



COURT REPORTING SERVICE

PAPUA NEW GUINEA JUDICIARY SERVICES

COMING TO GRIPS WITH ENGLISH

**AN INTRODUCTORY COURSE TO
ENGLISH GRAMMAR FOR
NJSS COURT REPORTING OFFICERS**

**CERTIFICATE IN COURT REPORTING COURSE
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COMING TO GRIPS WITH ENGLISH – PART 1

PARTS OF SPEECH

So that we can accurately understand what is being said to us and in order to accurately communicate to others what we think and feel, it is necessary that we understand the “parts of speech” that go to make up the English language. In our particular profession of Court Reporting where we monitor the verbal exchange between judges, counsel and witnesses in the court room and then transcribe that exchange accurately, it is essential for us to understand the parts of speech.

During the course of this training, particularly with the subject of Coming to Grips with English, we will go through the different parts of speech. It is very important that we understand the different parts of speech because in doing your job as a monitor or a transcriber in the Court Reporting Service, you will be dealing with hundreds of different words on a daily basis. But how do you make sense out of these words? Or how do you produce these words into meaningful sentences? The answer to these two questions is simply by understanding the different parts of speech. Once you understand the different parts of speech, you can confidently and effectively organize the words you hear into sentences.

What is parts of speech?

Parts of speech is a category to which a word is assigned according to its syntax functions. The parts of speech explain how a word is used in a sentence. In the course of our lesson with Coming to Grips with English, we will be looking at eight parts of speech: **noun, pronoun, adjective, verb, adverb, preposition, conjunction** and **article**.

1. NOUN

What is a Noun?

A noun is the name of a person, place, thing or idea.

Examples of nouns: Waigani National Court, Mary , Boroko Police Station, Happiness, Hope, Verdict, Supreme Court, Criminal Code Act, United Church, Brown River, Cat, Ocean, Family, Dad. Example sentences: **Mary** is reading a **book**. **I** watched the **Rambo** movie last night.

2. PRONOUN

What is a Pronoun?

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns: I, you, we, they, he, she, it, me, us, them, him, her, this, those.

Example sentences: **She** wants to sleep. **I** want **her** to dance with **me**.

3. ADJECTIVE

What is an Adjective?

An adjective describes or gives more information about a noun or a pronoun. Adjective words are commonly known as describing words. Examples: red, tiny, happy, young, fun, crazy, small, blond, clever. Example sentences: The **little** girl had a **pink** hat. John is the **clever** student in class.

4. VERB

What is a Verb?

A verb shows an action or state of being. Verbs are also known as action words because they show what someone or something is doing. Examples: go, speak, run, eat, play, live, walk, have, like, are, is. Example sentences: He **plays** basketball every afternoon. Joe **rides** his bicycle to school.

5. ADVERB

What is an Adverb?

An adverb describes or modifies a verb. It tells how, where, when, how often or to what extent. Many adverbs end in -ly. Examples: slowly, quietly, beautifully, very, always, never, too, well, tomorrow, here. Example sentences: I am **usually** busy. I ate my lunch **quickly** because I was hungry.

6. PREPOSITION

What is a Preposition?

A preposition shows the relationship of a noun or pronoun to another word. They can indicate time, place, or relationship. Examples: at, on, in, from, with, near, between, about, under. Example sentences: I left my keys **on** the table **for** you. The ball is **under** the table.

7. CONJUNCTION

What is a Conjunction?

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected. Examples: and, or, but, because, so, yet, unless, since, if, whereas, as, however. Example sentence: I was hot **and** exhausted **but** I still finished the marathon.

8. ARTICLE

What is an Article?

An article is used before a noun. These are two types of article, Definite (the) and Indefinite (a, an). Articles help define nouns. Examples: a, an, the. I need **a** dictionary. **The** dictionary needs to be in English.

9. SINGULAR AND PLURAL

Singular denotes one of anything. Plural denotes two or more. When a noun is in its plural form as parents, courts, stockings, lollies, coffee growers, Sandline mercenaries, do not put an apostrophe before the 's' such as: court's, stocking's, lollie's, coffee grower's, Sandline mercenaries'. Examples: The **boy** had a **baseball** in his **hand**. The **court** ordered the arrest of the **prisoner** after **he** escaped from the **prison**.

COMING TO GRIPS WITH ENGLISH – PART 2

NOUN

A noun is a word that identifies a person, animal, place, thing or idea. Nouns play a significant role in sentences.

Identifying a Noun

Person – A term for a person, whether proper name, gender, title, or class is a noun.

Example: He, person, John, Plato, mother, them, professor

Animal – A term for an animal, whether proper name, species, gender or class is a noun.

Example: Dog, cat, elephant, Spotty

Place – A term for a place, whether proper name, physical location, or general environment is a noun. Example: Boroko, beach, university,

Thing – A term for a thing, whether it exists now, will exist, or existed in the past is a noun. Example: ball, door, money, trees, table

Idea – A term for an idea, be it a real, workable idea or a fantasy is a noun.

