

The fundamentals of written english, comm. 117



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The Fundamentals of Written English, Comm. 117 Progressive Outline from Friday 25th January 2013 to Friday 3rd May 2013 Session One: Friday 25th January 2013, City Campus at Bretton Hall Building (BHB), Room 330, from 5pm to 8pm, CRN: 26368 Objectives: to improve our critical thinking, to advance grammatical techniques that will enhance our essay writing skills and to more fully appreciate the values we learn daily and how they are still dominated by Eurocentric principles. 1/ Explain course outline and provide e-mail or other contact information for further reference. Christopher McMaster Home: e-mail: e-mail: 2/ Writing Autobiographies This is your first assignment that must be e-mailed to me before your second class. It celebrates the good things about you and it tells me about your expectations for this class. The following suggestions will guide your effort. An autobiography is your story that begins with your name, the area in which you live and a brief summary of those with whom you live. This is followed by a brief list of the things you approve and some that you dread. There are obviously things you did that makes you very proud and you should tell us some of these as well as a few of the embarrassments you have had. Unusual events or exciting trips overseas make great material too. You must end this message by giving at least five things you learnt today in class that will help you in the near future. 3/ Review the parts of speech and their applications to the effective planning, thematic coherence, editing and finally the execution of essays. There are eight parts of speech into which all Standard English words fit. They are: Words Function 1 Nouns Name 2 Pronouns Replace 3 Adjectives Describe 4 Verbs Do or tell 5 Adverbs Modify 6 Conjunctions Join 7 Prepositions Show relationships 8 Exclamations Show emotions The first rule of Standard English is: It is the function of a word that

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determines its part of speech. This helps us to understand the importance of function. For example the word 'rock' is commonly known as a noun as in: The exquisite rock belonged to Kerese. Or: It was her rock. Or: No rock has been more cherished than Kerese's. But consider: a/ The monkeys rock riotously on the thin limb of the balata tree. 'Rock' in the previous sentence is a verb. b/ A rock artiste failed his drug test. Several rock inspections revealed defects in the geological survey. In both sentences of (b) the word 'rock' is an adjective. For example: The read, the wealthy and the fortunate lead stable lives. The word 'read' [pronounced red] is a noun in that sentence. Sherrisse's book explains Hindu and African traditions in Trinidad. The word 'book' is a noun in the previous sentence but examine the function of these same words below. The read students of this school understand the importance of theory. The word 'read' is an adjective in that sentence. Derek Walcott's book reviews were contrasted with Merle Hodge's book reviews in the lecture. The words 'book,' are adjectives in that sentence. Now examine these functions. Yesterday, three students read the lyrics of 'Differentology,' Bunji's 2013 calypso. The word 'read' is a verb in that sentence. Candice and Maria book rooms at guesthouses in Tobago each year for Divali. The word 'book' in that sentence is also a verb. Is is a verb. The first 'is' in that declarative sentence is a noun. The second 'is' is a verb and the word 'verb' in that preceding sentence is a noun. Observe how these parts of speech exchange places when we change the full stop into a question mark. VERB CHART The tense of the verb is the time that the action/state is performed; the verb type explains the duration or completeness of the action or state. There are three primary tenses and three primary states: (e. g.; to call) Tense 1/ Simple 2/ Continuous 3/ Perfect

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1. Present he calls he is calling he has called 2. Past he called he was calling he had called 3. Future he will call he will be calling he will have called NOTE: the past perfect is also called the pluperfect. 4/ Introduce the four major rhetorical modes of discourse and describe their variety, purpose and conventions. The four of the most common rhetorical modes are: exposition, argumentation, description and narration. 5/ Explain the minor rhetorical modes: process analysis, cause & effect, comparison & contrast, illustration, definition and classification / division. These detail the functions, causes, consequences and relationships to other subjects and they provide meanings and explanations for a wide variety of data. They form the core elements of this writing programme. 6/ FOUR Sentence types: Simple, Compound, Complex and Compound-Complex. 7/ Clauses: Similarly a clause is a group of words which contain a finite verb. Clauses are divided into two subgroups: Independent or Principal, or Main clauses and Dependent or Subordinate clauses. The independent clauses are simple sentences. For example: All the delicious cashew nuts were eaten by Anicia, before the scrumptious main course of curried rice, stewed carite and baigan, and an array of legumes. This sentence contains one finite verb, ' were eaten' therefore the sentence is a simple sentence. Similarly, " Go, " is the shortest sentence in English and it is also a simple sentence. Dependent clauses rely on main clauses for complete coherence. For example: The calypso, " Witch Doctor, " sung by Machel Montano, competes strongly with " Bubble" by Iwer George. In that sentence all the words before the verb ' competes' is a noun clause because it contains a finite verb ' sung' and it can be replaced by a pronoun. Therefore: It competes strongly with " Bubble" by Iwer George. Adjectival clauses can be replaced with adjectives. For example: Janelle, who is sitting,

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is an A-student. Therefore: Sedentary Janelle is an A-student. Or: Although Janelle is an athlete her sedentary [sed-en-ta-ry] habits slow her down.

Adverbial clauses can be replaced with adverbs. For example: After Divali is celebrated, Danielle may consume meat. Therefore: Later, then or

subsequently, Danielle may consume meat. Citations in Academic Writing

Citations identify data read that are either quoted or interpreted and these demonstrate the quantity and quality of all research work. The cross-

references justify ideological concepts adopted by researchers as they

provide the underpinning principles of writers' conclusions. Citations act as

foundation stones for the construction of any research paper. There are

three explicit reasons for research: Firstly it provides provable information

that become knowledge for the researcher, it secondly provides specific

examples that researchers use to construct arguments and theses and

thirdly research provides the mechanisms demanded for citations. Two types

of citations are needed for each reference cited: internal and external.

