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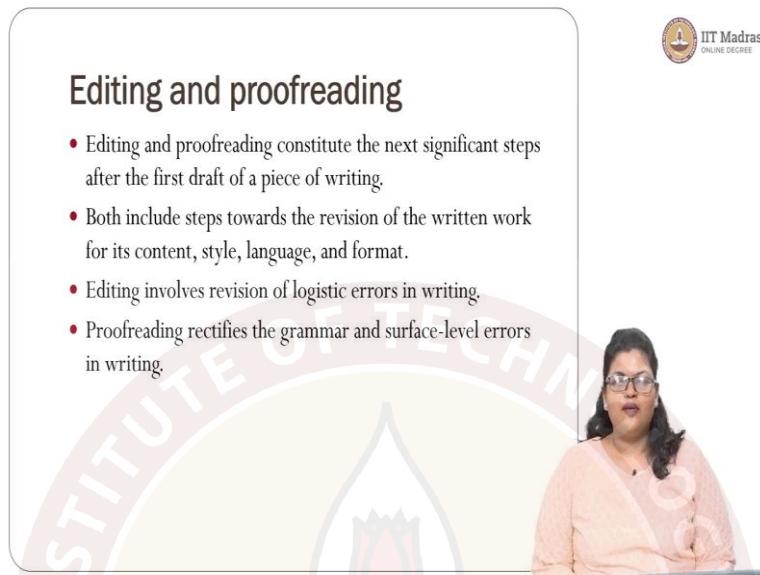
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English – I (Basic English)
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Professional Writing: Editing and Proofreading

(Refer Slide Time: 0:15)



Editing and proofreading

- Editing and proofreading constitute the next significant steps after the first draft of a piece of writing.
- Both include steps towards the revision of the written work for its content, style, language, and format.
- Editing involves revision of logistic errors in writing.
- Proofreading rectifies the grammar and surface-level errors in writing.



Good day, everyone and welcome back to the class. For today's class we will be discussing on the last link among the features of professional writing, which is on editing and proofreading. How are they different from each other? Editing mostly concentrates on the logistic aspects, which means it looks at the organizational aspects of your writing and proofreading on the other hand looks at the surface level errors of your writing. This is the basic difference between editing and proofreading. We will look at each one of these rubrics separately, independently and understand what they mean in the process of editing and proofreading.

(Refer Slide Time: 0:54)



Editing : What is it about?

- Content
- Overall structure
- Clarity
- Style



In other words, editing includes revision of four main aspects of your writing, what are they? The first one is the content of your writing. The second involves the overall structure of your writing. The third one includes the clarity aspects of your writing. And the fourth one is the stylistic aspects of your writing. So, any kind of editing work, any kind of editing on a writer will include a revision of these four main elements in writing. We will look at each of them individually and understand what happens in the editing process within each of these rubrics.

(Refer Slide Time: 1:32)



Editing: CONTENT

- Is the major question answered? *topic*
OR
- Is the purpose stated clearly?
- Does the supporting statements engage the purpose statement / topic sentence?



The first one is editing for content. So, when you are editing, you are for content, what are the factors or what are those questions that you should have on your mind to go about with the proper and effective editing is the major question answered or the major topic addressed.

This is the first thing that you would ask when you are editing for content or you could also ask the question is a major purpose stated clearly? So, two things purpose, major question or you can also refer to this part as the topic. You can talk about whether the topic was answered, whether the purpose is stated clearly or is the major question answered.

All of these questions will help you understand whether you have done a good job with your content of writing. So, this is the first one. Now, the third one here is does the supporting statements engage the purpose statement or topic sentence. This is also very important. So, the first aspect that you are going to look at definitely is the topic sentence of the paragraph or whatever you have written down.

And the second part that you have to check for is if the supporting statements that you have provided engaging properly engaging effectively or addressing effectively the topic sentence that you have presented. So, first is about the topic and second is about the supporting statements that you have furnished to engage with your topic sentence or your purpose. So, this becomes the first part this is related to the content aspect of your writing, particularly the editing aspect of the content of your writing.

(Refer Slide Time: 3:11)

Editing: OVERALL STRUCTURE

- Is there a clear introduction and conclusion? (topic sentence, concluding remarks)
- Is the order of the sentences logical?
- Are transitions between sentences and paragraphs clearly visible?



