

Unit 2

Semester: One

Period II



Grammar: Verb Usage—Part 2

Objectives

Upon completion of this topic, learners will be able to :

- classify the active and passive voices of sentences, and construct sentences effectively
- Construct effective paragraphs using the elements of a paragraph
- Apply proper mechanics to write sentences effectively

2.1 INTRODUCTION

A verb is a word which indicates actions, events or state, that are external (**run, jump, work**) and internal (**love, think, consider**).

The verb is the most important part of a sentence. Even the shortest of sentences must have a verb;

For example,

- Come in.
- Move! Stop!
- She left.



Practice Set 1

Fill in the blanks with verbs which indicate an action, an event or a state.

1. The old lady in poor health.
(state)

Structure of the Unit

| | |
|-----|---|
| 2.1 | Introduction |
| 2.1 | Verb Usage |
| A. | Proper Verb Usage |
| B. | Active and Passive Voices; Use either of them appropriately in speech and writing |
| 2.3 | Writing Paragraph |
| (a) | The Topic Sentence |
| (b) | The Body |
| (c) | The Conclusion |
| (d) | Unity |
| (e) | Coherence |
| 2.4 | Proofreading |
| (a) | Mechanics of Grammar |
| (b) | Misspell Words |
| (c) | Grammatical Errors |
| (d) | Run-on Sentences |
| (e) | Sentence Fragments |
| (f) | Shift in pronouns; Wrong |
| (g) | Capitalization and |
| (h) | Abbreviation |

2. The captain a goal. (event)
3. The driver the car. (action)
4. Our Chief Guest a speech (event)

2.2 USAGE OF VERB

A verb must agree with its subject in number, person and gender.

For example

1. *Our followers* **are** but a handful. (Here the plural verb *are* agrees with the plural subject *followers*.)
2. *One of the boys* **was** selected. (Here the singular verb *was* agrees with the singular subject *one*.)

He is an old friend of mine.

The subject must have a verb.



Note: The subject of the sentence should be followed by a verb. Note that a sentence must have at least one verb. The following sentence is incorrect because it does not have a verb.



Practice Set 2

Spot the errors and rewrite the sentences after correcting them

1. The group of tourists are visiting the city.
2. Neither John nor his friends is present.
3. Either Rebecca or her sisters has the book.
4. The bread and butter is on the table.
5. The captain along with his men were shipwrecked.
6. A hundred years makes a century.

Proper Usage of Verb

| Rules | Examples |
|---|---|
| Two singular subjects connected by or, nor, either..or, neither..nor require a singular verb | Either you or I am going to receive the guests at the airport. |

| | |
|---|---|
| If one subject is singular and one plural, put the plural subject second and use a plural verb | Either Harry or his cousin have books. |
| If two or more singular nouns are joined by and but refer to the same person or suggest one idea, the verb used is singular. | The president and treasurer of the club is Mr John. His bred and butter is cricket. |
| When two nouns are joined by words like with, as well as, along with, besides , the verb agrees with the first subject | The bridegroom, with his friends, has arrived. The lions, not the tiger, are being taken to the sanctuary. |
| Each, everyone, many , and a must be followed by a singular verb. Both, few, several, many, and others take plural verbs. | Each boy must submit his work on time. Few boys are present today. |
| Some nouns that are plural in form but singular in meaning take a singular verb. | Physics is interesting. |
| Collective nouns take a singular or plural verb depending on whether the speaker is talking about the group or its individuals. | The mob has gathered. The mob went their separate ways. |
| A singular verb is used with sums of money or periods of time. | Two lakhs is a large sum of money |
| When the plural noun is a proper name for some single object or a collective unit, it must be followed by a singular verb. Titles of books, movies, and novels take singular verbs. | The Netherlands is a country in Europe. <i>The five Mysteries</i> is written by Giri Sharma |

You have already read in the previous class, let us recap in the following examples;

Read the following sentences;

1. Samuel **lifts** the bag.
 2. Samuel **laughs** loudly.
- In sentence 1, the action denoted by the verb **lifts** passes over from the subject **Samuel** to the object **bag**. The verb **lifts** is therefore called a **transitive verb**.
 - In sentence 2, the action denoted by the verb **laughs** stops with

the doer and does not pass over to an object. The verb **laughs** is therefore called an **intransitive verb**.

A **transitive verb** is a verb that denotes an action which passes over from the subject/ doer to the object.

For example: The child **broke** the vase.

Transitive verbs may take two objects after them—an **indirect object** which denotes the person to whom something is given or for whom something is done and a **direct object** which is usually the receiver to the action denoted by the verb.

For example: His uncle presented **him** (indirect object) a **computer**. (direct object)

A **Intransitive verb** is a verb that denotes an action which does not pass over to an object, or which expresses a state of being.

For examples:

1. The learners **study**.
2. The child **paints** for hours on end.

Some verbs can be used both transitively and intransitively:

1. He **played** the piano. (transitive verb)
2. He **played** very well. (intransitive verb)
3. The police man **stopped** the car. (transitive verb)
4. The policeman **stopped** suddenly. (intransitive verb)



Note: Verbs such as **go, fail, die, sleep, lie, come** denote actions which cannot be done to anything. Therefore they can never be used transitively.



Practice Set 3

Circle the transitive verbs and underline their objects

- (i) Ann agave the gift to me.
- (ii) The door opened suddenly
- (iii) The moon shines in the sky.
- (iv) I painting a picture.
- (v) The clouds are grey.
- (vi) The birds chirped in their nest.
- (vii) The children played a game.
- (viii) The horse ate a bag of oats.

Agreement of the Verb with the Subject

Read the following sentences :

- (i) He is a good speaker.
- (ii) They are good speakers.