Internal citations refer to the information you create that recognise sources

for quoted or referenced material. Each quotation must have an in-text

citation. This means that the author's last name and the page number from

which the quotation or paraphrase is taken must appear in the text. That

internal reference must also appear in your bibliography. The author's name

may either be written in the sentence itself or in parentheses following the

quotation or paraphrase, but the page number must always appear in the

parentheses, not in the text of your sentence. For example: " The well being

and the progress of Europe have been built up with the sweat and the dead

bodies of Africans, Arabs, Indians and the yellow race. " (76), Fanon. External

citations refer to bibliographic entries and they generally follow this pattern:

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Book: author(s), title, publisher and the year of publication. Therefore the bibliographic entry for the quotation above will read: Fanon, Frantz, *The Wretched of the Earth*. Penguin, England, (1965). Trans. Constance Farrington. Journal: author(s), article title, journal title and date of publication. For example: Phillips admitted in an interview: " Looking ahead now, I feel slightly angry and upset at the fact that I won't be comfortable bringing up another generation of West Indians who, because of intractable British attitudes, will have to go through the same problems I went through" (Birbalsingh, 41). The bibliographic entry for the quotation above will read: Birbalsingh, Frank. " Interview with Caryl Phillips" *Caribbean Quarterly*, Vol. 37 No. 4. Dec. 1991 Newspaper: author(s), article title, name of newspaper, section title and page number(s), date of publication. Another example is: Victor was explicit, " Violent opposition emerged from the vigilante organisation-the Ku Klux Klan, " in the Express. Bibliographic entry: Victor, Rubadiri. " Progress in Spite of Bitter Backlash" *Trinidad Express*, (np) 18th Nov. 2011. Web site: author(s), article and publication title where appropriate, as well as a URL, and a date when the site was accessed.

Internal citations for plays supply Act, Scene and line numbers separated by periods: 4. 4. 52 refers to act 4, scene 4, line 52. In poems, spaced slashes are normally used to indicate separate lines and parenthetical citations usually include the line number(s). For example: " They catch his wife with two tests up the beach / While he drunk quoting Shelley with ' Each / Generation has its angst, but we has none'" (Brown, et al. (32) Walcott, *Tales*, lines 6-8) The bibliographic citation for this will read: Brown, Stewart, Mervyn Morris and Gordon Rohlehr. *Voiceprint*. Walcott, Derek. " Tales of the Islands: Chapter VI. " Longman, England, 1989. Citations also use notations <https://assignbuster.com/the-fundamentals-of-written-english-comm-117/>

that involve the use of sequential numbers in the text which refer to either footnotes (at the end of the page) or endnotes (on a separate page at the end of the paper), which gives the source detail. The notes system requires full bibliographic referencing, depending on whether the writer has used a full note form or a shortened note form. For example, an excerpt from the text of a paper using a notes system without a full bibliography could look like this: "The well being and the progress of Europe have been built up with the sweat and the dead bodies of Africans, Arabs, Indians and the yellow race."¹ The endnote, located either at the foot of the page (footnote) or at the end of the paper (endnote) would look like this: 1. Fanon, *The Wretched of the Earth*. 76. Citations with complete bibliographical references are sorted alphabetically by author's last name and called: References, Bibliography, Works cited Other referencing styles include: American Chemical Society (ACS), American Medical Association (AMA), American Psychological Association (APA), The Chicago Style, Turabian, the MLA (see below) Modern Language Association (MLA) citations are cross-references to quoted data that are listed alphabetically and double spaced on the last pages of any research paper. They are used to discourage the circulation of errors by providing specific data sources so that readers can authenticate the authority of the information. References (MLA): Fanon, Frantz. *Black Skin, White Masks*. Trans. Charles Lam Markmann. New York: Grove Press, 1967. ----- . *The Wretched of the Earth*. Trans. Constance Farrington. Harmondsworth, England: Penguin, 1967. Hodge, Merle. *The Knots in English*. USA: Calaloux Pub. 1997 James, C. L. R. *The Black Jacobins*. USA: Vintage Books, 1989 Rodney, Walter. *How Europe Underdeveloped Africa*. Tanzania: Tanzania Pub. House, 1972 Steinbeck, John. *The Grapes of Wrath* <https://assignbuster.com/the-fundamentals-of-written-english-comm-117/>

USA: The Viking Press 1939 Discuss Dr. Eric Williams's doctoral thesis of 1944 called *Capitalism and Slavery* which confirmed that the emancipation of the enslaved Africans was an economic decision and not a humanitarian one as we are taught. 9-11 and its several distortions, George Lamming's edited work- *The Enterprise of the Indies* and his novel *In the Castle of my Skin*, Derek Walcott's play *Pantomime* as depicting the power of the word, Richard Wright's classic 1940 called *Native Son* and the trial of *Bigger Thomas*. Discuss Shakespeare's *Tempest* and the eloquence of Caliban's poetic lines that led to the wooing of Miranda and his ultimate demise. Alan Paton of South Africa wrote *Cry the Beloved Country* in 1948 that condemned apartheid in Azania. Nadine Gordimer wrote *July's People* in 1970 in the country that boasted the highest standard of living on the planet and she said that white people in Azania all live "lies" for lives. Discuss also, Noam Chomsky's two DVD publications: *Distorted Morality* and send the transcript. The link follows: http://www.youtube.com/watch?v=JBGwx_K_g2o&p=35E4168F018CD9C0&playnext=1&index=24 his *Manufacturing Consent*. Note how Queen Elizabeth the first wished to pass a law to repatriate Moors (Africans born in Morocco), North Africa, in 1596. See this link: <http://www.accessmylibrary.com/article-1G1-147059961/too-many-blackamoors-deportation.html> *Crick Crack Monkey* by Merle Hodge in 1970 explains the trauma of primary school learning. Vidiyaar Surajprasad Naipaul is to be introduced with reference to his excellence of his autobiographic, *A House for Mr. Biswas*, *Miguel Street*, *The Mystic Masseur*, *Among the Believers* (on Islam), *An Area of Darkness* (on India) and *Half a Life* (that discouraged me from reading him any more). Note his literary fastidiousness to which Faber and Faber, his publishers, do not edit his manuscripts, they send them <https://assignbuster.com/the-fundamentals-of-written-english-comm-117/>

