
COHERENT SENTENCES IN THE ENGLISH LANGUAGE WORKSHEET

LEARNING OUTCOME: LIST AND DEFINE THE PARTS OF SPEECH

BECOME THE TEACHER!

One of the best ways to learn a topic is to teach it. Meet up with a friend or family member, and during your conversation, tell them the names of all of the parts of speech and explain what each part does in a sentence.

LEARNING OUTCOME: CLASSIFY WORDS OF A SENTENCE INTO PARTS
OF SPEECH

CIRCLE THE ADVERBS, DRAW A BOX AROUND ALL THE VERBS, AND UNDERLINE THE
ADJECTIVES IN THE FOLLOWING SENTENCES:

Telomeres, also called the biological clock, consist of thousands of tandem DNA repeats at the end of each linear chromosome.

The measuring sensors were lightly covered with aluminium foil to keep the temperature constant and to protect the delicate sensors from light.

Given the importance of processing social threat cues in facial expressions quickly, the meaning may be conveyed by several key features (e.g., raised eyebrows, angry eyes and gaping mouth).

The mouse was deeply anesthetized with sodium pentobarbital.

UNDERLINE ALL THE NOUNS, DRAW A BOX AROUND ALL THE ARTICLES, AND CIRCLE ALL THE CONJUNCTIONS IN THE FOLLOWING SENTENCES:

Autophagy or "self-eating" relates to the degradation procedure of damaged organelles, protein aggregates, and toxic substances that are entrapped within the lysosome.

Given the moderate-to-severe perturbation of brain ion homeostasis in some neurologic diseases, we speculated that moderately modified (m)ACSF could induce hippocampal epileptiform activity.

Each thin or thick slice was placed in a submerged recording chamber and perfused with buffer at a perfusate temperature of 35–36 °C.

UNDERLINE ALL PRONOUNS AND CIRCLE ALL PREPOSITIONS IN THE FOLLOWING SENTENCES:

It might be that lesioned rats are less good at representing the contingency between actions and their outcomes when the outcomes are delayed.

The microbes identified in glacier cores potentially represent those in the atmosphere at the time of their deposition, though we cannot rule out post-deposition metabolisms of microbes.

Subjects were placed in cages, which were initially unfamiliar to them, and their activity was recorded for 2 h.

To better understand the neuromodulatory effect of tDCS, the present study examined the impact of tDCS on performance in a working memory task and its underlying neural activity.



LEARNING OUTCOMES: IDENTIFY THE SUBJECT OF A SENTENCE;
IDENTIFY THE MAIN VERB AND OTHER VERBS IN A SENTENCE

UNDERLINE THE SUBJECT, DRAW A BOX AROUND THE MAIN VERB, AND CIRCLE ALL
OTHER VERBS IN THE FOLLOWING SENTENCES:

The mouse was deeply anesthetized with sodium pentobarbital.

The neuromodulatory changes induced by tDCS have been associated with
modifications of a variety of behavioural brain functions.

Other noteworthy cancer-related genes that have been extensively studied include
breast cancer type 1 susceptibility protein (*BRCA1*) and breast cancer type 2
susceptibility protein (*BRCA2*).

Given the moderate-to-severe perturbation of brain ion homeostasis in some neurologic
diseases, we speculated that moderately modified (m)ACSF could induce hippocampal
epileptiform activity.

LEARNING OUTCOME: EXPLAIN WHEN TO USE PAST, PRESENT, OR
FUTURE TENSE

EVALUATE WHICH TENSE OR TENSES IS/ARE BEING USED IN THE FOLLOWING
SENTENCES, AND IF IT IS NOT THE APPROPRIATE TENSE, CORRECT THE SENTENCE.

Given the moderate-to-severe perturbation of brain ion homeostasis in some neurologic
diseases, we will speculate that moderately modified (m)ACSF could induce
hippocampal epileptiform activity.



The first phrase is present tense; the second phrase is future tense. It would be better to make the second phrase past tense: "We speculated that ...", because they are explaining the logic they used (in the past) to design the study.

Each thin or thick slice is placed in a submerged recording chamber and perfused with buffer at a perfusate temperature of 35–36 °C.

Present tense, but past tense is preferred for Materials and Methods.

Recent researchers in B-cell biology find a novel IL10-producing subset of B cells that modulated tumor immune responses.

Present tense, but since they are described published work of other researchers, it should be past tense.

LEARNING OUTCOME: USE SINGULAR AND PLURAL NOUNS AND VERBS APPROPRIATELY

IDENTIFY AND CORRECT ANY SINGULAR-PLURAL MISMATCHES IN THE FOLLOWING SENTENCES.

These ATP-degrading enzyme control the pro-inflammatory state of the tumor microenvironment by a negative-feedback mechanisms.

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A novel porcine circoviruses from pig tissues with porcine dermatitis is identified by high-throughput sequencing technology and was designated porcine circovirus type 3 (PCV3) in previous studies.

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LEARNING OUTCOMES: DEFINE PASSIVE VOICE AND ACTIVE VOICE;
EXPLAIN WHEN TO USE PASSIVE VOICE OR ACTIVE VOICE

IDENTIFY WHETHER THE FOLLOWING SENTENCES ARE ACTIVE OR PASSIVE VOICE, EXPLAIN HOW YOU KNOW THAT, AND DECIDE WHETHER THAT VOICE IS THE BEST CHOICE.

Square array titration was used to determine the optimal number of cells for inoculation and serum dilution.

Passive voice. *Passive is the best choice for the Materials and Methods section, but if it is in the Results section it might be better as active voice: "We used square array titration to determine the optimal number of cells for inoculation and serum dilution."*



We performed the IFA assay as described previously (ref).

Active voice. *Active is the best choice for the Results section, but if it is in the Materials and Methods section it might be better as passive voice: “The IFA assay was performed as described previously (ref).”*

In this study, we successfully isolated two strains of CCoV Ila that had stable cellular adaptability and high viral titers.

Active voice. *Good choice!*

The genes derived from plant viruses can also be considered as safe transgenes.

Passive voice. *It is probably the best choice here because it seems to be more important to emphasize the gene rather than the researchers who made the consideration.*

LEARNING OUTCOME: DEFINE FIRST, SECOND, AND THIRD PERSON AND KNOW WHICH ONES TO USE

IDENTIFY THE GRAMMATICAL PERSON IN THE FOLLOWING SENTENCES, EXPLAIN
HOW YOU KNOW THAT, AND DECIDE WHETHER IT IS THE BEST CHOICE.

The author believes the micronucleus test as a related to but an independent method from chromosomal aberration test with its own characteristics.

Third person; *the writer is speaking to the reader about the writer as if the writer is a third party. First person would be a better choice: “I believe...” or “We believe...”.*



In this study, we successfully isolated two strains of CCoV IIa that had stable cellular adaptability and high viral titers.

First person: *the writer is speaking about their own actions. Good choice!*

In this study, it was verified that only a few strains were suitable for growth in vitro.

Third person: *the writer is speaking to the reader about actions of an unidentified agent. First person would be a better choice: "We verified ..."*

To screen isolates with a colistin resistance phenotype, you recover *E. coli* isolates streaked onto Müller-Hinton (MH) agar containing 2 µg/mL colistin and culture them at 37°C for 12 h.

Second person: *the writer is addressing the reader directly. Since this appears to be materials and methods, a third person, no agent, passive construction would be best: "To screen isolates with a colistin resistance phenotype, recovered *E. coli* isolates were streaked onto Müller-Hinton (MH) agar containing 2 µg/mL colistin and cultured at 37°C for 12 h."*

Second person is almost never used in scientific writing.