The second very important part in editing for professional writing involves paying close attention at the overall structure of what you have written. Now, the structure involves the introduction and the conclusion part. So, the first question you will ask is, is there a clear introduction and conclusion? What does that mean? With respect to a paragraph, you have to look at whether a topic sentence is provided for the paragraph? And is that sentence, clearly

stated. And you are also going to look at the concluding remarks. So, the concluding sentence. So, this, both of them essentially are together form the introduction, and the conclusion part of your write up.

The second thing, the second aspect of the second point that you must keep in mind, while you are editing for the structure of your content, is the logical continuity between your sentences or in other words, it is also referred to as cohesion, you have to ensure that there is enough unity and cohesion in your paragraph.

How do you ensure there is unity and cohesion in your paragraph? You have to look for logical continuity between your sentences. Does one sentence, does your topic sentence organically lead to your supporting sentence? Are the supporting sentences engaging well, and are interconnected to each other effectively so as to build the main idea that is represented in the topic sentence?

All of these are the questions that you must be asking while you are editing for the overall structure. Now, the third important aspect under editing for overall structure involves the use of transition devices. So, the next question that you would ask is then, are transitions between sentences and paragraphs? And paragraphs if you are writing a longer essay, then you have to also ensure that there is a smooth transition between the paragraphs.

So, smooth transition between sentences is definitely important for writing an effective paragraph. At the same time an effective transition or a smooth continuity a logical flow between paragraphs is also an essential aspect for any good form of writing. So, the third aspect looks at this particular factor, whether the transition devices that are available in the language are properly enabled or properly utilized in order to show the links and the connections between sentences and the paragraphs.

(Refer Slide Time: 5:45)



Editing: CLARITY

- Are all the terms clearly defined?
- Are the meaning of the sentences as intended by the author?
- Does the choice of the words effectively express the ideas?
(free from vagueness, non-wordy, non-clichéd, non-ornate etc.)



The third aspect in editing with respect to professional writing will be with regards to clarity. What are the questions that you would ask? What questions can you formulate in order to understand whether you have achieved the required clarity for your content? The first one is definitely are all the terms are clearly defined. So, this basically means that you have to look for each word or each phrase that you have used and come to the conclusion. You have to decide whether the phrase and the words that you have used have proper definitions. Can they convey all the meanings that you have wanted to deliver?

So that is the second point here, then is the meaning of the sentences as intended by the author. Have they helped the reader, have they helped the author to write to give them meanings, or to convey the meanings that he or she has intended to offer? So, that is the second point. The third point is about the choice of words or the word choice.

So, you need to look at the word choice to in the clarity aspect, to check if your ideas have been expressed effectively. So, what would you check for when you are looking for word choice or the effective usage of words and phrases proper word choice, what you are going to look for are the following?

You will look at your content and check whether if it is free from vagueness, have you used vague expressions, have you used expressions that are ambiguous to people, have you used wordy expressions? So, it needs to be free from vagueness. It needs to be non-wordy, have you used wordy lengthy breathless sentences? The third one is no clichéd sentences, have you

used an expression that is trite and overused and hence, is ineffective and boring to the reader? The last one is non-ornate.

Have you used overly decorated embellished statements? have you used archaic, obsolete, old, out fashioned expressions? These are the things that would be on your checklist when you are editing for word choice. So, three things under the ages of clarity, you are going to look for the clear definition of the terms that you have used, you will make sure that you have not used jargon, and you have used a language or word or phrase that is accessible to your reader, your target audience. The second aspect is you will see that if the sentences are meaningful, do they give the intended meaning that you want it and the third aspect is about the word choice. So, these are the three aspects under editing for clarity.

(Refer Slide Time: 8:41)

Editing: STYLE

- Is the tone appropriate for the audience? (objective and impersonal)
- Are there any unnecessary phrases, such as 'due to the fact that....'?

Now, the fourth one is editing for the style. This can be different for different styles of writing. In formal writing, as we have already discussed, formal writing has its own characteristic features when it comes to style, it is mostly formal in nature, the language is direct, the language is straightforward, the tone is impersonal and objective. So, one needs to ensure that all these stylistic features are properly used and utilized in the write-up that you have. So, what questions can you ask? The first question you would ask under the aspect of style is, is the tone appropriate for the audience? So, you know your audience, you are aware of who your target audience is, whom you are addressing, and whom you are writing for. And then you would ask the question is the tone that I use, proper for the audience I am writing for?