directly to be set and printed. Walter Rodney is noted for his role in the 1970 black power uprisings. Quote the following: " David and Alexander Barclay were engaging in slave trade in 1756 and later used the loot to set up Barclays Bank. " This example serves as a direct link between capitalism and European slavery. From page 96 of How Europe Underdeveloped Africa (1972) by Walter Rodney of Guyana (1942-1980). Discuss Errol Maitland of Grenada and Froudacity by John Jacob Thomas. End of session one Session Two: Friday 1st February 2013, City Campus at Bretton Hall Building (BHB), Room 330, from 5pm to 8pm, CRN: 26368 Review last week's work English Language can be categorised into five major components: 1/ Diction including; a) pronunciation [phonology], b) spelling (orthography) and, c) word choice or register selection and style of presentation 2/ Grammar including; a) parts of speech, b) punctuation, c) interpretation of rules 3/ Literary content including; a) figures of speech, b) style, c) culture, 4/ Application [syntax] or choice within frames; sentence and paragraph creation, poetry, essays, stories, letters and reports 5/ Comprehension [semantics] of various data stimulated by the five senses and summary creation in writing, action or orally delivered. Diction is the general term for words spoken or written. Diction is responsible for: * Denotation is the explicit or literal meaning of the word. * Connotation is an implicit association (emotional or otherwise) which the word evokes. For example, baby is literally an infant but it can imply an adult who is loved or lusted. * Pronunciation is the way we say each word and it is governed by ethnicity, culture and geography among other factors like academic levels, associations and status. * Enunciation is a synonym of pronunciation; it is generally used for a declaration or a proclamation of issues, ideas or facts

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whereas pronunciation is used to name the way you say a word. For example: 1/ Rehida has not pronounced the word correctly; its pronunciation here is different. 2/ Rehida has enunciated her claims of abuse and she now seeks the justice she enounced. Grammar is the study of the classification and rules of words, their inflections, syntax and their functions and relations in the sentence. A command of these rules provides users with the necessary instruments to improve their written communications. The correct interpretation of several of these rules is governed by institution and culture.

* Punctuation is the act or practice of inserting standardised marks or signs in written matter to clarify meaning and separate structural units. Literary language in one of the most dominant yet misapplied components of written English. It is popularly used to denote the inclusion of figures of speech and other characteristics of novels, poetry and other creative written and oral work but literary language also includes the techniques of writing style and culture. Cross-cultural writings are as common as oral mimicry of 'foreign' tongues. Ferdinand Smith was only eight in 2008 when he sang "By La" with the band Impulse. Application refers to the learned features of language that influence outcomes and are consciously and unconsciously applied to written data. A register is a subset of a language used for a particular purpose in different social settings. For example the choice of using formal language in interviews and the written formal equivalents in applications and legal documents is viewed as the application of registers. Similarly the use of song, lament, crying and poetry are emotional registers in language application. The size and colour of the font as well as the selection of background types change intelligently as function determines the presentation style and character of the writer. Comprehension is the one

component of English that is most complex since it relies so much on the idiolect of both writers and readers. Discuss and orally complete this exercise on Concord: Select the correct answer 1/ Our accounting department (receive/receives) a bonus each year. 2/ Maths (challenge/challenges) students in many schools. 3/ Rice and peas (is/are) a very common Caribbean dish. 4/ Rice and peas prices has/have significantly increased. 5/ Student Council elections was/were held earlier this year. 6/ Comm. 117 prepare/prepares us for many written challenges. Discuss and complete this exercise orally: Antecedents Adjust invalid antecedents 1/ Drivers who renew his permit on time are sequentially recorded. 2/ Either Crystal or Darael will lend me their books. 3/ If someone tries hard enough they will succeed. 4/ Each member of those rugby teams has their fears of failure. 5/ Students of this class must create his/her plans for effective time management. Discuss and complete the following exercise orally: Perspective Adjust each sentence to a single point of view 1/ You often hear complaints about religion but we never examine our wrong doings through religious principles. 2/ While many of the poor wish to own homes, one must consider the cost of repairs over that of paying rent. 3/ The banks have increased interest rates even though it declared huge profits. 4/ Several businesses have had to retrench its workers during this recession. 5/ We think we are smart, but just examine their bank accounts and we shall have to reassess how we spend. Précis and Summary Writing Précis [pray-see] As academic writers, students will have to retain large amounts of prose along with scientific and other data. English courses and others, which also require close, critical readings ask students to present informed summaries in as cogent a form as possible. A summary or a précis is NOT a personal

interpretation of a work or an expression of your opinion of the idea; it is an exact though abridged replica of the work. How to write a précis? First, you must understand the complete work so that you can abstract the central argument and express it cogently and completely. Next, you must develop the summary exactly as the writer has presented it and condense the work by 75 to 80% of its size. Of course, this is possible when you consider exactly how you "learn" to read the work. The key word here is assimilation. When you read the material, it is probable that you will understand only those parts that have associations within your own experience. How you actually go about writing a précis depends largely on your ability to restate the writer's central ideas after you have assimilated them in those words for a précis and in your words for a summary. Here are the rules: 1. Introduce the summary. To do this, draft a sentence or clause that succinctly outlines the major thrust of the entire work including its author and title. 2. Read the article several times carefully. 3. Write a précis of each paragraph in which you state the argument and present the logical progression of the argument. 4. Replace the original words with your words. 5. Use reported speech. 6. Combine your paragraphs to accurately represent the original. 7. Reduce or increase your words to the required length. Do not copy a single sentence from the article. You may use key words and phrases only when you are expressing ideas which are technically precise or when there is really no better way to express the concept. You have to read the work most carefully, ask questions about the work repeatedly and reach into your own experiences so that you can reshape the writer's concepts in your words without endangering meaning. When you write research papers and other critical papers, your ability to write a précis or a summary is central to the

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basics of analysis, synthesis, comparison and other higher order thinking skills, absolutely required for your continued success. What are the eight steps in writing a summary? I. Read through the entire extract carefully. Annotate (underline, highlight, asterisk or comment in the margins) as you read. II. Find the author's main point. Write it down or place some special annotation in the margin of the source material. This is the thesis statement. While it may appear early in the essay it may not be stated until the end. III. Reread the selection and divide it into sections. Each section may be one paragraph or several paragraphs. IV. Write a sentence or two that summarises each paragraph. Revise repeated ideas. V. Write a first draft of your summary, including the following 4 items: 1. In the first sentence or two include: the author's name and a shortened form of the name of the source material and the thesis statement. 2. Examine your summarised sentences for each paragraph or section. Put them in the same order that the author presents them. 3. Put the author's ideas into your own words. However, you may occasionally quote a point directly from the author but you must place quotation marks over the quotes. 4. Add few supporting details, only if they are most significant. VI. Check your draft against the original piece for accuracy. VII. Revise the summary to "smooth out" its choppiness. In other words, link your section summary sentences together with good transitional words or phrases. VIII. Proofread and spell-check. In brief include: (i) The title of the source; (ii) The name of the author of the source; (ii) Only the information given and you must keep that order in the body of your summary which paraphrases and condenses the original piece. Include important data but omit minor points and one or more of the author's main examples or illustrations. Do not include your own data of any

type. You are simply repeating what the source says, in fewer of your own words. The fact that you are using your own words does not mean that you are including your own ideas. When you have summarised the source text, your summary is finished and you should mention that the extract closes with.... Do not add your own concluding paragraph. Remember the four Bees: Be comprehensive: Isolate all the important points in the original passage. List the points and then review them. Include all the points that are essential. Be concise: Eliminate repetitions, even if the author restates the same points. Be coherent. A good summary is developed from your list of notes and it is not a list of sentences that are loosely strung together in a paragraph. Be independent. Do not simply quote the author. Use your own words to express your understanding of what you have read. Do not introduce your own comments or criticisms into the summary. Paraphrase

