

# A Presentation on “Proper Uses of Verb”



BY  
SONAL BAHUGUNA  
ASSISTANT PROFESSOR  
GRADUATE SCHOOL OF BUSINESS  
TULA'S INSTITUTE, DEHRADUN



**Tula's Institute, Dehradun**

# What is Verb?



- A verb is a word which describes the action in a sentence (the doing word).

## Examples

- I **play** football.
- They **skip** quickly.
- We **eat** noodles.
- Bob is seven today.



# Let's Practice:



- Jacob beats on his drum all day.

Who? Jacob

- “What does Jacob do?”

Beats



- The verb is beats, it's what Jacob is doing.

# Kinds of Verbs



- **Action Verbs-**

- 1. Transitive Action Verb**

- 2. Intransitive Action Verb**

- **Linking Verbs**

- **Helping Verbs**

# Action Verbs



- Action verbs are words that express action (give, eat, walk, etc.) or possession (have, own, etc.). Action verbs can be either transitive or intransitive.

- **Transitive Verbs**

A transitive verb always has a noun that receives the action of the verb, called the direct object.

**EXAMPLE:** Laurissa raises her hand. The verb is raises. Her hand is the object receiving the verb's action. Therefore, raises is a transitive verb.



- Transitive verbs sometimes have indirect objects, which name the object to whom or for whom the action was done.

**EXAMPLE:** Abdus gave Becky the pencil. The **verb is gave**. The **direct object is the pencil**. (What did he give? The pencil.) The **indirect object is Becky**. (To whom did he give it? To Becky.)

# Intransitive Verbs



- An intransitive verb never has a direct or indirect object. Although an intransitive verb may be followed by an adverb or adverbial phrase, there is no object to receive its action.
- **EXAMPLE:** Laurissa rises slowly from her seat. The verb is rises. The phrase, slowly from her seat, modifies the verb, but no object receives the action.

# Transitive or Intransitive?



To determine whether a verb is transitive or intransitive, follow these two steps:

- **1. Find the verb in the sentence.**

EXAMPLE 1: Dustin will lay down his book. **What is the action?**

**will lay**

EXAMPLE 2: His book will lie there all day.

What is the action? will lie



- **2. Ask yourself, “What is receiving the action of the verb?”** If there is a noun receiving the action of the verb, then the verb is transitive. If there is no direct object to receive the action, and if the verb does not make sense with a direct object, then it is intransitive.

- **EXAMPLE 1:** Dustin will lay down his book. Dustin will lay down what? **his book.**

Since the verb can take a direct object, it is transitive.

- **EXAMPLE 2:** His book will lie there all day. His book will lie what? nothing. It does not make sense to “lie something.”
- Since the verb has no direct object, it is intransitive.

# Let's Practice:



- The children play checkers. (**Transitive** / Intransitive)
- The children play quietly. (Transitive / **Intransitive**)
- Mr. Lopez is baking bread. (**Transitive** / Intransitive)
- Mr. Lopez is baking this afternoon. (Transitive / **Intransitive**)
- Have Roland and Tracy left their coats? (**Transitive** / Intransitive)
- Have Roland and Tracy left yet? (Transitive / **Intransitive**)

# Identify the verbs & tell whether it is Transitive or Intransitive



1. Melanie ate a baked potato.
2. Hector and Tom are reading.
3. They painted the house.
4. Did you carry his suitcase?
5. My plant grows quickly.

## 2-Linking Verbs



- A verb can often connect the subject of the sentence to a describing word. This type of verb is called a linking verb because it links the subject to a describing word.
- The coat **was** old and dirty.
- The clock **seemed** broken.



- If you have trouble telling the difference between action verbs and linking verbs, remember that an action verb shows that the subject is doing something, whereas a linking verb simply connects the subject to another word that describes or modifies the subject. A few verbs can be used as either action verbs or linking verbs.
- **Action verb-** The boy **looked** for his glove.
- **Linking verb-** The boy **looked** tired.
- Although both sentences use the same verb, the two sentences have completely different meanings. In the first sentence, the verb describes the boy's action. In the second sentence, the verb describes the boy's appearance.

