**UNIT IV**

**READING SKILLS**

Reading is an activity with a purpose. A person may read in order to gaininformation or verify existing knowledge. A person may also read for enjoyment,ortoenhanceknowledgeofthelanguagebeing read.Reading alsoplaysanimportant role in civic life. Through reading, the individual keeps informed on thepolitical, social, and economic and cultural problems of his country. Readingaffects our attitudes, beliefs, standards, morals, judgments, andgeneral behavior;it shapes our thinking and our actions. The purpose of reading is to correlate theideas on the text to what you have already known. The reader must understandaboutthesubject that he/she read toconnect theideas.

# Typesofreading.

According to Patel and Praveen (2008), There are some types of readingsuchasIntensivereading,ExtensiveReading,AloudReadingandSilentReading.

* + 1. Intensivereadingistypeofreadingthatfocusonidiomandvocabularythattaughtbytheteacherintheclassroomandthatidiomandvocabularyisexistinpoem,poetry,novelorothersource.Forexmple:Thestudents

focus on linguistic or semantic details of a readingand focus on structuredetailssuch asgrammar .

* + 1. Extensive Reading is types of reading involves learners reading texts forenjoymentandtodevelopgeneralreadingskills.Forexmple:Thestudentsreadasmanydifferentkindsofbookssuchasjournals,newspapers andmagazine as you can, especially for pleasure, and onlyneedingageneral understandingof the contents.
		2. Aloud reading are reading by using loud voice and clearly. For exmple :Readingpoetry, dialogue, and othertypeof text.
		3. Silent reading activity ismeant to train the students to read without voiceinorderthatthestudentscanconcentratetheirattentionorthoughtocomprehend the texts.. Forexmple: Thesutudents readingatext byheart.
		4. Readingto searchforsimple information

Reading to search for simple information is a common readingability,thoughsomeresearchersseeitasarelativelyindependentcognitive process. It is used so often in reading tasks that is probably bestseenas typeof reading ability.

* + 1. Readingto skimquickly

Reading toskimquickly isa common part of many reading taskand a useful skill in its own right. It involves, in essence, a combination ofstrategies for guessing where important mightbe in the text, and thenusing basic reading comprehension skills on those segments of the textuntila general ideais formed.

* + 1. Readingto learn from text

Readingtolearntypically occursinacademicandprofessionalcontextsinwhichapersonneedstolearnaconsiderableamountofinformationfromatext,itrequiresabilitiestoremembermainideas,recognizeandbuildrhetoricalframesandlinkthe texttothereaderbase.

* + 1. Readingtointegrateinformation

Reading to integrate information requires additional decision abouttherelativeimportanceofcomplementary,mutuallysupportingor

conflictinginformationandlikelyrestructuringofarhetoricalframetoaccommodateinformation from multiplesources.

* + 1. Readingto write andreadingto critique texts

Reading to write and reading to critique texts may be task variantsofreading tointegrateinformation.Bothrequireabilitiestocompose,select,and critiqueinformation from a text.

* + 1. Readingforgeneral comprehension

Readingforgeneralcomprehensionwhenaccomplishedbyaskilledfluentreader,requireveryrapidandautomaticprocessingofwords, strong skills in forming a general meaning representation of mainidea, and efficient coordination of many processes under very limited timeconstraint.

Purposesofreadingarenotonlyforstudents,butalsothepeopleingeneral. They must read extensively to get information and knowledge of socialliving. It can help a person keeps informed on the social, political, and economicalproblemsof his country.

# ReadingTechniques

Thetechniquesare:

* + 1. Scanning is a technique you often use when looking up a word in thetelephonebook ordictionary. Yousearchforkeywordsor ideas.

StepsinScanningare:

* + - * Statethespecificinformationyouarelookingfor.
			* Try to anticipate how the answer will appear and what clues youmight use to help you locate the answer. For example, if you werelooking for a certain date, you would quickly read the paragraphlookingonlyfornumbers.
			* Use headings and any other aids that will help you identify whichsectionsmight containtheinformationyouarelookingfor.
			* Selectivelyreadandskipthroughsectionsofthepassage.
		1. Skimmingis technique used to quicklythe main ideas of thetext.

Stepsinskimmingare:

* + - * Readthetitle.
			* Readtheintroductionor thefirstparagraph.
			* Readthefirstsentenceof everyother paragraph.
			* Readanyheadingsandsub-headings.
			* Readthesummaryorlastparagraph.

# Christmas

A Christian holiday signifying the birth of Jesus, Christmas is widely celebrated and enjoyed across the United States and the world. The holiday always falls on 25 December (regardless of the day of the week), and is typically accompanied by decorations, presents, and special meals.

Specifically, the legend behind Christmas (and the one that most children are told) is that **Santa Claus,**a bearded, hefty, jolly, and red-jacket-wearing old man who lives in the **North Pole**, spends the year crafting presents with his **elves,**or small, festive, excited Santa-assistants. All the children who behave throughout the year are admitted to the **Good List,**and will presumably receive their desired gifts on Christmas, while those who don't behave are placed on the **Naughty List,**and will presumably (although the matter is determined by parents) receive a lump of coal.

Santa Claus is said to fly around the Christmas sky in a sled powered by his **magical reindeer,**or cold-resistant, mythically powered, individually named animals, delivering presents to each child's house in the process. Santa is also expected to slide through chimneys to deliver these presents (homes not equipped with chimneys might "leave the front door cracked open"), and children sometimes arrange cookies or other treats on a plate for him to enjoy.

Gifts are placed underneath a **Christmas tree,**or a pine tree that's decorated with ornaments and/or lights and is symbolic of the holiday. Additionally, smaller gifts may be placed inside a **stocking,**or a sock-shaped, holiday-specific piece of fabric that's generally hung on the mantle of a fireplace (homes without fireplaces might use the wall). A Christmas tree's **ornaments,**or hanging, typically spherical decorations, in addition to the mentioned lights, may be accompanied by a **star,**or a representation of the Star of Jerusalem that the Three Apostles followed while bringing Baby Jesus gifts and honoring him, in the Bible.

On what date does Christmas take place?

**a** The date varies from year to year

**b** 20th December

**c** 31st December

**d** 25th December

Question 2:

Which mythical figure is said to deliver presents on Christmas?

**a** The Easter Bunny

**b** Saint Patrick

**c** Santa Claus

**d** Christmas Angel

Question 3:

How are children's present requests said to be granted or denied on Christmas?