When you paraphrase, you are explaining your source's argument, following its line of reasoning and its sequence of ideas, in your own words. The paraphrase gives the reader an accurate understanding of the extract's position on the topic. The purpose of a paraphrase is to convey the meaning of the original message and to prove that you understand the passage well enough to restate it. Remember, your job is not to prove yourself correct, but to uncover and explain all the facts and arguments involved in the extract. To paraphrase, first substitute synonyms for the passage's more important terms. These synonyms should be accurate both in denotative and connotative meaning. It does not matter whether you agree or disagree with the extract; it only matters that you demonstrate that you understand what the passage says. This restatement preserves both the original meaning of the passage and the author's position on the matter. You may fine tune the

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sentence construction, possibly even adding a phrase here and there to illustrate a point more clearly or show a connection between two ideas. The paraphrase alters the wording of the passage without changing its meaning. It retains the basic logic of the argument, its sequence of ideas and even the examples used in the passage. Most importantly, it accurately conveys the author's meaning and opinion without necessarily summarising them. To metaphrase is to give a word-by-word translation or interpretation.

Metaphrase techniques are used in poetry analyses. EXERCISE Summarise the following into 120 words: SCHOOLS IN PAN: 13th January 1995, by Lloyd Best The great need of our time is not pan in schools but schools in pan. I hope we will agree. Schools in pan in the sense that the whole school system, including the University, finds itself in a crisis it can only escape if it discerns and draws on the potential of the steelband movement as a centre of excellence, a pool of knowledge and a pole of technical innovation and entrepreneurship as well as a magnet of civic mobilisation and social organisation. My proposal is that much more of the thrust of our investment facilitation and investment promotion should go through the steelband. I mean the steelband actually, as one established centre of excellence and figuratively as any community unit which has the same potential and can serve as a unit of mobilisation. I would like to see Panorama converted into a multi-purpose competition, taking place all year round. Bands will compete at Carnival of course. They will also be judged in other musical competitions during the course of the year: pan ramajay, pan quartets and quintets, pan and piano or clarinet or violin or sax or tabla, etc. Above all the steelbands will be judged on the basis of their success in converting the panyards into centres of education and industry. Prizes will be given for the streamlining of

the physical environment for the different purposes. There can be a drive to involve not only architects, engineers, builders, decorators, etc. but also educators, planners, administrators, and entrepreneurs who will become more than just North Stand enthusiasts. The whole fraternity of supporters can be motivated to expand itself into a cadre which can supply community management and leadership at the district level of Belmont / Laventille and at the municipal level of the city of Port of Spain. The panyard can have a pan laboratory for experimenting with pan manufacture and tuning, with the whole business of locomotion (moving the band around more conveniently) and with sound management. This can be the basis for teaching physics, engineering, natural sciences and above all it can be applied. The yard can have a language lab for training the members and the supporters Spanish or French or Swahili or Hindi depending on the tours the band is expected to make. The panyard can run a homework centre for mothers connected with the band. With so many people coming for so many purposes all year the yard can have its own restaurant. It can be twinned with farms from which to secure its supplies of meat and vegetables thereby creating business opportunities for supporters as well as forging linkages of interdependence between pan and plantation. A band can have more than one yard. Separate bands in the same neighbourhood can get together and divide the labour. The homework or day-care centre can be on one spot, the language lab or music centre on another. All the yards will be associated with the system of primary and secondary schools in the local or municipal area. Some bands can have their own tailors and shoemakers to produce their own jeans, tops, shirts and caps. They can have a whole drag-brother section involved in these activities. This is what will justify small business grants and loans from <https://assignbuster.com/the-fundamentals-of-written-english-comm-117/>

the BDC so that the bands can proceed with the whole range of ventures. The resources of AIM, YESS, YTEPP, the cottage programme and even the URP can be pooled and channelled to optimum usage. The whole purpose of this approach is to make education, entertainment employment and business into an organic and integrated whole. This is what will make it easy for people, first, to take the risks of entering business and second to find the financial and communal support needed to make their ventures successful. Market outlets will be more readily perceived and more reliable suppliers will be more easily identified. It is in this way that people will be induced to buy local and to keep their money circulating so as to create jobs and opportunities for one another. By wholly valid means this approach will defeat the schemes of trade liberalisation which effectively favour foreign suppliers of most of the goods and services our people consume. The youth will be motivated to participate, many more talents and resources will be mobilised. It will be much easier for people to perceive the connection between schooling and training on the one hand and starting and running businesses on the other. The business side merits two sets of comments. First of all, Trinidad and Tobago is well placed to sell a whole lot of goods and services to the rest of the world. It can sell almost anything, if the marketing is right. Part of the secret is designer marketing. The name association is why the tours made by the winning bands will not simply be for the purpose of spreading the culture of pan. We want people to come here as tourists and to insist that their pan tuner and their pan tuning come from here regardless of where the hardware is produced. The important thing is to have people seek endorsements from Bertie Marshall, Ellie Mannette, Boogsie Sharp, Robbie Greenidge, Jit Samaroo, Ken Professor Philmore and Liam Teague.

