

# **EFFECTIVE BUSINESS COMMUNICATION**

## **Lessons Section**

## LESSON ONE

### Learning Outcomes for this lesson:

By the end of this lesson you should be able to:

- understand what makes business communication effective
- understand common grammatical terms
- construct sentences using the rules of sentence structure
- compose and recognise sentences with the correct subject and verb agreement
- understand how to use punctuation correctly
- recognise some common language errors and practise avoiding them

# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE – WHAT IS BUSINESS COMMUNICATION?

Communication – the act of giving and/or receiving information and ideas through a variety of methods including verbal, visual, virtual/technological, written and aural.



email



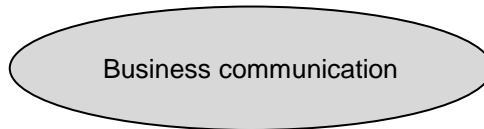
phone



internet



writing



dress/appearance



speaking & listening



presentation



body language



web communication

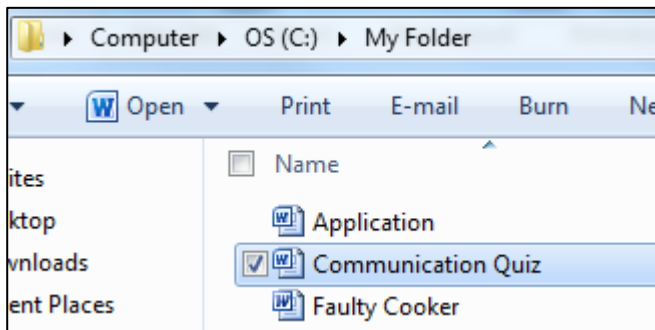
## LESSON ONE – EXERCISE ONE

How are your current communication skills? This is a quiz to help you analyse how you communicate.

1. Start the Word program.
2. Change to Print Layout view.



3. Open the file called **Communication Quiz** from your folder.



4. Follow the instructions in the document to complete the exercise.
5. Save and close the document, leaving the Word program open.
6. Return to the audio.

# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE – MEANS OF COMMUNICATION

### Written

#### E-mail is used to:

- quickly send and receive written messages in electronic format
- send a document from one system to another (attachment)
- provide a permanent record of what you have written
- provide evidence in a Court of Law if required
- communicate confidential information



#### A letter provides:

- the opportunity to plan and organise information and ideas
- time to deal with complicated subjects
- a permanent record of what you have written
- evidence in a Court of Law if required
- communication of confidential information



#### Reports:

- convey factual information
- may or may not require a response/decision from others
- may be intended for a wide audience

## LESSON ONE – EFFECTIVE WRITTEN COMMUNICATION

Effective written communication should

### 1. Have a clear purpose

- giving information
- giving instructions
- advising
- making a case (persuading)
- implementing an action

### 2. Be well structured

- sentences
- paragraphs

### 3. Be accurate

- spelling
- punctuation
- Grammar

### 4. Have an appropriate style and tone

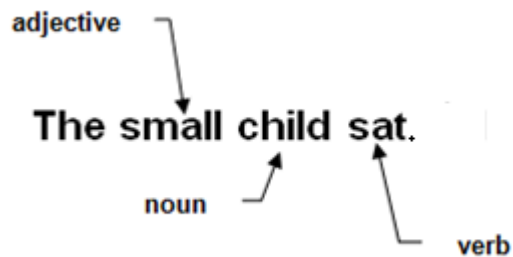
### 5. Contain relevant and useful information



# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE - CONSTRUCTION OF A SENTENCE

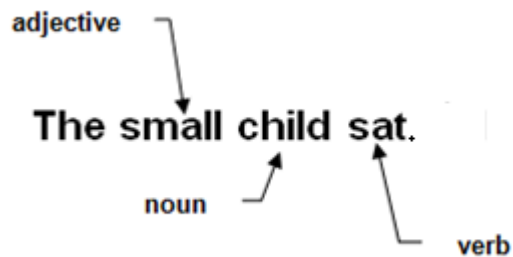
GRAMMATICAL TERM	EXPLANATION	EXAMPLES
<b>noun</b>	name of an object or thing	table, hat, idea
<b>noun (proper)</b>	name of person, place, etc	Alexander, Europe
<b>verb</b>	a doing word	walk, sit, run
<b>adjective</b>	a describing word that gives more information about a noun	furry, small



# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE - CONSTRUCTION OF A SENTENCE

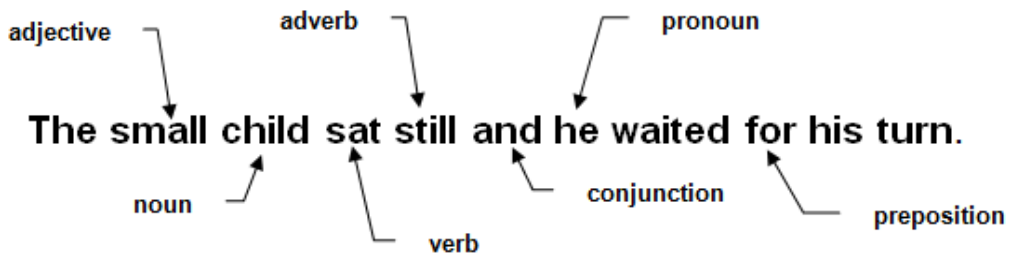
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# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE - CONSTRUCTION OF A SENTENCE

GRAMMATICAL TERM	EXPLANATION	EXAMPLES
<b>adverb</b>	gives more information about a verb	sat <u>still</u> , listens <u>quietly</u>
<b>pronoun</b>	used instead of a noun	I, she, he, we, they
<b>conjunction</b>	a joining word	and, but, or, although, because, if, since, when
<b>preposition</b>	shows the relationship of a thing or person to another	Jane was driven <u>by</u> George. Her hat was different <u>from</u> his. He did it <u>for</u> her mother.



## LESSON ONE – NOUNS

A noun is a naming word, giving a name to anything or anyone.

### Examples:

chair (an object)	honesty (a quality)
London (a place)	Joanna (a person)



There are different types of nouns:

- **common** nouns which are everyday objects such as **chair, computer, book**
- **proper** nouns which name particular things such as places, days of the week, people's names and so on such as **David, Scarborough, Wednesday, December**
- **collective** nouns which name groups of similar things – the group is seen as a whole and so is classified as a singular noun such as, **group, company, council**

### Singular and Plural Nouns

When using nouns you have to consider whether they singular or plural. A singular noun is used when you are writing about one thing. For example:

**a cat, a chair, a computer, a book**

A plural noun is used when you are writing about more than one person or thing. For example:

**cats, chairs, computers, books**

Usually a plural is formed by adding –s or –es to the singular noun. However there are some irregular plural nouns which behave differently. For example:

child	children
half	halves
mouse	mice
salmon	salmon
crisis	crises
woman	women
tooth	teeth

## LESSON ONE – VERBS

A verb is the word in a sentence which is described as a 'doing' word. It also:

- makes a statement about something
- gives a command
- describes an action
- asks a question
- may link one word to another



### Examples:

1. A trainer **delivers** time management courses (statement)
2. **Write** to Mr Elliott before lunch (command)
3. A dog **bit** the postman (describes an action)
4. **Have** you **seen** the invoice? (question)
5. The animal **was** a Persian cat (links animal and Persian cat)

# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE – VERBS



### TENSE

<b>Past</b>	You <b>wrote</b> effectively
<b>Present</b>	You <b>write</b> effectively
<b>Future</b>	You <b>will write</b> effectively

### ACTIVE AND PASSIVE

<b>Active</b>	The secretary <b>mislaid</b> the file
<b>Passive</b>	The file <b>has been mislaid</b>

## LESSON ONE – PRONOUNS

A pronoun is a word that is used for, or instead of, a noun or several nouns. For example:

**I, me, mine, he, him, theirs, it**

As with nouns, pronouns come in a number of different types. Three of these types include:

### Personal Pronouns

These are pronouns which can replace people or things. For example:

**I, you, he, she, it, we, they, me, him, her, us, them**

You should use personal pronouns whenever possible. Writing 'you' instead of 'the reader' for example, is more direct and helps to create a bond between the writer and the reader.