**a** Randomly

**b** Through a specially designed mathematical formula

**c** Nobody is quite sure

**d** By reviewing their presence on either the "Good" or "Naughty" List

Question 4:

Which parties are said to help Santa Claus make and deliver presents?

**a** Elves

**b** He performs the work himself

**c** Magical reindeer

**d** A and C

Question 5:

On Christmas, where are presents typically found?

**a** Underneath the Christmas tree and in stockings

**b** In the chimney

**c** In the mailbox

**d** Hidden throughout the house

# Valentine's Day

Valentine's Day (or Saint Valentine's Day) is a holiday that, in the United States, takes place on February 14, and technically signifies the accomplishments of St. Valentine, a third-century Roman saint.

With that said, most Americans, instead of honoring St. Valentine through religious ceremony, enjoy the holiday by engaging in "romantic" behavior with their significant other or someone who they wish to be their significant other; gifts, special dinners, and other acknowledgements of affection comprise most individuals' Valentine's Day celebrations.

Chocolates and flowers are commonly given as gifts during Valentine's Day, as are accompanying greeting cards (greeting card companies release new Valentine's Day designs annually). Red and pink are generally understood to be "the colors" of Valentine's Day, and many individuals, instead of celebrating romantically, spend the holiday with their friends and/or family members.

Variations of Valentine's Day are celebrated across the globe throughout the year. In America, the holiday, although acknowledged by the vast majority of the population, isn't federally recognized; no time off work is granted for Valentine's Day.

Please answer the following questions of understanding:

Question 1:

When does Valentine's Day take place in the United States?

**a** February 1

**b** February 14

**c** Throughout February

**d** A and B

Question 2:

What does Valentine's Day technically signify?

**a** The accomplishments of St. Valentine

**b** Love throughout the ages

**c** The fun of gifts

**d** None of the above

Question 3:

Which of the following gifts are commonly given on Valentine's Day?

**a** Chocolates

**b** Flowers

**c** Greeting cards

**d** All of the Above

Question 4:

Besides in the US, where is Valentine's Day celebrated?

**a** In Europe and South America

**b** In Oceania and Western Europe

**c** Across the globe

**d** In the United Kingdom

Question 5:

Which colors are generally understood to represent Valentine's Day?

**a** Red

**b** Green

**c** Pink

**d** A and C

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Reading Strategy

## General Strategies for Reading Comprehension

The process of comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent.

In order to learn comprehension strategies, students need modeling, practice, and feedback. The key comprehension strategies are described below.

#### Using Prior Knowledge/Previewing

When students preview text, they tap into what they already know that will help them to understand the text they are about to read. This provides a framework for any new information they read.

#### Predicting

When students make predictions about the text they are about to read, it sets up expectations based on their prior knowledge about similar topics. As they read, they may mentally revise their prediction as they gain more information.

#### Identifying the Main Idea and Summarization

Identifying the main idea and summarizing requires that students determine what is important and then put it in their own words. Implicit in this process is trying to understand the author’s purpose in writing the text.

#### Questioning

Asking and answering questions about text is another strategy that helps students focus on the meaning of text. Teachers can help by modeling both the process of asking good questions and strategies for finding the answers in the text.

#### Making Inferences

In order to make inferences about something that is not explicitly stated in the text, students must learn to draw on prior knowledge and recognize clues in the text itself.

#### Visualizing

Studies have shown that students who visualize while reading have better recall than those who do not (Pressley, 1977). Readers can take advantage of illustrations that are embedded in the text or create their own mental images or drawings when reading text without illustrations.

Analysis of a simple sentence

A simple sentence consists of just one clause.

To analyze a simple sentence, we must first of all learn how to divide the sentence into two main parts – the subject and the predicate.

Study the examples given below.

Birds chirp. (Subject – birds; predicate – chirp)

The boy sang a song. (Subject – the boy; predicate – sang a song)

She was ironing the clothes. (Subject – she; predicate – was ironing the clothes)

The subject is the person or thing that performs the action denoted by the verb. The subject is a noun or a pronoun. It can also be an –ing form or a to-infinitive.

The subject may be qualified by an article, an adjective or another word/phrase that acts as an adjective.

This word or phrase that modifies the subject is called the enlargement or attribute of the subject.

Study the example given below.

My little daughter loves to play with her dolls.

Here the subject daughter is modified by the possessive ‘my’ and the adjective ‘little’.

The predicate consists of the verb, the object and other parts of the sentence except the subject.

In the above example, the predicate is: loves to play with her dolls

The predicate may consist of one word or several words. When the predicate consists of just one word, it is the verb. When it consists of more than one word, it may contain one or more adverbs and/or one or more objects.

When the verb is a form of ‘be’, the sentence will require a word/phrase to make its meaning complete.

This word or phrase that completes the verb and makes the sentence meaningful is called the complement

**Storytelling**

Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values.

Storytelling is the vivid description of ideas, beliefs, personal experiences, and life- lessons through stories or narratives that evoke powerful emotions and insights.

Four types of Story telling:

Linear Narrative

Non-linear Narrative

Quest Narrative

Viewpoint Narrative

A list made by Foster-Harris in 1959 claimed there are only three types of stories:

Happy ending.

Unhappy ending.

Tragedy.

Self introduction

General rules to introduce yourself

First, you have to stand up to meet the guests.

Keep your arms loosely at your side, ready to shake hands.

Smile to give the image of a person at ease, happy to know those that are presented to you.

Do maintain eye contact to prove your sincerity and confidence, do not keep your sunglasses if you are outside.

Speak clearly to avoid having the caller repeat, especially your name, so never chew gum, or eat while talking.

If you are shy or uncomfortable, have someone introduce you.

The presentation process :

State your name first, then your second name: “Good evening, Umbert De Paris.» Never say the name first, or Mr. Umbert De Paris or I am Umbert De Paris. Only use Mr or Mrs when you make an appointment, for example, at the hairdresser.

You can say « Mr,» « Sir,» « Mrs » or « Madam » only for an older person.

How should the handshake be? Be careful; it reveals your personality! Too strong: proof of self-confidence, but also authoritarianism. Not strong enough: evidence of indifference,of indifference, of boredom. Too long: loving intention or strong affection. Strong enough, not too long: this is the proper way to do it.

If you wear gloves, remove them, but a woman can keep them in the street. The man must propose to the woman to keep them.

If you enter a room where there are many people: it is not necessary to shake hands, you must shake the host hand, and smile to all saying a general hello

Once the interlocutor knows your name, you can add “How are you? ». Never starts with “How are you?” which is reserved for intimates.