These are Trinidad and Tobago names, recognised as pan celebrities and we shall sell their goods and services. Pan is our primary vehicle of excellence. It has to be our vehicle for promotion and marketing. Those attracted to our pan will be predisposed to purchase our shirts, tops and scarves. Our celebrities do not have to go anywhere. If low wages were paid and long hours worked, will panyard production centres not quickly realise profits. If all bands in Tunapuna join a co-operative or a gayap to produce textiles for export 96 while learning languages, mastering tassa, tabla, piano and violin, spreading computer technology and playing pan is that not the way to beat the unemployment and drug problem? The problem of funding primary, secondary and tertiary education may be solved as well as crime, community security and domestic violence. It is clear that we cannot compete in big industry. Even in the field of oil and natural gas it is the big companies and countries which have been able to corner the technology and the marketing concerned. For a very small country the investments required are too large and too risky. Without vehicles which will take us into the world of big finance and big markets, we are really non-starters. For that reason we have not so far been able to convert the cash we have made from staple exports as sugar or cocoa or even crude oil and natural gas into sustainable industries dynamic and competitive. For us the best option is to go into areas where intellect, creativity, ingenuity and human culture are the decisive ingredients; art, literature, music, education, information, etc. using calypso, soca, reggae, chutney, pan and mas, roti, doubles and roast bake will sell along with Brian Lara jeans. Bandleaders can sell to carnivals around the world. Minshall, Hart, Garib, Berkeley and Jason Griffith can be taking orders all year round. Workshops, furnishings, decorations and presentations can be

scheduled. The real money is to be made from the cultural services of children's books in many languages, film, video, audiocassettes and CDs. The designing, drawing, printing, publishing, story writing, dubbing, singing, dancing, choreographing and photography will require talent, labour and organisation. The thing about the panyard and the mascamp is that they already exist as worlds of enchantment and triumphs. They are magnets of communal mobilisation in addition to being centres of excellence and poles of innovation. Our people, our young people, will have no difficulty whatsoever in relating to them and in understanding how we may win further success if we started from on that boombay. After all pan start with dustbin.

Abridged by C. McMaster on 18th November 2011 Summary of 120 words

Lloyd Best introduces the concept of Schools in Pan by asserting the centrality and possibilities of panyards to communities. He then recommends that any communal centre will suffice to attract activities like Pan, piano, tabla and or other musics that will compete at these centres which will further utilise the skills available in each region. By-products that employ citizens involving transport, theory or applied learning can evolve into schools, food supplies, garment construction and all their ancillary functions can be added as space, need and resource allow. The object is to create holistic-type community centres that are as multi-faceted as they are multi-utilised. Best suggested marketing these zones' products and services for local and foreign consumption as their ultimate purpose. Editorial:

Unemployment Rising, 4th April 2009 For much of last week, it was possible to think that the economy was looking up. Various indicators, though weak, were not as bad as expected. The disappointing results from the Group of 20 meeting in London were offset in part by the leaders' display of seriousness

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and, in particular, President Obama's debut on the world stage. On Friday, reality bit back with the news that the unemployment rate spiked in March, to 8.5 per cent, a 25-year high. The government's report also showed that employers had shed 663,000 more jobs in March. Nearly two million jobs have vanished this year - 5.1 million since the recession began in December 2007. The ranks of the unemployed now stand at 13.2 million. There is no longer any doubt that the current recession will be the longest yet in America since World War II. The previous record-holders - the contractions of the early 1970s and the early 1980s - each lasted for 16 months. As of now, the economy already has been in decline for 16 straight months. The questions now are how much longer the recession will be and how much worse it will get. Measured by the labor market, the answer to both questions is "a lot." That is because employers will continue to cut jobs as long as the economy is weakening and will resume hiring only once they are sure a recovery is under way. In this recession, the traditional paths to recovery are especially blocked. Economic rebounds - especially from steep declines - are generally led by recovery in the housing market. This time, housing is unlikely to provide the spark. By prudent estimates, housing sales and prices will not begin to turn up appreciably until 2010 at the earliest. Economic rebounds are also marked by recovery in the sales of big-ticket items and by a resurgence in exports, both of which are traditionally dominated by automobiles. Consumers and the auto industry alike are too devastated, however, for automobiles to spur recovery anytime soon, either in terms of sales or employment. In the stimulus bill passed in February, the Obama administration got off to a good start in combating the ravages of unemployment, mainly by bolstering unemployment benefits and health care

coverage for the jobless. It is painfully clear, however, that the law's potential to create or save a few million jobs will not be enough to combat the current scale of unemployment. More fiscal stimuli will be needed to support more demand and, in turn, more jobs. At the same time, the administration's early promise to champion middle-class issues and a progressive labour agenda must be realized, rather than eclipsed, as appears to be the case at present. Goals like stronger unions will not change the quality of workers' economic life overnight, but moving toward them, starting now, will help to renew the hope that proved so fleeting this week.

http://www.nytimes.com/2009/04/05/opinion/05sun1.html?_r=1 Summary

for COSTAATT Exam May 2009 The recent New York Times editorial “

Unemployment Rising" initially explained the parity of the current global economic policies but soon the analysis itemised the dismal reality of US unemployment and the severity of its recessionary conditions. The writer illustrated the protracted duration of the current housing mortgage recovery slump and he explained some of the strategies the US administration has introduced to soften its generally negative impact and to eventually solve the crisis. He concluded with recommendations for fiscal recovery to boost employment, improve labour relations and to re-instil confidence and trust in the modified national economic plans. End of session two Session Three:

Friday 15th February 2013, City Campus at Bretton Hall Building (BHB),

Room 330, from 5pm to 8pm, CRN: 26368 Review last week's home work-
two summaries EXERCISE Summarise the following into 150 words: The

Caracol Industrial Park: A Misguided Approach to Economic Development 8th

December 2011 The big Haiti news last week was all about the “ Invest in Haiti" forum. Predictably, chatter about the event has segmented into two

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campus. On one side are business enthusiasts who see the forum and the headline-grabbing business park being built in Caracol as a sure source of jobs and growth. On the other are those concerned with social justice, who point out that textile manufacturing in Haiti has historically been plagued by wage and union suppression. For the most part, these groups are not in dialogue with each other because they focus on different factors. The pro-investment group — Bill Clinton, President Martelly and Foreign Minister Laurent Lamothe — do not discuss worker's rights and distributive justice issues. Rather, they assume that "growing the economic pie" is sufficient for now: if problems exist with how the pie is divided, those can be addressed later. Meanwhile, those who do focus on justice issues continue to point out (rightly) the historical pattern of industry and investment only benefiting a few is clear. In this piece, we take a different approach to critiquing the industrial development vision represented by the Invest in Haiti forum. The stated goal of those supporting the industrial park in Caracol, as reflected by Bill Clinton's quote (see below), is to create jobs that will lead to economic growth and development. "We are here to build a modern economy... and in the process, give Haitians the means to build a modern state." — Bill Clinton, Nov 30, 2011 The question behind this post is: even if the distributional and justice-related concerns are ignored for the time being, does the vision they have outlined stand up to macro-economic scrutiny? The answer is, unfortunately, a resounding "no." The remainder of this post explores the macro-economic reasons that this is the case. This unwieldy macro-economic term actually describes a simple concept, best illustrated by example. The ultimate case study of successful backward and forward linkages is the tyre industry in Brazil. The production of tyres in Brazil was a