In the sentence (i) the Subject 'he' is in the Singular Number ; the Verb 'is' is also in the Singular. But in the sentence (ii) the Subject 'they' is in the Plural Number ; the Verb 'are' is also in the Plural.

Examples

- (a) John *is reciting* a poem.

My **brother** *does* not speak the truth.

He likes milk but **his sister** does not.

- (b) **Boys** *are taking* a test.

Women *were* weeping bitterly.

They have not finished their work.

Now study these sentences :

- *He* **learns** his lesson daily.

- *You* **have** not replied to my letter.
- *I* **am** sure to win a scholarship.

In the above sentences, the Verbs have changed according to the persons of the Subjects. Thus we know that the Verb agrees with the Subject in Number and Person.

We use 'is' and 'was' when the subject is 'he', 'she' or 'it'; 'am' and 'was' when the subject is 'I' while 'are' and 'were' when the subject is 'we' 'you' or 'they'. In all other tenses we use a Plural Verb with 'I' and 'you'.

Examples

- **She/he** is in the wrong.
 - **It** *was* very hot yesterday.
 - **I** *am* also ready to go.
 - **You** *too* are mistaken.
 - **Were** *you* present in the meeting ?
 - **I** *respect* my elders.
 - Do you also approve of this decision ?
- (a) When two or more Singular Subjects are joined by 'and' they take a Plural Verb ; as —
- Belinda **and** Lidia **are** sisters.
 - **Two** and **two** *make* four.
 - *You, he* and *I* **play** together.
- (b) When two Subjects are joined by 'as well as' the Verb agrees with the first Subject ; as—
- **I** *as well as* you **am** in the wrong.
 - **His parents** *as well as* he **are** illiterate.
- (c) When two or more Singular Subjects are connected by 'or', 'nor', 'either-or', 'neither-nor', they take a Verb in Singular ; as—
- *Either* you *or* he has stolen the watch.
 - *Neither* he *nor* his friend is guilty.
 - **She** or **her sister** *is* present here.

But when there are two subjects of different persons joined by 'Neither— nor' or 'Either—or' the Verb agrees in person with the subject nearest to it ; as—

- *Either* he or his companions were guilty.
 - *Either* his companions or he **was** guilty.
 - *Either* she or her parents **are** mistaken.
 - *Either* her parents **or** she is mistaken.
- (d) *Either*, *neither*, *each*, *every* and *everyone* are followed by a Singular Verb; as—
- *Either* of the two brothers **is** at fault.
 - *Neither* of these two roads **leads** to the hospital.
 - *Each* of them is honest.
 - *Every* Scout honours the Scout Law.
 - *Everyone* of the girls likes her dress.
- (e) When two Singular Nouns refer to the same person or thing, the Verb must be Singular. The Article is then not repeated ; as—
- *The poet* and *philosopher* is dead.
 - *My friend* and *colleague* has come.
- (f) If two Subjects together express one idea, the Verb may be in the Singular; as—
- *Slow and steady* **wins** the race.
 - *Rice and curry* **is** my favourite dish.
- (g) When a Plural Noun expresses some specific quantity or amount considered as a whole, the Verb is in Singular ; as—
- *Nine hundred rupees* is not much for this cow.
 - *Twenty kilometres* is a long distance.

When two or more Singular Subjects are connected by *with*, *together with*, *and* *not*, *besides*, *no less than*, the Verb is in Singular; as—

- The suitcase *with* all its contents **was** stolen.
- Belinda **together** with her sisters, **is** present.
- He, *and not* you, **is** to blame.
- No one *besides* the nurse **knows** this secret.
- He *no less than* you **is** guilty.

The Verbs agree with the number of the Nouns that follow the Verb; as—

- There **is** *no leaf* on the tree.

- There **are** *six boys* in the classroom.
 - There **were** *many players* present there.
- (h) Some Nouns which are Plural in form but Singular in meaning, take a Singular Verb ; as—
- *Mathematics* **is** my favourite subject.
 - *Economics* **has** no charm for him.
 - *This news* **is** false.
 - *The wages* of sin is death.
- (i) A Plural Noun which is the name of a country or province or the title of a book, is followed by a Singular Verb ; as—
- *The United States* **has** a fine navy.
 - *The Arabian Nights*, **contains** interesting stories.
 - *Great Expectations*, **is** an interesting novel.

A Collective Noun generally takes a Singular Verb when the subject stands for the collection as a whole and a Plural Verb when the subject stands for the individuals of which it is composed ; as—

- (i) The **whole** class is absent.
The mob **has** dispersed.
The gentry **is** sitting on the chairs.
- (ii) *The jury* **has** four members.
The jury **have** different opinions.
The crew **were** arrested.

A Relative Pronoun must agree with its antecedent in Gender, Number and Person ; as—

- It is **he** *who* **is** to blame.
- It is **they** *who* **are** to blame.
- It is **you** *who* are to blame.
- It is **I** *who* **am** to blame.
- He has sold **the cow** which **gives** milk.

Study the following sentences :

- *Two thirds* of this book **is** easy.

- *Many people* **live** in slums.
- *A pair of shoes* **is** lying under the table.
- **A large number is** expected at the match.
- *Ill news* spreads fast.
- *One of my friends* **has** not come.
- *The quality of the mangoes* **was** not good.
- Not only *he* but all *his companions* **were** arrested.
- Not only *you* but also *I* **am** to blame.