So, can I use an ironic tone to the audience that I am engaging with? Can I use an intellectual tone for this the audience that I have, or should I use or should I be using any emotional tone? Emotional tone, however, does not have a space in formal writing one should stay away from that. But it is always nice to check with your audience before you decide to employ the tone that you would like to use. In formal writing, the tone needs to be as mentioned, objective and impersonal. So, what are you going to look for if you are talking about an objective and impersonal tone, you would see that your language is free from biases gender bias, racial bias, ethnic biases, and the biases of disability age, and sexual orientation.

This must be checked before you publish or document your work. You have to ensure that your work, your item is free from jargons, the technical jargon or in group language, which is called group jargon. You need to ensure that you have not used personal pronouns. One needs to check for contractions, and contracted forms in writing.

All of this would form the aspects; keeping away from them will ensure that you have used an impersonal and objective tone in writing. The second one is, are there any unnecessary phrases? such as due to the fact that in places where you could write because, have you used too many words? have you made it wordy? or have you used irrelevant unnecessary phrases? all of these also become an aspect or becomes a part of stylistic editing. So, these are the four aspects involved with respect to editing. One is the content. The second is overall structure. Third one is clarity, and fourth one is style. We have looked at all the questions and the guidelines that you must keep in mind when you are editing for all of these.

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Proofreading techniques

- Read your work aloud.
- Make a list of errors that you commonly commit and look for them as a first step.
- Proofread for only one error at a time.
- Proofreading also checks for the format of the writing.



Now, we are going to look at proofreading techniques. Now, what is proofreading? As mentioned, proofreading involves the revision or correction of errors at the surface levels. Editing is when you do revision for logistic errors, which is mostly in connection with the organization of your writer. Whereas proofreading is more about surface-level errors. Which will involve spelling, grammar, punctuation, and so on and so forth. So, we will look at it in detail. What can you do? We will look at some of the techniques that you can use to proofread well, to effectively proofread your work. The first one is to read your work aloud.

Reading your work aloud a lot. Many times, the errors that you cannot catch while you are reading to yourself are achieved by reading aloud; reading aloud helps you to identify the errors that might have slipped your site while you were reading it. So, it is always a good technique to read your work aloud. The second method that you can use is you can make a list of errors that you commonly commit, that could be a list of errors; you will be aware of the errors that you are known to make common in all the writings that you do. You can make a list of them. And you can check for those errors first. Since you already are aware that these are the mistakes that you commit, you can make a list of them and first look for those errors.

First, proofread your work for those errors, have a list and then proofread for those errors first before you go to the next. So, that is the second step that you can use. The third one is read for only one error at a time. So, this means if you are correcting your work if you are revising your work for spelling errors, then finish the entire work, finish the entire proofreading for spelling first, and read the whole document for the errors in spelling.

Then you can take it again. And then if you are going to check it for punctuation, then do the punctuation next. So, this means that takes up only one error at a time. Correct only one error at a time. So, if you want to begin with spelling errors, first check the whole document for the spelling errors. Then take the whole document again and check it for punctuation errors.

It is a tedious process; however, it ensures that all the errors with respect to grammar, and spelling, are corrected properly. The next one would be that this is more like an information that when you are proofreading your work, you are actually also proofreading. Proofreading also involves correction or revision of the format that we have used. So, different forms of writing even within the professional writing. They follow different forms of templates formats, so while you are proofreading, it is the format that you are also proofreading for or it is the format to that comes under the habit of correction when you are proofreading your work.

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- It rectifies the errors in -
- Punctuation
- Citations
- Page numbers
- Headers/ footers
- Proper names
- Fonts (type and size)
- Indentation
- Spacing (between the sentences and between sections)
- Alignment
- Spelling
- Grammar

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So, these are some basic points about proofreading some techniques or some strategies that you can use to proofread your work effectively. We already know it surface errors that proofreading intends to revise. What are those? What are the different kinds of surface errors that you can have? Let us have a quick look at them. So, punctuation, errors in punctuation, whether you use an Oxford comma or not, was there a series comma properly used, was the semicolon properly used, was your first-person capitalized all of these questions with respect to punctuation, or the errors associated with punctuation are correct when you are proofreading.

The next one is citations. If you are writing a report, if you are presenting a paper, if you have a proposal to be submitted, all of them are longer pieces of writing. They require, more often than not citations, page numbers, index, indentation, headers, footers, fonts, and alignment. All of these are features of longer documents, particularly the documents that are meant for publication, all of these are then corrected or revised for under proofreading. So, punctuation, citations, page, numbers, headers, footers, and proper names. Fonts, the font is also very important.

