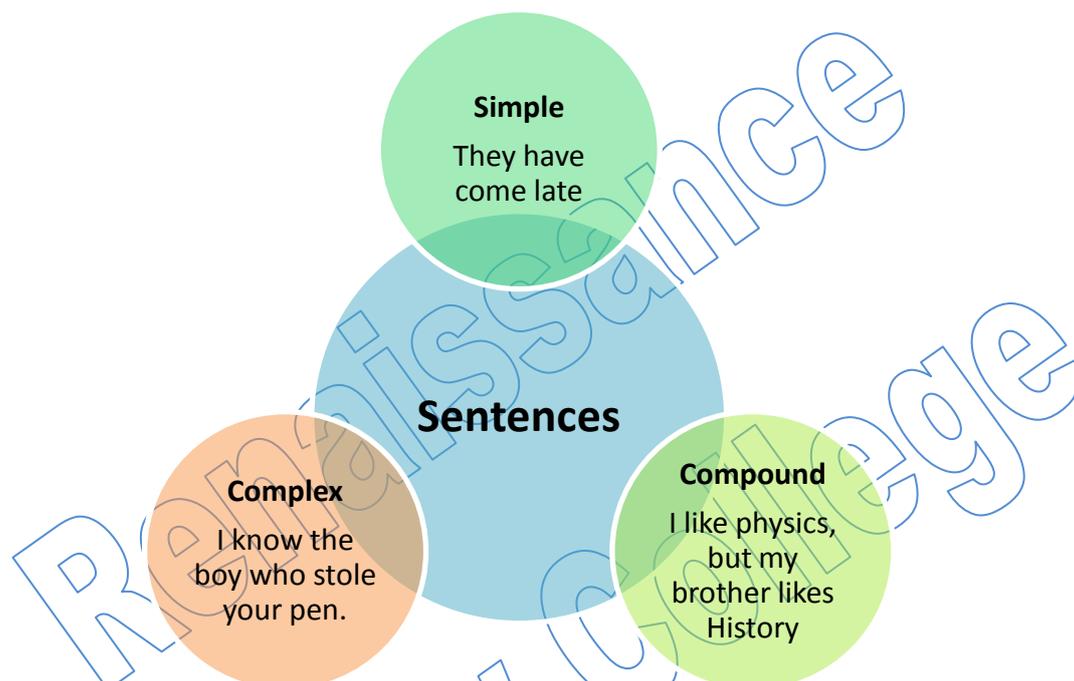


**UNIT-I
SENTENCES**

A Sentence is a group of words that make sense on their own.

Example: color Pink favorite is my. (Makes no sense, therefore it is not a sentence)

My favorite color is Pink. (Makes complete sense, therefore it is a sentence)



Sentence 1 is a simple sentence. It has one finite verb. A finite verb as you already know, is a verb which agree with the number and person of the subject. No sentence is complete without a finite verb.

Sentence 2 is a compound sentence. It has two finite verbs. It has been formed by combining the following two simple sentences using the conjunction but:

I like physics. My brother likes History Each one of these sentences is called a clause when it is part of the compound sentences. Each one of them is independent, and they are of equal rank in the sentence. They are, therefore, called coordination clauses.

A compound sentences will have two or more than two finite verbs. It has been formed by combining the following two simple sentences by sing the relative pronoun who:

Sentence 3 is a complex sentences. It has two finite verbs. It has been formed by combining the following two simple sentences by using the relative pronoun who:

I know the boy. The boy (who) stole your pen.

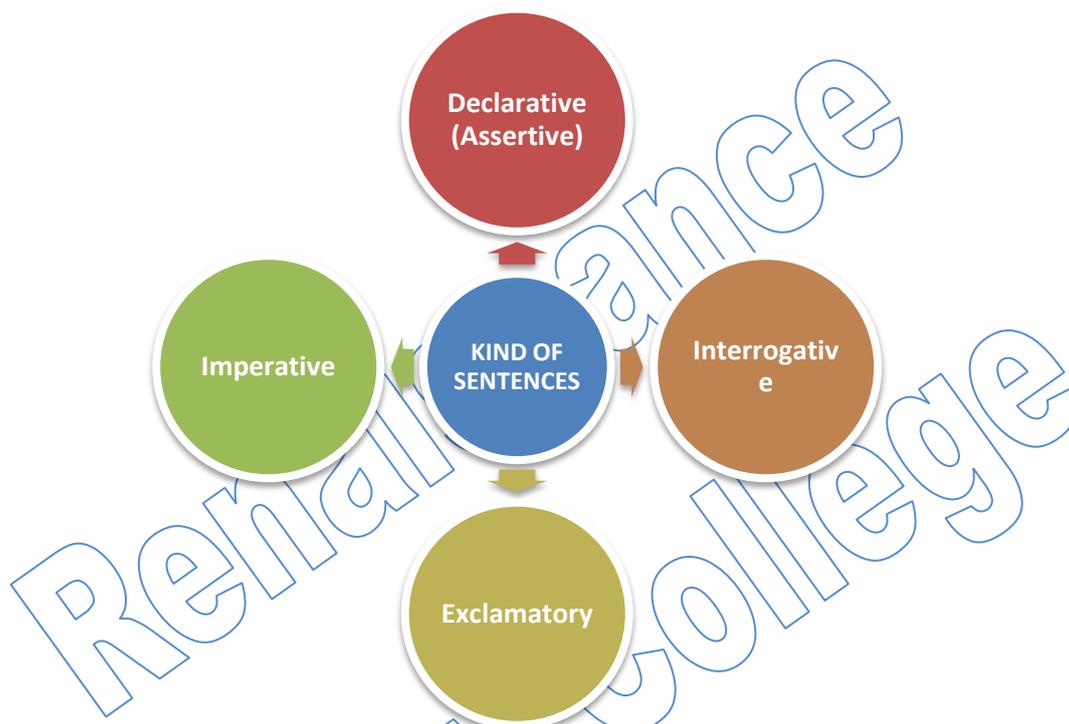
Each of these sentences is called a clause when it is part of the complex sentences.

These two clauses are not of equal rank in the sentences. The clause I know the boy is an independent clause because it can stand by itself as a complete sentences. It is called the principal, or the main clause.

The clause who stole your pen is a dependent (or subordinate) clause because it cannot stand by itself as a complete sentence.

Like a compound sentence, a complex sentence will have two or more than two verbs. A complex sentence will have two or more clauses. It will have only one principal clause. It may have one, or more than one subordinate clauses.

KIND OF SENTENCES



Declarative (Assertive) - A declarative sentence makes a statement. These are the simple sentences.
 Example: Maria lives in India.

Interrogative - An interrogative sentence asks a question. An interrogative sentence ends with a question mark.

Example: How did you get into the car?

Exclamatory -It is a sentence that expresses sudden and strong feelings, such as surprise, wonder, pity, sympathy, happiness, or gratitude. An exclamatory sentence ends with an exclamation mark.

Example: The monster is attacking!

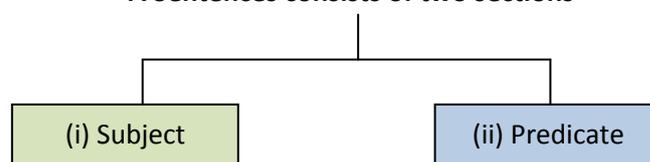
Imperative -Imperative sentence gives a command, makes a request, or express a wish.

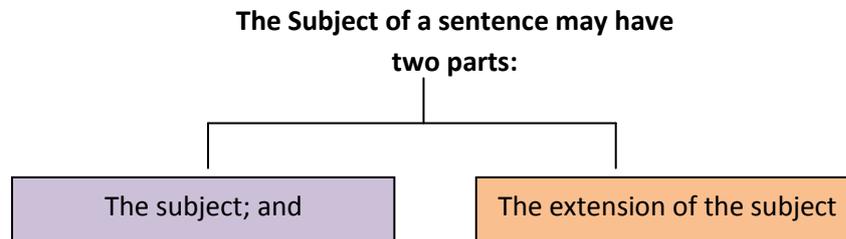
Example: Cheryl, try the other door.

