

Unit 1

Sentence Correction

Lecture:- Part – 1

Semester 3:- Functional Communication Skills
(03010003HM01)

Learning Objective

By the end of this unit, students will be able to:

1. Identify common grammar, usage, and style errors
2. Apply rules to correct sentences
3. Analyze workplace communication errors
4. Use appropriate language based on context
5. Create clear and professional sentences

Topics to be covered

- Why it Matters?
- Introduction
- Error identification: Parts of Speech
- Error Identification: Sentence Structure
- Error Identification: Tenses
- Error Identification: Subject-verb Agreement
- References

Why it Matters?

Real-World Impact

accuracy in language =
accuracy in results

Clarity & Precision

Unclear communication leads
to **confusion and rework**

Professional Image

Good Grammar reflects Attention
to detail and professionalism

- **Improves clarity:** Helps ensure sentences convey the exact intended meaning without confusion.
- **Enhances professionalism:** Correct grammar is essential in reports, emails, and technical documentation.
- **Prevents miscommunication:** Reduces the risk of misunderstanding important instructions or ideas.
- **Strengthens writing skills:** Builds accuracy and confidence in both academic and workplace communication.
- **Supports effective teamwork:** Clear and error-free language helps teams collaborate more efficiently.

ERROR IDENTIFICATION

Common Errors and Sentence Correction

(I) PARTS OF SPEECH

What we know.....

Part of Speech	Definition	Grammatical Function	Example Words
Noun	Names a person, place, thing, or idea	Acts as the subject or object within a sentence	<i>student, city, book, happiness</i>
Pronoun	A word used in place of a noun	Replaces a noun to avoid repetition	<i>he, she, it, they</i>
Verb	A word expressing an action or a state of existence	Shows action or state of being	<i>run, is, have</i>
Adjective	A word that provides more information about a noun	Describes or modifies a noun	<i>happy, tall, blue</i>
Adverb	A word that modifies verbs, adjectives, or other adverbs	Describes or modifies a verb, adjective, or adverb	<i>quickly, very, well</i>
Preposition	A word that links nouns or pronouns to other parts of a sentence	Shows relationship between a noun or pronoun and other words	<i>in, on, at, under</i>
Conjunction	A word used to connect different parts of a sentence	Joins words, phrases, or clauses	<i>and, but, because</i>

Common Errors and Sentence Correction

NOUNS AND PRONOUNS

1) Number (Singular/ Plural)

Rule:- Identify whether the noun is countable or uncountable and use the correct form.

Example: *She gave me **an** advice (Incorrect)*

*She gave me **some** advice (Correct)*

2) Wrong pronoun case (subject/object)

Rule: Use *I, he, she* as subjects; *me, him, her* as objects.

Example: ***Me and Riya** went to school (Incorrect)*

***Riya and I** went to school (Correct)*

Common Errors and Sentence Correction

VERBS

1) Incorrect verb form

Rule: Use correct past participle with helping verbs.

Example: *She has **went** home (Incorrect)*

*She has **gone** home (Correct)*

2) Verb consistency (parallelism)

Rule: Maintain the same verb form in a series.

Example: *She likes **reading, writing and to dance.** (Incorrect)*

*She likes **reading, writing and dancing.** (Correct)*

Common Errors and Sentence Correction

ADJECTIVES AND ADVERBS

1) Adjective vs Adverb confusion

Rule: Use adjectives for nouns and adverbs for verbs.

Example: *She sings **beautiful** (Incorrect)*

*She sings **beautifully** (Correct)*

2) Incorrect placement of adverbs

Rule: Maintain the same verb form in a series.

Example: *She likes **reading, writing and to dance.** (Incorrect)*

*She likes **reading, writing and dancing.** (Correct)*

Common Errors and Sentence Correction

3) Wrong order of adjectives

Rule: When we use **more than one adjective before a noun**, they must follow a **fixed, natural order**.