Example: Rules, emotion, love

Types of Nouns

In this course, we will be looking at four different types of nouns used to name people, animals, places, things and ideas. They are **Abstract**, **Collective**, **Common** and **Proper** Nouns.

1. Abstract Noun

Abstract Noun is the name of ideas, concepts, emotions and other things you cannot physical interact with. You cannot see, taste, touch, smell or hear something named with an abstract noun.

Examples: beauty, health, wealth, truth, friendship, height, roundness, justice, intelligence, enjoyment, sadness,

Example sentences:

Success seems to come easily to certain people.

This is of great **importance**.

Natalie was in **despair**.

She felt like jumping for **joy**.

She lives in **fear** of her mother's **temper**.

I want to see **justice** served.

2. Collective Noun

Collective noun is the name that refers to a group of people, animal or things.

Examples: mob, team, school, party, family, crew, flock, committee, gaggle, pack, swarm, herd, class, pack, horde

Example sentences:

Our **team** is enjoying an unbroken winning streak.

Watch out for that **swarm** of bees.

You haven't lived until you've seen a **herd** of wild horses.

Our **class** graduates two years from now.

Football fans turned up in **hordes**.

3. Common Noun

Common Noun is the general name given to most nouns. Common nouns are used to refer to general things rather than specific examples. In most cases, common nouns are not capitalized when use in sentences.

Examples: home, ocean, television, school, country, lady, student, tree, university, dog, coffee, boxes, people stationery

Example sentences:

Be sure to pick a top **university**.

Stack those **boxes** carefully.

People are strange.

My **dog** won't stop barking.

Give me my **chair** back.

4. Proper Noun

Proper noun is the name of a particular person, place, or thing. Proper nouns have two distinct features: They name specific one-of-a-kind items, and they being with capital letters, no matter where they occur within a sentence.

Examples: Agatha Christie, Sophie, Waigani National Court, United Church, Kikori River, Mt Hagen, Saturday, Parliament House, Pacific Ocean, Sir John Guise Stadium, Waigani Drive.

Example sentences:

John and **Andrew** are twin brothers.

I flew to **Manus** on **Air Niugini**.

I bought my cup at **Brian Bell** supermarket at **Vision City Mega Mall**.

A candidate for the **Talasea Open electorate** has filed his election petition at the **Waigani National Court** registry.

COMING TO GRIPS WITH ENGLISH – PART 3

PRONOUN

What is a Pronoun?

A pronoun is a word or phrase that may be substituted for a noun. In short, a pronoun replaces a noun. Without pronouns, we would have to keep repeating nouns which would make our speech and writing repetitive or long and boring.

Examples of Pronouns: he, she, they, it, we, who, they, yours, whom, these, everyone

Types of Pronouns:

1. Personal Pronoun

A personal pronoun is a pronoun that is associated primarily with a particular person. For example: I, you, she, he, it, me, us, they, them.

Francisca has completed the online spelling exercises and *she* got all of them correct.

2. Possessive Pronoun

Possessive pronoun is a pronoun that shows ownership.

Examples of possessive pronoun are my, mine, your, yours, his, her, hers, ours, their, theirs. This is *my* book.

3. Relative Pronoun

Relative pronoun is a pronoun which is used to refer to nouns going before them, whether they are people, places, things, animals or ideas. It can also be used to join two.

Examples: who, whom, whose, which, that, whoever, whomever.

The counsel *who* takes carriage of the matter is Mr Jones.

4. Interrogative Pronoun

Interrogative pronoun is a pronoun which is used to ask questions. There are only five interrogative pronouns: who, whom, whose, which and what.

What – used to ask questions about people or objects.

Example: What do you want for dinner?

Which – used to ask questions about people or objects.

Example: Which colour do you prefer?

Who – used to ask questions about people.

Example: Who is driving the car?

Whom – Used to ask questions about people. It is rarely used nowadays.

Example: Whom did you speak to?

Whose – used to ask questions about people or objects, always related to possession.
Example: Whose phone is that?

In some cases, interrogative pronouns take on the suffix *-ever*. A few can also take on the old-fashioned suffix *-soever*, which is rarely seen in writing these days. For example: Whatever, Whatsoever, Whichever, Whoever, Whosoever, Whomever, Whomsoever, Whosever

5. Demonstrative Pronoun

Demonstrative pronoun is used to point to something specific within a sentence.
Examples, This, these, that, those, such, neither, none. Bring *those* books to me.

6. Reflexive Pronoun

Reflexive pronoun is used to refer to the subject of a sentence. In English grammar, a reflexive pronoun indicates that the person who is realizing the action of the verb is the recipient of the action. Examples: myself, yourself, yourself, themselves, itself. They pushed themselves harder and harder to finish the cross country. I was in a hurry so I washed the car myself.

7. Indefinite Pronoun

Indefinite pronoun is used to refer to unspecified object, beings or places. It is called 'indefinite' because it does not indicate the exact object, being or place to which it refers to. Examples: anyone, anybody, nobody, everything, everybody, none, every, all, several, some, many, someone,

There are two important rules for using indefinite pronouns correctly. Remember these and you will find that writing comes easier for you.