### Relative Pronouns

These are pronouns which relate to a noun or pronoun which has previously been mentioned. For example:

**that, which, who, whose, whom and what**

**The accounts clerk, who was meticulous in every detail, always ensured bills that came in were paid on time.**

The pronoun **who** refers to the accounts clerk and the pronoun **that** refers to the bills.

Relative pronouns can also be used to join two sentences together. For example:

**This is the laptop. I use it to produce letters.**

would be better written as:

**This is the laptop that I use to produce letters.**

## LESSON ONE – PRONOUNS

### Possessive Pronouns

These are pronouns that show possession. For example:

**mine, yours, ours, hers, his, its, theirs**

The desk is **hers**

Pronouns are useful as they can replace nouns and so avoid repetition and make writing more interesting:

**I saw the manager and asked the manager if the manager would chair the meeting.**

This would be better written as:

**I saw the manager and asked her if she would chair the meeting.**



## LESSON ONE – EXERCISE TWO

Label the underlined noun or pronoun in each sentence with the following identifying letters. Some nouns may be more than one type and you should use all that apply.

com	= common noun
p	= proper noun
col	= collective noun
sin	= singular noun
plu	= plural noun
pp	= personal pronoun
rp	=relative pronoun

1. The empty cup was left on the table.
2. We entered the room and saw there were many people inside.
3. They told me they were going to Barbados for their holiday as that was their favourite destination.
4. She visits the same restaurant every Friday night.
5. There was a flock of geese at the edge of the river.

# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE – ADJECTIVES AND ADVERBS

An **adjective** is a describing word. It describes nouns and pronouns.

An **adverb** is a describing word. It describes verbs, adjectives or other adverbs.

For example:

The <b>early</b> train	<b>early</b> =	<b>adjective</b>
He arrived <b>early</b>	<b>early</b> =	<b>adverb</b>

A <b>fast</b> car	<b>fast</b> =	<b>adjective</b>
You drive <b>fast</b>	<b>fast</b> =	<b>adverb</b>

When a number of adjectives are used in one sentence, they are placed in a particular order.  
For example:

1	<b>quantity</b>	seven, eight million
2	<b>subjective</b>	ugly, delightful
3	<b>size/shape</b>	enormous, small, square
4	<b>age</b>	new, old
5	<b>colour/texture</b>	rough, green
6	<b>style</b>	Japanese, Parisian
7	<b>purpose</b>	wine glass, writing paper

There were six beautiful Parisian wine glasses set out on the table.



Adjectives can be used to show comparison. For example:

<b>positive</b>	simple, easy, beautiful
<b>comparative</b>	simpler, easier, more beautiful
<b>superlative</b>	simplest, easiest, the most beautiful

## LESSON ONE – ADVERBS

### Common uses of Adverbs

- Define **manner** He talked **angrily** about the strike
- Denote **place** They stayed over **there**
- Denote **time** We can look at the problem **later**
- Express **gradation** My glass is **nearly** empty
- Express **frequency** Do you come here **often**?

To avoid confusion, adverbs should be placed close to the word they describe, this is especially the case when using the adverb **only**. Look at the following sentences and how the position of the word **only** changes the meaning.

1. **Only** he went to the suppliers and ordered the computer.

*Meaning - No-one else went with him*

2. He **only** went to the suppliers and ordered the computer.

*Meaning – He didn't go anywhere else*

3. He went to the **only** suppliers and ordered the computer.

*Meaning – There was not another supplier to go to*

# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE – PREPOSITIONS

A **preposition** shows the **link** between things by expressing where one thing is in relation to another. For example:

The boys are **beside** the water



The dog is **in** the grass



The computers are **on** the desk



Some common prepositions are:

**in, up, across, to, into, past, with, instead of, in front of, up to, on, down, along**

## LESSON ONE – CONJUNCTIONS

A **conjunction** is a joining word. Conjunctions join words and phrases to form sentences - they are used as grammatical glue.