You can say “I am delighted to meet you” or” I am delighted to know you “or” I am pleased to meet you.“ Never say “delighted” or “I am happy” or “very happy.”

If you are introduced to a young boy or girl: “Hello” can be followed by the first name. This formula is warmer.

If someone forgets to introduce you, do not hesitate to add yourself by saying “Good evening, I think we have forgotten to introduce ourselves, my name is (First name and last name).»

Reading comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

Decoding, fluency, and vocabulary skills are key to reading comprehension. Being able to connect ideas within and between sentences helps kids understand the whole text. Reading aloud and talking about experiences can help kids build reading skills.

While, according to Barret's taxonomy, there are five types of reading comprehension: literal comprehension, reorganization, inferential, evaluation, and appreciation.

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Introducing Others

Introducing Someone in a Formal Setting

Use “Would” or “May” to Request an Introduction.

Mention Full Name of Both the Parties in Formal Introduction.

State Title/Designation/Qualification While Introducing Someone Formally.

Mentioning Only the First Name Is Okay.

Here are four steps:

First, state the name of the person being introduced to. This is the 'higher-ranking' person.

Second, say “I would like to introduce” or, “please meet” or, “this is,” etc.

Third, state the name of the person being introduced. ...

Finally, offer some details about each, as appropriate.

Here are a few examples of statements you can use to inform others you are making an introduction:

"I would like you to meet..."

"It's a pleasure to introduce..."

"I would like to introduce..."

"I would like to present..."

"May I introduce..."

"May I present..."

"This is..."

"My name is..."

Error spotting

Spotting errors are asked in verbal reasoning. You need to spot sentences and error which are grammatically incorrect. This error can be anything. From noun to pronoun to singular/plural to word usage they can be anything. Normally spelling errors are not asked in this section.

Writing and speaking in English as a non-native speaker has its own set of problems. Grammatical errors come in many forms and can easily confuse and obscure meaning. Some common errors are with prepositions most importantly, subject verb agreement, tenses, punctuation, spelling and other parts of speech.

Tips for Error Spotting in the English Language Section

Certain nouns being a singular form represent plurality and therefore, take a plural verb in a sentence. ...

Certain nouns take the plural verb because of their plural form.

Examples for error sporting:

Incorrect subject-verb agreement. • The relationship between a subject and its verb. ...

Wrong tense or verb form. ...

Incorrect singular/plural agreement. ...

Incorrect word form. ...

Unclear pronoun reference. ...

Incorrect use of articles. ...

Wrong or missing prepositions. ...

Omitted commas.

Guess the Words

Guess the Word is a fun vocabulary game for young learners and young teens with a level of A2 (Basic user) on the CEFR. In this game students read a definition of a word and have to guess what the word is using the letters that appear.

Example: In Wordle, you have six guesses to figure out the five-letter word. A simple word game is the newest social media and pop culture phenomenon: Wordle. The task is to guess a five-letter word. You have six tries.

An idiom is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase; but some phrases become figurative idioms while retaining the literal meaning of the phrase. Categorized as formulaic language, an idiom's figurative meaning is different from the literal meaning.

Idiom - Meaning

Bite off more than you can chew - Try to take on a task too big for oneself

Cry over spilled milk - Regret/complain about something that cannot be rectified

Hit the road - Begin one's journey

Once in a blue moon- Once in a while, infrequently

# Spotting Errors

One such subject is*spotting the errors* from a given sentence or paragraph. Spotting errors is one of the most important and scoring subjects in English section of major competitive exams.

In ***spotting the errors***, you are presented with a paragraph/sentence containing certain errors which you need to rectify. Usually, these errors are related to parts of speech, genders, infinitives, participles, form of tenses, use of articles etc. Hence, you need to be well acquainted with all the rules of grammar to solve spotting errors questions.

**RULES TO SOLVE SPOTTING ERROR QUESTIONS**

Most of the errors in spotting errors questions have common grammatical mistakes. To solve spotting errors questions effectively, you need to be aware of the basic grammar rules. We have provided below some common types of errors which are present while you solve spotting errors questions.

**Errors based on Nouns**

A noun is a word used to identify any of a class of people, places or things. Some of the nouns, be it singular or plural, follow certain rules to complete a sentence. These are mentioned below:

1. Some nouns which are singular in form but are used as plural nouns are followed by plural verb. These include- Cattle, Peasantry, People, Vermin, Police, Clergy etc.

**Example:**

a) The cattle**is**grazing near the farm. (Incorrect)

b) The cattle **are**grazing near the farm. (Correct)

2. Some nouns which are used as plural nouns are always followed by plural verb. These include- Scissors, Stockings, Trousers, Specs, Shorts, Goods, Employees etc .

**Example:**

a) Where **is** my stockings? (Incorrect)

b) Where **are** my stockings? (Correct)

3. Some collective nouns are used as both singular and plural depending on the meaning. When these nouns refer to a unit, singular verb is used, otherwise plural will be used. These include- Team, Public, Government, Committee, Jury, Audience.

**Example:**

a) The company **was** founded in the year of 1992 (Correct)

b) The company **were** founded in the year of 1992 (Incorrect)

There are some nouns which are always followed by singular verb. These include- Poetry, Machinery, Ethics, Mathematics, Physics, Classics, Innings, Stationery, News, Abuse, Economics, Business.

4.

**Example:**

a) Ethics **are** important. (Incorrect)

b) Ethics **is**important. (Correct)

**Errors based on Pronouns**

A pronoun is a word that takes place of the noun (for example- He, She, They, Someone, Who). Some of the pronouns follow certain rules to complete a sentence which are mentioned below:

1. A pronoun should always agree with its antecedent in person, number and gender. An antecedent is the noun that a pronoun is replacing or referring to.

**Example:**

a) All students must do **their** homework. (Correct)

b) Each student must bring **their** books (Incorrect)

c) Each student must bring **his**books. (Correct)

2. The pronoun ‘one’ should always be followed by one’s.

**Example:**

a) One must finish his task in time. (Incorrect)

b) One must finish one’s task in time. (Correct)

3. There is always a confusion regarding the usage of pronouns- who and whom. Who and whoever are subjective pronouns whereas whom and whomever are objective. To put it simply, ‘who’ denotes the subject of the verb and ‘whom’ works as an object in the sentence.

