him my regards.
4. He (need, dare, would) not ask for a rise, for fear of losing his job.
5. (Shall, should, would) you please help me with this?
Active & Passive Voice

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Active & Passive Voice

Voice is the form a verb takes to indicate whether the subject of the sentence performs or receives the action.

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There are two types of voice: Active Voice and Passive Voice.

Active Voice is used to show that the subject of the sentence is performing or causing the action.

Example:
Sohan threw the basketball before the buzzer.
Sohan shot the basketball from the free throw line.
Sohan scored three points.

Passive Voice is used when the subject is the recipient of the action.

Example:
The ball was thrown by Sohan.
The basket was shot by Sohan.
The score was made by Sohan.

A sentence is written in the active voice when:

• The subject of the sentence performs the action.
• The person/thing performing the action is named before the verb.

Example:
My grandfather took me to my first horse show.

NOT: I was taken to my first horse show by my grandfather.

Active voice subjects perform an act

Passive voice subjects are acted upon

ACTIVE VOICE

The team... chose... plastic film to cover the mobile phone.

Subject Verb Object
Plastic film... was chosen... to cover the mobile phone.

PASSIVE VOICE differs from 3rd person

The team... chose... plastic film to cover the mobile phone.
### Active Voice Sentences:
When you write in the active voice, sentences are typically shorter and clearer. They sound more conversational.

### Active to Passive Voice Sentences:

<table>
<thead>
<tr>
<th>TENSE</th>
<th>Active Voice</th>
<th>Passive Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>take, are taking</td>
<td>is taken, is being taken</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>is taking, am taking, are taking</td>
<td>is being taken, am being taken, are being taken</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>has taken, have taken</td>
<td>have been taken</td>
</tr>
<tr>
<td>Simple Past</td>
<td>took, took</td>
<td>was taken, have been taken</td>
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</tr>
<tr>
<td>Past Perfect</td>
<td>had taken</td>
<td>had been taken</td>
</tr>
<tr>
<td>Simple Future</td>
<td>will take, shall take</td>
<td>will be taken, shall be taken</td>
</tr>
<tr>
<td>Simple Future</td>
<td>will take, shall take</td>
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We usually use the active voice in writing and speaking. For example:

- The girl kicked the football.
- Someone or something (the agent) kicked the football to someone or something else (the recipient).

Example:

- The rain soaked the pitch.
- Someone or something (the agent) soaked the pitch to someone or something else (the recipient).
FIND THE ACTIVE VOICE AND THE PASSIVE VOICE.

The music was played by the DJ.
The sun was hidden by the clouds.
Delighted fans streamed onto the pitch.
Mohan wrote the letter to his uncle.
Rahul was praised by the principal.

Sometimes in passive sentences, the agent is left out:

- The pitch was soaked.
- Someone or something has done to it.
- The rain

Compare these sentences. One has the agent, and the other hasn't. Discuss the differences.

I see your car was damaged last night.

Create your own passive sentences which would be best without an agent.

Far better to leave out the agent if you don’t want to be involved.

Active Voice vs. Passive 1
Active sentences focus on the agent (person or thing doing the action). Passive sentences focus on the object (person or thing receiving the action).

Active Voice
A judge reviews the case.
The defendant wasn’t found guilty.

Passive Voice
The case is reviewed by a judge.
The defendant wasn’t found guilty.

Practice 1
Identify the agent and receiver of the action. Are the verbs active or passive?
1. The lawyer instructed the jury.
   - Active voice
   - Agent of the action: The lawyer

Practice 2
Identify the agent and receiver of the action. Are the verbs active or passive?
1. The case was read by the judge.
   - Passive voice
   - Object of the action: The case

Practice 3
Change the sentences from active to passive voice.
Example:

1. The lawyers submitted evidence.
   - Evidence was submitted by the lawyers.

2. The witness answered questions.
   - Questions were answered by the witness.

3. The prosecution raised objections.
   - Objections were raised by the prosecution.

4. Jurors take notes.
   - Notes are taken by the jurors.

THANK YOU
PUNCTUATION
Making Sense of Writing

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Punctuation means the right use of putting in points or stops in writing. They bring clarity to our writing.

**Key punctuation marks**
- Full stop (.)
- Interrogation mark (?)
- Exclamation mark (!)
- Colon (:)
- Semicolon (;)
- Hyphen (–)
- Dash (—)
- Inverted comma (“”)
- Parentheses ( )
- Apostrophe (’)

- **The full stop is used to mark the end of a statement or a command:**
  Eg: Anant plays football.