# Helping Verbs



- A third type of verb you may use as you write is a helping verb. Helping verbs are verbs that are used with the main verb to describe a mood or tense. Helping verbs are usually a form of *be*, *do*, or *have*. The word *can* is also used as a helping verb.
- We have seen that movie three time.
- She can tell when someone walks on her own.

# Nouns



A noun is “naming word”. It names somebody or something.

- Rahul took the dog to park.
- The car makes a lot of noise. Look at the example above.
- A noun is the name of a person (Rahul), animal (dog), place (park), thing (car) or idea (noise).

# Kinds of Nouns



- Nouns may be divided into (a) common nouns and (b) proper nouns.
- **(a)Common nouns** are the names given in common to all persons, places or things of the same class.

**For example, bank, shop, market, etc.**

- **(i)Collective noun** : Common nouns include another class known as collective nouns. A collective noun names group of people, animals or things regarded as a whole., e.g., batch, company, university, crowd, flock, etc.



# Proper Noun



- **A *proper noun* is a specific (i.e., not generic) name for a particular person, place, or thing. Proper nouns** are always capitalized in English, no matter where they fall in a sentence.
- **Ram is a very nice person.**

# Adjectives



A word used to describe or point out, a person, animal, place or thing which the noun names, or to tell the number and quantity, is called an Adjective.

- Rani is a clever girl (Girl of what kind?) He gave me six books (How many book?)

# Adverb



While Adjectives qualify or add to the meaning of nouns, adverbs modify the meaning not only of verbs, but also of adjectives, prepositions etc.

- Small investors find it very difficult to invest wisely
- (The first adverb very modifies the adjective difficult, and the second adverb wisely modifies the verb invest).
- The cash counter is right behind you. (The adverb right modifies the prepositions behind).

# Punctuation



- Punctuation refers to the tools used in writing to separate sentences, phrases, and clauses so that their intended meaning is clear.
- “When speaking aloud, you punctuate constantly — with body language. Your listener hears commas, dashes, question marks, exclamation points, quotation marks as you shout, whisper, pause, wave your arms, roll your eyes, wrinkle your brow. In writing, punctuation plays the role of body language. It helps readers hear the way you want to be heard.”



The most commonly used punctuation marks in English are as follows:

- The full stop/period
- The comma
- The question mark
- The exclamation mark
- The semicolon
- The colon
- The apostrophe
- The brackets
- The inverted comma/quotation mark

# The Comma (,)



**The comma is useful in a sentence when the writer wishes to:**

- *pause before proceeding*
- *add a phrase that does not contain any new subject*
- *separate items on a list*
- *use more than one adjective (a describing word, like beautiful)*



**For example,** in the following sentence the phrase or clause between the commas gives us more information behind the actions of the boy, the subject of the sentence:

- The boy, who knew that his mother was about to arrive, ran quickly towards the opening door.



**Commas are also used to separate items in a list.**

**For example:**

- The shopping trolley was loaded high with bottles of oil, fruit, vegetables, rolls, and cartons of milk.

**Commas are used to separate adjectives.**

**For example:**

- The boy was happy, eager and full of anticipation at the start of his summer holiday.





As commas represent a pause, it is good practice to read your writing out loud and listen to where you make natural pauses as you read it. More often than not, you will indicate where a comma should be placed by a natural pause. Although, the ‘rules’ of where a comma needs to be placed should also be followed.

# Full Stop (.)



- A full stop should always be used to end a sentence. The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.

A single full stop may also be used to indicate the abbreviation of commonly used words as in the following examples:

- Telephone Number = Tel. No.
- September = Sept.
- Pages = pp.

# Exclamation Mark (!)



- An exclamation mark indicates strong feeling within a sentence, such as fear, anger or love. It is also used to accentuate feeling within the written spoken word.

For example:

- **Help!**



In this way, it can also be used to indicate a sharp instruction  
“Stop! Police!”

- or to indicate humor

“Ha! Ha! Ha!”

- The exclamation mark at the end of a sentence means that you do not need a full stop.