**Example:**

a) **Whom** is the project leader? (Incorrect)

b)**Who** is the project leader? (Correct)

a) **Who** are you talking to? (Incorrect)

b) **Whom** are you talking to? (Correct)

**Errors based on Adjectives**

An adjective is a word naming an attribute of a noun such as sweet, bad etc. Some of the adjectives follow certain rules to complete a sentence which are mentioned below:

1. Comparative adjectives are used to compare differences between the two. Some of these adjectives such as Superior, Inferior, Prior etc are always followed by ‘to’.

**Example:**

a) He is superior **than** me in position. (Incorrect)

b) He is superior **to** me in position. (Correct)

2. Do not use adjectives in place of adverbs.

**Example:**

a) She drove **quicker** than everybody else. (Incorrect)

b) She drove **quickly**than everybody else. (Correct)

**Errors based on Adverbs**

Adverbs refer to words that modify the meaning of an adjective or verb. Some of the adverbs follow certain rules to complete a sentence which are mentioned below:

1. Some of the adverbs having the same meanings create confusion in the minds of people; these are mainly- less and fewer. ‘Less’ is used to describe quantity whereas ‘fewer’ is used to denote numbers.

**Example:**

a) **Less** than thirty children each year develop the disease. (Incorrect)

b) **Fewer** than thirty children each year develop the disease. (Correct)

a) People want to spend fewer time in traffic. (Incorrect)

b) People want to spend less time in traffic. (Correct)

2. Some of the adverbs such as little, a little, the little, are used in different places.

‘Little’ has a negative meaning which means hardly any.

**Example:**

a) There is **a little** hope of his recovery. (Incorrect)

b) There is **little** hope of his recovery. (Correct)

‘A little’ has positive attributes and means some (though not much).

**Example:**

a) **Little** knowledge is a dangerous thing. (Incorrect)

b) **A little** knowledge is a dangerous thing. (Correct)

‘The little’ means ‘not much’, but all that is.

Example:

a) **A little** honey in the pot might prove useful. (Incorrect)

b) **The little**honey in the pot might prove useful. (Correct)

**Miscellaneous Errors**

1. Words beginning with the letter ‘h’ such as Honest, Honor, Heir, Hour etc. are silent. Hence, we use ‘an’ article before them instead of ‘a’.

**Example:**

a) We are **a hour**late. (Incorrect)

b) We are **an hour** late. (Correct)

2. Prepositions such as ***Since*** and ***For***are often mistaken. Since indicates a point of time whereas for indicates the length of time.

**Example:**

a) I have been reading this book **since** 3 hours. (Incorrect)

b) I have been reading this book **for** 3 hours. (Correct)

Bottom of Form

# A List of Most Commonly Confused Words

Your one-stop clarification shop

English is large and includes many a word that looks and/or sounds very much like another word. This list aims to help you keep such words straight.

Note that the definitions given here are simplified; for the full definition click on the word to be taken to its entry page.

* **access vs. excess**

[Access](https://www.merriam-webster.com/dictionary/access) is used as a noun referring to the ability to enter, as in "access to the building," and as a verb meaning "to enter," as in "access the stage from the rear."

[Excess](https://www.merriam-webster.com/dictionary/excess) functions as a noun or adjective that typically has to do with an amount that is more than usual or necessary, as in "an excess of salt" and "excess baggage."

* **addition vs. edition**

Addition and edition are both nouns. [Addition](https://www.merriam-webster.com/dictionary/addition) refers to something added, as in "new additions to the museum's collection" and "an addition to the house," as well as to the process of adding, as in "the addition of cream to the soup" and "math problems involving addition and subtraction." It's also the word used in phrases with in: "cookies in addition to the pie and cake."

[Edition](https://www.merriam-webster.com/dictionary/edition) refers to a particular version of a book, product, newspaper, etc., as in "an illustrated edition," or to something presented as one of a series, as in "tonight's edition of the show."

* **allude vs. elude**

[Allude](https://www.merriam-webster.com/dictionary/allude) is a verb that means "to speak of or mention something or someone in an indirect way," as in "they alluded to difficulties at their former school."

[Elude](https://www.merriam-webster.com/dictionary/elude) is a verb that most often means "to avoid or escape someone or something by being quick, skillful, or clever," as in "a criminal who has eluded capture."

Check out this [article](https://www.merriam-webster.com/words-at-play/elude-vs-allude-difference) for more about these two words

* **allusion vs. illusion**

[Allusion](https://www.merriam-webster.com/dictionary/allusion) is a noun that means "a statement that refers to something without mentioning it directly," as in "a colleague's allusion to a former spouse."

[Illusion](https://www.merriam-webster.com/dictionary/illusion) is a noun that refers to something that looks or seems different from what it is, as in "paint that creates the illusion of metal" and "an optical illusion." It also refers to an idea that is based on something that is not true, as in "they were under the illusion that the car was brand new."

* **base vs. bass**

[Base](https://www.merriam-webster.com/dictionary/base) is a noun, verb, and adjective. The noun has a variety of meanings, several of which refer to a literal or figurative foundation or bottom, as in "the lamp's base," "the base of a mountain," "the company's customer base," and "base of operations." It's also used in various phrases like "touch base" and "on base." The verb base means "to have a particular place as the main place where a person works or lives or where a business operates," as in "a company based in Iowa." It is also used in phrases with on and upon: "an economy based on tourism." The adjective base means "not honest or good," as in "base motives."

[Bass](https://www.merriam-webster.com/dictionary/bass#h3) is a noun that refers to a low or deep sound or voice, or to a musical instrument. Another word [bass](https://www.merriam-webster.com/dictionary/bass#h1) rhymes with pass and refers to a kind of fish.

* **bridal vs. bridle**

[Bridal](https://www.merriam-webster.com/dictionary/bridal) is an adjective that is used to describe things relating to a bride or wedding, as in "a bridal gown" and "bridal party."

[Bridle](https://www.merriam-webster.com/dictionary/bridle) is a noun that refers to a device that fits on a horse's head and that is used for guiding and controlling the horse. Bridle is also a verb with two meanings: one is "to put a bridle on a horse"; the other is "to react in an angry way," as in "he bridled at their criticism of his methods."

* **climactic vs. climatic**

Climactic and climatic are both adjectives. [Climactic](https://www.merriam-webster.com/dictionary/climactic) is related to the word [climax](https://www.merriam-webster.com/dictionary/climax); it means "most exciting and important," as in "the movie's climactic chase scene."