- Indefinite pronouns are never plural. They are always singular.
- Because indefinite pronouns are singular, the pronouns or verbs used to refer to them should also be singular.

Example sentences: *Many* are called, but *few* are chosen.

The sale was open to *everybody*.

8. Distributive Pronoun

Distributive pronoun is used to refer to separate things rather than in a group. It is always singular and followed by a singular noun and verb.

Examples: each, either, neither, any, others.

Each boy was given a prize.

Either road leads to the railway station.

Neither accusation is true.

Note:

Each of, **neither of** and **either of** are followed by plural nouns and singular verbs.

Each of the answers is correct.

Neither of the girls can do that.

COMING TO GRIPS WITH ENGLISH - PART 4

ADJECTIVE

What is an adjective?

An adjective is a word that describes or modifies a noun and makes your writing and speaking much more specific and interesting. In other words, adjectives are describing words. Words like old, yellow, beautiful and poor are describing words. They are all examples of adjective words. Adjectives are used usually placed before a noun or a pronoun that they described or modified.

In the examples below, the first sentence does not contain an adjective. The adjective is contained in the second sentence.

They live in a house.
They live in a beautiful house.

That man has no place to stay.
That poor man has no place to stay.

They walked around the castle.
They walked around the spooky castle.

I met a person sleeping at Gordon's market.
I met a homeless person sleeping at Gordon's market.

There are various degrees of adjectives – degrees of comparison. Some of them are listed below:

Positive	Comparative	Superlative
Pretty	Prettier	Prettiest
Handsome	More handsome	Most handsome
Radical	More radical	Most radical
Funny	Funnier	Funniest
Difficult	More difficult	Most difficult
Bad	Worse	Worst

A few adjectives occur below:

Leo is the **snazziest** dresser in the class. It's not surprising. After all, his clothes are **more expensive** than anyone else's. He claims it's **more economical** to buy **better** and **fewer** clothes than to rush to a sale and grab the **cheapest** things on offer. He may be **clever** about clothes and he may be **better looking** than Richard, Steve or Tran, but he's one of the **least brainy** people in the class. In spite of that, Richard and Tran get on well

with him and Mel thinks he's even **more gorgeous** to look at than Hannah's **fabulous** brother, Tom.

What not to do!

Do not use the comparative or superlative form of adjectives twice or together. In the sentences below the first one of the parts is incorrect while the second sentence is correct.

Kylie knew Leo's family was more richer than Steve's, but she didn't care.
Kylie knew Leo's family was richer than Steve's, but she did not care.

Steve thought Kylie was more prettier than Eleni but he was biased.
Steve thought Kylie was prettier than Eleni but he was biased.

Eleni is the most thinnest girl in the class.
Eleni is the thinnest girl in the class.

Dr Baker said the weather was more worser in Tasmania.
Dr Baker said the weather was worse in Tasmania.

Mel is the most worst singer in the class.
Mel is the worst singer in the class.

COMING TO GRIPS WITH ENGLISH – PART 5

VERBS & TENSES

Verbs are doing words or action words in a sentence. It is one of the main parts of a sentence or question in English language. It signals an action, an occurrence or a state of being. Whether mental, physical or mechanical, verbs always express activity. You cannot have a sentence or a question without a verb. That is how important a verb is in parts of speech.

Tense refers to the form of the verbs and it usually tells us the time of the action or the state expressed by the verb. Verbs come in three basic tenses: past, present and future.

Examples:

John *walks* to school every day. (Verb is ‘walks’ and the Tense is ‘present’)

She *recognized* me from across the room.

The judge *reads* the court’s judgment.

Police *arrested* the main suspect in the recent bank robbery.

Verbs have the following characteristics:

1. They have person – first, second and third.
2. They have number – singular and plural.
3. They have tenses – such as present, past and future.
4. The name of any verb is usually presented in its infinitive form, which means putting ‘to’ in front, such as to be, to have, to do, to scream, to drive, to confuse, to teach.
5. They sometimes come in two voices: active and passive or passive voice.

Using the verb “to teach” let us grasp what we mean by first, second and third person and at the same time what we mean by singular and plural and also what we mean by the tenses.

The verb ‘to teach: Present Tense

	Singular	Plural
First person	I teach	we teach
Second person	you teach	you teach
Third person	he, she, it teaches	they teach

The verb 'to teach': Future Tense

	Singular	Plural
First person	I shall/will teach	we shall/will teach
Second person	you will teach	you will teach
Third person	he, she, it will teach	they will teach

The verb 'to teach': Simple Past Tense

	Singular	Plural
First person	I taught	we taught
Second person	you taught	you taught
Third person	he, she, it taught	they taught

The verb 'to teach': Present Perfect Tense

	Singular	Plural
First person	I have taught	we have taught
Second person	you have taught	you have taught
Third person	he, she, it has taught	they have taught

The verb 'to teach': Past Perfect Tense

	Singular	Plural
First person	I had taught	we had taught
Second person	you had taught	you had taught
Third person	he, she, it had taught	they had taught

Let us do the same exercise by looking at the 'being' and 'having' state of verbs. The tense indicates the time at which the action of the verb is carried out.