# Question Mark (?)



- **The question mark simply indicates that a sentence is asking a question. It always comes at the end of a sentence:**
- For example:
- *Are we at the end?*

# Semi-colon (;)



- **The semi-colon is perhaps the most difficult sign of punctuation to use accurately. If in doubt, avoid using it and convert the added material into a new sentence.**

As a general rule, the semi-colon is used in the following ways:

- **When joining two connected sentences.**

For example:

- *We set out at dawn; the weather looked promising.*

# Colon (:)

**The colon within a sentence makes a very pointed pause between two phrases. There are two main uses of the colon:**

**It is most commonly used when listing.**

For example:

- *She placed the following items into the trolley: beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.*
- **Or it can be used within a heading, or descriptive title.**
- For example:
- *Human Resource Management: Guidelines for Telephone Advisers*

# Apostrophe (')



**The apostrophe, sometimes called an inverted comma has two main uses.**

- **The apostrophe indicates possession or ownership.**
- For example:
- *The girl's hat was green*, (girl is in the singular).  
This shows the reader that the hat belongs to the girl.



# **Paraphrasing**



# What is paraphrasing?



- A rewriting of text in your own words
- Used to clarify meaning
- Used to shorten a longer statement but keeps the main ideas
- A way to enhance vocabulary

# Why is paraphrasing important?



- To avoid Plagiarism –
- So, what is plagiarism?
- Copying someone else's words and/or ideas without giving credit to the author.
- It is a serious offence in the academic world.

# Steps to paraphrase



- Read the passage carefully
- Decide the main ideas of the passage
- Highlight important words or phrases
- Put the main points in your own words

# Guidelines for Paraphrasing



- 1. Change the structure or order of the sentence and/or paragraph.**

**Eg.** Students seem to be under serious stress because they have so much homework.

- Since they have so much homework, students seem to be under serious stress.

## 2. Find appropriate synonyms.



- student = pupil, learner
- serious = severe
- homework = assignments
- seem = appear

**Eg. Students seem to face serious pressure due to countless homework.**

**Learners appear to be under severe stress because they have so many assignments.**

### 3-Change word forms.

- Students seem to be under serious stress because they have so much homework.
- Students feel seriously stressed because they have so much homework.

# Now try this simple exercise!



- 1. Peter didn't arrive in time to see Lucky.**
  - a.** Peter didn't meet Lucky because he arrived late.
  - b.** Lucky came too late so she couldn't see Peter.
  - c.** Peter came too early so he wasn't able to see Lucky.



**2. “Leave my house now or I’ll call the police,” the lady said to the man.**

- a.** The lady wanted the man to leave the house and call the police.
- b.** The lady threatened to call the police if he didn’t leave the house.





# **DIRECT AND INDIRECT NARRATION**

# INTRODUCTION



English Language has two ways to narrate the spoken-words of a person. These two ways are as follows:

1. Direct Speech
2. Indirect Speech

These two ways are usually used to convey a message (spoken-words) of one person to another person. For example, you are at your college. Mr. David, who is your teacher, says to you, "I want to meet your parents'. When you come to home, you will inform your parents in the following two ways:

**Direct Speech:** Mr. David said, "I want to meet your parents".

**Indirect Speech:** Mr. David said that he wanted to meet my parents.

## Cont....



These two ways are also used to simply narrate spoken-words (have no message to convey) of one person to another. **Here is another example.** Suppose, you meet your friend, Mr. John, in a market. Mr. John says to you, "I bought a book for you". When you come home, you may say the words of Mr. John to your brother in the following two ways:

**Direct Speech:** Mr. John said, "I bought a book for you".

**Indirect Speech:** Mr. John said that he had bought a book for me.

# Differences



**Direct Speech:** In direct speech, the actual words (with no change) of speaker are quoted. The exact words (or actual words) of the speaker are enclosed in Inverted Commas or Quotation Marks. There is always a comma or a colon after “said” that introduces the spoken words.

**Example:** He said, “I am going to School”

**Indirect Speech:** In indirect speech, the actual words of the speaker are changed. The reason for change in actual words is that the actual words have been spoken by the speaker in past, hence narrating it in the present will require change in the tense of the actual words. The pronouns of the sentence are also changed accordingly.

