

# Proofreading for Verbs

When proofreading for verbs we must first identify the subjects and any verb that may correspond to the subject. Keep in mind that subjects may have more than one verb if you use conjunctions: And, or, but.

## Time

Read the following passage. Locate all 10 verbs. Find the **3 verb tense errors**. Make changes so that they are in the appropriate form. Make sure that the time in a paragraph is consistent. Avoid switching between past and present time unless the meaning requires it.

### Example:

She had blonde hair and a pale face. Before the men can ask her what the problem is, she runs right into Ronald, and knocked him down to the ground. Harold offered to help Ronald, and by the time he is back on his feet, the woman was gone. To this day, Harold and Ronald have no idea where she went.

## Auxiliary Verbs

Read the following passage. Locate all the verbs and correct the 5 errors. Make sure all verbs are in their proper form following auxiliary verbs. Auxiliary verbs include: Be, have, and modals (may can, would etc.)

### Example:

She had blonde hair and a pale face. Before the men can ask her what the problem is, she runs right into Ronald, and knocked him down to the ground. Harold offered to help Ronald, and by the time he is back on his feet, the woman was gone. To this day, Harold and Ronald have no idea where she went.

## Subject-Verb Agreement

Read the following passage. Locate the 6 verb errors and make sure they agree with the subject. Make sure your verbs agree with the subject. You may need to change verbs to agree based on if the subject is singular/plural, the tense you're using, or the verb itself.

## **Example:**

She had blonde hair and a pale face. Before the men can ask her what the problem is, she runs right into Ronald, and knocked him down to the ground. Harold offered to help Ronald, and by the time he is back on his feet, the woman was gone. To this day, Harold and Ronald have no idea where she went.

## **Exercise:**

Locate and correct all the verb errors in the following paragraph. A key has been provided to help you with the types of errors that are present. **There are 16 errors.**

It is difficult to study at an academic level in a second language. You must constantly struggling with course content, which are always complex, as well as language uncertainty. Furthermore, you may has a limited amount of time in which to improve your English and successfully will completed your degree or diploma. Not only do you need to learn English to accomplish your goals, you also need to learn English fast.

Your English professor is able to provide you with valuable assistance. They will done their best to develop your language learning skills during class time; they also assigned you homework that will reinforce your skill development. In the same way that a coach helps an elite athlete, your English professors will help you. However, like an elite athlete, you must also be completing some of your training on your own. Considered yourself an elite academic athlete struggling to achieve a difficult goal.

Think about the number of hours that you dedicated to studying English in one week. It are likely that your English class time, together with the time that it takes you to complete your homework, does not fill up many of the 168 hours available to you every week. If you are only studying English during class time and homework periods, you may not progressing as quickly as you would liking.

If you believed that your English skills should be progressing faster, think about how you can learning independently. You may notice that studying at increasingly higher levels at a North American academic institution are forces you to learn more independently. Like an athlete in training, you can be studying independently in order to accelerate your progress in learning English. (Longman, 2005, p. 82-83).

Williams, J. (2005). *Learning English for Academic Purposes*. Canada: Longman