'Being' words: State of being verbs describe conditions or situations that exist. The verbs are in italics.

Past Tense	Present Tense	Future Tense
<i>I was</i>	<i>I am</i>	<i>I will be</i>
<i>You were</i>	<i>You are</i>	<i>You will be</i>
<i>He, she, it was</i>	<i>He, she, it is</i>	<i>He, she, it will be</i>
<i>You were</i>	<i>You are</i>	<i>You will be</i>

Having words. These are the past, present and future forms of the verb 'to have'. The verbs are in italics.

Past Tense

I had
You had
He, she, it had
We had
They had

Present Tense

I have
You have
He, she, it has
We have
The have

Future Tense

I will have
You will have
He, she, it will have
We will have
They will have

Note:

The tenses of these being and having words are particularly troublesome in our transcript. We have to make a real effort to understand the past, present and future tenses for these words. They represent the most common error we have. Remember the tenses indicate the time at which the action of the verb is carried out. The following three simple sentences demonstrate a past action, a present action and a future action.

I have been to that shop in the last few days. (**Past tense**)

I am being paid for my work. (**Present tense**)

I will be paid next year also if I keep my job. (**Future tense**)

Active Voice and Passive Voice**Active Voice**

Active Voice is a feature of sentences in which the subject performs the action of the verb and the direct object is the goal or the recipient. Example: *The mechanic fixed the car.*

Passive Voice

Passive Voice is a feature of sentences in which the object or goal of the action functions as the sentence subject and the main verb phrase includes the verb *to be* and the past participle. Example: *The car was fixed by the mechanic.*

The difference between the active and passive forms of verbs is best illustrated by simple sentences as the following in which something is done (active) or has something done to it by something or someone else (passive).

Mr Newell taught legal studies (active)

Legal studies were taught by Mr Newell (passive)

Tau phoned Daisy (active)

Daisy was phoned by Tau (passive)

COMING TO GRIPS WITH ENGLISH – PART 6

ARTICLES AND ADVERBS

1. Article

What is an Article?

As we defined in Part 1, an article is a part of speech and it is usually used before a noun to help define the status of the noun, whether is a general noun or a specific noun.

What are the types of article?

There are two types of article: *indefinite* and *definite* articles.

Indefinite article comes in two types: ‘a’ and ‘an’.

Definite article has only one type, which is known as ‘the’.

Indefinite Articles

‘A’ and ‘An’ are called indefinite articles because they are used to denote or introduce nouns in a general manner. The indefinite article ‘a’ is used in front of nouns that start with a consonant letter, while the indefinite article ‘an’ is used in front of nouns that start with a vowel letter.

Examples:

- a. This is **a** book.
- b. **A** man from Eastern Highlands Province was charged with armed robbery.
- c. Serah gave Natasha **an** umbrella.
- d. This was **an** affidavit filed by George.

Definite Article

There is only one definite article and it is known as ‘the’. Unlike indefinite articles ‘a’ and ‘an’ which introduced noun in a general manner, definite article ‘the’ denotes something in particular.

Examples:

- a. **The** police gave evidence that this was **the** gun that was used to kill **the** man.
- b. Your Honour, **the** witness will be giving evidence in Tok Pisin.
- c. **The** court was of **the** view that **the** evidence produced by **the** State was insufficient and did not prove all **the** elements of **the** offence allegedly committed by **the** accused.

2. Adverb

What is an Adverb?

In simple terms, an adverb is a word that describes a verb. An adverb provides us with more information about how an action is being performed.

Many adverbs end in ‘-ly’. This makes it very easy to spot the adverbs in most sentences. Some examples of adverbs that end in ‘-ly’ are: abruptly, boldly, carefully, deliberately, excitedly, financially, horribly, openly, poorly, sadly, quickly, happily.

Example sentence: The driver stopped the bus *abruptly*.

Some adverbs tell us where the action has happened. These are known as adverbs of place. Examples of this kind of adverb are: everywhere, here, inside, there, underground, upstairs.

Example sentence: The children were playing *inside* the house.

Certain adverbs let us know when or how often the action has happened. These are known as adverbs of time and adverbs of frequency. Examples are: after, always, before, later, now, today and yesterday.

Example sentence: She *always* comes late to work.

In addition, adverbs come in three degrees: positive, comparative and superlative. Some examples are:

Positive	Comparative	Superlative
bravely	braver	bravest
quickly	quicker	quickest
fast	faster	fastest
well	better	best
tantalisingly	more tantalisingly	most tantalisingly
badly	worse	worst

PREPOSITIONS AND CONJUNCTIONS

1. Preposition

What is a preposition?

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions are usually short words and they are normally placed directly in front of nouns. There are 150 prepositions in the English language.

There are two important rules to remember when using prepositions.

- a. The first rule is that certain prepositions must be used to make the relationships between words in a sentence clear.
- b. The second rule for using prepositions is that these words must be followed by nouns.

