

DEPARTMENT OF ENGLISH | UNIVERSITY BT & EVENING COLLEGE

2ND SEMESTER SEC ENGLISH HANDOUT - 1

~ SYMBOLS USED IN PROOF-READING ~

SYMBOLS FOR FONT STYLE CORRECTION

- lc** Lower Case: use small letter
- cap** Use Capital Letter
- CAPS** All Caps
- c+lc** Set in lower case with initial Capital letter, e.g. someone's name.
- rom** Set in Roman type
- ital** Set in Italics, e.g. the name of a book
- bf** Set in Boldface
- lf** Set in Lightface, do not use bold letters
- wf** Wrong font, replace font from other family

SYMBOLS FOR CORRECTING TEXT POSITION

-]** Indent, Move to right
- [** Move to left, do not indent,
-]** Align Centre, e.g. a Chapter Title **[**
- tr.** Transpose letters or Words

SYMBOLS FOR CORRECTING SPACE

- #** Insert Space. Use an insert **^** mark in the text along with a **#** mark in the margin.
- c** Close gap or extra space
- Eq*** Equalise space between words: use if the typist has randomly pressed the space bar once, twice or thrice between words.

SYMBOLS FOR INSERTION AND DELETION

- ^** Insert text
- o/** Delete, also **e** or **D**
- sp** Correct spelling, correct letter or word
- sp** Spell out, write "two" instead of "2."

SYMBOLS FOR PARAGRAPHING

- ¶** Begin new Paragraph here
- run on** No Paragraph, merge two paragraphs, used with an arrow mark in the text block showing the two paragraphs.

SYMBOLS FOR PUNCTUATION

- o** Insert Full Stop.
- o,** Insert Comma
- o:** Insert colon
- o;** Insert Semicolon
- o"** Insert Quotation start Mark **66/**
- o"** Insert Quotation end (Unquote) Mark
- o'** Single Quote and Unquote **3/**
- o'** Insert Apostrophe
- set ?** Insert Question mark
- o!** Insert Exclamation Point
- =/** Insert Hyphen **^**
- o—** Insert Em-dash
- o-** Insert En-dash
- o(/)** Insert Parentheses **^**
- o/[** Insert Brackets **^**

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2ND SEMESTER SEC ENGLISH HANDOUT - 2

~ SYMBOLS USED IN THIS WORKED-OUT EXAMPLE ~

- “ Quote and ” Unquote, . Insert Full Stop, (tr) Transpose Word Order
- ’ Insert Apostrophe, (looks similar to , Insert Comma, # Add Space,) Close gap,
- Cap / Insert Capital Letter/ Upper Case, lc / Inset Lower Case/ Small letter
- ⌫ Delete, same as also ¶ start new paragraph

3. Apply any *twenty* proofreading symbols to the paragraph below with reference to its correct version: 1×20 = 20

The speaker of “We Are seven” recalls a conversation with a young girl who insists that there are seven children in her family, despite the fact that two of them have passed away. The speaker insists that, logically, there are ~~no~~ only five children in her family, and portrays the little girl as unable to fully comprehend death. In doing so, the speaker suggests that childhood innocence rise gives to a blissful yet limited understanding of the world, while adults are left to grapple with life's harsh realities.

The speaker stands by his understanding of death as some thing that definitively severs people from life. The young girl, on the other hand, proposed that Death is the transformation of life rather than its loss—that it is part of a larger natural

cycle and, as such, that the dead remain closely connected to the living world. These two perspectives are held in tension throughout the poem, without a clear resolution as to the nature of death and what death means for those left behind. The speaker maintains that death definitively breaks ties one's with the living. Thus, when the girl remarks that there are seven children in her family, the speaker disagrees. He only counts her living siblings and asks her to explain how there can be seven children in her family.

The girl goes on to explain that they are buried nearby and that she regularly spends time by their graves. The Speaker remains incredulous, however, insisting, “those two are dead! / their spirits are in heaven! The speaker believes that when people die, they are fundamentally cut off from the living, regardless of physical closeness or emotional connections; death is inherently incompatible with life, and the dead basically cease to exist. the girl pushes back against this idea, however, instead death seeing as a kind of transformative experience. Although her siblings have passed away, the girl still feels a strong kinship with them because they are buried just steps from her home.

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2ND SEMESTER SEC ENGLISH HANDOUT - 3

Grammatical Corrections in Proofreading: Worked-out Examples from University Questions

sp / spelling error, gr / grammatical error

- (a) No news ^{is} ~~are~~ good news. sp / gr
- (b) An apple ^a a day keeps the doctor ^s away. gr
- (c) the boy ^{es} go ~~to~~ school ~~yesterday~~. gr / "every"
- (d) I was in mumbai ~~tomorrow~~. gr / "yesterday"
- (e) All informations ~~should~~ be listed. gr / δ
- (f) She is youngest than he. gr / "younger" /
- (g) Virat ~~kohli~~ is one of the best cricketer ^s in the world. Cap / gr. - "s"
- (h) All Indians loves festivals. gr / δ

Corrected Sentences:

- a) No news is good news.
- b) An apple a day keeps the doctor away.
- c) The boy went to school yesterday.
- d) I was in Mumbai yesterday.
- e) She is younger than he. *Also correct:* She is younger than he is. / She is younger than him.
- f) Virat Kohli is one of the best cricketers in the world.
- h) All Indians love festivals.