Standard Order of Adjectives (OSASCOMP)

Adjectives usually follow this sequence:

- **Opinion** (beautiful, nice)
- **Size** (big, small)
- **Age** (old, new)
- **Shape** (round, square)
- **Color** (red, blue)
- **Origin** (Indian, American)
- **Material** (wooden, plastic)
- **Purpose** (sleeping bag, racing car)

Example: *She bought a **red small old Car**. (Incorrect)*

*She bought a **small old red Car**. (Correct)*

Common Errors and Sentence Correction

4) Use of adjectives after linking verbs

Linking verbs are verbs that **connect the subject to a description**.

Verbs like **taste, feel, look, seem, smell** when used as **linking verbs**, do not show action but only describe the subject.

Rule: After linking verbs like *taste, feel, look, seem*, use **adjective**, not adverb.

Example: *The food tastes **sweetly**. (Incorrect)*

*The food tastes **sweet**. (Correct)*

5) Redundant Adverbs and Adjectives(style error)

Rule: Avoid unnecessary repetition.

Example: *He **returned back**. (Incorrect)*

*He **returned**. (Correct)*

*A **small little** baby. (Incorrect)*

*A **little** baby. (Correct)*

Common Errors and Sentence Correction

Prepositions

1) Incorrect preposition choice

In English, many words (verbs, adjectives, nouns) are **naturally paired with specific prepositions**. These fixed combinations are called **collocation**. Think of collocations as “**fixed word partnerships**”.

Belong **to** (not belong with)
Depend **on** (not depend of)
Suffer **from** (not suffer with)

Afraid of (not afraid from)
Interested **in** (not interested on)
Good **at** (not good in)

Demand **for** (not demand of)
Solution **to** (not solution of)
Advantage **of** (not advantage from)

Example: *He is suffering **with** fever. (Incorrect)*

*He is suffering **from** fever. (Correct)*

Common Errors and Sentence Correction

2) Wrong preposition after verbs

Rule: Some verbs **do not need prepositions** (like discuss, enter, marry). These verbs are directly followed by objects.

Example: Discuss **about** the issue (Incorrect)

Discuss the issue (Correct)

3) Using prepositions with time words

Rule: Words like *next*, *last*, *this* **do not need prepositions**

Example: We met **on last Sunday**. (Incorrect)

We met **last Sunday**. (Correct)

Common Errors and Sentence Correction

CONJUNCTIONS

1) Incomplete correlative structure

Correlative conjunctions always work in fixed pairs. You must use **both parts of the pair correctly and completely** to maintain proper structure and meaning.

Example: *He was **not only accused but convicted.** (Incorrect)*

*He was **not only accused, but also convicted.** (Correct)*

➤ Important Extension of the Rule (Parallelism)

The elements after both parts must be **grammatically parallel (same form):**

*She is not **only intelligent but also hardworking.** (Incorrect)*

*She is not **only intelligent but also works hard.** (Correct)*

Common Errors and Sentence Correction

2) Using two conjunctions together incorrectly

Rule: Do not combine **subordinating + coordinating conjunctions** unnecessarily.

Example: *Although he was tired, **but** he kept working. (Incorrect)*

Although he was tired, he kept working. (Correct)

3) Missing comma with conjunction

Rule: When joining two complete sentences, use a **comma before conjunction**.

Example: *She likes tea but he prefers coffee. (Incorrect)*

She likes tea, but he prefers coffee. (Correct)