To show:

- similarity between two clauses or phrases, use the conjunction **and**
- contrast, use **but**, **although** or **whereas**
- sequence, use **moreover** or **nevertheless**
- cause, use **because**, **since**, **as** or **for**
- time, use **before**, **after**, **as soon as**, **since**, **until** or **till**
- place, use **where** or **wherever**
- condition, use **if**, **although**, **as long as** or **unless**
- exception, use **except** or **except that**
- result, use **so** or **so that**

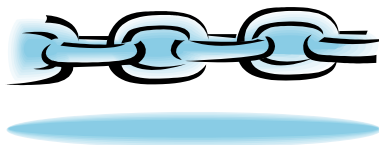
Some conjunctions are often used in pairs. For example:

**not only.....but also**

**neither .....nor**

**either .....or**

**both .....and**



## LESSON ONE - EXERCISE THREE

Label the different types of words in each sentence with the following identifying letters:

<b>n</b>	<b>= noun</b>
<b>v</b>	<b>= verb</b>
<b>a</b>	<b>= adjective</b>
<b>adv</b>	<b>= adverb</b>
<b>c</b>	<b>= conjunction</b>
<b>p</b>	<b>= pronoun</b>
<b>pr</b>	<b>= preposition</b>

*Do not worry about the words 'the' and 'a'.*

- 1 The manager bought expensive gifts for her team.
- 2 Marisa wanted to study for a degree as soon as she left college.
- 3 Carlos wrote his report quickly.
- 4 The long presentation filtered through the audience and created interest.
- 5 Work finished at the usual time.

## LESSON ONE - SUBJECT AND VERB AGREEMENT

	Person	Verb
singular	I	get
	you	get
	he/she/it	gets
plural	we/you/they	get

1. A singular verb is used for a singular subject and a plural verb is used for a plural subject.

The cake is in the oven.

The cakes are in the oven

2. Two or more phrases linked by *and* take a plural verb.

The man and the dog are in the house.

3. When two phrases are linked by *or*, the verb agrees with the nearest.

Either he or she goes to the shop.

4. A singular verb is used after a subject (singular or plural) with *one of*, *every*, *each*, *everyone*, *someone*, *any* and *no*.

Every child gets a turn on the slide.

Everyone goes to school.

Each of these letters is open.

# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE - SUBJECT AND VERB AGREEMENT

**5. A plural verb is used after a plural subject with *number of, a lot of, all* and *some*.**

A number of the children are ill today.

All the flowers are blue.

Some people are still waiting.

**6. Either a singular or plural verb can be used after a plural subject with *none of, neither of, either of* and *any of*.**

None of these presents is for you.

None of these presents are for you.

**7. A collective noun may be followed by either a singular or plural verb. This depends on whether you are thinking of the collection as a unit, or as a group of individual items.**

The Committee has voted unanimously

or

The committee have voted unanimously

**When there are other words in the sentence which refer to the collective noun, it is important to be consistent.**

The Committee has voted unanimously that they will pass the resolution ✕

The Committee has voted unanimously that it will pass the resolution ✓



## LESSON ONE - EXERCISE FOUR

Insert the correct form of the verb as shown from the example:

EXAMPLE

crash

break

The ball had **crashed** through the window and **broken** the glass.

begin

1. It \_\_\_\_\_ to snow heavily, yesterday.

catch

fly

2. The wind had \_\_\_\_\_ the kite, which \_\_\_\_\_ into the sky.

wrap

3. The presents were \_\_\_\_\_ in brightly coloured paper.

eat

go

4. The child \_\_\_\_\_ his meal and \_\_\_\_\_ to bed.

sing

5. The choir was \_\_\_\_\_ with great clarity.

weep

find

6. The girl \_\_\_\_\_ for joy because they had \_\_\_\_\_ the lost kitten.

## LESSON ONE - EXERCISE FOUR

**freeze**

7. Her tiny hands were \_\_\_\_\_ by the cold.

**shake**

8. The man was \_\_\_\_\_ by the terrifying experience.

**meet**

9. They \_\_\_\_\_ at the station last week.

**fight**

10. The battle was \_\_\_\_\_ on the hill.

## LESSON ONE - COMMON ERRORS

### The I/Me Dilemma

There is often confusion over pronouns and particularly when to use 'you' or 'I'.

#### Example:

Anna gave it to my sister and I                      ✕

Anna gave it to my sister and me                      ✓

An easy way to decide whether you should write I or me, he or him, she or her, when there are other people in the sentence, is to imagine the sentence with the other person omitted (if possible).