Below is a list of the most common prepositions.

about	before	down	of
above	behind	during	off
across	below	except	on
after	beneath	for	over
against	beside	from	through
among	beyond	into	towards
along	between	in	to
around	by	like	under
at	concerning	near	with

Examples of prepositions used in a sentence.

- a. The State prosecutor sits **at** the right side **of** the bar table.
- b. Speak **into** the microphone.
- c. The court files were placed **in** the registry office.

2. Conjunctions

What is a conjunction?

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences together so that the story reads more fluently.

There are three important rules for using conjunctions.

- a. Conjunctions are for connecting thoughts, actions, ideas as well as nouns, clauses and other parts of speech. Eg. John did not come to work **because** he was sick.
- b. Conjunctions are useful for making a list. Eg. Mary used pineapple, pawpaw, apple, cucumber **and** watermelon to make fruit juice.
- c. When using conjunctions, make sure that all the parts of your sentences agree. Eg. I tried very hard in school **yet** I am not receiving good grades.

The following is a list of common conjunctions.

and	so	after	than
although	that	as	though
because	till	before	unless
but	until	if	when
nor	where	whereas	since
while	yet	whether	or

Join these sentences together using the most appropriate conjunctions.

1. We must save our native forest. Our future depends on it.
2. I enjoyed reading that book. It took me a long time.
3. I had the best time when I went surfing. I was anxious about it.
4. The choir sang till after midnight. I was very tired.
5. You can't go to the party. Your room is clean.
6. I am studying Aromatherapy. I grow up.
7. Rebecca and Murray went to see a film. They had a milkshake.
8. You can't listen to loud music. You are studying.
9. The volcano started to rumble and smoke rose. People didn't stay around to wait for an explosion.
10. I will go to bed. I have finished my homework.

PUNCTUATION

When we speak, much of our meaning is conveyed by facial expressions, gestures, vocal tone, inflection and volume. Punctuation marks interpret these sights and sounds on the page. A full stop indicates a long pause. A comma indicates a short pause. Inverted commas tell us that someone is speaking. An exclamation mark tells us that what has been written is a joke, or amazing or shocking, or that someone is speaking loudly. A question mark indicates that a question has been asked and so on. Punctuation is a written code for the sights and sound of spoken English.

There are fourteen punctuation marks commonly used in English grammar. These are the period (full stop), question mark, exclamation mark, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. However, we do not use all of them when producing transcripts. Exclamation mark, braces and ellipsis are not allowed to be used in transcripts. Hence, we will omit them from our lesson.

1. Full Stop

A full stop is placed at the end of a complete sentence. It is also placed after many abbreviations.

2. Comma

A comma is used to show a separation of ideas or elements within the structure of a sentence. It is also used in numbers, dates and letter writing after the salutation and closing.

Commas can act as brackets around phrases or words that need to be separated from the rest of a sentence.

Steve's father, **an expert printer with his own business**, hopes Steve will follow in his footsteps.

A comma is an essential punctuation mark in direct speech. Here are two examples:

Steve said, 'I will phone you tonight.'

'Surprise, surprise,' said Kylie.

A comma separates a name from the rest of the sentence when the name belongs to the person being spoken to:

'What are you going to wear, **Leo**?'

‘**Hannah**, would Tom come with me to the wedding?’ asked Mel.

‘**Steve and Kylie**, please pay attention,’ Dr Baker begged.

‘**Eleni**, my sweet, pass the dictionary, please.’

3. Question Mark

A punctuation mark (?) written at the end of a sentence or phrase to indicate that a question has been asked.

Counsel, did you file your submissions?

Where were you when the offence was committed?

4. Semicolon

A punctuation mark (;) indicating a pause, typically between two main clauses, that is more pronounced than that indicated by a comma.

I have a big test tomorrow; I can’t go out tonight.

The accused’s counsel was late to come to court; he was stuck in traffic.

5. Colon

A colon is like a gate in a sentence, opening the way for a further explanation. In comparison, full stops and semicolons are like closed gates. Here are examples of using a colon with a list:

These are some of the things Charlie is brilliant at: maths, science, making people laugh and organising social events.

The three largest cities in Australia are:

Sydney

Melbourne

Brisbane

A colon is also used to introduce a speech.

A barrister in quoting an authority may refer to what the Judge said. For example, he could say His Honour set out the facts of the case in the following way: “The accused was born on such and such a date, and so on”. The use of the colon sets the scene for the quotation of a large piece of the authority.

6. Quotation Mark

Quotations marks (“ ”) are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

- *"Don't go outside," she said.*

Single quotation marks (') are used most frequently for quotes within quotes.

- *Marie told the teacher, "I saw Marc at the playground, and he said to me 'Bill started the fight,' and I believed him."*

7. Apostrophe

An apostrophe is used in two ways: when something is left out as in **we're** instead of **we are**, and when something belongs, as in **Eleni's eyes**. The proper terms for these apostrophes are apostrophes of omission (**we're**) and apostrophes of possession (**Eleni's eyes**).