Common Errors in the Use of Verbs

| | Incorrect | Correct |
|-----|--|--|
| 1. | <i>Two thousand rupees</i> are a good sum. | <i>Two thousand rupees</i> is a good sum. |
| 2. | The king and poet are here. | The king and poet is here. |
| 3. | The father with his sons were present there. | The father with his sons was present there. |
| 4. | He as well as his parents are illiterate | He as well as his parents is illiterate. |
| 5. | Bread and butter are my only food. | Bread and Butter is my only food. |
| 6. | Either you or your brother have done this. | Either you or your brother has done this. |
| 7. | Either of these two boys are guilty. | Either of these two boys is guilty. |
| 8. | The jury were of one mind. | The jury was of one mind. |
| 9. | 'Gulliver's Travels' are an interesting book | 'Gulliver's Travels' is an interesting book. |
| 10. | Neither you came here nor your brother did. | Neither you came here nor did your brother. |
| 11. | A large number of people was present there. | A large number of people were present there. |
| 12. | The majority of the applicants is girls. | The majority of the applicants are girls. |
| 13. | The news from the War front are not encouraging. | The news from the War front is not encouraging. |
| 14. | None of them are right. | None of them is right. |
| 15. | What I say and do is none of his business. | What I say and do are none of his business. |



Practice Set 4

- I. Fill in the blanks with one of the two words given in brackets :
1. Politics a dirty game. (is / are)
 2. No news good news. (is / are)
 3. Neither you nor I invited. (am / is)
 4. The master of these shops very rich. (are / is)
 5. Fire and water not agree. (do / does)
 6. All the girls of this class absent. (is / are)
 7. The clothes of this beggar torn. (is / are)
 8. The United Nations the only hope in these days of cold wars, (is / are)

2.3 ACTIVE AND PASSIVE VOICE

The voice of a verb indicates whether its subject is the doer or the receiver of the action.

1. John cooked the food last night.
2. The food was cooked by John last night.

Both the sentences express the same meaning. But in sentence 1, the subject (John) is the doer of the action, so the verb (cooked) is said to be in the active voice.

A **verb** is in the active voice when its form shows that the person or thing denoted by the subject does something. In other words, the subject is the doer of the action.

In sentence 2, the subject (the food) is the receiver of the action, so the verb (was cooked) is said to be in the passive voice.

A **verb** is in the passive voice when its form shows that something is done to the person or thing denoted by the subject.

Let us understand by one by one.

The Active voice

Read the following examples:

1. The teacher punished the naughty boy.
2. The naughty boy was punished by the teacher.

Both the sentences mean the same thing. In the first sentence, the subject of the verb (the teacher) acts, so the verb is said to be in the **active voice**. In the second sentence, the subject of the verb (naughty boy) is acted upon so the verb is said to be in the **passive voice**.

Hence, when the subject of the verb is the Doer of the action, the verb is said to be in the active voice.

The teacher (*Doer*)

What did it do? → punish the naughty boy.

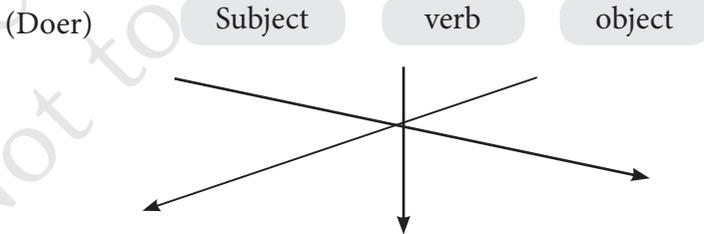
2. Passive voice:

When the subject of the verb is Acted upon the verb is said to be in the passive voice.

e.g. The naughty boy was punished.

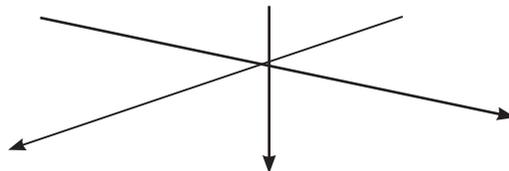
The sentence is about a naughty boy (*subject*) who has been punished (*acted upon*) by the teacher.

The following diagram will make it clear.



Active: The teacher punished the naughty boy.

Acted upon: The naughty boy was punished by the teacher.



Passive

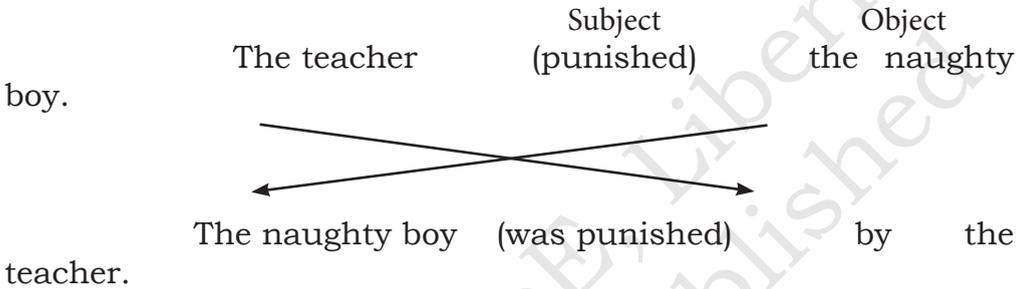
Subject Verb (always V₃) Object

Lets read the basic rules of changing a sentence from Active to Passive.

Basic Rules

For changing from Active to Passive follow the following rules:

1. Separate a sentence into subject, verb, object.
2. Now interchange the positions of subject and object, (verb remains at its place)



3. Write '**Be**' form according to the tense of the verb, (according to the subject in number and person)

'Be' form

If the sentence is in

Present tense - is, are, am

Past tense - was, were

Future tense - will/shall + be

The above sentence is in past tense so we used '**was**'

The naughty boy was

(subject)

(be form)

4. The verb is always in the past participle form (third form).

The naughty boy was **punished**.

5. Use preposition 'by' to connect the object to the sentence.

The naughty boy was punished **by the teacher**.