The words of speaker are not enclosed in inverted commas or quotation marks. The word ‘that’ will be used before the spoken-words of the speaker.

**Example:**

**Direct Speech:** He said, “I am going to School”

**Indirect Speech:** He said that he was going to school.

# Converting Direct speech into Indirect speech



Before learning the rules for conversion of Direct speech into Indirect Speech, you must learn the following two components of a sentence of Direct Speech.

**Reporting Verb:** The verb of the first sentence (i.e. *she said, he said, she says, they said, they say* etc.) before the actual words of the speaker is called a reporting verb.

**Examples:**

She said, "I am listening to music".

He says, "You are an intelligent student".

You will say, "I need your help".

**Reported Speech:** The second sentence (actual words of speaker) that is enclosed in Inverted Commas or Quotation Marks is called a reported speech.

**Examples:**

He said, "I got a job in college"

She says, "I want to become a doctor"

They said, "We play football in the playground"

# Basic rules for Indirect Speech



**Rule No. 1.** Words of the speaker (reported speech) are not enclosed in Inverted Commas or Quotation Marks in Indirect Speech.

**Rule No. 2.** Usage of word “that”: The conjunction “that” is always used between reporting verb and reported speech in indirect speech.

**Example:**

**Direct Speech:** He said, “I write a letter”.

**Indirect Speech:** He said that he wrote a letter.

**Rule No. 3. Change in tense of the reported speech:** A change is made in tense of reported speech for changing a direct speech into indirect speech. If the reporting verb (or first sentence) of direct speech is either Present tense or Future tense, no change will be made in the reported speech for making indirect speech. Only if the reporting verb (or first sentence) of direct speech belongs to the Past tense, changes will be made in tense reported speech for making indirect speech.

**Examples:**

**Direct Speech:** She said, "I am watching a movie".

**Indirect Speech:** She said that she was watching a movie. (Tense changed)

**Direct Speech:** He says, "I am playing cricket".

**Indirect Speech:** He says that he is playing cricket. (No change in tense)



**Rule No. 4. Changes In Pronoun:** The pronoun (or subject) of reported speech is sometime changed according to the pronoun (or subject) or Object of the reported verb (first sentence of Direct speech). The possessive pronouns (i.e. his, her, my, their, your etc) may also change according to subject or object of the first sentence.

**Examples:**

**Direct Speech:** He said, "I eat two apples".

**Indirect Speech:** He said that he ate two apples.

**Direct Speech:** She said to me, "I like your book".

**Indirect Speech:** She said to me that she liked my book.





**Rule No. 5. Change In Time:** If there is time mentioned in the sentence of Direct speech, the time will be changed in Indirect Speech. There are certain rules changing the time. i.e. not *into* then, tomorrow *into* the next day, today *into* that day, yesterday *into* the previous day.

Examples:

Direct Speech: She said, "I am buying a laptop today".

Indirect Speech: She said that she was buying a laptop that day.

Direct Speech: He said, "I need your now".

Indirect Speech: He said that he needed my help then.

# Structure of an Essay



- Every essay has a beginning, a middle, and an end. In a five-paragraph essay, the first paragraph is called the
- ***introduction***. The next three paragraphs consist of the ***body of the essay***. The fifth and final paragraph is the ***conclusion***.
- This structure is not written in stone, however. Look in a newspaper or magazine; you'll rarely see an essay that follows this exact formula. On the other hand, it's a good place for beginners to start. When you feel more confident, you can get more creative and break free paragraph formula.

# Skills of Essay Writing



## 7 Steps to Writing an Essay

For some, writing an essay is as simple as sitting down at their computer and beginning to type. But, a lot more planning goes into writing an essay successfully. If you have never written an essay before, or if you struggle with writing and want to improve your skills, it is a good idea to follow a number of important steps in the essay writing process.