One of the most common errors in written English today and in our transcripts is the placement of apostrophes in plural words ending in **s** in which nothing is omitted and to which nothing belongs. You may see an **s** at the end of a plural word and think you had better slap in an apostrophe, but this is wrong. This error occurs so often on grocers' signs that it has become known as 'the grocers' apostrophe', for example: **Cauliflower's on special today**. It should be: Cauliflowers on special today.

One of the most common errors in our transcripts involving the apostrophe relates to the word accused. We regularly type: the accused mother, the accused house, the accused rifle, when seeing there is only one accused person in the dock what we really mean is: the accused's mother, the accused's house, the accused's rifle.

Here is the secret of how to get the apostrophe in the right place:

1. Ask this question: Who or what does the thing belong to?
2. Write down the answer to that question.
3. Put the apostrophe.
4. Then add the "s" if you need it.

For example: Olivia's voice
Who does the voice belong to?
Olivia/ apostrophe/ then the "s"
Olivia's voice

Note that the **s** after the apostrophe is left out if there is more than one owner. For example; (a) The **students' eyes** never left the floor. (b) The **teachers' argument** got louder and louder.

8. Hyphen & Dash

Hyphen and dash are sometimes confused because they look so similar, but their usage is different. **Hyphen (-)** joins two or more words together to indicate that they have a combined meaning or that they are linked in the grammar of a sentence. For example, like-minded offenders, part-time, back-to-back, well-known, no-case submission. **Dash (–)** is used to separate words into statements. In the production of transcript, we use dash to indicate change of thought by the speaker. For example, That is the – and of course the accused is a member of the same family as the complainant.

Note: Hyphens are not separated by spaces, while a dash has a space on either side.

9. Parentheses & Brackets

Parentheses and brackets are symbols used to contain words that are a further explanation or are considered a group. **Parentheses (())** are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases. For instance, John and Jane (who were actually half brother and sister) both have red hair.

Brackets are the squared off notations ([]) used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence will still make sense. Brackets are not often used in the production of transcript. It is only used when citing cases where it is used to indicate the year in which a decision has been made. For example, State v Anton [2012] N4828 or Irai Thomas v The State [2007] PGSC 26; SC867.

PUNCTUATING SPEECH

Indirect Speech

There is no punctuation problem in indirect speech: it has no quotation marks. It occurs when someone is reporting what someone else has said some time before, for example:

Ms Halliday said that when she had been an English teacher she had nearly gone crazy if direct speech had not been correctly punctuated.

Although indirect speech has no quotation marks (inverted commas) it can usually be recognized by the presence of that word **that**, before the speech reported. Sometimes the word **that** is understood and is left out. The examples which follow are all correct examples of indirect speech:

Mel said that she had seen Leo coming out of Country Road.

Leo said he had not seen Mel for days.

Dr Baker said the hospital was fine and he was coming along well after his accident.

Olivia said she would organise a collection for a huge bunch of flowers in case Dr Baker needed cheering up.

Indirect speech does not use the exact words spoken by the original person. In the next few examples, observe the differences between the grammar of direct and indirect speech. Notice how the tense goes back in time in indirect speech, and how the pronouns have to change:

Dr Baker said, “The hospital **is** fine and **I’m** coming along well after **my** accident.”
(direct)

Dr Baker said the hospital **was** fine and **he was** coming along well after **his** accident.
(indirect)

Olivia said, “**I’ll** organise a collection for a huge bunch of flowers in case Dr Baker **needs** cheering up.” (direct)

Olivia said **she’d** organise a collection for a huge bunch of flowers in case Dr Baker **needed** cheering up. (indirect)

Direct Speech

There is no that in direct speech.

The direct speech we encounter is that of barristers quoting passages from authorities. After the reference has been given the barrister usually then reads exactly the text as it is in the authority. At the point at which the barrister begins to read the text you should open double inverted commas and then close them when he/she has finished quoting the passage or as often happens, the barrister will interpolate, that is, pause from reading the text and make his/her own comments on the text in order to emphasise a particular point and will then resume reading the text. In this case you should close the inverted commas around the text, place a dash and then type the personal comments and then place a second dash followed by opening the inverted commas again, type the quoted text and then close the inverted commas when the quote is finished.

As you are aware, in those cases where the text quoted is quite long, after the first six or seven words, we simply type(reads)..... and then type in the last six or seven words and close the inverted commas. What we have to be careful about is not to leave out any personal comments the barrister may have made during the quoting of the text. It is critically important to follow the reading of the authority so that you know when the barrister is departing from the text so that you can close the inverted commas and capture those personal comments. Often this means you are frequently going into open quotation marks (inverted commas) and then closing them, typing a sentence or two of personal comment and then reopening the inverted commas.

Capitalisation

Contrary to the use of capitals in normal correspondence or storytelling, in order to achieve a uniformity of transcript style, an uninterrupted flow of transcription without the court reporting officer having to find the shift key, and to achieve a text format that is capable of being quickly read by the Judge and barristers, except for the words commencing a sentence and for proper nouns in the body of a sentence, the transcript does not use capitals. Unless the proper name of an act of parliament, or an organisation or an institution is given, it will be typed in lower case. This is a specific transcript style.