ERROR IDENTIFICATION

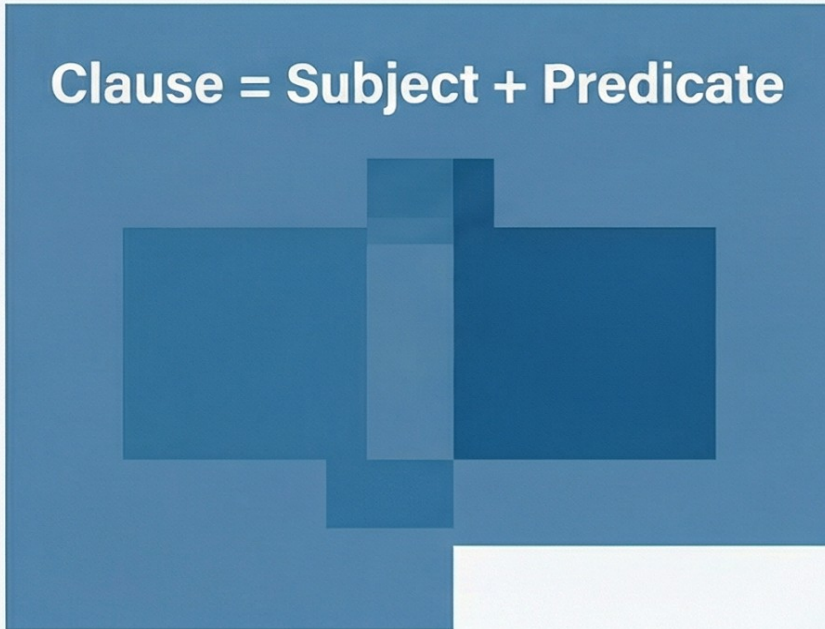
Common Errors and Sentence Correction

(II) SENTENCE STRUCTURE

What we know.....

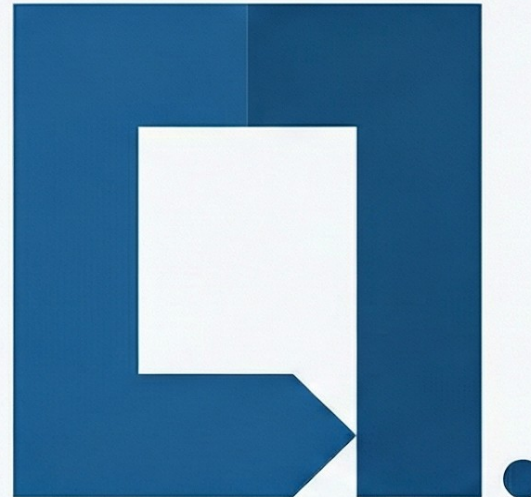
Clause Architecture: Independent vs. Dependent

Clause = Subject + Predicate



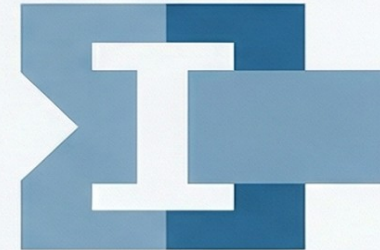
Every clause must contain a subject and a verb to express an idea or action.

Independent Clauses Stand Alone



These express a complete thought and function as a full sentence.

Dependent Clauses Require Support



These cannot stand alone and rely on an independent clause to make sense.

Spot Subordinating Conjunctions

Words like "because," "although," and "if" signal that a clause is dependent.



What we know.....

Sentence Type	Definition	Structure Components	Independent Clauses Count	Dependent Clauses Count
Simple	A sentence consisting of one independent clause that expresses a complete thought.	Contains a <i>subject</i> and a <i>verb</i> .	1	0
Compound	A sentence consisting of two independent clauses joined together.	Two independent clauses joined by a <i>coordinating conjunction and a comma, or a semicolon</i> .	2	0
Complex	A sentence formed by an independent clause and one or more dependent clauses.	Joined by <i>subordinating conjunctions</i> or sometimes separated by a comma.	1	1 or more
Compound-Complex	A sentence composed of at least two independent clauses and one or more dependent clauses.	Consists of a complex sentence joined to an independent clause by a conjunction.	2 or more	1 or more

Common Errors and Sentence Correction

SIMPLE SENTENCE

1) Fundamental Rule

Subject + Verb + Complete meaning (independent clause)

Rule: This error is called a **sentence fragment (fragment error)**.

Example: *Although she was ill.* (Incorrect)

Although she was ill, she attended the class. (Correct)

2) Incorrect placement of adverbs

Rule: Maintain the same verb form in a series.