Sometimes the subject of an imperative sentence (you) is understood.

Example: Look in the closet. (You, look in the closet.)

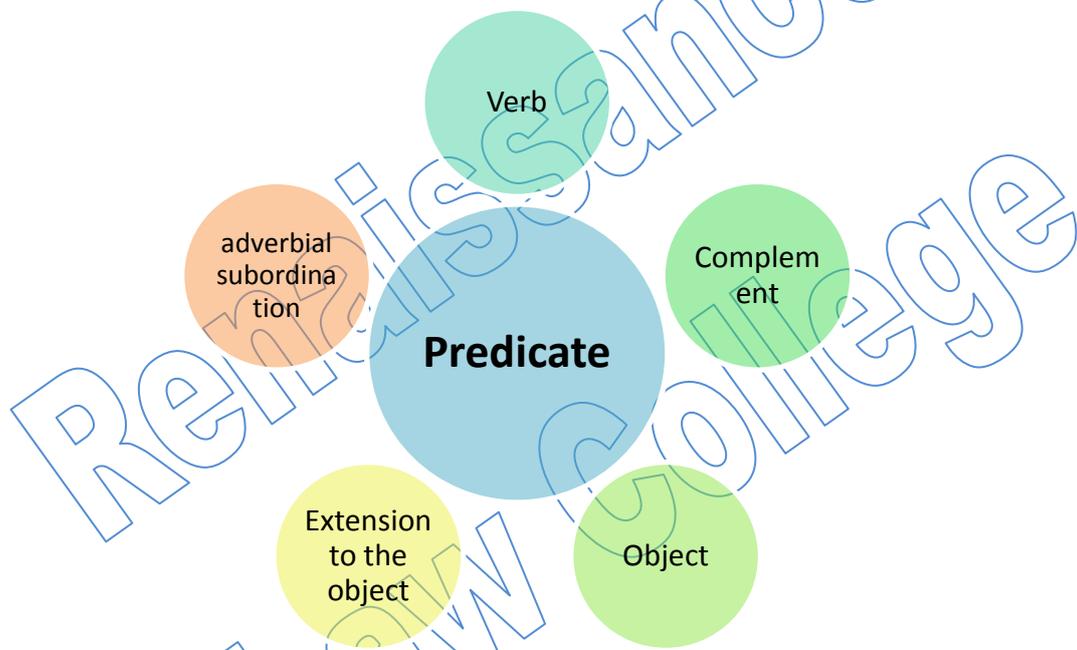
A Sentences consists of two sections





The part which names by person or thing we are speaking about is called the subject of the sentence.

The predicate is the part which tells something about the subject. The predicate section of the sentence may have five parts:



SUBJECT AND PREDICATE

Subject: Who or what the sentence is about. The noun, pronoun, or group of words acting as a noun, that performs the action indicated in the predicate of the sentence or clause.

The subject of a sentence typically

1. Occurs at the beginning of the sentence (position),
2. Consists of a noun phrase (form), and
3. Indicates the topic of the discussion (meaning).

Predicate: Basically, the rest of the sentence or clause other than the subject; it usually has a verb, and thus indicates some action, but may have other functions such as modifying the subject.

The predicate

1. follows the subject,
2. Starts with a verb indicating an action or state of being, and
3. Conveys a thought about the subject.

Example: I rode the bus to school today In this the subject is "I"

Predicate is "rode the bus to school today."

CONDITIONAL (IF) CLAUSES

There are five types of conditional sentences.

Here are examples of each type:

1. If we don't understand anything we ask the teacher to repeat.
(Condition with habitual states and actions)
2. If you make a mistake, cross it out.
(Condition with an imperative)
3. If you go now, you will catch the train.
(Condition with an action that may happen)
4. If he tired hard, he would get the job.
(Conditions with an action that may happen)
5. If you had asked me, I would have told you the whole story.
(Condition with an action that is impossible because it is too late)

As you can see each type of conditional sentence can be identified by the verb tenses or verb forms.

Conditional Type I

This type is used to refer to states and actions that can happen on a number of occasions, and may be an everyday or a frequent happening. In these sentences if has the same or almost the same meaning as when or whenever.

In this type of sentences, the verb in both the clauses is in the present tense.

Examples -

1. If electricity fails, we use an oil lamp.
2. If he is tired, he doesn't go for a walk.

Conditional Type II

This type of sentences is used to refer to imperative actions like commands, advice, request etc. the conditional clause (if clause) is in the present tense, and the main clause takes the imperative form.

Examples -

1. If electricity fails, switch on the generator
2. If you are tired, don't go out
3. If the temperature does not come down, call in the doctor.

Conditional Type III

This type of sentences is used to refer to state of an action that may happen or be true. It suggests that the action is more like to occur. In this type, the conditional clause (if-clause) is in the present tense and the main clause is in the future time.

Examples -

1. If he works, he will pass the examination.
2. If you stop smoking, your health will improve.
3. If she has not received my telegram. She won't be expecting me.
4. If it does not rain, the crops will fail. as

Conditional Type IV

This type is used to refer to states and actions that are unlikely to occur. In this type, the verb in the conditional clause is in the simple past or the past continuous tense, and the main clause uses would with infinitive without to.

Examples -

1. If he ran fast, he would get there in time.
2. If I had enough money, I would travel round the world.
3. If I were you, I would not accept this job.
4. If you helped me a little, it would be nice.

Conditional Type V

This type is used to refer to actions that are impossible to occur. Here we know that the condition cannot be fulfilled because the sentences refer to only past events. In this type, the conditional clause is in the past perfect or past perfect continuous tense. The main clauses uses: would + have + past participle form of the verb, or would + have + been + verb + ing.

Examples -

1. If you had worked harder, you would have passed the examination last year.
2. If she had asked, I would have helped her.
3. If the vegetable has not been fresh, he would not have bought any.
4. If we have won the match, we would have been celebrating.

REPORTED SPEECH

Direct Speech

In direct speech we reproduce the actual words of the speaker. The words of the speaker are put within inverted commas when they are written down.
The school will open on Monday.

Indirect Speech

In indirect speech we do not reproduce the actual words of the speaker; we report the speech after making some changes.

Example - Naresh told me that the school would open on Monday.

Direct speech : I Play cricket every day.

Indirect speech : He said that he played cricket every day.

Direct Speech : She'll ring me up tomorrow.

Indirect Speech : She said that she would ring me up the following day.

Direct Speech : I did not sing well yesterday

Indirect Speech : My friend told me that he had not sung well the previous day.

There are two ways by which we may report or narrate what a speaker said.

Direct Speech In direct speech (Narration/quotation) the speaker's exact words are given.

Example: John said, "I am trying for a job here."

Indirect Speech

In indirect speech (Narration) only the substance of what the speaker said is given and not the exact words.

Example: John said that he was trying for a job there.

Rules for Changing Direct into Indirect Speech

He said, "I write a letter."

Said-Reporting verb

"I write a letter."- Reported speech

Rule 1: If the reporting verb is In the Past Tense, the Reported Speech (Indirect speech) also must be in the Past.

(a) Simple present becomes simple past.

Example: He said, "I write a letter." (Direct)

He said that he wrote a letter. (Indirect)

(b) Present continuous becomes past continuous

Example: He said, "I am writing a letter." (Direct)

He said that he was writing a letter. (Indirect)

(c) Present Perfect becomes past perfect

Example: He said, "I have written a letter." (Direct)

He said that he had written a letter. (Indirect)

(d) Present Perfect continuous becomes Past Perfect continuous

Example: He said, "I have been writing a letter." (Direct)

He said that he had been writing a letter. (Indirect)

(e) Simple past becomes Past perfect

Example: He said, "I wrote a letter." (Direct)

He said that he had written a letter. (Indirect)

(f) Past continuous becomes Past perfect continuous

Example: He said, "I was writing a letter." (Direct)

He said that he had been writing a letter. (Indirect)

(g) Past perfect and Past Perfect continuous-No change

Example: He said, "I had written a letter." (Direct)

He said that he had written a letter." (Indirect)

(h) Future tense becomes future conditional tense

Example: He said, "I will write a letter." (Direct)

He said that he would write a letter. (Indirect)

Will is changed into would

Shall is changed into should

Can is changed into could

may is changed into might

has/have is changed into had

am/is/are is changed into was/were

Rule 2: If the Reporting verb Is in the Present or Future Tense the tense of the verb is not changed in the indirect.