[Climatic](https://www.merriam-webster.com/dictionary/climatic) means "of or relating to climate," as in "climatic conditions in the region that make it an ideal place to grow grapes."

* **collaborate vs. corroborate**

Collaborate and corroborate are both verbs. [Collaborate](https://www.merriam-webster.com/dictionary/collaborate) means "to work with another person or group in order to achieve or do something," as in "collaborating on a book about dogs."

[Corroborate](https://www.merriam-webster.com/dictionary/corroborate) means "to support or help prove a statement, theory, etc. by providing information or evidence," as in "two witnesses corroborated her story" and "a theory corroborated by recent studies."

* **currant vs. current**

[Currant](https://www.merriam-webster.com/dictionary/currant) is a noun that refers to a small raisin or berry.

[Current](https://www.merriam-webster.com/dictionary/current) is a noun that refers to a continuous movement of water or air in the same direction, as in "ocean currents," and also to a flow of electricity, as in "a strong/weak electrical current." Current also functions as an adjective meaning "happening or existing now," as in "the current month" and "the magazine's current issue."

* **desert vs. dessert**

[Desert](https://www.merriam-webster.com/dictionary/desert) functions as a noun referring to an area of very dry land that is usually covered with sand and is very hot. Desert is also a verb that means "to leave a place," as in "residents deserted the town," or "to leave someone or withdraw support for someone," as in "a promise to never desert them." Desert is also the word in the phrase [just deserts](https://www.merriam-webster.com/words-at-play/just-deserts-or-just-desserts).

[Dessert](https://www.merriam-webster.com/dictionary/dessert) is sweet food that is eaten after a meal: "ice cream for dessert."

* **detract vs. distract**

Detract and distract are both verbs. [Detract](https://www.merriam-webster.com/dictionary/detract) means "to reduce the strength, value, or importance of something," as in "a minor error that does not detract from the overall quality of the report."

[Distract](https://www.merriam-webster.com/dictionary/distract) means "to cause someone to stop thinking about or paying attention to someone or something and to think about or pay attention to someone or something else instead," as in "noises in the hallway that distracted the students."

* **device vs. devise**

[Device](https://www.merriam-webster.com/dictionary/device) is a noun that most often refers to an object, machine, or piece of equipment that has been made for some special purpose, as in "electronic devices."

[Devise](https://www.merriam-webster.com/dictionary/devise) is a verb that means "to invent or plan something that is difficult or complicated," as in "devising a new method for converting sunlight into electricity."

* **eminent vs. imminent**

Eminent and imminent are both adjectives. [Eminent](https://www.merriam-webster.com/dictionary/eminent) means "successful, well-known, and respected," as in "an eminent physician."

[Imminent](https://www.merriam-webster.com/dictionary/imminent) means "happening very soon," as in "awaiting their imminent arrival" or "their arrival is imminent."

* **envelop vs. envelope**

[Envelop](https://www.merriam-webster.com/dictionary/envelop) is a verb that means "to completely enclose or surround someone or something," as in "she enveloped the baby in the blanket" and "mist enveloping the mountains."

[Envelope](https://www.merriam-webster.com/dictionary/envelope) is a noun that refers to an enclosing cover for a letter, card, etc. The word is also used in the phrase "push the envelope," which means "to go beyond the usual or normal limits by doing something new, dangerous, etc.," as in "a writer whose new novel pushes the envelope."

* **formally vs. formerly**

Formally and formerly are both adverbs. [Formally](https://www.merriam-webster.com/dictionary/formally) is used to describe things done in a serious and proper or official way, as in "guests were dressed formally" and "she has formally announced her candidacy."

[Formerly](https://www.merriam-webster.com/dictionary/formerly) means "at an earlier time," as in "a car formerly owned by my neighbor."

* **forth vs. fourth**

[Forth](https://www.merriam-webster.com/dictionary/forth) is an adverb used especially in literary contexts to mean "out into notice or view," as in "spring's blossoms bursting forth," and "onward or forward in time or place," as in "from this day forth." It is also used in various phrases such as "and so forth," "back and forth," "bring forth," and "set forth."

[Fourth](https://www.merriam-webster.com/dictionary/fourth) is used as a noun, an adjective, and an adverb with meanings that relate to the number four. As a noun it can mean "number four in a series," as in "arriving on the fourth of May," and "one of four equal parts of something," as in "cut the cake into fourths." As an adjective it means "occupying the number four position in a series," as in "the fourth day"; as an adverb it means "in the fourth place," as in "he finished fourth in the race."

* **hoard vs. horde**

[Hoard](https://www.merriam-webster.com/dictionary/hoard) is used as a noun to refer to a large amount of something valuable that is kept hidden, as in "a dragon's hoard of treasure," and as a verb to mean "to collect and hide a large amount of something valuable," as in "a dragon hoarding treasure."

[Horde](https://www.merriam-webster.com/dictionary/horde) is a noun that refers to a large group of people, as in "a horde of shoppers crowded the store."

Read [this article](https://www.merriam-webster.com/words-at-play/hoard-vs-horde-difference-usage) for more on these two words.

* **incredible vs. incredulous**

Incredible and incredulous are both adjectives. [Incredible](https://www.merriam-webster.com/dictionary/incredible) means "difficult or impossible to believe," as in "a movie telling an incredible story of survival," and "extremely good, great, or large," as in "the musician's incredible skill" and "a place of incredible beauty."

[Incredulous](https://www.merriam-webster.com/dictionary/incredulous) means "not able or willing to believe something," as in "people were incredulous that the child had achieved the feat."

[This article](https://www.merriam-webster.com/words-at-play/incredible-or-incredulous-usage) can give you more detail on these two words.

* **liable vs. libel**

[Liable](https://www.merriam-webster.com/dictionary/liable) is an adjective that can mean "legally responsible for something," as in "determining who is liable for the damage"; or "likely to be affected or harmed by something," as in "a condition that makes her liable to illness"; or "likely to do something," as in "you're liable to fall if you're not more careful."

[Libel](https://www.merriam-webster.com/dictionary/libel) is a noun and a verb. As a noun it refers to the act of publishing a false statement that causes people to have a bad opinion of someone, as in "a newspaper found guilty of libel." As a verb it means "to write and publish a false statement that causes people to have a bad opinion of someone," as in "the jury found that the article libeled him."

