

BASIC ENGLISH SKILLS (Part 2)

SENTENCE STRUCTURE, SENTENCE PROBLEMS,
TRANSITIONS AND PUNCTUATION

SENTENCES AND SENTENCE STRUCTURE 1

Rules and examples to help you make simple sentences

To make a sentence you need to know FOUR things:

1. A sentence is a group of words that makes sense on its own.

Cheese car house table on Tuesday.
This isn't a sentence - it doesn't make sense.

I parked my car next to my house.
This is a sentence. You can understand what it means. It makes sense on its own.

2. When you are writing you need to use the right sentence punctuation.

Using punctuation will show the person who is reading your writing where the sentences begin and end.

- A sentence must begin with a capital letter.
- A sentence must end with a full-stop (.), a question mark (?), or an exclamation mark (!).

BEWARE! Sometimes people confuse the punctuation to use at the end of a sentence. You can use commas (,), colons (:), or semicolons (;) in your writing, but they should never be used instead of a full-stop. Do you know any other forms of punctuation? Find out whether the person sitting next to you knows any other forms.

3. A sentence also needs AT LEAST two kinds of words in it:

- A sentence must have a **VERB** (a doing word).
e.g. *like, is, were cooking, walked, need, has gone*
- A sentence must also have a **SUBJECT**. This is the person, or the thing, that is doing the verb.
e.g. *I, Somchai, Tuesday, a dog, you, people, the weather*

Here are some examples of sentences that show you the **verbs** and the **subjects**:

Last week **Peggy redecorated** the pub.

Are you hungry yet?

Martin, be quiet.

Tuesday was very rainy and cold.

4. Objects and complements:

- Sentences can exist with only a subject and a verb, although very often they contain a third part.
- If the verb in a sentence is an action word (e.g. hit, eat, redecorate), then the 'thing' that receives the action, or is affected by it, is called the **object** of the sentence.

*Peggy redecorated the pub (**object**).*

It is possible to have more than one object. When you continue to study English, you will also see that, in grammatical terms, there can be more than one type of 'object part' in a sentence.

However:

- If the verb in a sentence is one that denotes a state (how something is) rather than an action word, then this type of verb is known as a linking or copula verb. Examples are: be, seem, appear, become, look (as in appear).
- In sentences which contain this type of verb, there is no **object** which **receives** an action. Instead, this other part 'describes' the subject:

Tuesday was very rainy and cold.

He looks ill.

John is a doctor.

This 'describing part', or object equivalent, is called a **subject complement** or **complement**. It is useful to know the difference between an object and a complement.

Other things to know about sentences:

Sentences can be very short, or very long. There is no correct number of words that should be in a sentence. The length of the sentence depends on what you want to say and the effect you want to get. In general, short sentences are easy to read but if you put too many together in your writing, it can look and sound choppy. Long or stringy sentences can be boring for the reader, and long, complex sentences are difficult to construct well. The best writing will consist of a mixture of long and short sentences.

In fiction, authors may use short sentences for dramatic effect, and these are often found at the beginning or end of a paragraph:

She opened her eyes. The water was rising all around her, and she...

BEWARE! If your sentences go on for many lines, make sure that you haven't really put several sentences together as one sentence.

It's important to remember that you don't always need to write in sentences. For example, a shopping list doesn't need sentences, but a job application letter does.

SENTENCES AND SENTENCE STRUCTURE 2

How to put simple sentences together

Constant use of short sentences can be a bit strange to read. To make your writing more interesting, you can use two other sorts of longer sentences. The simplest of these is the **compound sentence**.

How do I make a compound sentence?

When you have two or more short, independent, simple sentences which are of **equal weight** (equally important) you can join them together using special words called **coordinating conjunctions**.

e.g. *'I hate curry.'* is a simple sentence.
'I like Thai food.' is also a simple sentence.

You can put these together to make one, longer and more interesting compound sentence using a conjunction:

*'I hate curry' + **but** + 'I like Thai food' = 'I hate curry, but I like Thai food.'*

- Junctions join two or more roads together, so we use conjunctions to join two or more short sentences together
- Commas are **not** conjunctions and they should never be used to join short sentences together (commas aren't sticky, so you can't use them to stick information together!).