When you submit work to an external agency or an organization, they more often than not have certain guidelines on what type of fonts you can use, what size of fonts you can use, what they should be the indentation like, what should be the spacing like, they have clear guidelines on that. So, proofreading your work also includes looking for these errors. So, these are all part of the formatting.

So, we discuss that formatting is a part of proofreading. So, formatting includes all of these citations, page numbers, headers, footers, and so on and so forth. And needless to say, you also have the spelling and grammar, which is the major part of your proofreading.

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Most common surface errors

1. Missing comma after introductory phrases
Eg. According to the secretary, the files should be submitted in a sealed envelope.
2. Vague pronoun references
Eg. She gets a bus first and then the bike to go to her school. It is blue in colour.
She gets a bus first and then the bike to go to her school. The bus is blue in colour.
3. Missing comma in a compound sentence
Eg. I will write the email, and I will send the report to the manager.



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Now, we are going to discuss some of the most common surface errors. Some of them are related to punctuation, some of them are related to grammar, and some of them are also related to spelling. These are the major three areas that proofreading works on, or these are the three major areas of errors that proofreading is concerned with.

Of course, formatting is also part of it. But the three major areas are spelling, grammar, and punctuation. So, these surface errors that I am going to discuss with you are from these three areas. So, let us look at all of them one by one. The first one is missing comma after introductory phrases. So, look at that sentence. *According to the secretary, the files should be submitted in a sealed envelope.*

So, what is the introductory phrase? The one that you see here, *according to the secretary*, the first part, according to the Secretary is what is called an introductory phrase. So, why is it an introductory phrase? So, if you read the sentence, otherwise, the file should be submitted in a sealed envelope; this is a perfectly grammatical sentence.

However, in writing, it is not just about grammar, writing is more about creating that impact on the reader, the reader should be able to connect to what you are saying effectively, it should be impactful to who is reading the reader. So, for that aspect, we have certain techniques that we use in language, in order to facilitate that connection and link.

We have seen an example of this in Paragraph Writing too where we used transition devices in order to build that bridge between the previous sentence and the sentence that followed. So, introductory phrases also perform similar kinds of functions. Similarly, we also have concluding phrases like I would like to conclude that or in conclusion, or to summarize. So, these phrases act as linkages between sentences in order to allow for a smooth transition. So, whenever you have such introductory phrases or concluding phrases for that matter, or anything that works as a linkage between your previous and the next sentence.

That particular phrase should be separated from the sentence with a comma. This is a very commonly found mistake in writing the missing comma after such linkage phrases here, introductory phrase. The second one is vague pronoun references. This is also a very commonly found mistake. So, what is the example? *She gets a bus first and then the bike to go to her school. It is blue in colour.* Now, what is the problem here? The pronoun *it*, you do not know what this pronoun *it* refers to it could refer to either the *bike* or the *bus*. But we do not know it says it is blue in colour we are not sure whether the bike is blue in colour or the bus is blue in colour.

So, which makes this pronoun a vague reference, you do not know what it is referring back to. So, a better way is when you have more than two nouns, and you are supposed to use a pronoun to talk about one of them, it is better that you repeat them than use a pronoun. So,

how do you rewrite the sentence properly? *She gets a bus first and then the bike to go to her school.* The bus is blue in colour, or the bike is blue in colour that does not matter.

The idea is that you have made it a more specific noun, remember specific or diversity is a very important feature of professional writing. So, any sort of vague references, whether of pronoun or if any other segment or class in the language is not allowed. So, this is an example of vague pronoun references. Keep this in mind that you do not commit this mistake.

Now, the third one is missing a comma in a compound sentence. So, if you have a compound sentence, do we know what a compound sentence is? Two independent clauses joined with the help of a coordinating conjunction. In the sentence, the coordinating conjunction is and, so what is the sentence? *I will write the email, and I send the report to the manager.*

So, in this particular sentence, you have two independent clauses you have *I will write the email and I will send the report to the manager.* Both of them are independently joined by the coordinating conjunction and, whenever you do this, you have to make sure that the first independent clause is separated from the second with the help of a comma and that comma appears before the coordinating conjunction. So, this you need to keep in mind.