# Skills of Essay Writing



For example, to write an essay, you should generally:

- Decide what kind of essay to write
- Brainstorm your topic
- Research the topic
- Develop a thesis
- Outline your essay
- Write your essay
- Edit your writing to check spelling and grammar

# 1. Choose the Type of Essay



The first step to writing an essay is to define what type of essay you are writing. There are four main categories into which essays can be grouped:

- **Narrative Essay**: Tell a story or impart information about your subject in a straightforward, orderly manner, like in a story.
- **Persuasive Essay**: Convince the reader about some point of view.



- Expository Essay: Explain to the reader how to do a given process. You could, for example, write an expository essay with step-by-step instructions on how to make a peanut butter sandwich.
- Descriptive Essay: Focus on the details of what is going on. For example, if you want to write a descriptive essay about your trip to the park, you would give great detail about what you experienced: how the grass felt beneath your feet, what the park benches looked like, and anything else the reader would need to feel as if he were there.



Knowing what kind of essay you are trying to write can help you decide on a topic and structure your essay in the best way possible. Here are a few other types of essays:

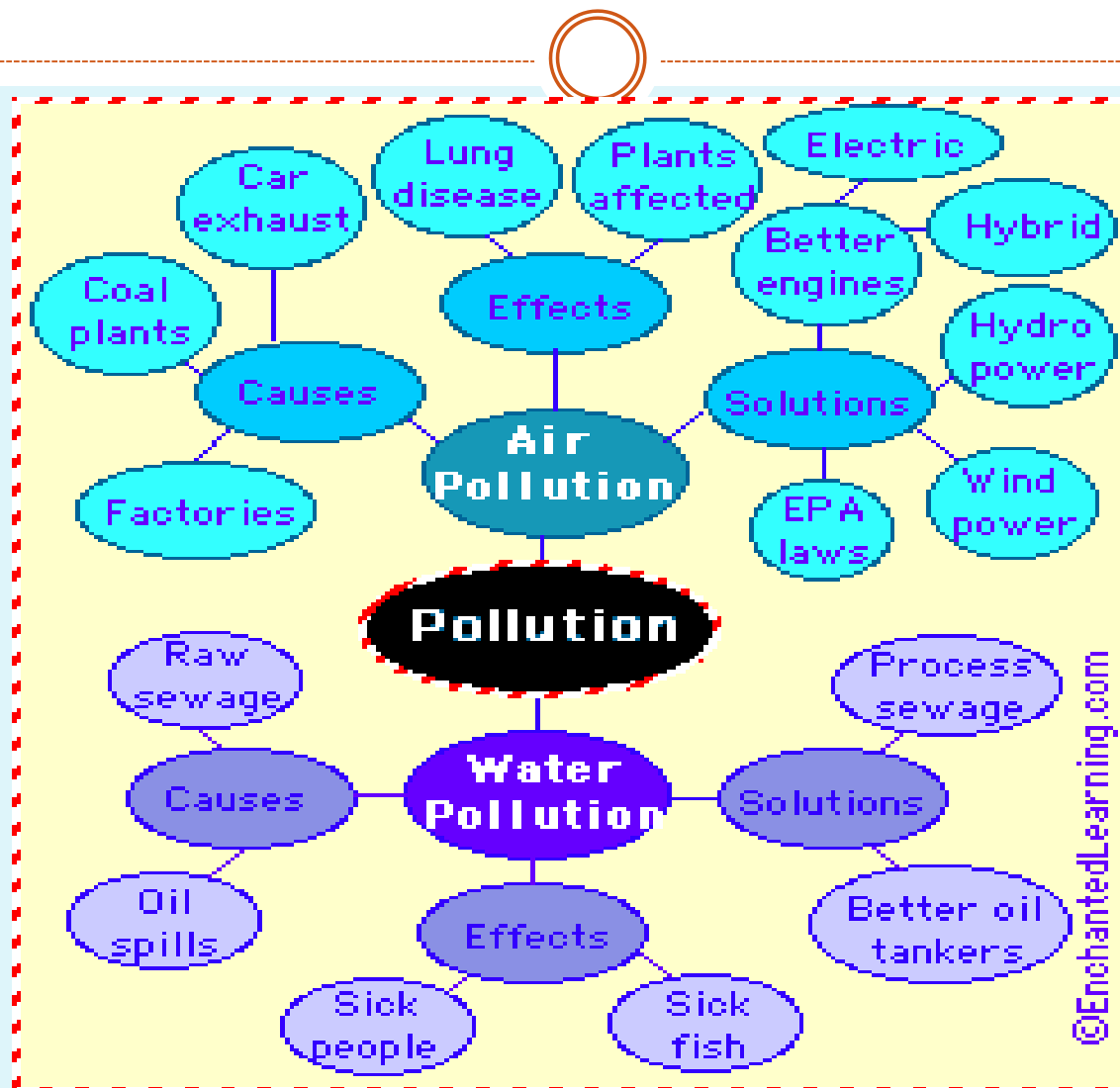
- Argumentative Essay: Take a position on a controversial issue and present evidence in favor of your position.
- Compare and Contrast Essay: Identify similarities and differences between two subjects that are, typically, under the same umbrella.
- Problem Solution Essay: Describe a problem, convince the reader to care about the problem, propose a solution, and be prepared to dismantle objections.