6. Continuous tense i.e verb + ing takes 'being' in the passive form.

7. Perfect tense (has, have, had) takes **been** in the passive voice.
8. All modal auxiliaries (can, could, may, might, must, should) take 'Be' with them.

Active and passive according to Tenses

| Present | Past | Future |
|--|---|--|
| Indefinite Active | | |
| He sings a song. | He sung a song | He will sing a song |
| Rule: is/are/am + V ₃ + by | Rule: was/were + V ₃ + by | Rule: will/shall + be + V ₃ + by |
| Passive: A song is sung by him. | A song was sung by him. | A song will be sung by him. |
| Continuous Active | | |
| He is singing a song. | He was singing a song | Future Continuous does |
| Rule: Being + V ₃ + by | Being + V ₃ + by | not change to passive. |
| Passive: A song is being sung by him. | A song was being sung by him. | |
| Active: He has sung a song. | He had sung a song. | He will have sung a song. |
| Perfect | | |
| Rule: has been + V ₃ + by | Rule: had been + V ₃ + By | Rule: wiil/have been+V ₃ +by |
| A song has been sung by him. | A song had been sung by him | A song will have been sung by him. |



Remember!

We Interchange the Subject, and Object as in Simple sentences.

We do not remove the question mark(?).

The helping verbs/question words remain at their place.

The auxiliary verbs 'do' 'did' and 'does' in an interrogative sentence change into 'is' 'was' 'are' or 'were' in the passive.



Practice Set 5

I. Change the following sentences from Active to Passive:

1. The alarm woke us.
2. This dog has bitten many people.
3. His conduct displeased his officers.
4. The Principal gave her a notice.
5. The fire did not do much harm.
6. He had given a letter of apology.

II. Change the voice of the following instructions as given in the example.

1. How to make a sandwich.

1. Take two slices of soft bread.
2. Trim their crust.
3. Apply butter evenly on them.
4. Prepare the filling. (Cucumber or tomato slices, grated cheese etc.)
5. Place filling on one of the slice and cover with the other.
6. Press gently and freeze for sometime.

Ans. Two slices of bread (1) are taken. Their crust (2) is trimmed. Butter (3) is applied on them evenly. The filling (4) is prepared and placed (5) on one of the slice. It (6) is pressed gently and (7) frozen for sometime.



Note: Always take hint of verb form/tense to be chosen from the solved example. In this case blank (a) are taken shows that the passage is to be done according to present Indefinite tense. If no hint is given, generally present simple tense is used.

Activity 1

Lets do an activity



1. How to plant a sapling.

→ Choose a sapling with roots.

- Dig a hole where the sapling is to be planted.
- Prepare the soil by mixing it.
- Carefully lower the sapling into the dug hole.
- Cover the roots with the prepared soil.
- Pour some water on the plant.

1. First a sapling with roots (i) was chosen. Then a hole (ii).....where the sapling (iii)The soil (iv).....mixing into it. The sapling (v).....carefully. The roots (vi).....prepared soil. The water (vii).....the plants.

2. How to note temperature.

- Take a thermometer.
- Wash it.
- Check its temperature.
- Place it in the mouth of the patient.
- Take it out after 2 minutes.
- Observe the mercury expansion.
- Read the point till where mercury level expands.

First of all a thermometer (a)..... It (b) was washed. Its temperature (c) It (d).....in the mouth of the patient. It (e) out after 2 minutes. The mercury expansion (f) The point till where mercury level expanded (g)

Infinitive Verb (to + be + V₃)

For examples:

- It is time to take a break (**active**)
It is time for a break to be taken. (**passive**)
- We ought to respect our elders. (**active**)
Our elders ought to be respected by us. (**passive**)

See some more examples:

The infinitive, ‘to’ is changed into passive as:

1. I want to help Ram. —I want Ram to be helped by me.
2. It is time to do the work. —It is time for the work to be done.



Practice Set 6

Change the voice of the following:

1. There is no water to drink
2. She is the woman to admire.
3. Everybody likes others to admire him.
4. The police are determined to catch the murderer.
5. Come on, there's work to do!



Note: We use the active infinitive if we are focusing on the agent (the person who does the action):

For examples

1. The doctor gave me an eye-patch to wear.
 - Not: The doctor gave me an eye patch to be worn. ('me', the agent – I will wear the eye-patch)
2. She brought a portable chair to sit on – the rest of us had to sit on the grass.
 - Not: She brought a portable chair to be sat on ... ('she', the agent – she will sit on the chair)

We use the passive infinitive when we want to focus on the receiver (the person who experiences the action), or when we do not want to mention the agent (the person who does the action):

- I didn't give out my email address because I didn't want to be contacted by strangers. (I am the receiver, the person 'to be contacted')
- Ben was hoping to be chosen for the rugby team, but he didn't do very well in the trials. (It is not important to mention the agent; to say who would choose him.)

After there is, there are

The difference between the two infinitive forms is often very small when we use a there is or there are construction to talk about obligation:

Come on! There’s work to do. *or*

Come on! There’s work to be done. (There is work that we must do.)

Passive of Interrogative Sentences

We follow the same chart (*as done before*) for different tenses.

Points to Remember:

- We do not remove the question mark(?)
- The Helping Verbs/question words remain at their place.
- ‘was’ ‘are’ or were in the passive structure.
- The auxiliary verb like ‘have’ and ‘has’ change into **have + been + past participle** of the verb.

Note the change.

| | | | |
|--------------|----------|----------|---------------|
| (past tense) | S | V | O |
| Did | they | make | the painting? |

- Was the painting made by them?
- Had he made a painting? → Had a painting been made by him?
- Will he make a painting? → Will a painting be made by him?
- Is he making a painting? → Is a painting being made by him?
- Can I lift this box? → Can this box be lifted by me?