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huge boon to rubber plantations. Eventually, Brazil's status as a tyre manufacturer attracted auto manufacturers and the three industries grew together, resulting in huge growth rates in Brazil. So what are the prospects for linkages in Haiti? Again, Bill Clinton's speech is instructive on this point: " I want to say a special word of thanks to Sae-A and to Chairman Kim for...not only bringing 20, 000 jobs to Haiti, but...there were once 100, 000 people assembling clothes in Haiti, but they never even had their own textile mill. They'll have their own textile mill for the first time now, " Bill Clinton, Nov 30, 2011. The fact that Haiti will now have a textile mill differentiates this round of investment from past textile manufacturing efforts. That's because previously, Haiti had to rely on imported textile materials for assembly and immediate re-export. In other words, the mill opens up the possibility for a backward linkage with cotton growers. However, this would first require revitalizing Haiti's cotton production, which peaked before the reign of the Duvaliers and has fallen steadily since. As for forward linkages, there's not much on the horizon. A 2008 Overseas Development Institute paper entitled, " The Role of Textile and Clothing Industries in Growth and Development Strategies" only discusses backward linkages, with one exception. They vaguely suggest that " business support systems" that develop around the garment industry " may facilitate the transition into higher value added activities. " In other words, unlike with tyres, clothing doesn't lead to anything of higher value— which is traditionally how emerging industries spark growth—except for by fostering business culture. The global value chain is, quite simply, the chain of economic relationships that constitute a production process. On one end of the value chain is a cotton grower; on the other, a person wearing a finished clothing product. It's important to

consider " integration" into these chains because there's lots of research suggesting global value chains are " sticky. " That is, once buyers and sellers at different links in the chain develop relationships, they're not prone to go shopping around for new relationships to replace them. This phenomenon is described by a recent World Bank paper entitled, " Clothing and Export Diversification: Still a Route to Growth for Low Income Countries? ": These chains initially emerged in the clothing sector in the 1950s and 1960s as buyers in developed countries contracted out production to low-wage developing countries. Over the past four decades these chains have matured and the sourcing networks have spread over a large number of countries.... The mature global chains of today restrict the opportunities that the clothing sector offers developing countries for diversification and growth. In other words, prospects are at best uncertain that Haiti can capture a larger share of textile value chains than it currently commands. While favourable trade preference arrangements may assist Haiti in the short-term gain access to US markets, even that isn't a sure bet. In the past, duty-free and other tax-exempt statuses haven't been adequate to lure many manufacturers to Haiti. This is not going to modernize Haiti's economy. Without forward linkages, there's no real prospect for diversifying into higher-value sectors. But even if it's unlikely for Haiti to break into established global value chains, it already has a place in several in the textile industry. Therefore, enhancing the sector could have a positive welfare effect — if the benefits are distributed in an equitable fashion. And this, of course, brings us back to the political factors discussed earlier. There are, however, other models. Costa Rica, for instance, is one case of a small nation that achieved a foothold in a higher-value industry despite its low-income status. That transition is

described in the paper, " Costa Rica's Development Strategy Based on Human Capital and Technology: How It Got There, the Impact of Intel, and Lessons for Other Countries. " The point isn't to suggest that this is the right model for Haiti, rather, the point is that there are models from the low-wage, textile-driven development envisioned by Martelly and Clinton, which have proven track records of failure. EXERCISE Summarise the following into 120 words: Transforming the Mou Mou Economy by Sunity Maharaj Story

Created: 18th January 2012 You know the old order is collapsing when the combination of oil at \$100 a barrel and gas at average netback prices well above budgeted figures fail to penetrate the enveloping sense of economic paralysis. By our usual standards, the economy should be bubbling, turning over more cash in yet another orgy of consumer spending. Instead the ka-ching ka-ching of cash registers is drowning in a rising chorus of " things tight." Writing in the T&T Review, my colleague Gregory McGuire described the situation as a self-inflicted recession and cited the casual way in which state board appointments had been approached after the 2010 election, sending the country into economic limbo for a full year. Then, before the directorial ink could dry, up came the declaration of a state of emergency with a limited curfew so badly bungled that the whole country shut itself down out of fear of being arrested en masse. It took the curfew backlash to teach policymakers about the real structure of the economy which, until then, was assumed to be an 8 to 4 operation, conducted through an orderly network of transactions between government and the Chamber of Commerce sector. Lo and behold! What came to light in the darkness of the curfew hours was the power and richness of the informal economy, existing as it has from colonial days in the shadow of the formal economy, largely

unnoticed, undocumented, unaccounted for, unregulated and, infinitely, unappreciated. This was the economy of producers of everything, vendors of all things and service providers of every conceivable purpose imaginable, legal and illegal. In every economy of the English-speaking Caribbean, this is the story of the mass of the people, indispensable in the lubrication of the economy, but struggling for recognition as valid and legitimate members of the national business club, unseen producers masquerading as consumers. The policy response to this economy is infused by condescension expressed through a strategy approach that achieves little more than the CEPEP-isation of fledgling industry bristling to make the breakthrough but cut off at the knees in every attempt to stand on its feet. Always, the policy response offers just enough to pacify, never enough to transform. This is the story of agriculture, the steelband movement, the film maker, the home-lab scientist and the cottage-level industrialist-creators all, innovators many, making products, utilising local content in material, manpower and imagination; what Lloyd Best christened the maroon economy. And yet, the formal economy remains obsessed, as it has done since Columbus, with resources from everywhere else but here, content to open the gates at the first mou from the flick of any Memorandum of Understanding, when what we really need to understand is why, in a world where survival is increasingly dependent on conquering markets, we happily offer ourselves to be conquered. And yet, with political will, it could so easily be different. In the Caribbean, government is the biggest business in town where much of what passes for a commercial business sector is effectively a satellite business sector in the orbit of the national treasury. Paralyse the government and the impact on the economy is both dramatic and immediate. Own the