Example: *She likes **reading, writing and to dance.*** (Incorrect)

*She likes **reading, writing and dancing.*** (Correct)

Common Errors and Sentence Correction

COMPOUND SENTENCE

1) Missing subject in second clause

-		
2 subjects + 2 verbs	Compound sentence	<i>He went, and he bought fruits.</i>

Rule: Each clause must have its **own subject + verb**

Example: *He went to market and bought fruits.* (Incorrect)

He went to market and he bought fruits. (Correct)

Common Errors and Sentence Correction

2) Missing Comma Before Conjunction

Subject + Verb + Complete meaning (independent clause)

Example: *She studied hard so she passed the exam.* (Incorrect)

She studied hard, so she passed the exam. (Correct)

3) Run-on Sentence

A **run-on sentence** happens when: **Two independent clauses** are joined **WITHOUT** a proper **connector**.

Rule: comma + conjunction

Example: *I called him, he did not answer.* (Incorrect)

I called him, but he did not answer. (Correct)

Common Errors and Sentence Correction

COMPLEX SENTENCE

1) Fundamental Rule

Rule: This error is called a **sentence fragment (fragment error)**.

Example: *Although she was ill.* (Incorrect)

Although she was ill, she attended the class. (Correct)

2) Incorrect Verb Tense Sequence

Rule: In **if-clauses (conditionals)**, avoid “will” in the condition part.

Example: *If he will come, we will start the meeting.* (Incorrect)

If he comes, we will start the meeting. (Correct)

Common Errors and Sentence Correction

3) Misplaced or Dangling Clauses

Clause not clearly connected to the correct subject.

Rule: The subject must logically match the clause.

Example: *While walking on the road, the trees looked beautiful.* (Incorrect)

While walking on the road, I found the trees beautiful. (Correct)

4) Incorrect Relative Clauses (who, which, that)

Wrong use of relative pronouns.

Rule: **who** → people, **which** → things, **that** → people/things (informal)

Example: *The person **which** called you is my friend.* . (Incorrect)

*The person **who** called you is my friend.* (Correct)

ERROR IDENTIFICATION

Common Errors and Sentence Correction

(III) TENSE

What we know.....

Tense Name	Grammatical Structure
<i>Present Simple</i>	Subject + base form of verb
<i>Present Continuous</i>	Subject + be (am/is/are) + verb-ing
<i>Present Perfect</i>	Subject + has/have + past participle
<i>Present Perfect Continuous</i>	Subject + has/have + been + verb-ing
<i>Past Simple</i>	Subject + verb-ed (for regular verbs)
<i>Past Continuous</i>	Subject + was/were + verb-ing
<i>Past Perfect</i>	Subject + had + past participle
<i>Past Perfect Continuous</i>	Subject + had been + verb-ing
<i>Simple Future</i>	Subject + will/shall + base form
<i>Future Continuous</i>	Subject + will/shall + be + verb-ing
<i>Future Perfect</i>	Subject + will + have + past participle
<i>Future Perfect Continuous</i>	Subject + will/shall + have been + verb-ing

Common Errors and Sentence Correction

TENSES

Error identification in tenses is the process of **finding and correcting mistakes in verb forms** based on:

- ⦿ Time of action
- ⦿ Context
- ⦿ Sequence of events

Correct tense ensures **clarity, accuracy, and professionalism in communication**

Importance (For Engineers)

- Writing **technical reports accurately**
- Communicating clearly in **emails & documentation**
- Avoiding **misinterpretation of instructions**
- Maintaining **professional communication standards**

Common Errors and Sentence Correction

1) Match Tense with Time Expressions

Rule: Use tense according to time indicators (yesterday, now, tomorrow)

Example: “She *is submitting* the report tomorrow.” (incorrect)

“She *will submit* the report tomorrow.” (correct)

2) Maintain Tense Consistency

Rule: Do not mix tenses unnecessarily

Example: “He is working on the project and *completed* the design”. (incorrect)

“He is working on the project and *completing* the design.” (correct)

3) Do Not Use Continuous with Stative Verbs

Rule: Verbs like *know, believe, understand, like* are not used in continuous form

Example: “I am *knowing* the answer.” (incorrect)

“I *know* the answer.” (correct)

Common Errors and Sentence Correction

4) Avoid Double Future Forms

Rule: You cannot combine two future forms in the same verb phrase

Example: “I **will going to** submit the report.”