'I hate curry, I like Thai food.' (Comma splice: incorrect, requires a conjunction)

- These are the most common coordinating conjunctions:

and, but, so,

or, nor

- **Try to avoid using the same conjunction over and over again. It is much better to 'mix and match'.**

BEWARE!

The conjunction that you use may change the meaning of your sentence! Conjunctions don't just stick sentences together; they show the **relationship** between the pieces of information.

e.g. Note the slightly different meaning in these sentences:

I walked home. I was tired.

*I walked home **and** I was tired.*

*I walked home **but** I was tired.*

*I walked home **so** I was tired.*

*I walked home **or** I was tired.*

The final sentence, using **or**, doesn't really make sense. You can't use every conjunction everywhere - so choose wisely!

Notes:

SENTENCES AND SENTENCE STRUCTURE 3

Complex sentences

Constant use of short sentences strung together can be a bit strange to read. They seem 'choppy' together. To make your writing more interesting, you can use two other sorts of longer sentences. Study sheet 2 looked at 'compound' sentences. This study sheet looks at '**complex**' sentences.

How do I make a complex sentence?

When you make a compound sentence (see study sheet 2) you are joining two or more simple sentences together with a conjunction. If you took the conjunction away, the sentences would be complete and they would still make sense.

e.g. *'I hate curry, but I like Thai food.'* = **'I hate curry'** + *but* + **'I like Thai food'**

This isn't the same for complex sentences. Complex sentences don't just divide into neat, complete, simple sentences if you take out the conjunctions. In complex sentences the conjunction is used to join together **clauses**. A clause is a group of words that contains a subject and a verb. Some of these clauses might be complete short sentences, but in a complex sentence at least one of them will **depend on the conjunction for its meaning**. In other words, if you take the conjunction away, the sentence won't divide into complete units that make sense by themselves.

e.g. *'The dinner was burned because she had forgotten it.'*
= **'The dinner was burned'** + *'because'* + *'she had forgotten it.'*

This is a complex sentence, as we can see:

- *'The dinner was burned'* = complete, short sentence (main clause)
- *'because'* = conjunction (joining word)
- *'she had forgotten it'* = subordinate clause. This doesn't make sense on its own. What had she forgotten? This is called a 'subordinate clause' because without the rest of the sentence it doesn't really make sense. It is like a junior partner: it gives support to the FACT that *the dinner was burned* (it explains why), but it doesn't mean anything in particular when we write it as a single sentence.

A further example follows:

'Although I'm not very good, I really enjoy playing football.'

= *'Although' + 'I'm not very good' + 'I really enjoy playing football.'*

Again, this is a complex sentence, as we can see:

- *'Although'* = conjunction (joining word). Yes, sometimes conjunctions can appear at the beginning of a sentence!
- *'I'm not very good'* = subordinate clause. This doesn't make sense on its own. What are you not very good at? This is called a 'subordinate clause' because without the rest of the sentence it doesn't really make sense.
- *'I enjoy playing football'* = complete short sentence (main clause)

This type of conjunction, which joins a subordinate clause to a main clause, is called a **subordinating conjunction**. There are many subordinating conjunctions, including ***after, although, as, as if, as soon as, because, how, if, since, so that, than, unless, when, whether, while and why.***

He'll be ill **if** he eats all that pork.

If he eats all that pork, he'll be ill.

BEWARE!

As for compound sentences, commas are **not** conjunctions and they should never be used to join short sentences or clauses together (commas aren't sticky, so you can't use them to stick information together!).

e.g. *'The dinner was burned, she had forgotten it.'* = incorrect (see comma splices, page 8)

*The dinner was burned **because** she had forgotten it.'* = correct

Sentence Problems

The four main kinds of problem sentences that students may write are fragments, run-ons, comma splices, and choppy and stringy sentences.

<u>Fragments</u> are incomplete sentences.	
Fragment: The subject that I enjoyed the most in high school.	Corrected: The subject that I enjoyed the most in high school was physics.
<u>Run-ons</u> and <u>comma splices</u> are incorrectly joined independent clauses.	
Run-on: Getting married is easy staying married is another matter. Comma splice: Getting married is easy, staying married is another matter.	Corrected: Getting married is easy, but staying married is another matter. Or: Although getting married is easy, staying married is another matter.
<u>Choppy sentences</u> are sentences that are too short.	
Choppy: My family left our homeland. Then we lived in a refugee camp. We lived there for several months. Then we got our documents. We traveled to Canada. We live there now.	Corrected: After my family left our homeland, we lived in a refugee camp for several months. As soon as we got our documents, we traveled to Canada, where we live now.
<u>Stringy sentences</u> are sentences with too many independent clauses.	
Stringy: My family left our homeland, and we lived in a refugee camp for several months, but finally we got our documents, so we traveled to Canada, and we live there now.	Corrected: After my family left our homeland, we lived in a refugee camp for several months. As soon as we got our documents, we traveled to Canada, where we live now.

