



# ENGLISH II

~YASH SAHAY

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## # figures of speech (simply अलंकार)

function → present an idea without directly making a reference to it.

- create heightened or rhetorical effect in speech and writing.
- make language creative.

### 1. Simile

comparison of two completely unassociated things or ideas.

"जहाँ 'like' or 'as' दिखे वहाँ simile."

### 2. Metaphor (praise)

literal meaning नहीं मिलेगा

Hint → (is am are)

± indirect comparison अलग-अलग ~~छा~~ चीजों में।

### 3. Personification

- thing or idea को human बना देना या उसके reference में बात करना।
- poems में इसी से gyan देना जाता है।

### 4. Paradox

- situation or statement
- True but sounds impossible or conflicting.
- Two opposite facts or characteristics.
- eg. I must be cruel to be kind.

## 5. Oxymoron.

- contains two words
- with opposite meanings
- conflicting thoughts or opinions.

## 6. Antithesis

- Two components
- in opposition at the same.
- same grammatical structure
- for rhymic writing and speech  
e.g. No pain, No gain.

## 7. Alliteration

- sound (letter) of two adjacent words are repeated.

TikTok as an ex.

- company names for catchy phrase.

## 8. Forms of alliterations

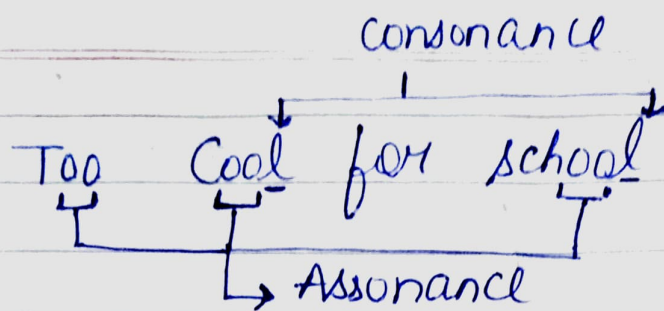
- i) Assonance → same vowel sound repeated
- ii) Consonance → same consonant sound repeated
- iii) Sibilance → sounds /s/ or /sh/ are repeated.

Rhyme → when consonance occurs at the end of two or more words.

- in poetry and prose
- Ad jingles and news tickers as catchphrases.
- provide lyrical effect.



e.g.



- Simple Simon (sibilance)

## 8. Irony

- often situational
- actual events जैसे expect करें थे उनसे बिल्कुल opposite हो जाते।
- clash in expected outcome.

## 9. Pun

- use of word in a way that it has two meanings.
- words could be same in spelling or sounds.  
e.g. can february March? No, but April May.

## 10. Juxtaposition (contrasting effect)

- two opposing ideas are placed next to each other in such a way that they highlight the differences or similarities.  
e.g. All is fair in war and love.

## 11. Synecdoche

- use of word or phrase → its part can be used to refer to the whole and vice versa.

e.g. How did the accident happen? He fell fast asleep on the wheels. (refer to vehicle or car) → part to whole.



e.g. I went out to lunch with my friends.  
(Friends refer to certain individuals)  
↳ whole to part.

## 12. Anaphora.

- Technique of repetition. of word or seq. of words at begin<sup>n</sup> of a clause, a phrase or a related clause.
- in campaign slogans and poems.  
e.g. Stay home.. Stay safe.

## 13. Metonymy

- use of name of one thing for another.  
e.g. Men in Blue (refers to Indian cricket team mostly).

## 14. Litotes

- -ve sentence की +ve way में use करना।  
e.g. What he said is not without truth.  
How's that? Not Bad.

## 15. Hyperbole (exaggeration)

(लंबी-लंबी कहना।)

- e.g. pin drop silence, died laughing at jokes.

## 16. Euphemism

(taboo, truth, etc.)  
किसी unpleasant या embarrassing चीज को  
indirect way में कहना।

e.g. passed away instead of died.  
downsized (from job) instead of fired.  
well fed " " overweight

## # Discourse Markers

- Basically connectors
- spoken → avoid repetition of words or phrases, to allow for a thinking pause, stop gaps. (informal)
- written → show cause and effect, contrast and addition, chronology, sequence etc.
- mostly at the beginning
- used to shift or end conv.<sup>n</sup>.
- express mood and attitude too!

### i) to express opinions

+ve → wow, Absolutely, yeah, yep

-ve → Honestly, To be honest

uncv → I guess so, I suppose so.

### ii) for the conversation starters

well, first of all, to begin with, for starters, at the outset.

### iii) for adding information

to my knowledge, as far as I know, on top of that, another thing.

### iv) for adding emphasis

Actually, and here's the thing, as a matter of



fact, in fact, apparently, I'd go as far as to say, hands down.

- v) for clarifying  
you see this?, you understand this?, did you get that?
- vi) for contrast  
that said, at the same time.
- vii) for concluding  
overall, all in all, in a nutshell, at the end of the day.

→ for spoken / informal

So, Oh!, You know, Ah! Great news!,  
Um..., Right, well!, Anyway, Actually,  
Awesome!, OK!, Absolutely

~~well~~.