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The slide features handwritten notes in red ink. At the top left, it says "4. Wrong words". Below this, there are two examples of sentences:
1. "Eg. You should all take the advise seriously." with a red circle around "advise" and the word "advice" written next to it.
2. "You should all take the advice seriously." with a red circle around "advice" and the word "NOUN" written below it.
To the right of these examples, the word "Spellingerror" is written in large red letters.
Below the examples, it says "5. wrong or missing verb endings".
The first example is "Eg. The new staff member always leaves her desk unattended." with a red circle around "leaves".
The second example is "The new staff member decided to work promptly on the files." with a red circle around "decided".
In the bottom right corner of the slide, there is a video frame showing a woman with glasses and a pink shirt speaking.

The fourth one is using the wrong words. Now, this is particularly an error with respect to spelling; this is mostly in connection to the spelling error and what is the difference here? In the first sentence, *you should all take the advice seriously*, but in the sentence, the word *advice* is used as a noun.

The correct usage here is when the word is used as a noun. It should not be used as a verb here. So, the usage, the grammatical usage, and the accurate usage of the word *advice* as a noun. So, when used as a noun, there is a change in the spelling of advice. When used as a verb, it takes *se*; when used as a noun, it takes *ce*.

In this case, the correct sentence, the first one is the wrong sentence, the correct sentence is the second one, this is the correct one, and why is it wrong? Why is the first one wrong? The reason is that here the word *advice* is used as a noun. So, hence you cannot use the spelling *se*, which is reserved for when it is used as a verb.

So, this is one such error with respect to spelling. Now, the second one, the next surface error, the commonly made surface error would be wrong or missing verb endings. Now, this is directly a mistake that is related to grammar. Look at the first sentence. *The new staff member always leaves her desk unattended*.

So, the word ending here, which is the *s* sound and here is the *ed*, the *snd*, and *ed* suffixes here. Both of them are grammatical suffixes. The first one representing the present tense, and the second one representing the past tense. So, these endings especially the grammatical

endings need to be taken care of, without which your sentence can become ungrammatical. So, this is one example of a common error.

(Refer Slide Time: 24:08)

6. Comma splices or fused sentences
Eg. I am skilled at typing, I can type at a high speed.
I am skilled at typing; I can type at a high speed. ①
I am skilled at typing and I can type at a high speed. ②
I am skilled at typing. I can type at a high speed. ③

7. missing or misplaced possessive apostrophes
Eg. Ashas office desk looks really neat. (missing apostrophe)
Asha's office desk looks really neat.
Officer's should report to the centre on time. (misplaced apostrophe)
Officers should report to the centre on time. Officer's

8. unnecessary shifts in tense
Eg. The reports are presented to the clients, they have been verified.
The reports are presented to the clients; they are verified.

Sixth, one comma splices or fused sentences. Now, when, and why does that happen? You omit either a comma or a semicolon or simply a coordinating conjunction and end up fusing two independent sentences together. So, this fusing of sentences without giving a proper sign or giving heads up to the reader is not considered a great writing style in any language, particularly in English.

So, a few sentences are considered a problematic practice writing practice in English, and how do you solve that? You can do that. There are three methods that you can use to overcome this problem. So, first look at it, I am skilled at typing commas, and I can type at high speed. So, it is not simply a comma that you can use.

If you are using a comma, then the second one, as you see here, if it is the comma that you are using, then it should be followed by a coordinating conjunction. So, I am skilled at typing commas, and I can type at high speed this would be the correct grammatical as well as the right punctuation, the rightly punctuated method of writing a sentence in English.

So, simply putting a comma after I am skilled at typing and then going on and writing I can type at high speed makes it a fused sentence, which is not allowed in, which is not considered a standard writing practice, or an effective or correct writing practice in English. Instead, if you are using a comma, it needs to be followed by the coordinating conjunction.

Another way of representing it is if in case you do not want to use a coordinating conjunction, you want to do something with the punctuation itself with the punctuation mark itself, then what do you do? You can use the first example here. I am skilled at typing semicolons; *I can type at high speed*. So, that is how you are going to do it. So, to ensure that they do not look like a fused sentence, you can replace the comma with a semicolon. If you are using a comma, make sure that you follow it up with a coordinating conjunction. The third method, so this is the first, this is the second method.

And the third method you can use is to split both sentences, do not use them, just add, just put a full stop after the first one and separate them out into two different sentences. So, I am skilled at typing full stops. I can type at high speed. Two separate sentences. So, all these three methods can help you solve the problem of fused sentences.