COMMONLY MISUSED AND CONFUSED WORDS

English seems to have so many words that sound alike and more words that are frequently confused than any other language. Many words are easily confused. Some words sound the same but are spelled differently and have different meanings. Other words are confusing because they sound almost the same.

Users of transcript judge the quality of the transcript and the professional competence of the court reporting officers by the presence or absence of these language conflicts in the transcript. It is extremely important that when we type these words in the context of court proceedings we get them right the first time, every time. So, read the examples below and thoroughly familiarize yourself with the meaning of the different words.

Commonly Misused Words

Adapt - When visiting a foreign country, you must *adapt* yourself to the customs practised there.

Adopt - The Grays plan to *adopt* several hard-to-place children.

Accept - Consent to receive something – I gladly accept the beautiful and thoughtful present.

Except - Not including; other than. All the players were awarded medals except those found to have taken performance enhancing drugs.

Excerpt - Short extract from a piece of music or writing – I tender as an exhibit an excerpt of that large document on financial procedures.

Accede - Assent or agree to – We have negotiated our respective positions and I accede to the terms and conditions suggested by the other side in order to settle this matter.

Exceed - Be greater in number or size – The police said they had to fine the driver of the car because he continued to exceed the speed limit in that area.

Concur - Agree – The submissions made by counsel for the first plaintiff truthfully and clearly represent the views of my client, the second plaintiff and therefore I concur with them.

Conquer - Overcome and take control of by military force – The army general instructed his troops that they were on the battle field to conquer the enemy.

Concede - Reluctantly agree. I do not want to help the other side in their case, but in light of the compelling and convincing facts they have presented I have to concede they are right.

Consider - Give thought to; deliberate upon. The Judge said, “I will consider the evidence, weigh it up for and against, and will then give my decision on verdict.”

Advice - Guidance or recommendations offered with regard to future action – Thank you for giving me that wise advice. It saved me from making a really bad mistake.

Advise - Recommend a (course of action) –Inform about a fact or situation. I am happy to advise you on the decision you should make in these circumstances; those words would be my advice to you.

Affect - Means to influence – I seek by my words and actions to affect the way you behave.

Effect (n) - Means result or outcome – As your mother I want my advice to result in an effect on your behaviour which will be obvious to all by the way you change your habits.

Effect (v) - Means to bring about; accomplish – The manager urged his staff to effect the desired outcome so that the organisation would be known as a successful one whose staff were focused on achievement and were results oriented instead of ad hoc and uncoordinated in their approach to their work.

Cause of action - The injuries suffered by the lady who had been pack raped were the basis of her cause of action against the offenders.

Course of action - The lady victim of the pack rape adopted the course of action of instituting a cause of action in the court in order to get justice.

Deposed to - The deponent of the affidavit deposed to certain facts which then became evidence before the Magistrate.

Formally - The Judge formally, officially, discharged the accused on the basis there was not sufficient evidence to convict him.

Formerly - The Judge gave the accused an increased sentence because he had previously, that is formerly, been before the court on a similar charge of break, enter and stealing.

Principal - The Principal of the High School laid down the code of behaviour to the students.

Principle - The lady of principle said she believes very strongly in the moral principle that people should not steal from one another.

Thwart - Frustrate. The lawyers for the defendants did all in their power including seeking multiple adjournments, introducing irrelevant material and generally delaying the proceedings to thwart the expeditious hearing of the plaintiff's case.

Tort - An injury resulting in a claim for damages. The tortious act of spraying acid in the boy's eyes resulting in him being blind was a tort that required compensation for the damages caused to him.

Taut - Tight. The tug boat moved slowly until the rope between it and the trawler was taut and then applied maximum power to pull the trawler off the sand bank.

Taught - The students were taught well by the very committed and conscientious teacher.

Thought - The Judge thought there was more to the circumstances of the case and therefore gave the young man the benefit of the doubt.

Mucking around not marking around – The boys were skylarking, playing, mucking around when the accident happened.

Open ended contract – no such thing as open handed contract - The contract had strict stipulations and conditions which prevented it from being open ended.

On the one hand on the other hand – As we consider the options available there are those positive ones on the one hand while there are these others on the other hand. We need to balance them and consider them and come to an informed decision of which is the correct and just decision to make.

Dispose of not dispose off - If we can make those orders, your Honour, that will dispose of this matter.

License holder (n) - meaning holder of a licence – This company owns this hotel and is the license holder of the liquor licence.

Licence - permit that is issued: ie, driver’s licence – The driver’s licence was cancelled because of his dangerous driving.

No such phrase as “have being” – You are being kind when you give money to the poor. You have been kind in the past when you gave money to the poor.