SENTENCE SKILLS DIAGNOSTIC TEST

- This diagnostic test will help check your knowledge of a number of sentence skills. In each item below, certain words are underlined. Write X in the answer space if you think a mistake appears at the underlined part. Write C in the answer space if you think the underlined part is correct.

- _____ 1. Because I didn't want to get wet. I waited for a break in the downpour. Then I ran for the car like an Olympic sprinter.
- _____ 2. The baby birds chirped loudly, especially when their mother brought food to them. Their mouths gaped open hungrily.
- _____ 3. Irene fixed fruits and healthy sandwiches for her son's lunch, he traded them for cupcakes, cookies, and chips.
- _____ 4. My mother keeps sending me bottles of vitamins, but I keep forgetting to take them.
- _____ 5. The street musician counted the coins in his donations basket and pack his trumpet in its case.
- _____ 6. Belle's car have a horn that plays six different tunes.
- _____ 7. The records in my collection is arranged in alphabetical order.
- _____ 8. There was only one burner working on the old gas stove.
- _____ 9. Before cleaning the oven, I lined the kitchen floor with newspapers, open the windows, and shook the can of aerosol foam.
- _____ 10. All visitors should stay in their cars while driving through the wild animal park.
- _____ 11. As I slowed down at the scene of the accident, you could see long black skid marks on the highway.
- _____ 12. Brian drives so reckless that no one will join his car pool.
- _____ 13. Miriam pulled impatiently at the rusty zipper.
- _____ 14. I am more happier with myself now that I earn my own money.
- _____ 15. Before I could take a bath, I had to pick up the damp towels on the floor, gather up the loose toys in the room, and the tub had to be scrubbed out.

TRANSITIONS

When we write assignments, reports, essays or even stories, we join our sentences together to form paragraphs. A paragraph is a group of related sentences which deals with a single topic. Normally, our work will have a main subject (e.g. Diesel Engine Design), but the paragraphs will each deal with separate topics within that general subject area (e.g. history of diesel engines, marine engines, car engines, new developments). We have already seen that we must avoid using too many short or long sentences, and how we can mix long and short sentences for a better effect. However, we need to learn about how to join the sentences using **transition** or **linking** words.

To develop a good paragraph, the writer needs to use appropriate transitions to link the sentences, and to help create unity and coherence within the paragraph. Proper use of transitional words will organize sentences in a logical manner, and guide readers to understand the relationships between the points the writer makes.

Examples of Transitions:

Consequently, it can be seen that...

As a result, we can conclude that...

-show how one thing is a result of another. These transitional words are used when the writer has evidence to back up his argument.

Thus, it can be understood that...

Therefore, I believe that...

-suggest that the writer is going to conclude, based on reasons, or earlier arguments.

For example, ...

An illustration of this is...

-show that the writer is going to give examples, or to be more specific about the details.

Firstly, ...

Secondly, ...

In addition, ...

-show that the writer is going to present a list or sequence of facts, reasons, or add to those already given.

In contrast, ...

On the contrary,...

-express a change of direction, or a contrasting idea.

However,

In spite of the fact that...,

Although...,

Nevertheless,

-remind readers that there is something else to be taken into account.