government and all is yours. True to one degree or another, all economies are dependent on state activity; what is important here, though, is the size of the space occupied by government and its role as the trustee of income derived from the national patrimony of oil and gas. Because the bigger chunk of state revenue comes from the energy patrimony belonging to all, the issues of equity and transparency in distribution are paramount. Both place a huge priority on engagement and dialogue within a framework that recognises the validity of all interests and the entitlements of all, to a place under our sun. Here then, is one of the key bases for the social compact that so continues to elude us. The irony is that with the People's Partnership, the electorate may well have got the headline right but the story wrong. A people's partnership is precisely what the country has been questing for all along. Over and over, no matter how disastrous the outcome, it keeps working its way to yet another rendezvous with hope. Listen closely and hear the beating heart of a nation yearning to be born whole. Never before have we so needed the peace of a social compact as we gear up for the withering away of the old and rise of the new order. In this New World, all of us face a future of dramatic change in a world beyond oil and gas. Internet shopping, direct access to information from a smorgasbord [variety] of sources, global services from cyber offices; these and more have transformed the playing field. As the first children of globalisation, we should have the mastery for conquest. In the early 1980s, we got a glimpse of our capabilities when oil prices collapsed. Government, business and labour might remember it as a time of confrontation, marches and protest. But jostling for space among it all was an outpouring of creative capacity as people, many of them women, did what we have always done: found a way to pay the bills and do

something useful while lifting the spirit. The result was a brief but shining outburst of batiks, craft jewellery, original and distinctive fashion, confectionary, foods, music and so on. Within a decade, it was gone. As oil prices turned upwards and we entered the golden age of the gas economy, this nascent indigenous manufacturing sector was swept away in a tide of imports, as once again, we failed to recognise the potency of a people peddling their dreams of production and financial independence before an unseeing authority obsessed with looking everywhere else but here. As the new order takes shape on the head of the old, the impact could be cataclysmic for any society found to be unprepared. Where to start? As in the politics, so in the economics. We need a partnership for the economy, assembled at a round table of equals, all willing to put their cards on the table, declare their interests and begin to talk. No MOU necessary. Sunity Maharaj is the editor of the T&T Review and Director of the Lloyd Best Institute of the West Indies. sunity.maharaj@gmail.com

VERBS Words that express some form of action or state are called verbs. Verbs do not have number so it is impossible to have singular or plural verbs. Consider the following conjugation of the verb "to think":

Singular	Plural
I think	We think
You think	You think
He/she or it thinks	They think

If we observe both columns it is easy to see that the verb form 'think' occurs in each column and since all verbs can be conjugated similarly it is valid to conclude that verbs do NOT have number. They just agree with their subjects and this agreement is called concord. Their inflection or change process in form is known as conjugation, which involves alterations according to the person and number of their subjects (who and how many performed the action). Verbs identify tense or time like the present; the preterite or past tense, pluperfect (past

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perfect); imperfect, progressive or continuous tense. Certain words, derived from verbs but not functioning as verbs, are called verbals. In addition to verbal nouns, or gerunds, participles can serve as adjectives (the written word) and infinitives often serve as noun phrases, (to err is human). A participle is partially a verb and partially a noun or adjective which is why it is called a participle. A verb is a word that does an action or tells of a state. For example: Madonna and Aaron type thousand of words each day, (does typing). Sharla considered the proposal and dismissed its false claims, (states of mental activity). Notes on Agreement or Concord: Introductory phrases like- together with, accompanied by and prepositional phrases (in brackets below) often mask the subjects and writers are tempted to falsely and inaccurately adjust the verb form. For example: The intention (of the hikers) is -not are- to complete the hike in record time. The subject is 'intention' which is an abstract singular noun. Another example is: Leston and Jonathon, in the next competing boat, were —not was- swiftly overtaking us. The plural compound subject is 'Leston and Jonathon' and the verb form required is 'were' not was. Similarly clauses may separate the subject from the verb: The comics I read on Sunday to Ondeng were —not was- a variety of traditional and abstract conventions. 'Comics' is the plural subject. Note how the plural 'comics' is considered as singular in the preceding sentence therefore it is placed in inverted commas. Collective nouns like: A class of unruly adults disturbs —not disturb- the northern block of the university. Subjects like: Neither the pot nor the spoon was —not were- soiled; are singular subjects. None, no one, anyone, someone, either and, neither are singular too- as in: Either of the boxers is to be crowned. Neither of them is guilty. There is and there are require their objects (bracketed) to determine

their applications. There are too many (words) in that sentence. There is (one) brick left. CATEGORIES OF VERBS 1. Transitive verbs require objects. She saw him coming. Rashad bought five guavas. They enjoy themselves. 2. Intransitive verbs do not require objects. He walks slowly. They live. Men think. Animals survive easily. 3. Ditransitive verbs take both direct and indirect objects. Candice gave Aneicia doubles. Camille asked us for patience. The Parang brought Keisha great joy. The Voice of the verb can be one of the following: 1. Active Voice, when the subject executes the action expressed by the verb. Examples: We teach Latin. Granny really loves Jenelle. 2. Passive Voice is when the subject is acted upon by the object. Examples: Latin was taught by us. Jenelle was really loved by her granny. There are four moods that are associated with finite verbs and three moods associated with non-finite verbs. A finite verb is a verb with a subject. 1. The indicative mood presents the action or the state of the verb as being real and certain. Example: She was here yesterday. Cassia demanded an apology. 2. The subjunctive mood presents hypothetical actions or the states of the verb as being unreal. The subjunctive expresses a wish, a command, or a condition contrary to fact. * Conditions contrary to fact: " If I were a rich man." (I teach English; I am not rich.) We use ' were' instead of the expected ' was': " If this were any heavier [but it's not, a condition contrary to fact], I couldn't lift it"; " If she were to say that [but she did not], I'd leave." * Suppositions: " If I were to tell you the truth."; " Be that as it may." * Wishes: " I wish she were six inches taller." * Demands and suggestions: " I insist he leave"; " I suggest he leave." * Necessity or importance: " It's essential that he arrive on time." * Unfulfilled prayer requests: Let there be peace. Thy kingdom come. The subjunctive mood as it refers to demands and desires <https://assignbuster.com/the-fundamentals-of-written-english-comm-117/>