Additional Glossaries

1. **Recede** – to retreat, go back, withdraw or move away
2. **Rite of passage** – a ceremony or event marking an important stage in someone's life, especially birth, the transition from childhood to adulthood, marriage, and death
3. **Contend** - to challenge
4. **Concur** - to agree to something
5. **Concede** - to admit
6. **Trivial** - unimportant, small, minor
7. **Relinquish** - give up, surrender, hand over, abandon
8. **Boldly** - brave, fearlessly
9. **Barge** - a large boat with a flat bottom,
10. **Bill of lading** - (waybill) is a document issued by a carrier (or his agent) to acknowledge receipt of cargo for shipment and giving details and instructions relating to the shipment of a consignment of goods.
11. **Misconstrue** - misinterpret, misunderstand, misread, or get the wrong idea about something/idea
12. **Conjecture** - an opinion or idea that is not based on definite knowledge and is formed by guessing
13. **Bloke** - a man (He seemed like a nice bloke)
14. **Fallacious** - wrong; based on a false idea (a fallacious argument)
15. **Addendum** - a section of extra information that is added to something, especially a book
16. **Elephant in the room** - It's an idiom which is used to refer to a truth that is so big that it cannot be overlooked.

17. **Seed capital** - is the first round of capital for a start-up business. It gets its name from the idea that early stage financing plants the seed that enables a small business to grow. When my paint contracting business needed additional working capital, we turned to Seed Capital to help us.
18. **Acme** - the highest state of development or the most excellent example of something.
19. **Preponderance** - the quality or fact of being greater in number, quality or importance.
20. **Preponderant** - predominant in influence, number, or importance.
21. **Subdural haemorrhage (SDH)** - is a collection of blood accumulating in the subdural space, the potential space between the dura and arachnoid mater of the meninges around the brain. SDH can happen in any age-group, is mainly due to head trauma and CT scans are usually sufficient to make the diagnosis. Prognosis varies widely depending on size and chronicity of the haemorrhage.
22. **Precarious** - shaky, unstable, unsafe, unsteady
23. **Municipal services** - civil or community services.
24. **Escrow account** - a temporary pass through account held by a third party during the process of a transaction between two parties
25. **Ascendancy** - occupation of a position of dominant power or influence. "the ascendancy of good over evil"
26. **Contemporaneous** – happening or existing at the same time.
27. **Disgruntlement** – dissatisfaction, unhappiness
28. **Underpinning** - a solid foundation laid below ground level to support or strengthen a building.
29. **Underpinnings of violence** - The passion to understand the **underpinnings of violence** draws the Lewis-Pincus team to the psychiatric and forensic wards of New York City's Bellevue Hospital, and then to prisons around the country--eventually leading to the corridors of death row and to an infamous gallery of condemned killers.
30. **Defunct company** – a company that is not in operation anymore, non operational.
31. **Stat dec** – Statutory Declaration Form.
32. **Patently** – without doubt. Eg, Her explanation was patently ridiculous. It was patently obvious that she was lying.
33. **Lectern** – a stand for holding a book, notes, etc. when you are reading in church or courtroom, giving a talk, etc.
34. **Symphysiotomy** - a surgical procedure in which the cartilage of the pubic symphysis is divided to widen the pelvis allowing childbirth when there is a mechanical problem.
35. **Cesarean delivery (C-section)** - is a surgical procedure used to deliver a baby through incisions in the abdomen and uterus.

36. **Syntocinon** - is usually given as a drip into a vein. When used to induce labour or help labour, the dose will be gradually increased until you are having contractions in a pattern that normally occurs in labour that has started naturally. It can also be used during and immediately after delivery to help the birth and to prevent or treat excessive bleeding. **Syntocinon** is a man-made chemical that is identical to a natural hormone called oxytocin. It works by stimulating the muscles of the uterus (womb) to produce rhythmic contractions.
37. **Assailant** – a person who attacks somebody, especially physical.
38. **Encashment** – in Business English encash verb is to exchange a cheque or a financial product such as a bond for money: If you encash your investment before the end of the term, you pay a £30 administration fee.
39. **Assiduously** – with great care and perseverance
40. **Ischemia** – an inadequate blood supply to an organ or part of the body, especial the heart muscles.
41. **Pericardium**– is a double-walled sac containing the heart and the roots of the great vessels. The pericardial sac has two layers, a serous layer and a fibrous layer. It encloses the pericardial cavity which contains pericardial fluid.
42. **Kink** – (1) a bend or twist in something that is usually straight
(2) an unusual feature in a person’s character or mind, especially one that does not seem normal.
43. **Congenital** – (of a disease or physical abnormality) present from birth. Eg, a congenital malformation of the heart. 2. (of a person) having a particular trait from birth or by firmly established habit.
44. **Arrhythmia** – irregular heart beat and abnormal heart rhythms
45. **Mourning** – sadness that you show and feel because somebody has died.
46. **Morning** – early part of the day from the time when people wake up until midday or before lunch.
47. **Speedometer** – an instrument in a vehicle which shows how fast the vehicle is going.
48. **Masonite** – a make of board that is used in building, made of small pieces of wood that are pressed together and stuck with glue.
49. **Parity principle** – In crimes court, the parity principle basically refers to equal justice for co-offenders. Under the parity principle, offenders participating in the same offence should generally incur similar criminal sentences.
50. **Gauze** – a thin transparent fabric of silk, linen, or cotton. It also means a very fine wire mesh.
51. **Gaze** – to look steadily at somebody/something for a long time, either because you are very interested or surprised, or because you are thinking of something else