Example: He says, "I write a letter." (Direct)

He says that he writes a letter. (Indirect)

Rule 3: If it is a statement, the conjunction 'that' is used after the reporting verb.

Example: He said, "I am happy." (Direct)

He said that he was happy. (Indirect)

Rule 4: The First and Second persons in the Direct speech should become Third in the Indirect.

Example: He said, "I watch a film." (Direct)

He said that he watched a film. (Indirect)

I (is change into) he/she

We-they

You-they/he/she

My-his/her

Our-their

Your-their/his/her

Me-him/her

Rule 5: If the person addressed to, reports the speech, The Second person In the direct becomes First person in the Indirect.

Example: He said to me, "You are a fool." (Direct)

He said to me that I was a fool. (Indirect)

Rule 6: Words expressing Nearness in time and place are generally changed into words expressing Distance.

Example: He said, "I am ready here now." (Direct)

He said that he was ready there then. (Indirect)

Now becomes then

This becomes that

These becomes those

Here becomes there

Ago becomes before

Thus becomes so

To-day becomes that day

To-morrow becomes the next day, following day etc.

Yesterday becomes the day before, the previous day etc.

Last-night becomes the night before

Next week/year becomes the following week/year last week/year becomes the previous week/year

Rule 7: To report Question in Indirect speech, the Reporting Verb Is changed Into 'Asked', 'Enquired', 'Wanted to know, etc.

Example: He said, 'Who are you?' (Direct)

He asked him who he was. (Indirect)

Form-Reporting verb + suitable object + Question word + subject + verb

Rule 8: If it is a Yes/No Question, then If or whether is used after the Reporting verb.

Example: He said, "Are you happy here?" (Direct)

He enquired if they were happy there. (Indirect)

Rule 9: If it is a command, change the reporting verb to-told, ordered or commanded.

Example: The father said to his son, "Go and pay your fees at once." (Direct)
He told his son to go and pay his fees at once. (Indirect)

Rule 10: Negative Commands are changed into Indirect by not + Infinitive

Example: The Captain said to his soldiers, "Don't return the fire." (Direct)
The captain ordered his soldiers not to return fire. (Indirect)

Rule 11: When 'Let' is used for some suggestion, the Reporting verb can be changed to 'Suggested' in the Indirect.

Example: He said, "Let's listen to the music." (Direct)
He suggested our listening to the music. (Indirect)

Rule 12: To report an entreaty/request, the reporting verb is changed into, entreated, requested, begged, pleaded etc.

Example: The hungry child said, "Please give me some food." (Direct)
The hungry child begged them to give him some food. (Indirect)

Rule 13: To report an entreaty/request, the reporting verb is changed into, entreated, requested, begged, pleaded etc.

Example: The hungry child said, "Please give me some food." (Direct)
The hungry child begged them to give him some food. (Indirect)

Rule 14: To report a wish or an exclamation, the Reporting verb is changed Into- exclaimed, praised, called to witness, applauded, blamed, desired, wished etc.

Example: The boy said, "How happy I am!" (Direct)
The boy exclaimed that he was very happy. (Indirect)

CHANGING DIFFERENT TYPES OF SENTENCES IN DIRECT SPEECH INTO INDIRECT SPEECH

Statement or assertive sentences

To change statements (or assertive sentences) into indirect speech we observe the following rules -

- Said is often changed to told if it is followed by an object.

For example:

He said to me, "You have stolen my pen."

He told me that I had stolen he pen.

- Said /told is followed by that.

The tense of the verb and the personal pronouns are changed as discussed earlier.

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Changing Interrogative Sentences (Questions)

A representative of a market research company came and met Akhil Verma, a young man and asked him the following questions:

1. Where do you work?
2. How often do you eat out at a restaurant?
3. Do you entertain friends at home or outside?
4. Are you a vegetarian or a non-vegetarian?

Later on Mr. Akhil Verma reported these questions to his wife. This is what he said:

The representative asked me –

1. Where I worked.
2. How often I ate out at a restaurant.
3. If I entertained my friends at home or outside.
4. If I was a vegetarian or non-vegetarian.

Rules for changing interrogative sentences into reported speech are given below.

- We change said to asked or enquired/ enquired of
- When an interrogative sentence begins with an interrogative pronoun (what, who, which, whom, whose) or interrogative adverb (when, where, why, how) the direct speech is introduced by the same word with which the question in the direct speech begins as in 1 and 2.
- The interrogative form of the sentence is changed into the statement (assertive) form. The subject is put before the verb and auxiliaries do, did, does, don't appear in the affirmative sentences. The question mark is replaced by a full stop at the end.
- Negative and verbal abbreviations (shan't, can't, isn't, etc.) appear in full form in written reported speech (shall not, cannot, is not).
- The tense of the verb and the personal are changed as discussed in: Rules for changing direct into indirect speech.

Changing Imperative Sentences (Requests, Commands, Orders, Advice Etc.)

Plague is curable Don't Panic

1. Notify immediately to the nearest Health Centre any suspected case of Plague.
2. Isolate the patient.
3. Treat the patient immediately with tetra cycling 500 mgs 4 times a day for 10-14 days.
4. Keep surroundings clean
5. Don't touch the dead rats.

This is how Mr. Banerjee reported these do's and don'ts to the members of his family:

The medical authorities said that plague is curable and they advise the citizens to notify immediately to the nearest health centre any suspected case of plague. They also instructed the citizens to isolate the patient and to treat him with tetracycline 500 mgs 4 times a day for 10-14 days. They warned the citizens not to touch the dead rats.

Rules for changing imperative sentences into indirect speech:

- Said changes into requested, advised, ordered, proposed, asked, told etc. Told generally introduces an order or a command. Ask usually introduces a request.
- The verb of the direct speech is changed into the infinitive form. In the negative sentences 'not' is put before the infinitive.
- When the command or advice is negative, we can also use forbade.

Changing Exclamatory sentences

How beautiful is the Taj Mahal!

The man exclaimed with wonder that the Taj Mahal was very beautiful

Rules for changing exclamatory sentences into indirect speech

- Exclamatory sentences express strong feeling. While changing such sentences into indirect speech the words such as what a, How, Alas, Bravo, Hurrah, expressive of strong feelings (of surprise, amazement, joy, anger, sorrow, bitterness, regret), are omitted.
- The reporting words are replaced with expressions such as exclaimed with joy/surprise/shock etc.
- The actual words of the speaker are changed into statements. Incomplete sentences are completed, as in the following example:
He said, "What a bitter medicine!"
He exclaimed with disgust that the medicine was very bitter.

Changing the Degree of comparison

Mount Everest is the highest peak.

This sentence is in the superlative degree of comparison. This can be rewritten in the positive and the comparative degree of comparison.

1. Mount Everest is higher than any other peak. (the comparative degree)
2. No other peak is as high as Mount Everest. (the positive degree)

Here are some more examples –

1. Swati is the most brilliant student in the class (the superlative)
Swati is more brilliant than any other student in the class. (The comparative)
No other student in the class is as brilliant as Swati (The positive)
2. Adit is one of the strongest boys in the school. (the superlative)
Adit is stronger than most other boys in the school (the comparatives)
Very few boys in the school are as strong as Adit (The positive)

When only two persons or thing are compared it is not possible to transform a sentence into the superlative degree of comparison, as in the example.

Gold is heavier than silver. (Comparative)

Silver is not so heavy as gold. (Positive)

Removing the adverb 'Too'

1. The box is too heavy that it cannot be lifted.
OR
The box is so heavy that it cannot be lifted.
2. He was too weak to walk
OR
He was too weak that he could not walk
3. He was too late for the train
OR
He was so late that he could not catch the train.