Transitions Review

<i>Exemplification</i>			
for example	namely	that is	to illustrate
an example of this is	specifically	for instance	
<i>Sequence or addition</i>			
first(ly), second(ly)...	moreover	in addition	next
furthermore	also	afterwards	
<i>Result</i>			
therefore	thus	as a consequence	accordingly
consequently	as a result	for these reasons	
<i>Summary</i>			
in summary	in conclusion	to conclude	to sum up
in brief	in short	on the whole	to summarize
<i>Contrast or contradiction</i>			
however	conversely	on the other hand	nonetheless
whereas	even so	in contrast	
<i>Comparison</i>			
likewise	at the same time	once more	
similarly	once again		

HOW TO USE PUNCTUATION

Introduction

There is only one reason to use punctuation correctly - but it is a vitally important reason: to make oneself understood with clarity. In speech, we have a variety of devices for clarifying our meaning: stress, intonation, rhythm, pauses, hand or body movements. In text, we have only the words and the punctuation; and poor punctuation enables the same words to have different or unclear meanings. There are clear rules for the use of punctuation marks and they are not difficult to learn and to apply:

How to use the full stop

There are only two uses of the full stop (or, as the Americans call it, the period):

- to mark the end of a sentence expressing a statement (if you are unsure whether the words constitute a sentence, look for a verb which is an essential component of a sentence) [*This is a sentence with the verb 'is'.*]
- to signify an acronym - [N.A.T.O. for North Atlantic Treaty Organization (although increasingly it is acceptable and even preferable not to use full stops in such cases)]

Note: A common mistake is to use a comma where a full stop should be used, as in the linking of statements or sentences.

How to use the question mark

There are only two uses of the question mark:

- at the end of a direct question [*Do you understand this rule?*]
- to show that something is uncertain (when it should be inside round brackets or parentheses) [*He was born in 1886(?) and died in 1942.*]

How to use the exclamation mark

There is only one use of the exclamation mark:

- after an exclamation of surprise, shock or dismay, which is generally a short sentence or phrase expressing very strong feeling [*What a wonderful surprise!*] [*Oh, my God!*]

Note: Exclamation marks should be used sparingly and usually not at all in formal writing. If you are writing an engineering report or technical essay, you will rarely use an exclamation mark.

How to use the comma

The comma is used very frequently and used incorrectly almost as frequently. There are, in fact, four distinct uses of the comma:

- A listing comma is used as a kind of substitute for the word 'and' or sometimes for the word 'or' in a list when three or more words, phrases or even complete sentences are joined by the word 'and' or 'or'. [*The colours in the Union Jack flag are red, white and blue.*]
- A joining comma is only slightly different from a listing comma and is used to join two complete sentences into a single sentence, when it must be used with one of the connecting words 'and', 'or', 'nor', 'but', 'while', 'so' and 'yet'. [*I could tell you the truth, but I will not.*]. In very short compound sentences we usually leave out commas [*I sang and she danced*].
- The gapping comma is used to show that one or more words have been left out when the missing words would simply repeat the words already used in the same sentence. [*Some English writers use punctuation correctly; others, not.*]
- The bracketing comma always comes as a pair and is used to mark off a weak interruption of a sentence - that is, an interruption which does not disturb the smooth flow of the sentence and could be removed and still leave the sentence complete and making good sense. [*This web site, I would suggest, contains much useful information and advice.*]

Note 1: One bracketing comma will suffice if the weak interruption comes at the beginning or the end of the sentence. [*Although often wet, Britain has lots of sunshine.* as opposed to *Britain, although often wet, has lots of sunshine.*]

Note 2: The main purpose of punctuation is to aid understanding; a subsidiary purpose is to aid flow. Use joining commas and pairing commas where this aids understanding and/or flow. As a general rule, the longer the sentence or the more complex the sentence, the greater the need for commas.

Note 3: When in doubt over where to use a comma, try reading the sentence out loud and, generally speaking, commas should be used where you **pause** for clarification or breath.

Note 4: There is some controversy over use of something called the serial or Oxford comma which is the last comma in this example: *The colors in the Union Jack flag are red, white, and blue.* Generally the serial comma is not used in Britain where it is regarded as unnecessary, but it is commonly used in the United States where it is thought helpful.

How to use the colon

The colon has two uses:

- to indicate that what follows it is an explanation or elaboration of what precedes it (the rule being that the more general statement is followed by a more specific one) [*There is one challenge above all others: the alleviation of poverty.*]
- to introduce a list [*There are four countries in the United Kingdom: England, Scotland, Wales and Northern Ireland.*]

Note: A colon is never preceded by a white space, but it is always followed by a white space, and it is never followed by a hyphen or a dash.