## 2. Brainstorm



- you cannot write an essay unless you have an idea of what to write about. Brainstorming is the process in which you come up with the essay topic. You need to simply sit and think of ideas during this phase.
- Write down everything that comes to mind as you can always narrow those topics down later.
- Use clustering or mind mapping to brainstorm and come up with an essay idea. This involves writing your topic or idea in the center of the paper and creating bubbles (clouds or clusters) of related ideas around it.





### 3. Research the Topic



- Once you have done your brainstorming and chosen your topic, you may need to do some research to write a good essay. Go to the library or search online for information about your topic. Interview people who might be experts in the subject.
- Keep your research organized so it will be easy for you to refer back to. This will also make it easier when writing your final essay.

## 4. Develop a Thesis



- Your thesis statement is the main point of your essay. It is essentially one sentence that says what the essay is about. You should usually state your thesis in your introductory paragraph.
- The thesis statement should be broad enough that you have enough to say about it, but not so broad that you can't be thorough.

## 5. Outline Your Essay



- The next step is to outline what you are going to write about. This means you want to essentially draw the skeleton of your paper. Writing an outline can help to ensure your paper is logical, well organized and flows properly.
- Don't jumble too many ideas in each paragraph or the reader may become confused.
- Ensure you have transitions between paragraphs so the reader understands how the paper flows from one idea to the next.
- Fill in supporting facts from your research under each paragraph. Make sure each paragraph ties back to your thesis and creates a cohesive, understandable essay.

## 6. Write the Essay



- Revise for clarity, consistency, and structure.
- Support your thesis adequately with the information in your paragraphs. Each paragraph should have its own topic sentence. This is the most important sentence in the paragraph that tells readers what the rest of the paragraph will be about.
- Reread your introduction and conclusion. Will the reader walk away knowing exactly what your paper was about?

# 7. Check Spelling and Grammar



- Now the essay is written, but you're not quite done. Reread what you've written, looking out for mistakes and typos.
- Revise for technical errors.
- Check for grammar, punctuation and spelling errors. You cannot always count on spell check to recognize every spelling error. Sometimes, you can spell a word incorrectly but your misspelling will also be a word, such as spelling "from" as "form."
- Another common area of concern is quotation marks. It's important to cite your sources with accuracy and clarity. Follow these guidelines on how to use quotes in essay and speeches.



**THANK YOU**



# **Précis Writing**



# Definition



- A précis may be defined as a restatement in shortened form of the main ideas and points in a piece of writing.

# A Précis



- A précis contains one-third of the number of words in the original passage.
- For writing précis clear understanding of original passage is necessary.
- Don't just repeat different words from the original one.
- Don't make a paraphrase of the original passage
- Don't list the main points.

# A Précis



- It is a piece of continuous writing.
- It has proper organization of ideas, logical sequencing of the points.
- Use variety of language as the situation demands.
- Don't include any comments, explanation or elaboration.
- Avoid examples, illustrations and literally frills used by the writer of the original passage.