Read more on these two words [here](https://www.merriam-webster.com/words-at-play/libel-vs-liable-usage-difference)

* **loose vs. lose**

[Loose](https://www.merriam-webster.com/dictionary/loose) is most often used as an adjective with a variety of meanings that have to do, either literally or figuratively, with something not being tight or tightly fastened, attached, or held. Some examples are: "a loose tooth," "a loose belt," "loose rocks/papers," "a loose coalition." It is also used in various phrases like "break loose," "cut loose," and "let loose." It is also a verb meaning "to release or untie an animal or person" and "to make something less tight."

[Lose](https://www.merriam-webster.com/dictionary/lose) is a verb with various meanings typically having to do with being unable to find, keep, or hold something, as in "I keep losing my keys," "losing power," "lose money," "lost an advantage," and with failing to win something, as in "losing a game/election." It also appears in common phrases like "lose out," "lose it," "lose contact," and "lose your way."

* **median vs. medium**

Median and medium both function as both nouns and adjectives. As a noun, [median](https://www.merriam-webster.com/dictionary/median) can refer to a grassy or paved area that divides a highway (also called "a median strip"), or, in mathematics, to the middle value in a series of values arranged from smallest to largest. The adjective median is usually used in mathematics to mean "having a value that is in the middle of a series of values arranged from smallest to largest," as in "the median price of homes in the area."

[Medium](https://www.merriam-webster.com/dictionary/medium) as an adjective means "in the middle of a range of possible sizes, amounts, etc.," as in "a person of medium height" and "a medium blue." The noun medium has several meanings, among them "something that is sold in a medium size," as in "I wear a medium," and "a particular form or system of communication (such as newspapers, radio, or television)," as in "an effective advertising medium."

* **moral vs. morale**

[Moral](https://www.merriam-webster.com/dictionary/moral) is a noun and an adjective. The noun refers to a lesson that is learned from a story or an experience, as in "the moral of the story is to appreciate what you have," and in its plural form morals to proper ideas and beliefs about how to behave in a way that is considered right and good by most people, as in "I don't question her morals." The adjective is used with a variety of meanings having to do with right or wrong behavior, as in "moral issues/standards" and "moral conduct."

[Morale](https://www.merriam-webster.com/dictionary/morale) is a noun referring to the feelings of enthusiasm and loyalty that a person or group has about a task or job, as in "employee morale was high in the wake of the project's success."

* **peace vs. piece**

[Peace](https://www.merriam-webster.com/dictionary/peace) is a noun that has several meanings relating to an end to war or fighting or to a state of calm, as in "a wish for world peace," "looking for some peace and quiet," and "peace of mind." It is also used in phrases like "hold your peace" and "make peace with."

[Piece](https://www.merriam-webster.com/dictionary/piece) is a noun and a verb. As a noun piece has various meanings most of which have to do with a part, amount, or type of something, as in "a piece of pie," "a large piece of land," or "pieces of paper," and "a piece of land." It's also used in various phrases including "to pieces" and "say your piece" [more on this phrase](https://www.merriam-webster.com/words-at-play/say-your-piece-versus-peace-usage) The verb piece is typically used with together to express the idea of bringing parts together, as in "piecing together scraps for the quilt" and "we pieced the facts of the story together."

* **pedal vs. peddle**

[Pedal](https://www.merriam-webster.com/dictionary/pedal) is a noun that most often refers to a flat piece of metal, rubber, etc., that you push with your foot to make a machine move, work, or stop, as in "the bike's pedals" and "the car's brake pedal." As a verb it typically means "to push the pedals of something, such as a bicycle," as in "pedaling faster and faster."

[Peddle](https://www.merriam-webster.com/dictionary/peddle) is a verb that is usually used to mean "to sell something usually in small amounts and often by traveling to different places," as in "peddling fruits and vegetables from a roadside cart."

* **personal vs. personnel**

[Personal](https://www.merriam-webster.com/dictionary/personal) is an adjective often used to describe what belongs to or relates to a particular person, as in "personal property" and "my personal opinion," or to a person's private thoughts, feelings, etc., as in "a very personal question."

[Personnel](https://www.merriam-webster.com/dictionary/personnel) is a noun most often used to refer to people who work for a particular company or organization.

[Here](https://www.merriam-webster.com/words-at-play/personal-vs-personnel-usage-difference) is some more detail on how to keep these words apart.

* **plain vs. plane**

[Plain](https://www.merriam-webster.com/dictionary/plain) functions as an adjective, adverb, and noun. As an adjective, it often describes what lacks decoration, pattern, extra features, etc., as in "plain paper" or "a pair of plain shoes." As an adverb, it means "truly, completely," as in "it's just plain wrong." The noun plain refers to a large area of flat land without trees.

[Plane](https://www.merriam-webster.com/dictionary/plane) most often functions as a noun referring to an airplane or to a flat surface. It also has verb and noun use with meanings relating to carpentry.

* **pole vs. poll**

[Pole](https://www.merriam-webster.com/dictionary/pole) is a noun. It can refer to a long, straight piece of wood, metal, etc., that is often placed in the ground so that it stands straight up. Additionally, pole refers to either end of the imaginary line around which something (such as the earth) turns, as in "the north/south pole"; to either one of the two ends of a magnet; to the positive point or the negative point on a battery; or to either one of two opposite positions, situations, etc., as in "opposite poles of an argument."

[Poll](https://www.merriam-webster.com/dictionary/poll) functions as both a noun and a verb. As a noun it refers to an activity in which several or many people are asked a question or a series of questions in order to get information about what most people think about something; this noun use has a related verb use: a magazine might "conduct a poll," and a magazine might "poll its readers." The noun poll in its plural form polls refers to the record of votes that were made by people in an election or to the places where those people vote.

* **pore vs. poor vs. pour**

[Pore](https://www.merriam-webster.com/dictionary/pore) functions as a verb meaning "to read or study something very carefully," as in "spent hours poring over the map." As a noun it refers to a very small opening on the surface of your skin.

[Poor](https://www.merriam-webster.com/dictionary/poor) is an adjective used to mean "having little money or few possessions," as in "a poor person," or to describe something of low quality ("poor soil"), or someone of low skill ("a poor player").

[Pour](https://www.merriam-webster.com/dictionary/pour) is a verb that means "to cause something to flow in a steady stream from or into a container or place," as in "pour a cup of coffee."

* **pray vs. prey**

[Pray](https://www.merriam-webster.com/dictionary/pray) is a verb that is used to mean "to speak to God especially in order to give thanks or to ask for something," as in "praying for forgiveness," as well as "to hope or wish very much for something to happen," as in "praying they will succeed."