### Either/Or and Neither/Nor

Either you tell him or I will

You can either stay or leave

Neither the bank nor the post office was open

Neither the girl nor the boy knew what to do

## LESSON ONE – COMMON ERRORS

### Similar spellings

station <u>e</u> ry	writing materials
station <u>a</u> ry	not moving
principle <u>e</u>	a fundamental truth
principal <u>a</u>	first in rank
compliment	an expression of praise
comple <u>m</u> ent	something that completes
the <u>i</u> r	belonging to them
the <u>e</u> r	in, at or to that place
the <u>y</u> 're	shortened form of 'they are'
council	group of people brought together to make decisions
counse <u>l</u>	to give advice and guidance to help another
en <u>q</u> uiry	the act of asking for information
in <u>q</u> uiry	an investigation especially an official one

### Confusion with noun and verb - affect/effect

**Affect** is mainly used as a verb and means to influence

**Losing my job will affect my style of living**

**Effect** can be used as a verb, or a noun and means to cause something to happen, ie the result

**The effect of losing my job is that I will have to sell my car** (effect as a noun)

**She used some insulating tape to effect a temporary repair** (effect as a verb)

practice	noun	The medical <b>practice</b> allowed
practise	verb	the GP to <b>practise</b> homeopathy

Also consider **advice/advise, device/devise** and **licence/license**

# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE - EXERCISE FIVE

Use a dictionary if you are uncertain how to spell a word correctly.

Tick the correct spelling in each row.



### Example:

abcence	absence	absense	abcence
benifit	benafit	benefit	bennefit
burau	bureau	bearau	buraue
commitment	committment	comitment	comittment
consience	conscience	consiense	conciense
computar	compewter	computer	commputer
disatisfied	dissatisfied	dissatissfied	disatissfield
eightth	eighthh	eaght	eighth
efficiency	eficiency	efficiensy	efficiency
electronik	ellectronic	electronic	electronnic
February	Feburary	Febuary	Feberuary
Goverment	Govarment	Government	Governmant
hygene	hyjeane	hygiene	hydiene
negligence	negligance	negligince	neglagance

## EFFECTIVE BUSINESS COMMUNICATION

### LESSON ONE - EXERCISE FIVE

barister	baristter	barrisster	barrister
imigration	immigration	immigraytion	immagratiion
immediate	immediate	immedeate	immediat
indeependent	independent	indapendent	indipendent
jepardy	jeopordy	jeapardy	jeopardy
knowledgable	knowledgeible	knowledgeable	knowledgaeble
micellaneous	miscellaneous	miscelaneous	misselaneous
negociate	negotiate	negosciate	negoctiage
ommission	omision	ommision	omission
permissible	permissable	permmissable	permissible
preferance	prefarence	preferance	preference
processor	proessor	processer	proccessor
secutary	secretary	secetary	secratary
unecessary	unneccessary	unnecessary	unnecesary

## EFFECTIVE BUSINESS COMMUNICATION

### LESSON ONE - EXERCISE FIVE

acommodate	accomodate	acomodate	accommodate
adress	addres	adderness	address
asylm	asylum	asylam	asylum
bisness	business	busness	buisness
digitall	diggital	didgital	digital
grafic	graphpic	graphic	graphpic
interactive	intractive	intaractive	innteractive
mangment	manegment	management	managment
proffessional	professional	proffesionall	profesional
receive	recieve	recive	receve
recommendasion	recommendation	reccomendation	recommandasion
resceipt	recseipt	reciept	receipt
seperate	separate	sepparate	sepparate
tommorrow	tomorrow	tommorow	tomorow
twelth	twelfth	twelfh	tweltth

# EFFECTIVE BUSINESS COMMUNICATION

## LESSON ONE – USING SPELLCHECK

If you are using a spellcheck facility on your computer, remember that it will only identify non-existent words. A spellchecker will not distinguish words that you have spelt correctly but in the wrong context.

For example, a spellcheck will not identify **rain** as being spelt incorrectly in the following sentence:

*Queen Victoria had a very long and successful rain.*



In this case, **rain** should have been spelled **reign** but as the spelling was correct, a spellchecker would not have identified it.