Note: **Who** is changed into ‘by whom’ in passive.

e.g. ‘Who’ taught her French?
 By whom was she taught French?



Practice Set 7

Change the following sentences from active to passive voice.

1. What are you doing here?.....
2. Are you doing your work?.....
3. Who has broken this jug?.....
4. Have you completed this essay?
5. Can I help you in solving this sum?

Verbs having two objects

When the verbs which take two objects after them in the Active Voice are changed to the Passive Voice, one of the object becomes the subject in the Passive Voice and the other is retained as Object.

e.g. I gave her a dress.

Here '**her**' and '**a dress**' both are **objects**.

A dress was given to her by me.

She was given a dress by me.



Practice Set 8

Change the following sentences into passive voice in the two ways shown above

1. I told them a story.
2. He taught us German.
3. I gave her a gift.
4. He bought me a pen.
5. My uncle sent me a present.

Prepositional Verbs

If a verb in the active voice is followed by a preposition, the preposition is retained in the passive voice.

e.g. The boys **laughed** at the beggar. → **Active**

The beggar **was laughed** at by the boys. → **passive**



Practice Set 9

Change the following sentences to passive voice.

1. She agreed to my proposal.
2. I listened to him attentively.
3. Her brother looks after her.
4. A stranger is knocking at the door.

5. They laid out a small garden.

Preposition's other than 'by'

In the passive voice the subject of the active verb is generally made the object of the preposition but sometimes some other preposition is used.

e.g. The news surprised me. → **Active Voice**

I was surprised at the news. → **Passive Voice**

Look at the following sentences changing from active to passive voice.

- 1. His death shocked us. → We were shocked at his death.
- 2. This jug contains milk. → Milk is contained in this jug.
- 3. What does this box contain? → What is contained in the box?
- 4. His honesty pleased his teacher.
→ His teacher was pleased with his honesty.
- 5. I know his father. → His father is known to me.

Imperative sentences

Note the change: Shut the doors. → Let the doors be shut.

- When there is an object in the imperative sentence, we use 'Let' to change it.
- When there is no object we use you are requested/asvised/ordered + to + V₁

Stand up. e.g. You are ordered to stand up.



Practice Set 10

Change the following to passive.

- 1. Love your neighbors. (Let your neighbours be loved or You are advised to love your neighbours.)
- 2. Shut up.
- 3. Never tell a lie.
- 4. Never abuse anybody.
- 5. Get out.
- 6. Help me.

Sentences with Two Clauses

Sometimes there are two clauses in a sentence. In that case both the clauses are changed into passive.

e.g. They asked Julia why she accepted the money.

Julia was asked why the money was accepted by her.

Sometimes the subject in the Active voice is vague or unknown. We let it remain unexpressed in the passive.

e.g. No one has beaten my brother in chess.

My brother has never been beaten in chess.

Sometimes we come across the passive sentences in which we are sure of the subject. In such sentences we use one subject as suits the context as.

e.g. The injured was taken to the hospital.

People took the injured to the hospital.

Activity 2



Lets do an activity

Read the following set of instructions and complete the paragraph given below in passive voice.

Note: In such an exercise take hint of the tense used (*past simple in the given example*) from the passage. Follow the same.

A. How to cook rice:

1. Wash the rice in clean water.
2. Put in a pan with twice the amount of water.
3. Place the pan on the fire.
4. Let the rice boil.
5. When all the water is absorbed lower the flame and keep the pan on the stove for a few minutes.
6. Take off the pan from the stove and serve the hot rice.

The rice is first washed It is put in a pan with Then the pan is on the fire. The rice is allowed to boil. When all the water the flame

and the pan on the stove for a few more minutes. The pan and the rice.

B. How Paper is made:

1. Cut logs into small chips.
2. Mix with water and acid.
3. Heat and crush to a pulp.
4. Clean and bleach pulp with chemicals.
5. Pass pulp through rollers to flatten, press, dry and refine.
6. Cut into sheets.

The logs of wood are (a) Then they (b) after which they (c) to form a pulp. Then the pulp (d) to whiten it. Thereafter the pulp (e) it. Finally the finished paper (f)

WRITING PARAGRAPH

Of all areas of studying and learning, the most challenging is writing. The reason why writing is especially demanding is that it forces a very deep and powerful type of learning to take place. When making the effort to use the ideas of the subject that you are studying and saying something for yourself, then it may be said that you are learning. The ideas only become a functioning part of your thought processes when you can call on them in expressing yourself to other people.

What is a Paragraph?

You are no longer in high school, so most study at a tertiary level requires an analytical, not a descriptive, approach. Written work must present an argument.

A paragraph writing is a group of sentences combined together, about a certain topic. It is a important form of writing as we write almost everything in paragraphs, be it an answer, essay, story, emails, etc.

We can say that a well-structured paragraph is the essence of good writing. The purposes of the paragraph are to give information, to explain something, to tell a story, and to convince

someone that our idea is right.

Paragraphs are blocks of textual content that segment out a larger piece of writing—stories, novels, articles, creative writing, or professional writing portions—making it less complicated to read and understand.

Paragraphs give you a chance to show what you can do: that you understand the question asked; that you understand the issues involved; that you have done the appropriate amount of reading. Having got that far, you must then show that you can communicate your understanding to others.

For writing a good paragraph, one needs discipline of mind and regimentation of thought. It requires the framework within which an essay should be written.

It has often been observed that many good speakers find it difficult to put down their thoughts on paper. The reason is, they have never practised the craft of writing. They have never analysed, synthesised, or organised their thoughts to express them in writing.