Changing one part of speech with another

1. He succeeded in the examination
2. He achieved success in the examination
3. He was successful in the examination.

In sentences 1 of the word succeed has been used as a verb. The same sentences have been rewritten as sentences 2 by using the noun form of succeed. And it has been rewritten as sentence 3 by using the adjectival form of succeeds.

In the same way we can transform sentences by replacing one part of speech with another. Here are some more examples:

- | | |
|---|-------------|
| 1. You should obey your teachers. | (Verb) |
| You should be obedient to your teachers | (Noun) |
| 2. She drives the car carefully. | (Adverb) |
| She drives the car with care. | (Noun) |
| 3. He is an intelligent man. | (Adjective) |
| He is a man of intelligence. | (Noun) |
| 4. He gave a quick replay | (Adjective) |
| He replied quickly | (Adverb) |
| 5. The cost of this book is sixty rupees. | (Noun) |
| This book costs sixty rupees. | (Verb) |

Changing exclamatory into assertive, and assertive into exclamatory sentences

- | | |
|-------------------------------------|---------------|
| 1. How beautiful she dances! | (Exclamatory) |
| She dances very beautifully | (assertive) |
| 2. Oh, for a glass of cold water! | (Exclamatory) |
| I wish I had a glass of cold water. | (Assertive) |
| 3. Alas! She is dead. | (Exclamatory) |
| It is sad that she is dead. | (Assertive) |
| 4. Oh, that I were a bird! | (Exclamatory) |
| I wish that I were a bird. | (Assertive) |

Changing Interrogative into Assertive, and Assertive into interrogative sentences

- | | |
|-----------------------------------|-----------------|
| 1. Who can live without water? | (Interrogative) |
| No one can live without water. | (Assertive) |
| 2. Who does not have his country? | (Interrogative) |
| Everybody loves his country? | (Assertive) |
| 3. Can money buy everything? | (Interrogative) |
| Money cannot buy everything | (Assertive) |

Changing Affirmative into Negative, and negative into affirmative sentences

- | | |
|---|---------------|
| 1. He is a wise man. | (Affirmative) |
| He is not a foolish man. | (Negative) |
| 2. Rohan is taller than Amitabh. | (Affirmative) |
| Amitabh is not as tall as Rohan. | (Negative) |
| 3. He is the best player in the team. | (Affirmative) |
| No other player in the team is as good as he. | (Negative) |
| 4. He is aware of his mistakes. | (Affirmative) |
| He is not unaware of his mistakes. | (Negative) |
| 5. As soon as I saw him, I waved to him. | (Affirmative) |
| No sooner did I see him than I waved to him | (Negative) |
| 6. He is too fat that he cannot walk fast. | (Affirmative) |
| He is so fat that he cannot walk fast. | (Negative) |

Changing compound sentences into simple sentences

1. They were poor and often suffered from many hardships (Compound)
They suffered many hardships because of their poverty. (Simple)
2. He is steady worker but he is rather slow. (Compound)
He is slow and steady worker. (Simple)

Changing simple sentences into complex sentences

1. He stole his neighbour's dog (Simple)
He stole the dog which belonged to his neighbor (Complex)
2. His silence proves his guilt. (Simple)
His silence proves that he is guilty. (Complex)

Changing complex sentences into simple sentences

1. You must as hard as you can. (Complex)
You must work you're the hardest (Simple)
2. How long I shall stay is doubtful. (Complex)
The length of my stay is doubtful. (Simple)

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NOTE - TAKING

Remember the following while taking down notes -

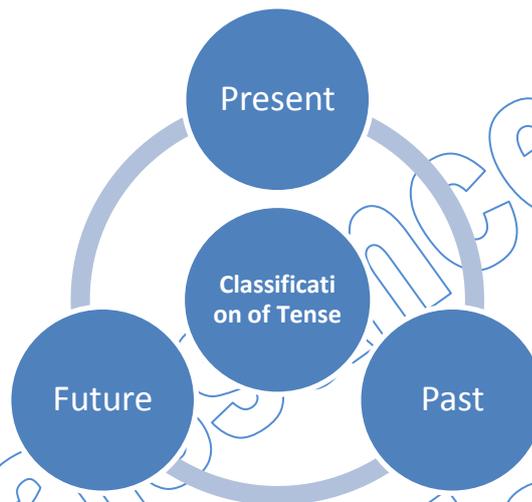
- Don't forget to write down the topic/subject/theme of passage/lecture/speech.
- There is no need to write full sentences. You can omit articles, prepositions, or unimportant words, or examples, if not necessary.
- Use headings and subheadings, if possible.
- You can use abbreviations, like '&' for 'and', CO₂ for 'Carbon dioxide'. 'cen'. For centuries', as done above.
- Notes are meant for later use. So they must contain all the important ideas, and should help you to recall the passage.

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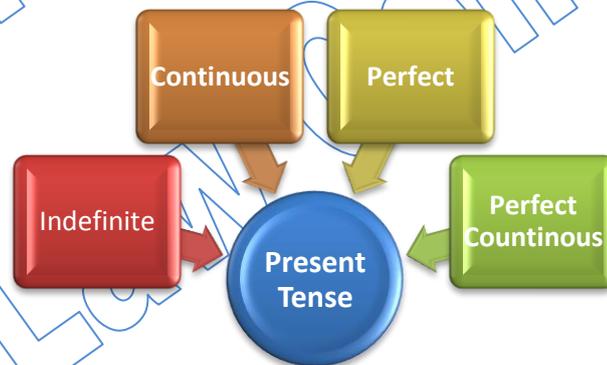
TENSES

Tenses denote time of action. Time can be divided into three parts: Present Past and Future.

Tense



Present Tense



Present Tense Simple Present Tense:

The Simple Present

The Simple Present is a tense that expresses action in the present time, habitual actions, or general truths.

Example: The sun rises in the east.

Present Continuous:

It describes an incomplete ongoing present action that is in the middle of happening, but will finish at some point. This tense is formed by using the auxiliary verb be (am/is/are) with the present participle verb form ending in "ing".

Example: The boys are playing cricket.

Present Perfect Tense:

It signifies that an action started in the past and continued to present time, in which it is completed. This tense is formed by using the auxiliary verb have (have/has) with the past participle form of the verb.

Example: I have finished my work.

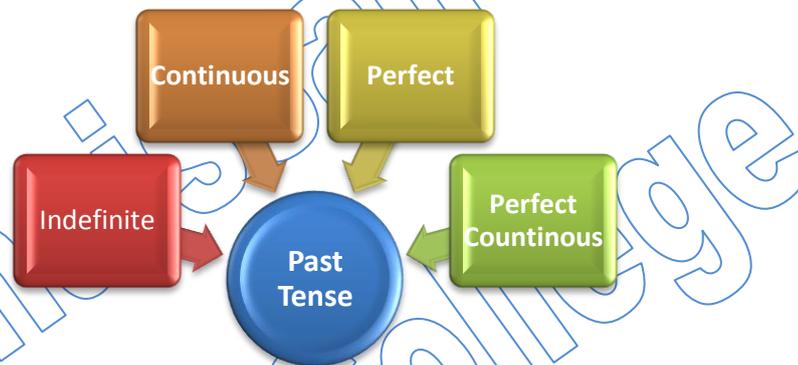
Note: Present perfect is never used with adverbs of past time.

Present Perfect Continuous:

It describes an action that began in the past and continued up to present time, In which it is (or most of it) is completed. This tense is formed by using the auxiliary verb have (have/has) together with the auxiliary verb been and the present participle form of the verb ending with "ing"

Example: They have been doing the work since Eight o'clock.

Past Tense



Simple Past Tense

It is an action or situation that was finished in the absolute past and has no connection with the present. Most past Simple verbs end in "ed" (regular verbs).

Example: I learnt French in Delhi.

Past Continuous It describes action which went on during a stretch of time in the past and finished. This tense is formed by using the verb be (was/were) with the present participle form of the verb ending in "ing"

Example: when I met him, he was reading a novel.