So, beware of words that sound the same but are spelled differently and have different meanings. Check with your dictionary to ensure you have the correct spelling for your meaning.

*Eye halve a spelling chequer  
It came with my pea sea  
It plainly marques four my revue  
Miss steaks eye kin knot sea*

*Eye strike a key and type a word  
And weight four it two say  
Weather eye am wrong oar write  
It shows me strait a weigh*

All these words are spelt correctly but are incorrect in the context used. Therefore the spellchecker will not highlight them

## LESSON ONE – EXERCISE SIX

Tick the correctly spelt words in the following:

1. It is plane/plain that renewal of the current/currant license/licence will be dependant/dependent on the affectiveness/effectiveness of the service.
2. I assured/ensured Captain Williams that I would raise/rise the subject again and assure/ensure a reminder was issued to all managers.
3. I think the best coarse/course of action is to accept/except the draft/draught proposal in principle/principal.
4. There has been a break/brake in production (referred to in recent correspondents/correspondence). If this is chequed/checked, I believe we can solve the remainder/reminder of the difficulties.
5. Many imminent/eminant immigrants/emigrants to this country practice/practise medicine.
6. If you want the stationery/stationary room proceed/precede to the third story/storey and bear/bare left after the lift. It is sighted/sited on the right.
7. I advice/advise that you canvas/canvass the opinion of Council/Counsel members and, once assured/insured of their support, you proceed as soon as a check/cheque for the outstanding amount is received and the Board has formerly/formally passed/past the motion.

## LESSON ONE - PUNCTUATION

Punctuation marks are inserted to aid the interpretation of the meaning of text.

**Sentences should be short and simple, avoiding ambiguity and therefore requiring minimal punctuation.**



### Features

1. The **full stop** is used to mark the end of a sentence. It is not used when other punctuation such as ? or ! occurs at the end of a sentence.
2. A **capital** or **upper case letter** is used:
  - to mark the beginning of a sentence
  - for proper nouns eg London, Mr Jones, University of Bath
  - for titles eg the Prime Minister, Daily Express
  - for some abbreviations eg MP, OCR

## LESSON ONE - EXERCISE SEVEN

1. Open a new Word document.
2. Key in the following passage, adding full stops and capital letters where appropriate. It is not necessary to add any other punctuation. There should be eight sentences altogether.



don't blow breakfast wake up to what health experts say is the best meal of the day skip breakfast and you may be cheating your body of the energy it needs to get you through the morning think about it - breakfast means breaking an eight hour or so nightly fast eating something first thing boosts blood sugar levels and could help you shrug off sluggishness and may even leave you far more alert your physical and mental energies will be tuned and may be less likely to tire as the day wears on if you cut breakfast to cut calories - think again research shows healthy breakfast eaters tend to be slimmer, possibly because they snack less during the late morning

3. Save into your folder as **Breakfast**.
4. Check your work with the model answer before closing the file, leaving the Word program open.

## LESSON ONE - PUNCTUATION

### The comma ,

The correct use of the comma - if there is such a thing as 'correct' use - can only be acquired by common sense, observation and taste.

**E Gowers, *The Complete Plain Words*  
3<sup>rd</sup> edition (Penguin, 1987) page 156**

A comma is the shortest marked pause in a sentence and is used to:

- separate words or short phrases in a list  
eg The thin, blue book.
- separate a word or words at the start of a sentence  
eg Regrettably, it was not that simple.
- introduce speech  
eg As John walked down the stairs, he said, "Hello."
- separate something inserted in a sentence without changing the meaning  
eg It was not, therefore, a matter that could be dealt with.
- separate words which add an explanation or meaning to the main theme  
eg Mrs Blair, the headteacher, rose to her feet.
- make the sentence generally easier to read and to avoid any ambiguity

### LESSON ONE - EXERCISE EIGHT

Retype the following sentences in the space provided, inserting commas, where appropriate.

1. Gosia was pleased to receive books sweets games and magazines for her birthday.
2. Peter Walczak the community police officer talked about road safety during assembly.
3. We like the proposals from the company and even though some issues still need to be resolved we would like to proceed with the contract.
4. Undoubtedly this is an example of good practice and should be used in future training.
5. The CEO appeared at the office door and said "The meeting will be in the boardroom in five minutes."