Look at the following points that are relevant to all kinds of paragraphs and should be kept in mind while writing a paragraph.

A paragraph is generally divided into five parts:

- a) The Topic Sentence
- b) The Body
- c) The Conclusion
- d) Unity
- e) Coherence

a) Topic Sentence

- A topic sentence is a brief statement that reflects the main idea of the paragraph.
- It should be carefully written as it will show the reader what you are going to talk about.
- Words chosen not be cluttered and ambiguous as readers will decide to read further based on this.

- It is not necessary to write the topic sentence at the beginning of the paragraph. It can be put anywhere, as long as it reflects the main topic. For instance, if you mention that you are going to talk about the advantages of using the hand sanitizer, then in supporting sentence you should only talk about advantages, not the features or anything else.

b) The Body

The body should contain the necessary facts, ideas, illustrations and reflections of the writer on a given subject. The paragraphs should be well-constructed and in their proper sequence. Do not jump from point to point without showing the connection of the one with the other. Keep to the point.

c) Conclusion Sentence

The ending, like the beginning, should be brief and striking. It should be natural and not abrupt. A good concluding sentence brings a paragraph to a polished end. It may give a summary of the main topic, a concluding sentence also gives a final take on the topic and leaves the reader with complete information.

A good conclusion can either be just reiterating the topic again or it could be concluded with a few main points which were not exclusively mentioned in the paragraph.

d) Unity

- Unity in a paragraph means that the entire paragraph should focus on one single idea.
- The supporting details should explain the main idea. The concluding sentence should end the paragraph with the same idea.
- Thus, a unified paragraph presents a thought, supports it with adequate details and completes it with a conclusion.

e) Coherence

Coherence means establishing a relationship between the ideas presented in a paragraph. It brings about a rationale in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance.

Besides, transitions that compare, contrast, illustrate, add or show

cause and effect build logical bridges. The ideas, thus expressed in the paragraph, flow smoothly from one to the other in a logical sequence. This helps the reader to understand the paragraph.

Tips to Write a Good Paragraph

Whether you're writing a small paragraph or a big paragraph, the basic laws of structure should apply to both. While the framework for fiction is less strict than for nonfiction, the material or tale you create must logically or sequentially tie to the next paragraph. These aspects aid in the coherency of your body paragraphs, linking them together to form a unified whole around a topic or to establish a narrative arc.

1. **Think Before You Write:** Thinking before writing helps establish a structure and understand what you are going to answer in the paragraph.
2. **Open Your Notebook:** Just write in pointers to remember the gist of the matter.
3. **Choose the Main Idea:** You will have to decide the main idea of the paragraph which you would like to operate.
4. **Use a Dictionary and Thesaurus:** Use a dictionary and thesaurus to add additional words to express your ideas.
5. **Make Your Topic Sentence's First Sentence:** The opening line of your first paragraph sets the tone for what your audience will learn as they continue reading. Even in fiction, a paragraph's introduction either creates or extends an idea or scenario from the previous paragraph. Every successful paragraph starts with a central topic that the rest of the paragraph aims to support, regardless of what style or genre you're writing for.
6. **The Intermediate Sentences Should be Used to Provide Support:** Follow-up information to your main sentence or prior paragraph is included in these sentences. These phrases are where you persuade your reader to believe or imagine what you believe, and offer them all they need to see your point of view.
7. **Make Use of Transitional Words:** Transition words help unite disparate paragraphs to generate a unified theme. Readers will be able to trace your ideas and comprehend how they relate to one another if you use phrases like "in addition" or "moreover," which will make for a smoother, more enjoyable reading experience.

Examples:

1. Global warming

The uncommon and speedy increase in Earth's average temperature is called global warming. This growth has extensively been higher within the last century due to human intervention with nature. The release of greenhouse gasses in the ecosystem has been one of the number one motives behind the boom in temperature. The multiplied intake of fossil fuels has extended the attention of greenhouse gasses. The effect of world Warming is a lot higher than just a sore in temperature.

It modifies the rainfall pattern, intensifies coastal erosion, lengthens seasons in line with geography, the glaciers and ice caps are melting and will increase the range of continual and infectious illnesses.

As a way to expect similar weather changes, scientists constructed models. These climate fashions are used to simulate the interactional responses of the sea and environment. They predict a boom of round 2C to 6C with the aid of the 21st century. I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all

As you can see, that the main idea of the paragraph was describing the room. Then there are many supporting sentences supporting the main idea and expanding it in a way that the picture becomes clear in the reader's mind.

Concluding sentence “ I felt that I breathed an atmosphere of sorrow. An air of stern, deep, and irredeemable gloom hung over and pervaded all,”

This sentence summarised how the room looked and what feeling ran through his mind. Make sure that the reader is left with something to think about, specifically if it's far from an argumentative essay continually don't forget to permit time to rewrite the first proofread your essay before turning it on.

Let us now analyze our model paragraph for unity and coherence:

2. The Human Body

(1) The human body is a wonderful piece of work that nature has created. (2) It is not beautiful like the body of a butterfly or peacock but it is shaped practically. (3) It can do many types of work which other animals cannot. (4) It is not strong like the body of a tiger. (5) But in place of physical strength it has a big and sharp brain. (6) By using this brain the human physique has

been able to overcome many of its limitations. (7) By sitting in an aeroplane it flies faster than a kite, by riding a motorcycle it travels faster than a leopard, and by firing a machine gun it fights much better than a tiger. (8) In spite of all this, the human body suffers from many diseases because it has a weakness for habits such as smoking, drinking and overeating. (9) When it is healthy the body can give great pleasure but when it is sick it can cause great pain. (10) The wise man would always keep his body fit because a healthy mind can work only in a healthy body.