Past Perfect Tense:

It describes an action completed in the past before certain point in time or an action which happened in the very distant past. This tense is formed by using the auxiliary verb have (had) with the Past participle form of the verb.

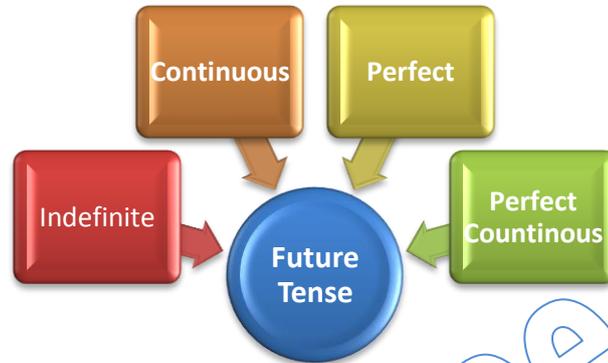
Example: you had studied English before you moved to New York.

Past Perfect Continuous:

It describes an action that began before a certain point in the past and continued up to that time in past. This tense is formed by using the auxiliary verb have (had) together with the auxiliary verb been and the present participle form of the verb ending with "ing".

Example: She had been working at that company for three years when It went out of business:

Future Tense



Simple Future Tense:

It describes an action or situation that has still to take place. This tense is usually formed by using the auxiliary verb will with the base form of the verb.

Example: I will call you when I arrive.

Future Continuous:

It describes an ongoing action that will be in process around a point of time in the future. This tense is usually formed by using the auxiliary verb will together with the auxiliary verb be and the present participle form of the verb ending in "ing".

Example: He will be waiting for her when she arrives home tonight.

Future Perfect Tense:

It describes that a future action will be completed before a point in time or before another action in the future. This tense is formed by using the auxiliary verb will together with the auxiliary verb be and the past participle form of the verb.

Example: BY next November, I will have received my promotion.

Future Perfect

It describes an along future action that will continuous and will be completed before point in time or before another action in the future. This tense is formed by using the auxiliary verb will, the auxiliary verb have (have), and the auxiliary verb been together with the present participle form of the verb ending in "ing".

Example: They will have been talking for ever an hour by the time Madam arrives.

Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	Form: S + V in the Present He + reads + a book	Form: S + am/is/are + ing form He + is + reading a book	Form: S + has/have + P.P He +has + reads + a book	Form: S + has/have + been + ing form He + has + been + reading + a book
Past	Form: S + V in the Past He + reads + a book	Form: S + was/were + ing form He + was + reading + a book	Form: S + had + P.P He +had + read + a book	Form: S + had+ been + ing form He + had + been + reading + a book
Future	Form: S + will/shall + verb root	Form: S + will/shall + be + ing form root	Form: S + will/shall + have + P.P	Form: S + will/shall + have been + ing

He + will +read + a book	He + will + be + reading + a book	He +will + have + read + a book	form He + will + have + been + reading + a book
-----------------------------	--------------------------------------	------------------------------------	--

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PHRASES and CLAUSES

PHRASE

Phrases: A phrase is any group of words that does not contain a subject-verb combination. Phrases also function as units, as single parts of speech. There are noun phrases, adjective phrases, adverb phrases.

Noun phrase: A Noun Phrase is a group of words that does the work of a Noun.

Example: Early to bed is a good maxim.

Adjective phrase: An Adjective Phrase is a group of words that does the work of an adjective.

Example: A crown made of gold. Adverb Phrase: An Adverb Phrase is a group of words that does the work of an adverb. Example: He fell to the ground.

CLAUSES

Clauses: Groups of words that contain a subject-verb combination are clauses. Thus a clause may be a whole sentence. If a clause can stand by itself as a sentence, it is an independent clause. If the clause is acting as a noun, adjective or adverb and cannot stand by itself, it is a dependent or subordinate clause.

Like phrases, clauses may be named by their function: noun clauses, adjectival clauses, or adverbial clauses.

Noun Clause: A Noun Clause is a group of words which contains a Subject and a predicate of its own and does the work of a Noun.

Example: No one could read what he wrote.

Adjective Clause: An Adjective Clause is a group of words which contains a Subject and a predicate of its own and does the work of an adjective.

Example: The umbrella which has a broken handle is mine.

Adverb Clause: An Adverb Clause is a group of words which contains a subject and a predicate of its own and does the work of an adverb.

Example: They rested when evening came.

ACTIVE AND PASSIVE VOICE

ACTIVE VOICE

When the verb speaks of its subject as acting, it is said to be in the Active Voice.
Example: He wrote a letter.

PASSIVE VOICE

When the verb speaks of its subject of being acted upon or having something done to it, is said to be In the Passive Voice.
Example: A letter was written by him.

Note:

1. Only transitive verbs (verbs that need an object to complete their sense) can ever be in the Passive.
 2. In Active Voice, the subject is given supreme importance.
 3. In Passive Voice, the object is given supreme Importance.
- Example: Tom killed a snake (Active Voice)
A snake was killed by Tom. (Passive Voice)

Rules for Changing the Voice:

General Form of Active Voice-Subject + Verb

General Form of Passive Voice-Object + 'Be' form + P.P

Rule 1: The Object of the Active Voice is changed into Subject in the passive.

Rule 2: The Subject of the Active Voice is changed into Object in the passive preceding 'by'. Note that the Object is often omitted in the passive.

Rule 3: After the subject, use proper form of 'Be' & cording to the tense and number of the subject. 'Be' forms-am/is/are/was/were

Transformation of Sentences-Voice Change

PRESENT TENSE

(1) Simple Present tense- He + writes + a letter. (A.V)

A letter + is + written + by him (P.V)

Form -Subject + am/is/are + Past Participle.(P.V)

(2) Present Continuous Tense -He + is+ writing + a letter. (A.V)

A letter + is + being + written + by him. (P.V)

(3) Present Perfect Tense - He + has + written + a letter (AV)

A letter + has + been + written + by him (PV)

Form -S + has/have +been + Past Participle. (P.V)

Note: Present Perfect Continuous tense has No Passive Voice.

PAST TENSE

(1) Simple Past- He + wrote + a letter. (A.V)

A letter + was + written + by him (P.V)

Form-S + was/were + Past Participle. (P.V)

(2) Past Continuous — He + was + writing + a letter. (A.V)

A letter + was + being + written + by him. (P.V)

Form-S + was/were + being + Past Participle. (P.V)

(3) Past Perfect- He + had + written + a letter. (A.V)

A letter + had + been + written + by him (P.V)

Form-S + had + been + P.P. (P.V)

Note: Past Perfect Continuous tense has No Passive Voice

FUTURE TENSE

(1) Simple Future Tense- He + will + write + a letter. (A.V)

A letter + will be+ written+ by him. (P.V)

Form-S +will/shall +be +Past Participle. (P.V)

(2) Future Perfect- He + will + have + been + written + a letter (A.V)

A letter +will have+ been+ written +by him. (P.V)

Form-S+ will/shall +have +been +Past Participle. (P.V)

Note: The future continuous and future perfect continuous have No Passive Voice.

Rule: When an imperative 'command' is to be transformed, the form will be:

Let + S + Be + Past Participle.