Problem: “will” = future, “going to” = future Using both together = **(incorrect)**

“I **will** submit the report.” **(correct)**

5) Scheduled events

Rule: Use Simple Present for Scheduled Events.

Example: “The meeting **will** start at 10 AM.” **(incorrect)** “The meeting **starts** at 10 AM.” **(correct)**

6) Sequence of Tenses

Rule: When the **main verb is in the past tense**, the verb in the **subordinate clause (reported speech)** usually also shifts to the **past tense**.

Example: “He said that he **is** working.” **(incorrect)** “He said that he **was** working.”
(correct)

ERROR IDENTIFICATION

Common Errors and Sentence Correction

(IV) SUBJECT-VERB AGREEMENT

Common Errors and Sentence Correction

What is SVA Error Identification?

It is the process of **finding and correcting errors where the verb does not agree with the subject** in number or person.

Singular subject → singular verb

Plural subject → plural verb

Why It Matters (For Engineers)

Ensures **clear technical writing**

Avoids **miscommunication in reports & emails**

Improves **professional communication skills**

Common Errors and Sentence Correction

1) Match Tense with Time Expressions

Rule: Use tense according to time indicators (yesterday, now, tomorrow)

Example: “She **is submitting** the report tomorrow.” **(incorrect)**

“She **will submit** the report tomorrow.” **(correct)**

2) Maintain Tense Consistency

Rule: Do not mix tenses unnecessarily

Example: “He is working on the project and **completed** the design”. **(incorrect)**

“He is working on the project and **completing** the design.” **(correct)**

3) Do Not Use Continuous with Stative Verbs

Rule: Verbs like *know, believe, understand, like* are not used in continuous form

Example: “I am **knowing** the answer.” **incorrect)**

“I **know** the answer.” **(correct)**

Common Errors and Sentence Correction

4) “Or / Nor” Rule (Nearest Subject)

Rule: Verb agrees with the nearest subject.

Example: “*Either the teacher or the students is ready.*” (incorrect)

“*Either the teacher or the students are ready.*” (correct)

5) Words Between Subject & Verb

Rule: The verb must agree with the main subject, not with words that come in between

Example: “*The list of items are on the table.*” (incorrect)

“*The list of items is on the table.*” (correct)

6) Each / Every

Rule: When we use “each” or “every”, we are referring to individual members of a group (one by one), not the group as a whole.

Example: *Each student are present.* (incorrect) *Each student is present.* (correct)

Key Takeaways

- Clear sentences are more effective than complex ones.
- Correct use of parts of speech ensures accurate meaning.
- Tense should remain consistent unless the context changes.
- Subjects and verbs must agree in number.
- Proper sentence structure helps avoid confusion.
- Common errors follow patterns and can be identified.
- Regular practice improves accuracy and confidence.

Learning Outcome

1. **Detect and correct errors** in sentences with a high level of accuracy in grammar, usage, and style.
2. **Edit and improve workplace communication** (emails, reports, messages) to make them clear, concise, and professional.
3. **Distinguish between correct and incorrect language use** in different contexts (formal vs informal, technical vs general).
4. **Revise poorly written sentences** into well-structured, error-free, and meaningful statements.
5. **Produce short professional texts** (e.g., emails, instructions, reports) with minimal grammatical and stylistic errors.

References

- Swan, Michael — *Practical English Usage*
- Murphy, Raymond — *English Grammar in Use*
- <https://procomm.ieee.org/style-and-grammar/>
- https://www.planetspark.in/english-grammar/common-errors-in-english-grammar-corporate-communication?utm_source=chatgpt.com#most-common-errors-in-english-grammar-at-work-and-college
- <https://study.com/academy/lesson/workplace-communication-importance-strategies-examples.html>
- <https://fiveable.me/english-grammar-usage/unit-1/importance-grammar-communication/study-guide/HV3yXqrTvU4w3Czp>

Thank you