How to use the semicolon

The semicolon has two similar major uses:

- to join two complete sentences into a single written sentence when the two sentences are too closely related to be separated by a full stop and there is no connecting word which would require a comma such as 'and' or 'but' [*It is a far, far better thing that I do, than I have ever done; it is a far, far better rest that I go to, than I have ever known.*]
- to join two complete sentences into a single written sentence where the second sentence begins with a conjunctive adverb such as 'however', 'nevertheless', 'accordingly', 'consequently', or 'instead' [*I wanted to make my speech short; however, there was so much to cover.*]

Note: In these uses, the semicolon is stronger than a comma but less final than a full stop.

There is a minor use of the semicolon:

- to separate items in a list when one or more of those items contains a comma [*The speakers included: Tom Jones, the Prime Minister; George Smith, the Chancellor of the Exchequer; and Ruth Brown, Secretary of State for Education & Skills.*]

How to use the apostrophe

The apostrophe is the most misused punctuation mark in the English language by far, but this should not be the case since there are only two major uses of the apostrophe:

- to indicate a contraction which is a form of word in which one or more letters are omitted [*it's* instead of *it is* or *aren't* instead of *are not*]
- to indicate possession [*Roger's web site*]

Note 1: The first use of the apostrophe should usually be avoided in formal writing. If you are writing a report or assignment you must avoid informality. You should not say *New engines **don't** need much oil.* You have to use **do not**.

Note 2: The second use of the apostrophe involves placing the apostrophe at the end of the word when the word is plural and ends in 's' [*workers' rights*].

Note 3: There are three very, very common misuses of the apostrophe.

- The most frequent misuse is in writing plural forms, especially in signs and notices, but it is totally wrong to write *pizza's* or *CD's* or even in British English *1990's* (this is the usage in American English).
- The second misuse, which is almost as common, is *it's* instead of *its* to indicate possession [*It's wrong to hit its head*].
- The final misuse involves confusion between 'who's' which is an abbreviation of 'who is' [*the man who's coming to visit*] and 'whose' which shows possession [*the man whose house is over there*].

How to use the hyphen

There are two main uses of the hyphen:

- in writing compound words that would be ambiguous, hard to read or excessively long [*no-smoking sign* and *black-cab driver*]
- to indicate that a long word has been broken off at the end of a line (however, this should be avoided if possible)

A minor use of the hyphen is:

- to avoid what is called letter collision {*de-ice* or *shell-like*}

How to use the dash

The dash has only one major use:

- to use in pairs to separate a strong interruption from the rest of the sentence (a strong interruption, as opposed to a weak interruption, is one which forcefully disrupts the flow of the sentence and, as such, it usually contains a verb rather simply being a phrase) [*All nations desire economic growth - some even achieve it - but it is easier said than done.*]

Note: Only one dash is used if the strong interruption comes at the beginning or the end of the sentence. [*We earnestly desire peace for all nations of the world - and we will work hard for it.*]

There are several minor uses of the dash:

- to add emphasis or drama [*He said that he would go - and he did.*]
- to indicate a range of numbers [900-1000]
- to link two connected words [the Sydney-Melbourne train]

How to use quotation marks

There is only one use of quotation marks (or quotes, speech marks, or inverted commas, as they are often called):

- to enclose a direct quotation [*Hamlet's most famous speech begins: "To be or not to be".*]

Note 1: Strictly speaking, the only punctuation marks that should go inside the quotation marks are those that are part of the quotation itself. [He screamed out "Help me!" and so I went to his aid.]

Note 2: International practice varies on whether quotation marks should be double or single but, when one has a quotation within a quotation, one uses the other type of quotation marks [*He told me: "Your use of the phrase 'in this day and age' is old-fashioned".*]

Note 3: There is a version of quotation marks known informally as scare quotes and these are used when the writer wishes to signify that the quoted word or words are odd or inappropriate or the writer wishes to express irony or even sarcasm. [*Daniel was assured that the nightlife in Bangkok was "interesting".*]

Note 4: One final use of quotation marks is when one is talking about a word or phrase when one normally uses single quotation marks. [*Someone I know overuses the word 'actually'.*]

How to use brackets

There is one major use of brackets (or round brackets, as they are often called, or parentheses, as they are called in America)

- to use in pairs to show a strong or weak interruption, as with a pair of dashes or a pair of bracketed commas [*I knew she loved me (I was not wrong) which is why I proposed.*]

Note: Round brackets are normally used instead of dashes or bracketed commas where the interruption is something of an aside from, or a supplement to, the main sentence.