Hang him. (A.V)

Rule: When interrogative sentence is to be formed, the form will be:

Q. word + auxiliary verb + S + P.P

Who killed the snake? (A.V)

By whom +was +the +snake +killed? (P.V)

Summary of Rules with Examples in Tabular Form:

Tense	Simple	Continuous	Perfect	Perfect Continuous
A.V. Present	S + V in the Present He + reads + a book	S + am/is/are + ing He + is + reading a book	S + has/have + PP He + has + read + a book	S + has/have + been + ing He + has + been + reading + a book
P.V.	S + am/is/are + PP A Book + is + read + by him	S + am/is/are + being + PP A book + is + being + read + by him	S + has/have + been + PP A book + has + been + read + by him	No Passive
A.V. Past	S + V in the Past He + read + a book	S + was/were + ing He + was + reading + a book	S + had + PP He + had + read + a book	S + had + been + ing He + had + been + reading + a book
P.V.	S + was/were + PP A book + was + read + by him	S + was/were + being + PP A Book + was + being + read + by him	S + had + been + PP A book + had + been + read + by him	No Passive
A.V. Future	S + Will/shall + root of the verb He + will + read + a book	S + will/shall + be + ing He + will + be + reading + a book	S + will/shall + have + PP He + will + have + read + a book	S + will/shall + have + been + ing He + will + have + been + reading + a book
P.V.	S + Will/shall be + PP A letter + will be + read + by him	No Passive	S + will/shall + have + been + PP A letter + will + have + been + read + by him	No Passive

ENGLISH USAGE ERRORS

Questions of error finding are asked in almost every objective English test. This is basically to test the knowledge of English grammar or written English. You are expected to know the basic grammar such as subject-verb agreement, pronoun-antecedent agreement, correct verb, tenses, to recognize dangling participle, use of correct phrasal verb etc. to solve such questions.

The whole sentence is divided into four or five parts. You have to find out whether there is any error in it. The error if any will be in one part of the sentence. You have to trace the error and mention the alphabet of that part as your answer. If there is no error in the sentence, then mention 'e' as your answer.

Example:

The government felt badly /about the disclosure of arms gate
(a) (b)

Scam/ which put her/ in an embarrassing situation. / No error
(c) (d) (e)

The error is in part (a). The verb 'felt' should be followed by predicative adjective 'bad' in place of adverb 'badly'.

Sometimes, we commit various types of errors, in our day-to-day conversation and writing assignments due to inadequate knowledge of grammar. The grammar helps us in detecting such errors and provides accuracy to our knowledge. As a matter of fact, we must know where we are wrong and how we should avoid these common errors in our language. One has to be well-versed with all the rules of the grammar in order to detect and avoid the errors committed in a sentence.

Types of Errors:

Error in case

Example: Let we try to forget our differences and work untidily for prosperity.

In this sentence, there is an error of case. Case problems usually involve personal pronouns which in nominative case (I, we, he, she, they, who) are used as a subject or predicate nominative or complement to the verb 'to be'. In the objective case (me, us, his, her, them, whom), they are used as direct object, indirect object and object to the preposition. In the sentence, 'let' is a preposition, so the personal pronoun 'we' used as an object to 'let' should be put in objective case 'us' to correct the error.

Error in subject verb agreement

What is subject, verb agreement? As you know subject and verb are essential parts of a sentence and a sentence is said to be in agreement when the verb agrees, with the subject in person and number. When the verb does not agree with the subject in number and person it is called the error of subject verb agreement.

Example: Prime Minister, along with his cabinet colleagues, are facing severe criticism for shielding the corrupt.

This sentence contains the error of subject, verb agreement. Now trace the subject for the verb 'are'. In the sentence, Prime Minister, along with his cabinet colleagues has been wrongly addition to 'that are' place in between the subject and verb made the subject for the 'verb' are because phrases like 'along with', 'as well as' and 'in addition to' that are place in between the subject for the verb 'are' is 'Prime Minister' (singular). Then the verb must be in singular 'is'.

Error in the tense or form of a verb

It is necessary that a sentence must be in proper sequence of tense to express the meaning of the sentence correctly.

Example: After the sun set a cool breeze sprang up and brought relief from the heat.

You should always read the sentence to make sure that verb in the sentence is in proper sequence of tenses so that it is clear what happened when. According to the sentence, the breeze did not spring up until the sun had set. Now it is clear from the meaning that the action of setting had taken place before the breeze sprang up. It makes a case of past perfect which refers to two actions, the earlier one is denoted by past perfect and later one is by past simple. The sentence should be: After the sun had set, a cool breeze sprang up and brought relief from the heat.

Error in subjunctive mood

The subjunctive mood is used to indicate a condition contrary to fact or an unreal present.

Example: If I will be the defence minister, I would have checked the corruption in defence deals.

"If I will be the defence minister", it is a statement which is not real but contrary to the fact because I cannot be a defence minister. So it is a case of past subjunctive mood. In such cases 'were' is used as a verb after the clause beginning with 'If'.

Error in comparison

Example: I have to choose either biology or math, I do not know which is the best. As we know, when we compare two things, we should use comparative degree of comparisons instead of superlative degree.

Error in the use of adjective for adverb or vice-versa

Example: Laxman did good when brought to play first down.

In the sentence (a), good (adjective) is modifying 'did' (verb). An adjective can't modify verb but an adverb can do. This can be understood by sentence as "How did Laxman do? He did well". 'Well' is an adverb it should be used instead of 'good'. Without bringing any change in the meaning of the sentence.

Error of parallel construction

Logical, similar and equal ideas need similar structural form. This is called parallel construction of sentence.

Example: The government should try to eradicate poverty provide safe drinking water and raise the standard of living of its people

In this sentence logical and similar ideas have been expressed in similar structural form as 'to eradicate poverty ... to provide safe drinking water and to raise the standard of its people' to express clear and exact meaning.

Error in diction or idiom

Example: The affect of the quake could be seen where in Kutch region of Gujarat.

You will find the subject 'The affect' is not the proper subject. Because "affect" is a verb word meaning "to influence" and is wrongly used for 'effect' (noun) meaning "The result or outcome" so the sentence should be "the effect of quake could be seen everywhere in the Kutch region of Gujarat".

Types of Common Errors:

Sometimes we commit errors when we speak or write. Some errors are very common. Such errors are termed as common errors. The errors commonly occur in the parts of speech.

Common errors can be studied under the following categories:

Common Errors in the use of Articles Examples:

- 1) He is better soldier than statesman. Correct answer: He is a better soldier than a statesman.
- 2) The magistrate and collector were present. Correct answer: The magistrate and the collector were present.

Common Errors In the use of Nouns

Examples:

1) Four hundred people were killed in the communal riots in the city.

Correct answer: Four hundred people were killed in the communal riots in the city.

2) 'Gulliver's Travels' were written by Swift.

Correct answer: 'Gulliver's Travels' was written by Swift.

Common Errors in the use of Pronouns

Examples:

1) Suffice to say that all books have been lost.

Correct answer: Suffice it to say that all the books have been lost.

2) Answer any one of the two questions.

Correct answer: Answer either of the two questions.

Common Errors in the use of Adjectives

Examples:

1) Whole the India mourned the death of the great leader.

Correct answer: The whole of India mourned the death of the great leader.

2) The population of Kolkata is greater than any town in India.

Correct answer: The *population of Kolkata is greater than that of any other town in India.

Common Errors in the use of Verbs

Examples:

1) Every chair and every table in the room were in order.

Correct answer: Every chair and every table in the room was in order.

2) She insisted on her brother going with her.

Correct answer: She insisted on her brother's going with her.

Common Errors in the use of Adverbs

Examples:

1) Had walks quicker than Moti.

Correct answer: Had walks more quickly than Moti.

2) He is somewhat tall for his age.

Correct answer: He is rather tall for his age.

Common Errors in the use of Prepositions

Examples:

1) The boy fell in the well.

Correct answer: The boy fell into the well.

2) I have no house to live.

Correct answer: I have no house to live in.

Common Errors in the use of Conjunction

Examples:

1) Both you 'as well as your friend are right.

Correct answer: Both you and your friend are right.

2) Two years passed since I bought this house.

Correct answer: Two years have passed since I bought this house.

Common Errors in the use of Tenses

Examples:

1) Some days passed since I saw him.

Correct answer: Some days have passed since I saw him.

2) I am working since midnight.

Correct answer: I have been working since midnight.

Common Errors in the use of Modals

Examples:

1) My boy, you must not have spoken this,

Correct answer: My boy, you should not have spoken this.

2) I cannot accept your challenge; you are too strong.

Correct answer: I dare not accept your challenge; you are too strong.