## LESSON ONE - PUNCTUATION

### The semi-colon ;

The semi-colon represents a longer pause than a comma but a shorter pause than a full stop.

It is used:

- to demonstrate a contrast in statements:
- eg Peter liked classical music; his father preferred jazz
- to separate items in a continuous list:
- eg The menu consisted of open sandwiches; sausage rolls; salad and french bread
- to show statements closely linked:
- eg The car was stuck in snow; the owner could not get to work
- to add emphasis:

eg Peter fell; he hurt his knee; he started to cry

### The colon :

It is used:

- to introduce a list:  
eg The tasks included: typing, writing, speaking and listening
- to introduce direct speech or a quotation:  
eg The host began: 'I would like to thank .....'
- to indicate there is further related information to come in a sentence:  
eg He was really pleased: he had just passed 10 GCSEs

## LESSON ONE - PUNCTUATION

### The hyphen -

The hyphen is used to link words

eg father-in-law, twenty-three, pre-natal

**The use of a hyphen will depend on the meaning:**

eg Spare-parts manager  
Spare parts-manager

### The question mark ?

The question mark is shown at the end of a sentence which asks a question.

eg How often do you walk to work?

### The exclamation mark !

The exclamation mark is shown at the end of a sentence and is usually used for emphasis.

eg What a lovely surprise!

### Speech marks “ ” or ‘ ’

Speech marks, or inverted commas, are used either side of quoted speech (often called direct speech). It is acceptable to use single or double quotation marks, but you must remain consistent with whichever you choose.

eg “Help the boy catch his dog,” said Mrs Jones

‘The job’s going really well,’ said Mai-Ling

## LESSON ONE - THE APOSTROPHE INDICATING POSSESSION

### Example

A copy editor's work should always be accurate.  
(The work of a copy editor)

### Example

The boy's bike had been stolen  
(The bike belonging to the boy)

**Rule 1** When the possessive word is singular, add **'s** at the end of the word.

### Examples

company's address                      man's hat                      Thomas's bicycle

**Rule 2** When the possessive word is plural and ends in **s**, add **'** at the end of the word.

### Examples

companies' addresses                      ladies' hats                      the Harris' house

**Rule 3** When the possessive word is plural but does not end in **s**, add **'s** at the end of the word.

### Examples

men's hats                      children's toys                      women's shoes

## LESSON ONE – IT’S VERSUS ITS

<b>It’s</b> means <b>it is</b> , or <b>it has</b> .
eg
<i>It’s time we were leaving.</i>
*****
<b>Its</b> is a possessive pronoun.
eg
<i>The tree shed its leaves</i>
<b>(its</b> does <b>not</b> need an apostrophe)

1. A place for everything and everything in **its** place.
2. **It’s** Mrs Burnham, isn’t it?
3. On a hot, sunny day **it’s** hard to be inside.
4. The dog jumped into the river to fetch **its** stick.
5. The company and **its** partners have invested heavily in China.
6. **It’s** a long way to Tipperary...
7. **It’s** a suspenseful film and **its** ending is not what the viewer would expect.

## LESSON ONE - EXERCISE NINE

1. Key the following passage into a Word document. There are errors in capitalisation, subject and verb agreement, use of tense, punctuation and spelling.

Disturbing questions about french security emerge last night after claims that the Channel Tunnel fire brokeed out before the train entered the tunnel two guards at the French entrance has raised the alarm after seeing flames coming from the train as it started it's disastrous journey under the see. It wasnt until the train, carrying 28 lorries and 31 drivers, had travelled almost 12 miles that the alarm sounded onboard. By then, suffocating fumes had already begun to spread and the affect of this was that the driver's could not breathe.

The french Transport Minister said flames and smoke was seen coming from the lorry as the train entered the tunnel at Calais.

Teams of investigaters carrying out 3 seperate inquiries will try to establish exactly how, where and when the blaze started. A stationery lorry, near the rear of the train was carrying polystyrene reports last night sugested oil dripping from it's engine or an overheating brake pad may have been responsible.

2. Save the document, naming it Report and then compare with the model answer.
3. Close the file and the Word program.