- **It can be used in abbreviations:**

- **The comma indicates the shortest pause.** We use it within a sentence to bring it clarity of meaning.
  - To separate words or phrases in series:
    Our heroes can sing, dance, ride, swim and fight.
  - To separate a noun of address:
    Anshu, please help me clean my room.
  - To separate a list:
    Yes, no, oh, well:
    Well, I will try my best.
  - To separate question tags:
    You were present yesterday, weren't you?

Where to use full stop?

*The full stop is used to mark the end of a statement or a command.*

Eg: Anant plays football.

*It can be used in abbreviations:*


When to use a comma?

*The comma indicates the shortest pause.** We use it within a sentence to bring it clarity of meaning.*

- **To separate words or phrases in series:**
  Our heroes can sing, dance, ride, swim and fight.
- **To separate a noun of address:**
  Anshu, please help me clean my room.
- **To separate a list:**
  Yes, no, oh, well:
  Well, I will try my best.
- **To separate question tags:**
  You were present yesterday, weren't you?
**Question mark**

The exclamation mark is used to end a question.

1. Have you written your exercise?
2. Do you watch serials?
3. What kind of games do you enjoy?

**Exclamation mark**

The exclamation mark is used at the end of an exclamation and sentences expressing sudden emotion or wish as.

May God Bless you!

**Dash and Hyphen**

The hyphen is used:
1. To indicate an abrupt change of thought.
   - I'm sorry, you're late.
2. To indicate the parts of a compound word.
   - Passer-by, shell-like
3. To connect the parts of a compound sentence.
   - Friends, companions, relatives, all deserve...

**Inverted Commas (“”)**

In inverted Commas are used to enclose the exact words or a speaker or a quotation.

The teacher said, “Let me explain to you the problem.”

“I won the first prize,” the boy said happily.

**Apostrophe**

The apostrophe is used in the following ways:

- To show possession:
  - Tina’s friends are very pretty.

- To write short forms:
  - Do not - don’t, isn’t - isn’t, I am - I’m, etc.

**Activity-1**

Put commas where necessary in the following sentences:

1. Do you need my help? Yes I do.
2. Will you speak a bit loudly, Rachit?
3. The room was small, dark, dirty, and smelly.
4. Delhi is one of the most polluted cities in the world.
5. Oh! I didn’t know that.

**Activity-2**

Insert apostrophe wherever needed:

1. A chemists shop
2. Vikas bag
3. The kangaroos pouch
4. Women’s hours
5. Child’s clothes
6. Dr. Dass
7. Children’s book
8. Mrs. Nobody

**Activity-5**

Put inverted commas wherever needed:

1. Mr. Nobody said, “Has made these curtains dirty, haven’t you, Mrs. Nobody?”
2. Pussy cat, Pussy cat, where have you been, asked the queen.
3. They have to be done in London, said Prince.
4. Pussy cat, Pussy cat, where have you been? asked the queen.
The pale-faced man nodded.
However, here I felt safe.
When to use colons

A colon is used to introduce things: ideas, items in a list, a quotation or an explanation. He'd lost.

A colon can also be used between two halves of a sentence - balancing the two halves. This time he'd wi...h...he couldn't afford to lose.

A colon can also be used between two sentences (instead of commas) to mark the end of one sentence and the start of another.

Examples of colon use:

- He had seven days of holiday. When we arrived, we headed for the beach.
- I'm going to take a rest. I've been feeling really tired.
- She had a clear set of demands: a new computer, a new car and more pay.
- His intentions were clear: no one would be going anywhere.
- The teacher demanded: Why are you here?
- The coach announced the squad: Jones, Hill, Bennett and Welsh.
- His words were powerful: the message unforgettable.

THE SEMI-COLON

A semi-colon can be used to separate two clauses in a compound sentence. It often replaces 'and' or 'but'.

Semi-colons can also be used to punctuate lists of long items (instead of commas).

Examples of semi-colon use:

- Plenty of girls had signed up for the team; Jody wanted to be one of them.
- Sir ling won the ball in the penalty area; he turned quickly, almost losing control; he shot and scored.
- Her folder contained a letter to her MP; a short story about a kidnap; three poems about her holiday; and a study of Macbeth.