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REARRANGEMENT OF SENTENCES IN PARAGRAPH

In many objective English tests, questions of rearrangement of jumbled sentences into a logical coherent paragraph are asked. You are asked to do such question in shortest possible time. Such questions are designed to test your ability to analyse and evaluate the relationships among different independent sentences of a paragraph and to synthesise them into a logical and harmonious order. In these types of questions you are given a jumbled paragraph. Basically, you are given a paragraph - but the sentences are not in the right order. You have to rearrange the sentences so that they logically make sense.

Strategies for Rearrangement of Sentences in Paragraph:

1. Find proper opening sentences.
2. Look for concluding sentences.
3. Look for connecting sentences.
4. Look for keywords: Sometimes sentences aren't able to stand on their own. They use pronouns and other keywords which can help you find the order of the sentences. For example: He, she, it, him, her, and they.
5. Look for transitions. This will help you link sentences together. For example: Besides, although, but, yet, however, also, while, therefore, in addition, for example, fortunately/unfortunately.

Example:

A. If you are used to having your stimulation come in from outside, your mind never develops its own habits of thinking and reflecting. B. Marx thought that religion was the opiate, because it soothed people's pain and suffering and prevented them from rising in rebellion. C. If Karl Marx was alive today; he would say that television is the opiate of the people. D. Television and similar entertainments are even more of an opiate because of their addictive tendencies.

- | | |
|---------|---------|
| 1) BACD | 3) BDCA |
| 2) ADBC | 4) CBDA |

Ans: (4)

Explanation: Sentence B has Marx (short form) and sentence C has Karl Marx (Full form). So C will come before B. Now in given options we can clearly see 1 and 2 and 3, B is placed before C and hence we reject option 1, 2 and 3, which leaves us with only option 4 which is the correct option.

Example:

A. What came out was very large garland made out of currency notes.
B. The unsuspecting governor opened the box in full view of the gathering
C. When the RBI governor came to inaugurate the new printing press, the local unit of the BJP handed him a gift wrapped box
D. There was a twist - the notes were all as tattered as notes could get

- | | |
|---------|---------|
| 1) DACB | 3) CBAD |
| 2) CABO | 4) DCAB |

Ans: (3)

Explanation: We can clearly see that sentence D is tending or concluding sentence here. Now options 2 and option 3 are left as 1 and 4 get eliminated. In option 2 chronological is disrupted as the minister could not have viewed the garland of currency notes before opening the box, thus option 3 will be the correct answer.

QUESTION - TAGS

During the conversation we often make statement and we, sometimes wish that our statements are confirmed by others. Such conformation is made in the shape of 'Question Tag'. Thus, 'tag questions' are questions attached to the end of a statement in order to draw attention to it or to give it added force. They are used only in conversation and in letters between friends.

Rules for using questions tags

1. Only the short form 'n't' is used in question tag; a comma is added after the statement; the tag begins with a small letter and there is a question mark at the end of the tag. In question tag, only the verb and subject are retained. The subject of the tag is always a subjective form of pronoun, never a noun. Don't change the tense. Use the same auxiliary verb as in the independent clause. If there is no auxiliary, use to, does or dis.
Example – It is very cold today, isn't it?
She came home
2. An affirmative or positive statement has a negative tag and a negative statement has a positive tag.
Example – He is coming, isn't he?
He is not coming, is he?
3. A suitable pronoun is used in the tag as its according to the number, gender, and person of the subject of the statement.
Example – Kamla is in the house, isn't she?
4. In the tag, as in short answer questions, the verb is shifted to the front.
Example – You are a nice boy, aren't you?
5. (a) The 'be' forms (are, is, was and were) are repeated in the tag.
Example – He was here yesterday, wasn't he?
(b) In the case of 'be' form 'am' in the positive statement, "aren't I" issued in the tag but not 'amn't I."
Example – I am a doctor, aren't I?
(C) But when am is used in the negative statement, the tag is "am I".
Example – I am not a magician, am I?
However, in American English (A.E.) the auxiliary forms do, does or did must be used in the tag. When the verb; have, 'has', 'had' is used as a main verb or an auxiliary.
6. The appropriate form of do (do, does, did) is used according to the subject and tense of the statement.
Example – She look ill, doesn't she?
7. If the verb of the statement is a compound tense, then only the auxiliary, (for, if the auxiliary itself is a compound form, only the first word of it) is repeated in the tag.
Example – We have finished our work, haven't we?
They haven't paid for their seats, have they?
8. (a) Imperative verbs are a class apart. Question tags are at times used with an imperative to make it sound more polite.
Pass me the newspaper, will you, please.
(b) With imperative expressing an order or request, modal auxiliary verbs like will, would, can and could are used in the tag.
Help me with this bag, could you?
(c) After a negative imperative, we use will you?
Don't make any noise, will you?

- (d) If the imperative express invitations or suggestions, they may also take will you? But won't you? Is used to give more urgency.
Have another cup of tea, will you?
Have another cup of tea, won't you?
- (e) After let's (short for let us) we use shall we in the tag to make suggestions.
Example – Let's go for a walk, shall we?
9. (a) Although 'everybody' and 'everyone'. 'somebody' and 'someone'; 'nobody' and 'no one', are singular, for the purposes of the tag they are usually treated as plural, and referred to by they.
Example – No one phoned for me, did they?
(b) 'None of', followed by a plural noun, is also treated as a plural, and takes 'they'.
Example – None of the workmen arrived to time, did they?
(c) 'None of us' has 'we' as the subject of the tag.
None of us knew the way, did we?
(d) 'Some of us' takes 'we' if the speaker includes himself in the number, but they, if he does not.
Example – Some of us wanted to stay longer, didn't we?
10. A negative statement with a positive question tag can also be used to ask people for things, or to ask for help or information.
Example – you couldn't lend me some money, could you?
11. A positive tag can also be used with a positive statement when the speaker wants to show his/her reaction to what someone has just said (by expressing interest, surprise, doubt or anger):
A: I'm sorry, but I've had an accident.
12. A negative statement does not necessarily mean one with a negative verb. If any have a positive verb, with a negative subject, object or complement, or a negative verb that modifies the verb. So long as there is a negative idea in it, it is a negative statement, and needs a positive tag.
Example – None of the food was wasted, was it?
13. (a) Semi-negative or depreciative words like 'little, few, hardly, scarcely, rarely seldom' are treated as negative, and take a positive tag.
Example – Few people knew the answer, did they?
(b) Though few and little are negative, 'a few' and 'a little' are positive, and therefore need a negative tag.
A few people knew the answer, didn't they?
(c) The adverb 'only' may take either a positive or a negative tag. But the positive is more usual.
There were only six people present, were there?
14. The positive forms 'need' and 'dare' are rarely heard in the affirmative with question tags, but when so used, are treated as full verbs.
Example – You need to come earlier, don't you? (= must)
15. A form of tag is frequently used when one person wishes to pass a truculent, sarcastic or incredulous comment on another person's remark. This is done by repeating the remark and adding a tag, both being positive or negative.
Example – A: "I've broken a cup."
B: "Oh you won't, won't you?"

SHORT RESPONSES TO VERBAL QUESTIONS

Questions tags resemble the verbal questions (i.e., short response questions). The short answer questions begin with the auxiliary verbs. The positive answer to the verbal question is yes + pronoun + auxiliary. The negative answer to the verbal question is 'no + pronoun + auxiliary. The negative answer to the verbal question is 'no + pronoun + auxiliary + n't (not)'

Verbal Questions	Short answers	
	Positive	Negative
Is she a good girl?	Yes, she is.	No, she isn't.
Are you going to school?	Yes, I am	No, I am not.
Was he a teacher?	Yes, he is	No, he isn't.
Were they good players?	Yes, they were	No, they weren't

Short responses with Agreements and disagreements with Statements

I. Agreement with sentences

- i. Short responses to positive statements are given with 'Yes/so/of course + pronoun + auxiliary

	Positive Statement	Short Response
Example:	It is a good Firm	Yes, it is
	She looks pretty	Yes, they have.
	He can speak many languages	Of course, he can.
	Mohan has already come	Yes, he has

- ii. Short response of agreement with negative statements are made with 'No + Pronoun + Auxiliary + n't/not'

	Negative Statement	Short Response
Example:	The mangoes aren't good.	No, they aren't
	They haven't sung well	No, they haven't
	He doesn't like sweets.	No, he doesn't
	He can't help coughing	No, he can't

II. Disagreement with statements

- i. Disagreements with affirmative statements are made with No/Oh no + pronoun + auxiliary + n't/not. But is used in disagreement with a question or an assumption.