- The first sentence states the main idea of the paragraph and claims the superiority of the human body over the rest of the creation. It enables the reader to expect the following ideas in the paragraph that explain and illustrate the qualities and attributes of the human body.
- The second, third, fourth, fifth, sixth, and seventh sentences compare, contrast, elucidate and justify the main idea or topic sentence. They establish the main theme with logical explanations and transitions. They create a graphic picture in the minds of the reader with suitable and appropriate language expressions. In brief, they develop the main idea of the paragraph.
- The eighth and the ninth sentences interpret and analyze the limitations of the human body and prove the strength of the topic sentence. They, further, lead the main idea into a concluding thought.
- Finally, the tenth sentence concludes with the idea that the human body should be well preserved for a proper functioning of the system and that a healthy mind can work only in a healthy body.
- Thus the paragraph, The Human Body, is a unified and coherent paragraph.

PROOF READING

Introduction

The word 'proofreading' is the process of reviewing the final draft of a piece of writing to ensure consistency and accuracy in grammar, spelling, punctuation, and formatting.

Look at the following sample, proof reading marking is done.

| Symbol | Meaning | Example |
|--------|-------------------------------------|---|
| | insert a comma | The mayor's brother, I tell you, is a crook. |
| | apostrophe or single quotation mark | I wouldn't know where to put this vase. |
| | insert something | I know it, in fact, everyone knows it. |
| | use double quotation marks | My favorite poem is "Design." |
| | use a period here | This is a declarative sentence. |
| | delete | The elephant's trunk is really its nose. |
| | transpose elements | He only picked the one he likes. |
| | close up this space | Jordan lost his favorite basketball. |
| | a space needed here | I have only three friends: Ted, Raoul, and Alice. |
| | begin new paragraph | "I knew it," I said. "I thought so," she replied. |
| | no paragraph | "I knew it, she said. "He's no good." |

It is the process of checking a document for any kind of grammatical, typographical, or formatting errors. It should always be the last step taken before a document is published online, handed in to a professor, submitted for a job application, or otherwise shared with its intended audience.

In proofreading we revise a manuscript before it is printed and published. A proofreader compares the proofs—printed versions of the manuscript, which include all the formatting, page numbers, headers, etc. that will be included in the final edition—with the edited copy to make sure that no errors have been introduced by the formatting or printing.

a) Mechanics of Grammar

- In English writing, mechanics relates to typographic style such as the choice between UPPERCASE and lowercase letters, italics or boldface type and plain style, as well as using figures (e.g., 1, 2, 3) or written out numbers (e.g., one, two, three).
- Professionals follow stylistic conventions for mechanics much like they do punctuation rules. If you don't know these conventions, making them up as you go along may produce unprofessional-looking documents.
- Proofreaders ensure that the document's final draft is completely free of grammatical errors (e.g., subject-verb agreement problems, incorrect word choices, improper punctuation usage, and incorrect spelling) as well as formatting and typographical errors. They also make sure the document adheres to the chosen style guide.

Misspell Words

Misspelled words will often be circled and/or marked with the letters SP to indicate the spelling error. Remember that it is the editor's responsibility to indicate words that may be misspelled, but it is the writer's responsibility to confirm correct spelling of a word by consulting a dictionary.

Spelling errors are among the most common surface errors as well as the most easily corrected. To correct spelling errors, use a spell-checker, regardless of your spelling skill, along with a dictionary to help you find the right alternative for a misspelled word.

Hence, to clearly communicate your ideas, you should place a modifier directly next to the word it is supposed to modify. The modifier should clearly refer to a specific word in the sentence. Misplaced modifiers can create confusion and ambiguity.

For example:

Incorrect: "At eight years old, my father gave me a pony for Christmas."

Correct: "When I was eight years old, my father gave me a pony for Christmas."

Remember that the spell-checker won't help with homonyms, words that sound alike but have different spellings and meanings. Some words that can cause trouble are listed below.

- their (possessive form of they)
- there (in that place)
- they're (contraction of they are)
- accept (a verb, meaning to receive or to admit to a group)
- except (usually a preposition, meaning but or only)
- who's (contraction of who is or who has)
- whose (possessive form of who)
- its (possessive form of it)
- it's (contraction of it is or it has)
- your (possessive form of you)
- you're (contraction of you are)
- affect (usually a verb, meaning to influence)
- effect (usually a noun, meaning result)
- than (used in comparison)
- then (refers to a time in the past)
- were (form of the verb to be)
- we're (contraction of we are)
- where (related to location or place)

Grammatical Error

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error.

Run-on Sentences

A run-on sentence is a sentence that joins two independent clauses without punctuation or the appropriate conjunction. A comma splice is similar to a run-on sentence, but it uses a comma to join two clauses that have no appropriate conjunction. Fixing a run-on sentence or a comma splice can be accomplished

in one of five different ways.

Incorrect sentence:

“Rachel is very smart, she began reading when she was three years old.”

Solutions:

1. Separate the clauses into two sentences. “Rachel is very smart. She began reading when she was three years old.”
2. Replace the comma with a semicolon. “Rachel is very smart; she began reading when she was three years old.”
3. Replace the comma with a coordinating conjunction. “Rachel is very smart, for she began reading when she was three years old.”
4. Replace the comma with a subordinating conjunction. “Rachel is very smart because she began reading when she was three years old.”
5. Replace the comma with a semicolon and transitional word or phrase. “Rachel is very smart; as a result, she began reading when she was three years old.”

Sentence Fragments

Sentence fragments are also common grammar mistakes. A sentence needs to have a subject and a verb. A fragment often happens after another related idea has been expressed.