There is a minor use of brackets:

- to enclose an acronym after the acronym has been spelt out [*European Union (EU)*]

How to use square brackets

There are two uses of square brackets (which, confusingly, Americans call simply brackets):

- to set off an interruption within a direct quotation [*Churchill said of the Battle of Britain: "Never in the field of human conflict was so much owed by so many to so few [the Royal Air Force pilots]"*.]
- to set off material which is extraneous to the main text, such as the examples of the usage of punctuation in this essay or comments in a draft document which are not intended to be in the final version.

How to use the ellipsis

The ellipsis (...), sometimes called the suspension or omission marks, has three uses:

- to show that some material has been omitted from a direct quotation [*One of Churchill's most famous speeches declaimed: "We shall fight them on the beaches ... We shall never surrender"*.]
- to indicate suspense [*The winner is ...*]
- to show that a sentence has been left unfinished because it has simply trailed off [*Watch this space ...*]

Note: Technically there should be three dots in an ellipsis, although some writers use more, especially at the end of a piece of writing.

Grammar: Making sentences worksheet 1

Re-write the following sentences by adding capital letters and by selecting the right end of sentence punctuation.

(Remember . or ? or !)

1. we all met at Tom's house at 7pm
2. the party was to celebrate the twins' 21st birthday
3. what time does the party start
4. the invitation said that we were to go to the rugby club
5. does anyone know where the rugby club is
6. shall we walk or shall I phone for a taxi
7. taxis are too dear
8. the buffet was huge, with mainly Chinese style food
9. wow it's spicy
10. would you like to dance
11. i'm tired
12. helen's been sick
13. i think it's time to go home
14. would you like to come in for a cup of coffee
15. that sounds like a good idea
16. could I maybe see you again tomorrow

Grammar: Making sentences worksheet 2

Read aloud the following sentences and listen to check that they make sense.

Are they complete sentences, or are they missing something?

Mark each sentence 'C' for complete, or 'I' for incomplete.

1. Where the supermarket is.
2. I have just bought a new CD.
3. You are a great dancer!
4. Eggs and bacon or sausage and tomato?
5. The score 2 – 1 for the home team.
6. The table too big for the kitchen.
7. They walked and talked together.
8. Stars sparkle cold night.
9. Friends always together no matter what the future brings.
10. She neither suited the color nor the design of the ball-gown.
11. Microwave cooking faster than using a traditional oven.
12. Board of governors decided to vote at last.
13. When did you say that the train would be leaving?
14. Their garden is overgrown and full of weeds.

Grammar: Making sentences worksheet 3

The following sentences are all incomplete. Read and listen to each one and re-write them by adding words that will allow them to make sense and be understood.

There are two words missing from each sentence.

1. I walk dog twice day.
2. He doesn't cheese unless it cheddar.
3. She late for appointment at the dentist yesterday.
4. They told time time again not to go there!
5. son drove the car too fast spun out of control.
6. holiday in France hot and sunny.
7. William and Harry sons of the Prince Wales.
8. The first man the moon Neil Armstrong.
9. Coronation Street was television for first time in 1960.
10. Billy Connolly living Pamela Stevenson.
11. The tall was stuck under bridge during high tide.
12. Kitchens be kept at all times or they will be closed down.
13. The flight Miami to London ten hours.

Grammar: Putting sentences together worksheet 4

Choose the best conjunction (joining word) from the list below to join together the following short sentences. Try not to use each conjunction more than twice.

and, although, as, because, but, if, or

1. The rug was very expensive. It had been woven by hand.
2. The concert went ahead. The lead singer was unwell.
3. He wanted to bake his own bread. He had run out of flour.
4. She bought a new dress. She bought new shoes to match.
5. They would have to arrive before 2 pm. They might miss the first race.
6. Never touch your eyes after chopping chillies. They will burn and hurt like fury.
7. Keep the mask and gloves on. You don't want the bees to sting you.
8. I completed my hair styling course. Then I went on to manage a busy salon.
9. Jack Nicklaus is a great golfer. Tiger Woods may be even better.
10. He had to visit the gym more often. He wanted to improve his stamina.
11. The roof needed six new tiles. They were blown off during the storm.
12. Molly liked Tigger. She loved Pooh Bear the best.