The next one is missing or misplaced possessive apostrophe. So, the first example is a case of missing apostrophes. What is an example? *Asha's office desk looks really neat*. So, *Asha's* here shows belonging. So, whose office desk? *Asha's*. So, this is a case where the apostrophe needs to be put after *Asha* to show that the office belongs to Asha, this is a case of a missing apostrophe. So, make sure that you have it while you are writing.

The second example *officers should report to the centre on time*. Now, *officers* here there is no sense of belonging shown in the sentence, here the *s* is not for belongingness. This is the plural form of officers. So, here it is meant to be used as a plural form. This has got nothing to do with belongingness.

So, this is a case of misplaced apostrophe; people often get confused between the possessive form and the plural form. So, you need to keep this in mind in plural form, you do not add an apostrophe like in the case of the second sentence, and in the case where you are showing possessive form or belongingness, you need to use the apostrophe for the *s*.

For example, if you had to use the possessive form for *officers*, which is plural, in the plural form, you write officers like this, *officers'*, so you write officers and then put an apostrophe. This is the plural possessive form belonging to multiple officers is what it means.

The next one is unnecessary shifts in tense; this is also very important, especially when you are writing something like a report. There should be consistency of tense maintained in write-ups like that. So, you cannot use or write in a tense as you wish. So, if you began writing in

the present tense, you need to complete the whole document in the present tense, and if you began writing in the past tense, then you need to consistently maintain that tense.

So, example here, this is just a sentential example, but this particular aspect becomes more prominent when you have a longer form of document like a report or a proposal. So, *the reports are presented to the clients they have been verified*. So, what tense is presented, present? Present form but simple. This is what present perfect have been verified.

So, this shift need not be put forth unless it unless the situation or the context demands it. If the context demands you to use the present perfect tense then yes. But otherwise, do not change the tense keep the tense consistent while you are writing. So you can rewrite the sentence as *the reports are presented to the clients they are verified*. In this, you do not have the context. This is just a simple sentence.

So, as I told you, this is more applicable when you are editing or when you are looking to proofread for a longer documents. But what you need to keep in mind is that if the context does not expect you or does not demand you to change the tense, then do not do it maintain the tense in what you are writing.

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9. wrong shifts in pronouns
Eg. *He was on their way back from work.*
He was on *his* way back from work.

10. sentence fragments
Eg. *Want to attend the meeting.*
I want to attend the meeting.

Since yesterday, the work has been postponed, waiting for it to resume.
The work has been postponed since yesterday. *I am waiting* for it to resume.

11. lack of agreement between subject and verb
Eg. *I like the ambience of my office.*
I like (*Phi*) the ambience of my office.

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Now, the next one is wrong shifts in pronouns. So, you need to keep in mind about the gender the number et cetera. So, example, *he was on their way back from work*. *He*, this particular pronoun, is singular. The number of this pronoun is singular, the gender is masculine. So, whatever follows it needs to be consistent with the gender and the number of this particular pronoun. So, *he was on their way back from work* is wrong. *He was on his way back from*

work, not he was on her way back from work not he was on their way back from work, but he was on his way back from work because, *his* is the personal pronoun which is consistent with the gender and the number of *he*.

The tenth one, sentence fragments. Yes, run-on sentences or fragments, as they are referred to, are a big no in formal writing or in professional writing. What are fragments? how do they look like? Look at both examples, *want to attend the meeting*. What is missing here? The subject is missing here. We all know that subject is a very important part of all English sentences. You cannot have a sentence without that. So, without a subject, then the sentence would be we would look like a fragment, incomplete run-on. So, to complete it, you will have to add a subject here. The second one, *I want to attend the meeting not want to attend the meeting*.

The second example, *since yesterday, the work has been postponed waiting for it to resume*. Which part is a fragment in the sentence? This one, *waiting for it to resume*. So, this definitely, again, lacks a subject which is very important in all English sentences as we know. So, how do you rewrite it then? *The work has been postponed since yesterday, I am waiting for it to resume*.

Now, the next one lack of agreement between Subject and Verb. The agreement, again, is a very, very, very important feature in all English sentences, you need to be you need to pay extra attention to ensure that the agreement is fulfilled correctly. What is it? *I liked the ambience of my office*. That is your sentence. Now, why is it wrong? *I liked the ambience of my office*; it is inconsistent with the subject-verb agreement between the first person *I* and the verb *like*. How should it be? In its correct form, it should look like *I like the ambience of my office*.