[Prey](https://www.merriam-webster.com/dictionary/prey) is used as a noun to refer to an animal that is hunted or killed by another animal for food, as in "the owl's prey," or to someone who is a victim. It also functions as a verb meaning "to hunt," or "to hurt, cheat, or steal from someone," as in "thieves who prey on the city's tourists."

* **preposition vs. proposition**

Preposition and proposition are both nouns. [Preposition](https://www.merriam-webster.com/dictionary/preposition) refers to a word (such as in, on, or to) that is used with a noun, pronoun, or noun phrase to show direction, location, or time, or to introduce an object.

[Proposition](https://www.merriam-webster.com/dictionary/proposition) is a noun that most often refers to something, such as a plan or offer, that is presented to a person or group of people to consider, as in "a business proposition."

Only one letter separates these words so be sure to [read more](https://www.merriam-webster.com/words-at-play/preposition-vs-proposition-usage)

* **quiet vs. quite**

[Quiet](https://www.merriam-webster.com/dictionary/quiet) functions as an adjective, a verb, and a noun. As an adjective, it mostly describes things or people who make little noise, as in "a quiet engine" and "a quiet person," or a situation or event in which there is little noise, as in "a quiet dinner for two." As a verb, it means "to make or become calmer or less noisy," as in "a lullaby to quiet the crying baby." The noun quiet refers to the quality or state of being quiet or calm, as in "the quiet of the house at midnight."

[Quite](https://www.merriam-webster.com/dictionary/quite) is an adverb that most often means "very," as in "quite tired"; "completely or entirely," as in "we quite agree"; or "exactly or precisely," as in "not quite what I said."

* **resume vs. résumé**

[Resume](https://www.merriam-webster.com/dictionary/resume) is a verb that is usually used to mean "to begin again after stopping," as in "the musicians resumed playing."

[Résumé](https://www.merriam-webster.com/dictionary/r%C3%A9sum%C3%A9) is a noun used especially to refer to a short document describing your education, work history, etc., that you give an employer when you are applying for a job.

* **right vs. rite vs. write**

[Right](https://www.merriam-webster.com/dictionary/right) functions as an adjective, adverb, noun, and verb. Some common adjective uses are "morally or socially correct or acceptable," as in "the right thing to do," and "accurate or correct," as in "the right answer." Adverbial uses include the directional "toward the right," as in "turn right," and "correctly," as in "you guessed right." Among meanings of the noun right are "behavior that is morally good or correct," as in "knowing right from wrong," and "something that a person is or should be morally or legally allowed to have, get, or do," as in "human rights." As a verb, right often means "to correct something wrong or unjust," as in "trying to right a wrong."

[Rite](https://www.merriam-webster.com/dictionary/rite) is a noun that refers to an act that is part of a usually religious ceremony, as in "funeral rites."

[Write](https://www.merriam-webster.com/dictionary/write) is a verb with various meaning including "to form letters or numbers on a surface with a pen, pencil, etc.," as in "learning to write the alphabet," and "to create a book, poem, story, etc.," as in "writing a book about parrots."

* **role vs. roll**

[Role](https://www.merriam-webster.com/dictionary/role) is a noun that to refers to the character played by an actor, or to a part or function that someone has in a group, situation, etc., as in "scientists who had a role in finding a cure to the disease."

[Roll](https://www.merriam-webster.com/dictionary/roll) functions as a verb and a noun. As a verb it has various meanings relating to movement, especially by turning over and over, as in "a ball rolling down a hill," or in a smooth continuous movement, as in "clouds rolling past" and "a car rolling to a stop." As a noun, roll often refers to a long piece of cloth, paper, film, tape, etc., that is rolled to form the shape of a tube or ring, as in "a roll of tape," or to a round sweet cake ("a cinnamon roll"), or to a deep continuous sound, as in "a roll of thunder."

* **stationary vs. stationery**

[Stationary](https://www.merriam-webster.com/dictionary/stationary) is an adjective meaning "not moving" or "not changing," as in "a stationary target" and "a stationary population."

[Stationery](https://www.merriam-webster.com/dictionary/stationery) is a noun that refers to materials (such as paper, pens, and ink) that are used for writing or typing, or specifically to paper that is used for writing letters and that usually has matching envelopes, as in "business stationery."

Read [this article](https://www.merriam-webster.com/words-at-play/stationary-vs-stationery) for some tips to keep them apart.

* **statue vs. stature vs. statute**

Statue, stature, and statute are all nouns. [Statue](https://www.merriam-webster.com/dictionary/statue) refers to a figure usually of a person or animal that is made from stone, metal, etc.

[Stature](https://www.merriam-webster.com/dictionary/stature) refers to the level of respect that people have for a successful person, organization, etc., as in "a writer of her stature," as well as to a person's height, as in "a person of rather short stature."

[Statute](https://www.merriam-webster.com/dictionary/statute) refers to a written law that is formally created by a government, or to another kind of written rule or regulation.

* **track vs. tract**

[Track](https://www.merriam-webster.com/dictionary/track) functions as a noun and a verb. As a noun, it often refers to a mark left on the ground by a moving animal, person, or vehicle, as in "tire tracks," or to a pair of metal bars that a train, trolley, or subway car rides along, as in "train tracks." The verb track often means "to follow and try to find an animal by looking for its tracks and other signs that show where it has gone," as in "hunters tracking deer," or "to follow and find someone or something especially by looking at evidence," as in "tracking the suspect."

[Tract](https://www.merriam-webster.com/dictionary/tract) is a noun that usually refers to a system of body parts or organs that has a particular purpose, as in "the digestive tract," or to an area of land.

* **waist vs. waste**

[Waist](https://www.merriam-webster.com/dictionary/waist) is a noun that refers to the middle part of your body between the hips and chest or upper back, or to the part of a piece of clothing that fits around your waist.

[Waste](https://www.merriam-webster.com/dictionary/waste) is a verb that means "to use something valuable in a way that is not necessary or effective," as in "trying not to waste water/money/time." As a noun, waste often refers to material that is left over or that is unwanted after something has been made, done, used, etc., as in "industrial waste."

* **wander vs. wonder**

[Wander](https://www.merriam-webster.com/dictionary/wander) is a verb used especially to mean "to move around or go to different places usually without having a particular purpose or direction," as in "wandering through the meadow."