	Affirmative Statement	Short Response
Example:	He is drunk	No, he isn't
	You are playing	Oh no, I'm not
	Why did you go there?	But I didn't.
	I suppose you know him	But I don't

- ii. Disagreements with negative statements are made with "Yes/Oh, Yes/oh but + pronoun + Auxiliary

	Negative Statement	Short Response
Example:	You don't know him	Oh yea, I do
	You can't understand it.	Yes, I can
	I didn't bring it.	Oh but you did
	He won't come again	But he will

THE ESSENTIALS OF A BUSINESS

Technological advancements have not reduced the importance of a business letter though most software helps and guides us in producing one. In any case they are only a tool and may be used if necessary. However, we must understand the mechanical details of a business letter.

Letterhead

A letterhead is the printed stationery, which carries the essential information about the company or the organisation. Since the first contact with a company is usually made through its letterhead, therefore companies spend considerable time, effort and money on getting it designed. A letterhead generally carries a Logo, the name and postal address of the company and its contact numbers. Following the revolution in information technology and popularity of e-commerce, more and more letterheads carry the website and e-mail addresses of the company as well. Some companies even choose to have different email addresses for their different departments to enable easier access.

Reference Number

A Reference number helps us in retrieving the letter at a later stage. It may contain the initials of the letter writer, the department from which the letter originates, and the distinctive number allotted to it. For example, AK/Per/629 may be the reference number of a letter written by Amit Khanna of Personnel department. It is for an organisation to decide what the contents of a reference number should be. Some business letters show the reference numbers of both the correspondents or display printed pre-numbered stickers for the purpose.

Date

The date must be written in full without abbreviating the name of the month. For example, 1.6.2000 may preferably be written as 1 June, 2000. This removes the possibility of any misunderstanding as Americans are likely to read the date given in numerals as 6th of January, 2000. The date may be written either below the Reference Number or to its extreme right.

Special Markings

A few spaces below the date, one may show special markings such as Confidential, Air Mail, through Registered Post/Courier/Speed Post etc. When the contents of a letter are confidential, then care should be taken to super scribe the envelope also with the same marking.

Inside Address

The complete name and address of the recipient is written below the special markings. It must be ensured that the inside name and address is exactly the same as that used on the envelope.

Attention Line

If the letter is addressed to a company or one of its departments but the sender wishes it to be dealt with by a particular individual, then an Attention Line may be inserted either above or below the Inside address. This may read like:

For the Attention of Mr. Harish Arora, Manager (Industrial Credits)

Salutation

The choice of a salutation depends on the extent of formality one wishes to observe. The following list shows different salutations in descending order of formality:

Sir

Dear Sir/Madam

Dear Mr./Ms X

Dear Sir may be used as a standard salutation. Letters addressed to firms or companies use "Dear Sirs" as a salutation. When informality is aimed at, then the surname of the addressee is preferred for use by most correspondents. The use of first name was traditionally avoided in business letters but salutations in business now are becoming increasingly direct.

The use of 'Respected' should also be avoided, as the word 'respected', not being an adjective, is grammatically unacceptable.

Subject Heading

It is useful to provide a subject heading in longer letters. This helps the reader find out in the first instance what the contents of the letter are. Subject headings may be written in initial capitals with rest in lower case and underscored or in capitals as shown: Sub:

Erection Work of Bikaner Project

(or)

Sub: ERECTION WORK OF BIKANER PROJECT

The usual place for a subject heading is either above or below the salutation. In brief letters, a subject heading may be redundant, in some circumstances a subject heading may also be useful in short letters as it would ensure that the letter reaches the right person, at the earliest, who would be dealing with that subject matter. It would be of immense help especially if it is addressed to a large organisation which has a central department where all mail are received and sorted.

Main Body

The main body of letter may be divided into three parts. Most business letters begin with a brief introduction, which states the purpose of the letter.

This is followed by a longer middle section, which presents relevant facts in a logical and coherent manner. This section may be divided into several paragraphs, each dealing with a separate point and written coherently.

The conclusion is a polite rounding off. It may mention the feedback required. Some of the expressions are given below:

We thank you in anticipation.

We look forward to a favourable response.

We will be glad to furnish additional information.

We expect you will continue to extend patronage to us.

We hope it is the beginning of a long business relationship.

We regret it may not be possible to deliver the goods immediately.

It is inadvisable to round off every business letter with the phrase "Thanking You". If the intention is to really thank the recipient, then a complete sentence may be used since a phrase beginning with an "ing" word is neither a complete sentence nor grammatically acceptable. This again would depend largely on the practice being followed in an organisation.

Complimentary Close

The Complimentary Close should match the Salutation in terms of formality or lack of it. The following table may be helpful:

Salutation	Complimentary Close
Sir	Yours truly
Dear Sir	Yours faithfully
Dear Mr. X	Yours sincerely

A common error is to use an apostrophe in Yours (Your's). Care must be taken to avoid it. "Truly" and "sincerely" are often misspelled. It should be remembered that truly does not have an 'e' in it while "sincerely" retains both the 'e's.

Signatory

After leaving four to five spaces for the signature, the name of the sender may be written in capitals within brackets followed by the designation as shown below:

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(AMBUJ CHANDNA)
Regional Sales Manager

Enclosures/Copies Circulated

List of enclosures or details of those to whom copies of the letter are being circulated may be given below the designation of the sender. In some cases, copies of the letter may require circulation while keeping the original recipient in the dark. The abbreviation in such cases is suitably changed to bcc in the letters being circulated alone.

Annexure

If we wish to annex some documents with the letter, then information about these may be listed at the end.

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**PARAGRAPH WRITING
(BASED ON EXPANSION OF AN IDEA)**

Paragraph writing is an exercise that requires thinking over an idea and its proper expression. It may be considered as the first exercise in good essay writing or article/paper writing. A student is advised to select a topic in which he has a genuine interest and of which he has a considerable knowledge. The most important thing about paragraph writing is that it should not exceed the given word limit. Furthermore, it should also be kept in mind that there is a difference between 'paragraph writing' as an independent form of writing and dividing an essay or article into paragraphs. A paragraph of an essay contains an idea relevant to the given topic, but a paragraph (when a student is asked to write a paragraph on a given topic) should include all matter relevant to the given topic expressed in a brief and concise manner. The topic is generally a popular, well-known proverb or saying which is to be expanded in a paragraph.

PRINCIPLES OF PARAGRAPH WRITING

A good paragraph must possess:-

- (1) **Unity:** - A paragraph should not contain more than one main theme. All sentences in a paragraph must develop or expand the main idea or theme.
- (2) **Order:** - The arrangement of thoughts in a paragraph should be clear and logical.
- (3) **Emphasis:** - Emphasis should be laid on the most important sentence of a paragraph by placing it in the beginning of the paragraph.
- (4) **Variety:** - Good deal of variety may be introduced by making the sentences vary in length and structure.

GUIDELINES FOR PARAGRAPH WRITING

- (1) Sorting of matter involves inclusion of important points in a paragraph and leaving out lesser important ideas for the sake of maintaining desired word limit.
- (2) One should bear in mind that a paragraph does not describe but only states the views of its writer.
- (3) Examples in support of an idea or statement should be avoided as it may add to the length of the paragraph and an important point or idea may have to be sacrificed.
- (4) A paragraph should not exceed its given word limit. A few words less or a few words more may not matter but a 100 words paragraph should not extend into 200 words.
- (5) Simple and precise expressions should be used. Idiomatic expressions should be avoided for the sake of clarity of expression.
- (6) Grammatical mistakes and spelling mistakes should be avoided and proper punctuation marks should be used for effective writing.
- (7) A paragraph should have a good beginning and an equally effective ending.