# Writing good précis requires



- clear understanding of the given passage and
- the ability to reproduce its main ideas effectively in your own language

# Qualities of good précis



1. Completeness
2. Clarity
3. Conciseness

## **completeness**

- A précis should cover the essential contents of the given passage.
- It should not omit any important fact or idea.



## **2- Clarity**

- A précis should express the meaning of the original passage clearly.
- It must be free from ambiguities and redundancies.



### **3-Conciseness**

- A précis must be essentially brief and precise.
- It should be coherent piece of writing presenting argument logically.

# Remember following points while writing précis



- Use your own language.
- Arrange the ideas, events, arguments in a sequence as in the original passage.
- Give maximum information within the required limit.
- Use indirect speech and third person.
- Do not divide précis in paragraphs except for very long original passage.
- Do not make any comments.



# Ten steps to precis writing



- Read the given passage carefully for better understanding and put down main theme and suitable title.
- Read the passage again to make sure that no idea is escaped. Underline keywords, phrases, clauses and sentences.
- Select essential points, write them down briefly and reject rest. Don't change the meaning of the original writing.
- Prepare first draft on the basis of underlined keywords, phrases and essential points you have jotted down.

## Cont.....



- Compare your draft with the original to check for any omission and irrelevancies.
- Check the length of précis. If it is more than the required limits, delete unnecessary words and phrases and revise the draft
- Read the revised draft once more; give more attention to punctuation, grammar and spelling.
- Prepare the final draft neatly
- Write at the right corner in the bracket number of words used by you.
- Right 'Rough' on the top of your first draft and the list of points you have made and cross them out.



**THANK YOU**

# significance of knowledge of Grammar in Business Communication



- Effective communication is an integral aspect for any business setup. Management and staff often keep each other updated with the latest reports and news pertaining to the business, and external communications with clients and suppliers are also regularly done. In the course of all these, it is important that you always use proper grammar in all your business communications.



- It is a standard that the management should practice and demand from all its employees to maintain the good reputation of the business and to propel the business to success. To understand this better, here are the advantages of using proper grammar in all communications.
- **A professional approach**  
Poor grammar is one of the reasons why customers avoid certain companies. When users visit your website and read poorly constructed sentences, the initial impression would be that the site and the company behind it are not trustworthy.



- This is why it is always important that you check and proofread your work before posting or sending messages. A simple spelling mistake can lose you a customer and that would be your competitor's gain.
- Using proper grammar denotes a professional approach to business. By constructing a well-written letter or response to a query, you are giving your customers and suppliers the impression that as business professionals, you are treating all your transactions seriously and you value them highly.



- **Convey the right message**

The way you construct your statements has a great impact on how they are conveyed to your audience. For example, if you were posting in social media networks and asked your readers to follow a link to a page or a website, you might not get the action you are calling for if your message was poorly constructed. Poor grammar affects your marketing strategies and even hinder your efforts to strengthen your relationship with your customers. When you express yourself clearly by using the right words and prepositions, you get better responses from your audience.



- **Become an authority figure**
- Entrepreneurs need to assert their authority over the industry that they chose to enter. Asserting authority significantly increases your customers' trust in you, and once you earn that trust, it is more likely that they will buy from you. How do you assert this authority? You can do this by writing detailed information about your products or services through properly constructed sentences. If you use poor grammar, it will be an indication that you are just guessing and do not know much about your niche. Even if it is untrue, that will still be the impression that your prospective customers will get. Therefore, strive to impress the audience from the start and earn their loyalty.





- **Increased competitiveness**
- Proper grammar is useful in many ways. It can boost your campaign ads. When your advertisements are properly and carefully worded, they will get more attention and in any business, popularity is a key to success.
- Proper grammar also improves productivity within your business organization. Memorandums and news updates are relayed only once if they are easily understood by anyone who reads them.
- Therefore, your staff can work swiftly to finish the tasks assigned and not waste time trying to understand poorly constructed messages. When your marketing campaigns are working smoothly and you have a productive team under your wings, your business is bound to beat its competitors and stay ahead of the game.



**THANK YOU**