[Wonder](https://www.merriam-webster.com/dictionary/wonder) functions as both a noun and a verb. As a noun it often means "a feeling caused by seeing something that is very surprising, beautiful, amazing, etc.," as in "staring up at the monument in wonder." As a verb it frequently means "to think about something with curiosity," as in "wondering about the city's history."

**Most commonly used idioms and phrases**

**1. ‘The best of both worlds’** – means you can enjoy two different opportunities at the same time.
“By working part-time and looking after her kids two days a week she managed to get the best of both worlds.”

**2. ‘Speak of the devil’ –** this means that the person you’re just talking about actually appears at that moment.
“Hi Tom, speak of the devil, I was just telling Sara about your new car.”

**3. ‘See eye to eye’** – this means agreeing with someone.
“They finally saw eye to eye on the business deal.”

**4. ‘Once in a blue moon’** – an event that happens infrequently.
“I only go to the cinema once in a blue moon.”

**5. ‘When pigs fly’ –** something that will never happen.
“When pigs fly she’ll tidy up her room.”

**6. ‘To cost an arm and a leg’**– something is very expensive.
“Fuel these days costs and arm and a leg.”

**7. ‘A piece of cake’**– something is very easy.
“The English test was a piece of cake.”

**8. ‘Let the cat out of the bag’** – to accidentally reveal a secret.
“I let the cat out of the bag about their wedding plans.”

**9. ‘To feel under the weather’** – to not feel well.
“I’m really feeling under the weather today; I have a terrible cold.”

**10. ‘To kill two birds with one stone’** – to solve two problems at once.
“By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him.”

**11. ‘To cut corners’** – to do something badly or cheaply.
“They really cut corners when they built this bathroom; the shower is leaking.”

**12. ‘To add insult to injury’** – to make a situation worse.
“To add insult to injury the car drove off without stopping after knocking me off my bike.”

**13. ‘You can’t judge a book by its cover’** – to not judge someone or something based solely on appearance.
“I thought this no-brand bread would be horrible; turns out you can’t judge a book by its cover.”

**14. ‘Break a leg’ –** means ‘good luck’ (often said to actors before they go on stage).
“Break a leg Sam, I’m sure your performance will be great.”

**15. ‘To hit the nail on the head’ –** to describe exactly what is causing a situation or problem.
“He hit the nail on the head when he said this company needs more HR support.”

**16. ‘A blessing in disguise’ –**An misfortune that eventually results in something good happening later on.

**17. ‘Call it a day’ –**Stop working on something

**18. ‘Let someone off the hook’ –**To allow someone, who have been caught, to not be punished.

**19. ‘No pain no gain’ –** You have to work hard for something you want.

**20. ‘Bite the bullet’ –**Decide to do something unpleasant that you have avoiding doing.

**21. ‘Getting a taste of your own medicine’ –**Being treated the same unpleasant way you have treated others.

**22. ‘Giving someone the cold shoulder’ –**To ignore someone.

**23. ‘The last straw’ –**The final source of irritation for someone to finally lose patience.

**24. ‘The elephant in the room’ –**A matter or problem that is obvious of great importance but that is not discussed openly.

**25. ‘Stealing someones thunder’ –**Taking credit for someone else achievements.

GRAMMAR

Effective Reading

Reading effectively means reading in a way that helps you understand, evaluate, and reflect on a written text. As you might guess, these skills are very important to college students; no matter what field you’re going into, you’ll be doing a lot of reading.

Types of Effective Reading:

Skimming, sometimes referred to as gist reading, means going through the text to grasp the main idea. Here, the reader doesn’t pronounce each and every word of the text but focuses their attention on the main theme or the core of the text. Examples of skimming are reading magazines or newspapers and searching for a name in a telephone directory.

Scanning: Here, the reader quickly scuttles across sentences to get to a particular piece of information. Scanning involves the technique of rejecting or ignoring irrelevant information from the text to locate a specific piece of information.

Intensive Reading : Intensive reading is far more time-consuming than skimming and scanning as it needs the reader’s attention to detail. It involves close reading that aims at the accuracy of comprehension. Here, the reader has to understand the meaning of each and every word.

Extensive reading : Extensive Reading (ER) is the process of reading longer easier texts for an extended period of time without a breakdown of comprehension, feeling overwhelmed, or the need to take breaks. Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like.

Importance of Effective Reading:

By reading effectively you will learn to question and survey the text you are reading to gain a better understanding of your subject. By improving your reading skills you can reduce unnecessary reading time and this will enable you to read in a more focused manner.

Reading is good for you because it improves your focus, memory, empathy, and communication skills. It can reduce stress, improve your mental health, and help you live longer. Reading also allows you to learn new things to help you succeed in your work and relationships.

Gain valuable knowledge

Exercise your brain

Improve your focus

Improve your memory

Enjoy entertainment

Improve your ability to empathize

Improve your communication skills

Reduce stress

Improve your mental health

Live longer

Sentence Structure:

The four types of sentence structures are simple, compound, complex, and compound-complex. The quantity and arrangement of clauses determines the makeup of each type of sentence structure. A clause is a grouping of words with both a subject and a verb that can (but doesn’t always) form a sentence. If the clause can form a complete thought on its own, it’s considered an independent clause. If the clause depends on another part of the sentence to complete the thought it expresses, it’s called a dependent clause. For example, “when he got home from school” is a dependent clause. It isn’t a complete thought even though it contains a subject and a verb.

## **Simple Sentence**

In a *simple sentence*, there’s only one independent clause. “I like coffee” and “Dave works at the library” are both examples of simple sentences. They each contain one subject (*I* and *Dave*) and one verb (*like* and *works*).

## **Compound Sentence**

A *compound sentence* contains two independent clauses linked by a conjunction. “The dog ran around in the backyard, and now he’s taking a nap” is a compound sentence. Both of the clauses are complete thoughts, and could stand alone if the conjunction (*and*) was removed.

Complex Sentence

A complex sentence links one independent clause with at least one dependent clause. A common example of this type of structure is the if/then sentence. For example, “If I won the lottery, then I would buy a new car” is a complex sentence. If I won the lottery is a dependent clause that can’t stand alone because it’s not a complete thought. When you add a comma and the independent clause then I would buy a new car, it becomes complex.

## **Compound-Complex Sentence**

In a *compound-complex* sentence, there’s more than one independent clause and at least one dependent clause. For example, “Randy is in a band, but he’s the singer because he can’t play an instrument.” This is a compound-complex sentence. It contains two independent clauses (*Randy is in a band* and *he’s the singer*) and one dependent clause (*because he can’t play an instrument*).