uses the base form of the verb without inflections. It is used after only a handful of words such as: "demand," "request," "suggest," "ask," "plead," "pray," "insist" and so forth. Examples: * I demanded that Shadow stay as I even wanted him to sing. I pray that Wayne wake up before sunrise. * In its "were" form the subjunctive is used to express a hypothetical situation. "I would be afraid too, if I were she." Also: We saw (verb of perception) him jump into the river. 3. The conditional mood expresses the possibility of real action or state of the Verb. Example: Could you tell me the time, please? May we assemble here? 4. Imperative, expresses an order, direct advice, a recommendation, a suggestion, etc. Example: Go home. Look out. Infinitive or root: to be, to determine, to learn: Verbs which are usually followed by the infinitive: afford | agree | appear | arrange | ask | attempt | care | choose | claim | come | consent | dare | decide | demand | deserve | determine | elect | endeavour | expect | fail | get | guarantee | hate | help | hesitate | hope | hurry | incline | intend | learn | long | manage | mean | need | offer | plan | prepare | pretend | promise | refuse | resolve | say | seem | tend | threaten | want | wish For example: * Maria can't afford to go to the calypso competition. * Danielle bargained to focus more on karate than on kung fu. * Children should learn to express themselves much more confidently. * The cricketers resolved to fix the problem in Kingston. Gerunds and infinitives are verb forms that act like nouns. Gerunds can also follow prepositions as in; "Amadi saved Mark from drowning." "Jean insists on learning new words." A gerund is a noun formed by using the present participle form of the verb. An infinitive is the root verb that follows the preposition "to". Some verbs can take either the gerund or the infinitive with no loss of meaning. For example: With the verb 'start'- "It started to rain." or "It started raining." Both

sentences have the same meaning. Sometimes the use of the gerund or infinitive changes the meaning of the sentence. For example: With the verb remember - " I remembered to do my homework". or " I remembered doing my homework." In the first sentence the person remembered that he had some homework first and then did it. In the second sentence the person did the action first and then remembered doing it. Other uses of the Gerund include: * Christianne adores reading your books. * They anticipated winning the election. * Jameila dislikes going to public fetes. * We postponed making any decision in the meeting. * Arion quit smoking last December. * Do you recall seeing someone like that? 2. Participles: present participle = root-think and ' ing' therefore thinking. This form also creates a Gerund or a verbal noun. Past participle: the past tense form which agrees with the auxiliary ' have.' Example: swum, thought, gone, done, brought and performed. Verbs are also segregated into Principal Verbs and Auxiliary Verbs. Principal Verbs are verbs that can stand alone but need auxiliary verbs to form some of their tenses. Examples: He calls his mother often. He has called Areatha. They call it Soca. Verb to speak: I shall speak to him. Dorie spoke to Patrice for two hours. The Tense of the verb is the time that the action/state is performed. There are four primary tenses and three primary states: (e. g.; to go) The simple present tense is used to express: 1. A habitual activity: He goes to bed at nine o'clock every night. They play tennis regularly. She swims at the club three afternoons a week. 2. A statement of fact or a universal truth: He told the child that the world is round. Joel learnt yesterday that hydrogen is the lightest gas. Fatima explained that the sun is much larger than the earth. 3. Commentaries, especially in sports: Dwight Yorke kicks the ball to Russell Latapy. Latapy passes it to Dennis...and Dennis scores. 4. Literary criticism:

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The poem is well-written. The Present Continuous Tense is used for: 1. An activity that is still going on at the time of speaking or one which is of short duration: She is singing in the bathroom for the first time. My gardener is watering the crotons. My neighbour's baby is crying loudly. 2. A temporary activity: I am living in Penal for the months of the hurricane. She is enjoying the festive atmosphere. He is attending an intense training course. The continuous tense is also called the progressive or the imperfect tense. The Present Perfect Tense is used for: 1. A past activity which shows completion: I have worked in Tobago and I shall do so again if I am asked. The doctor has treated such cases before, so you can take his advice. He has read a lot of books on astronomy, so he is knowledgeable on the subject. 2. A past activity but at some recent indefinite time: He has finished reading the novel. The child has completed his homework. She has sat her music examination twice. 3. Questions referring to the indefinite past: Have you ever been to South Africa? Has her father agreed to the marriage? Have they bought the tickets to St Kitts? 4. With "already" and "not yet" statements: He has already eaten. She has not yet practised the solo she learned yesterday. My friend has already purchased a costume from All Stars. My uncle, however, has not yet bought his costume. 5. With "since" and "for" statements: I have not heard from Sunity since January. He has known my brother since his schooldays. She has been in Japan for three months. Her sister has been ill for weeks. The Present Perfect Continuous Tense is used for: 1. An activity which is initiated in the recent past and is continued to the present 2. They have been playing football all morning (and still are). 3. I have been thinking continuously about it (and still am). 4. She has been working hard at it (and still hasn't finished). It is also necessary to note that

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the present, past and past participles of the following verbs have the same spelling, such as bid, broadcast, hurt, thrust, set and spilt. Using Tense and Verb Forms Correctly

1. I saw (past) him (object) go (infinitive w/out prep.) into the house.
2. He made her cry. (Note: Venezuelans say ' to cry')
3. We heard her sing.
4. She helped him (to) revise his work.

The past participle comes after the verbs " to be" and " to have. "

1. It has to be eaten raw.
2. They were to have played till eleven pm.

Auxiliary Verbs form the moods and tenses of other verbs. The auxiliaries are:

1. To be- is, are, am, was, were, be, been
2. To have- has, have, had
3. To do- does, do, did

Auxiliary verbs also help to form tenses:

1. They are watching the film. This forms the present continuous tense.
2. He has been picked for the job. This forms the present perfect tense (passive).
3. They had completed all of their homework. This forms the past perfect tense.

As Modal or Defective verbs they are: Can, could, may, might, must, will, would, shall, should and ought. This remarkable and unusual set of verbs is never inflected with that "-s" ending of the third person singular. They point to situations either imaginary in the future, or an imaginary situation to be warned or forbidden. They are usually described as working in tandem with the preposition " to" that is suppressed in all of them except " ought to...." Their negative forms require the adverb ' not' as an addition like- shall not and their contracted forms like- mightnâ