For example:

Incorrect: “Belinda stayed home from school the other day. Because she was sick.”

Correct: “Belinda stayed home from school the other day because she was sick.”

Shift in Pronouns: Wrong

Some of the most common grammar mistakes are pronoun errors. They occur when pronouns do not agree in number with the nouns to which they refer. If the noun is singular, the pronoun must be singular. If the noun is plural, the pronoun must be plural as well.

For example:

Incorrect: “Every girl must bring their own lunch.”

Correct: “Every girl must bring her own lunch.”

A pronoun shift is a grammatical error in which the author starts a sentence, paragraph, or section of a paper using one particular type of pronoun and then suddenly shifts to another. This often confuses the reader.

The most common shift is from third person nouns and pronouns (he / she / it / they) to second person pronouns you / your / yours.

However, some students switch between first person pronouns (I / we / me / us / my / our) to other pronouns halfway through a sentence or essay as well. Here are some examples of faulty sentences (in red) followed by examples of corrected sentences (in blue).

Example

- **WRONG!** When we asked about Anglo-Saxon literature, we discovered **you** could learn to speak Old English in a few months if a teacher were available to instruct you.

In the faulty sentence, the word **we** undergoes a pronoun shift to you midway through the discussion.

- **CORRECTED VERSION:** When we asked about Anglo-Saxon literature, we discovered **we** could learn to speak Old English in a few months if a teacher were available to instruct us.

In the corrected version, the writer maintains plural first person pronouns throughout the discussion.

Capitalization

One of the worst mistakes you can make in a high-priority document like a cover letter is a glaring capitalization error such as not capitalizing the first letter in a sentence or writing “*im*” or “*ive*” instead of “**I am**” or “**I have**.”

These errors are fine when texting your friends. To a hiring manager, however, the red flags they raise concerning the literacy, work ethic, and even maturity of the applicant might land that application in the shredder.

At the other typographic extreme, those who use all-caps for

anything other than abbreviations, as in “SEND ME THAT REPORT RIGHT NOW,” look emotionally unstable.

In normal writing, we use conventional combinations of capitals and lowercase letters meaningfully to guide our readers through our sentences. Let’s take a closer look at when to capitalize and when not to capitalize letters.

Capitalize in the following situations:

- First letter of the first word of a:
e.g. *These pretzels are making me thirsty.*
- Full-sentence quotation even if it appears after a signal phrase; e.g., *A great American humourist put it best when he said, “Travel is fatal to prejudice, bigotry, and narrow-mindedness” (Twain, 1869, p. 333).*
- Rule following a colon in a sentence; e.g., *My mother taught me the golden rule: Treat others the way you’d like to be treated yourself.*
- Point in a bullet-point or numbered list regardless of whether it’s a full sentence or just a noun phrase, as in this list
 - The first-person personal pronoun “I”
 - Major words in titles, including the first letter of the first word no matter what it is, nouns, pronouns, verbs, adjectives, and adverbs, but not short prepositions such as in, of, on, or to, nor coordinating conjunctions such as and, but, for, or so, unless they’re the first word.
 - The first letter of proper nouns.

Don’t capitalize the following:

- Directions if they’re not in a geographical name; e.g., We drove east to North Bay, Ontario, from the Pacific Northwest
- Professional roles on their own without a name following (e.g. the prime minister) or if they follow the person’s name; e.g., Patrick Grant, professor of English
- Celestial bodies when used outside of the context of celestial bodies; e.g., He’s really down to earth. I love you to the moon and back. Here comes the sun.
- The seasons, despite the fact that the days of the week and months are capitalized (e.g., We’re heading south for the winter.) unless they’re part of a title (e.g., Fall 2019 semester)

- Century numbers; e.g., the nineteenth century
- Words that came from names or geographical regions; e.g., pasteurize, french fries, italics, roman numerals, arabic numerals
- Fields of study; e.g., history, biology, physics, economics, dentistry
- Some academic degrees; e.g., master's degree, bachelor's degree

Abbreviations

- Fully spell out abbreviations the first time you mention them and put the abbreviation in parentheses.
- For example, if you were to say, “The Public Health Agency of Canada (PHAC) is reporting an above-average number of flu deaths this year,” subsequent mentions of the Agency can appear as simply “PHAC.”
- Institutions that are so common as names (proper nouns) in their abbreviated form (e.g., CBC, which stands for the “Canadian Broadcasting Corporation”) can be given as abbreviations unless introduced to an audience that wouldn't know them. As you can see here, avoid adding periods after each uppercase letter in an abbreviation.

Review Exercise

A. Choose the correct option.

1. Tsunami destroyed Japan..
 - (a) Japan is destroyed by Tsunami
 - (b) Japan was destroyed by Tsunami.
 - (c) Japan has been destroyed byTsunami.
 - (d) None of these.
2. We shall respect virtues.
 - (a) Virtues will be respected by us.
 - (b) Virtues are to be respected by us
 - (c) Virtues shall be respected by us.

(d) None of these.

3. I am watching T.V.

(a) T.V. is being watched by me.

(b) T.V. was being watched by me..

(c) T.V. is to be watched by me.

(d) None of these.

B. Read the following sentences and pick out the verbs.

1. Gold and diamond is found in India.

.....

2. The Orator and the Statesman has arrived. (two different people)

.....

3. Neither praise nor blame seem to affect her.

.....

4. Which one of these pens are yours?

.....

5. The scholar and the writer (one person) are dead.

.....

6. Tales of Charles Lamb' are a good book.

.....

7. Many a soldiers have given their life for the country.

.....



Now it is your turn.

Write a sentence of your own on the lines below. It should have a past tense and past participle form of verb. After you write the sentence, circle the verb and underline the action verb.

old.”