COMMAS

Inverted commas can be used to show words which are spoken. They can be used around words or quotations from a written text.

Inverted commas can also be used around words or quotations from a written text to show that the words are not true, or to show irony or sarcasm.

Examples of inverted commas:

- ‘Itaju said, ‘you have no right to be here.’
- “What is a cent?”, he asked.
- “He seems nice”, she thought.
- “I don't have any money!” he shouted.
- “When will we three meet again?” are the opening words to the play.
- My dad thinks he's so cool when he dances, but really he's an embarrassment.

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THE SEMI-COLON

You have chosen the semi-colon.

In your casebook:

1. Explain the functions of the semi-colon.
2. Give three examples of how it may be used.

COMMAS

You have chosen the inverted commas.

In your casebook:

1. Explain the different uses for commas.
2. Give three examples of how they may be used in different ways.
Commas can be used after an adverb or adverbial phrase or clause which opens a sentence. Slowly the door opened. He sat down.

Commas are also used when addressing someone. Hey, what's up?

Commas can be used around additional information. The dog is friendly, but it's not too friendly.

Commas can divide items in a list. Apples, oranges, bananas.

Commas are used to help punctuate speech. She said, "I'm going to the store.

Examples of commas:
1. Above, the clouds drifted.
2. Spelling with pride, he walked away.
3. How nice to see you, Kay.
4. She turned the key and, smiling to herself, walked in.
5. He thought about the lies, the insults, the meanness and the hurt he'd suffered.

Commas can be used to vary the effect of a sentence. Come here, she said, and tell me again.

Commas are used after a non-finite clause at the start of a sentence. Having finished, she left the table.

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Examples of apostrophes:
1. There's Kris at the door.
2. She couldn't contain her excitement.
3. He's got a sense of humor.
4. They fed the other dogs.
5. She missed her family more than anything.
6. It was a women's meeting.

Apostrophes can be used in the place of missing letters. I don't, isn't, he's, wouldn't

Apostrophes are also used to show possession. They show if something belongs to a noun. e.g. the baby's bottle, the dog's eyes

When the noun is plural, the apostrophe comes after the plural form. e.g. The boys' bicycles, the children's teacher

The effects of punctuation
Identify the effects of some uses of punctuation
1. We knew: he was dead.
2. The colon is not really necessary.
3. The colon introduces an idea with a dramatic pause.

1. Apostrophes help to show how the words are spoken.
2. Apostrophes are used to show possession.
3. Apostrophes make the words simpler.

I told her (I could not lie) that she was not welcome.

1. Brackets help to understand why she was not welcome.
2. Brackets reveal the narrator's thoughts.

Oh, yes. She was 'friendly' all right.

1. Inverted commas are used to quote words.
2. Inverted commas suggest she was very friendly.
3. Inverted commas suggest she was not friendly at all.

The final recapitulation
Capital letters
1. We need these to begin a new sentence.
2. For proper nouns which are the names of people, places, book and film titles.
3. Can you think of any proper nouns which need a capital letter?

Proper Nouns
1. Jenny, who lived in King Street, Manchester, had a pet frog who liked to jump in the air.
2. She wrote a book about it called the leaping Frog.
Why do we need full stops?
► Full stops are needed to divide up sentences so that we know where to pause.
► They are used when we have finished saying one thing, and we are going on to say something else.

Can you spot where we need full stops?
► Raju was eating a large pizza. He was getting fed up with it. He decided to give the rest to the dog. The dog was happy.

Commas
► We need commas to separate items in a list.
► She had a ham sandwich, a drink, a jelly, and a chocolate bar for lunch.

Any other reason for commas?
► We also use commas to separate clauses in complex sentences.
► The boy was playing with a football, which had been signed by Wayne Rooney.

Question marks
► Of course we use question marks when a question is asked. This often occurs when characters use speech.

Speech marks
► We let the reader know when someone is speaking by putting speech marks around the spoken words.
► “I will be on TV some day,” announced GOLLU. “Just you wait and see.”

Exclamation marks!
► Exclamation marks are used to emphasise meaning. It could be to:
► Give a word more strength
► Show someone is shouting
► Add a sense of urgency

What shall we do now?
► First you must use capitals and full stops. Read it out loud to yourself. Identify each sentence.
► Have you used a question mark?
► Check if you have long sentences or lists that need dividing up with commas.
► Have you shown when a character is speaking?
► Do you wish to emphasise any words?

THANK YOU