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12. missing commas in a series

Eg. The reports of the previous meeting, files and writing pads must be laid on the table before the members of the board arrive here.

The reports of the previous meeting, files, and writing pads must be laid on the table before the members of the board arrive here.

13. lack of agreement between pronouns and antecedents

Eg. Each of the emails have been sent to their recipients. *reference point*

Each of the emails has been sent to its recipients.

Sq sub

14. dangling or misplaced modifiers

Eg. I have submitted the paper clips to the department that were left over.

I have submitted the paper clips (that were left over) to the department.



Missing commas in a series are called sometimes referred to as the series comma or the Oxford comma. What is it? When you have more than two items in a list, they must be separated using a comma. So, look at the example *the reports of the previous meeting files and writing pads*. So, you have three things here in the series. So, you have *meeting, files*, and *writing pads*.

So, more than two items in the list. So, how do you correctly write it? How do you present it when your writing professionally? *The reports of the previous meeting, comma files comma and writing pads* must be laid on the table before the members of the board arrive here. So, all three in the series more than two in a series. So, you have separated the first two using commas from the third one. So, series commas are very important in writing.

Next, lack of agreement between pronouns. So, agreement is not just an important factor between the subject and the verb, noun and verb. It is also important that the pronouns and the verb also agree with each other pronouns and antecedents. What are antecedents? Antecedents are the reference points of the pronoun used in the sentence. So, the agreement is important between nouns and verbs, the subject and the verb, but between pronouns and their antecedents. What are antecedents? The antecedent of a pronoun is the reference point of the pronoun.

What does the pronoun refer to? Whatever the pronoun refers to is called an antecedent. So, let us look at the example. *Each of the emails has been sent to its recipients*. So, what is the pronoun here? The word *their* and what is the antecedent? What does this *their* refer to, what

does the pronoun *their* refer to? *Each of the emails*. So, *each of the emails* is what this particular pronoun refers to. So, this is the antecedent for this pronoun. Are they in agreement? *Each of the emails*. Is it a singular subject or a plural subject? This is a singular subject. This is singular, *each of the emails*, you are referring to individual emails.

It is not the whole of the emails that you are referring to. You are referring to individual emails in the whole of among the many. So, the reference here is singular. Hence, the pronoun should be consistent. It should be in agreement with the number of the subject here, the antecedent which is singular. Hence, you will change *there* too, *its*.

So, *each of the mails* also changes. Then what happens is you do not write *each of the mails have been sent to its recipients* you will have to write *has been sent to its recipients*. *Each of the mails has been sent to its recipients*. Two changes you will make here, one is of singularity, both relating to singularity.

Here because it is singular again, the verb needs to be singular, so you change this to *has* and then the pronoun reference also is changed to singular. The last one here is dangling or misplaced modifiers; what does that mean? Modifiers should always appear with what it modifies. The modifier and what is modified cannot be separated from each other.

So, when they are separated from each other, which is a very common mistake in writing, this particular mistake is referred to as the error of dangling modifier or misplaced modifier. The first sentence is an example of dangling or misplaced modifier. *I have submitted the paper clips to the department that were leftover*.

So, if you read the sentence closely. What is the modifier here? what is the phrase that modifies? This one is a modifier phrase. This is a modifier phrase in the sentence *that were left over*. And what is this connected to? Is it connected to the department? Is it connected to the department? No. It is not connected to the department. This is connected to the paper clips. That was leftover is a modifier phrase that modifies the paper clips. So, both of them should appear together in writing. Now, they are separated and hence have become a case of a misplaced or dangling modifier.

This should not be the case, how do you rewrite it correctly? I have submitted the paper clips this is the modified what has been modified in the sentences the paper clips, or the paper clips, and what modifies is this part that were left over and now they are placed next to each other to correct the surface error of misplaced modifier.

So, I have submitted the paper clips that were left over to the department, this is the correct way of representing it. So, this sums up some of the commonly committed errors of spelling, punctuation and grammar in writing. The list could be bigger based on what your understanding or what your levels of proficiency in each of these look like.

But this is a list of the most commonly committed errors. So, next time you write, please watch out for at least these and if you have more than them like I already mentioned, you can make a list of those errors and then check for them first before you come to these common errors. I hope you have understood the lessons clearly and that you will utilize them in your writing style or your writing task from now onwards. Thank you.