## # Rhythm

→ Greek → flow

→ Hindi → दादा / दादा

- repeated patterns of sounds, an arrangement of syllables, in a unit of speech.
- certain pause-group
  - certain no. of syllables.
  - all groups → दादा दादा दादा दादा syllables.
  - take similar lengths of time to speak.
- may also have comparable no. of prominent and other syllables.

## # Pitch

- Highness or lowness of your voice.
- A variety of pitches should be used to hold the listener's attention at different situations.
- using more pitch variation helps us to become a good speaker or a fluent speaker.

## # Intonation.

- rise and fall of the voice in speaking especially when it gives different meaning of what is being said.
- used to avoid monotone and <sup>to</sup> give different shades of meanings.

## Types —

1. Rising  
→ end of ~~just~~ sentence makes a sentence in a question.
2. Falling  
→ questions that begin with who, what, when, where, why, which and how usually end in falling intonation.
3. Flat



## week - 2 [English - 2]

- Yash Sahay



#

### Adverbs

- modifies verbs, adjectives and other adv.
- express when, where and how action is performed.
- Indicates quality or degree of action.

Ex. He loved her very much.

#

### Adverb clause

He carried the load until he was tired.

### Adverb phrase

You are irritated without any reason.

Clause - subject-verb arrangement मिनी /  
Phrase - subject-verb arrangement नहीं मिनी

### # Adverb Types

#### 1. Adverb of Manner [How]

→ express manner / approach / process of an act

Ex. Beautifully, equally, thankfully, etc.

#### 2. Adverbs of Degree [How much]

→ express importance / level / degree of action.

ex. completely, nearly, entirely, much, somewhat etc. + Thoroughly, ✓

3. Adverbs of Place / Direction [where/what direct<sup>n</sup>]  
↳ indicates place/direction of action.

ex. Across, over, under, in out, through, backward, there, around, here, sideways, upstairs, etc.

4. Adverb of Time / Frequency [when/how often]  
↳ expresses → of an action.

ex. Always, never, often, eventually, now, seldom, before, Sunday, 10AM, etc.

5. Sentence Adverbs. → refer to whole sentence  
→ usually at the beginning  
→ indicates attitude and POV of speaker or writer.

ex. Hopefully, I will finish the assignment  
Apparently, certainly, etc.

6. Conjunctive Adverb  
→ connects phrases or independent clauses.  
→ also called connectors.  
→ transition between ideas.

ex. The train started very late, nonetheless, it arrived at the dest<sup>n</sup> on time.  
However, consequently, etc.



## # Tense and Aspects

↳ 375 4 subtypes

↳ Perfect, continuous etc. etc.

↳ tells about the moment in time.

- Sirf Itna Yadd Rakha !!



### I. Present Tense

i) Simple / Indefinite

↳ verb first form

V(1) + s/es

ii) Progressive / Continuous  
is/am/are + V<sub>1</sub> + ing

iii) Perfect  
have/has + V<sub>3</sub> ‡

iv) Perfect continuous  
have/has been + V<sub>1</sub> + ing

### II. Past

- i) V<sub>2</sub> form
- ii) was/were + V<sub>ing</sub>
- iii) had + V<sub>3</sub>
- iv) ~~will~~ had  
had been + V<sub>1</sub> + ing

### III. Future

- i) will/shall + V<sub>1</sub>
- ii) will be + V<sub>1</sub> + ing
- iii) will have + V<sub>3</sub>
- iv) will have been + V<sub>1</sub> + ing

## # Regular verb forms

I form में d or ed लगाकर और forms बन जाती है।

| <u>ex.</u> | Present | Past  | Past Participle |
|------------|---------|-------|-----------------|
|            | Act     | Acted | Acted.          |

# Irregular verb forms  
New forms but in various other ways.



# REGULAR AND IRREGULAR VERB FORMS

- In case of most verbs in English, the past and the participle forms are formed by adding /d/ or /ed/ to the base verb. Such verbs are known as regular verbs.

| Present | Past  | Past Participle |
|---------|-------|-----------------|
| Act     | Acted | Acted           |
| Live    | Lived | Lived           |
| Hope    | Hoped | Hoped           |

- In case of other verbs in English, the past tense and past participle forms are got, not in the regular way mentioned above (i.e. by adding /d/ or /ed/), but in various other ways. These verbs are called Irregular verbs.

| Present | Past | Past Participle |
|---------|------|-----------------|
| Am      | Was  | Been            |
| Are     | Were | Been            |
| Bear    | Bore | Borne           |

| Present | Past           | Past Participle  |
|---------|----------------|------------------|
| Become  | Became         | Become           |
| Begin   | Began          | Begun            |
| Come    | Came           | Come             |
| Cut     | Cut            | Cut              |
| Dream   | Dreamed/Dreamt | Dreamed/Dreamt   |
| Go      | Went           | Gone             |
| Lend    | Lent           | Lent             |
| Rise    | Rose           | Risen            |
| Sew     | Sewed          | Sewn             |
| Shine   | Shone/Shined   | Shone/Shined     |
| Spin    | Span/ Spun     | Spun             |
| Strike  | Struck         | Struck/Stricken  |
| Wake    | Woke/Waked     | Woke/Waked/Woken |
| Wear    | Wore           | Worn             |
| Write   | Wrote          | Written          |

# How do we identify Adjectives?

## Many Adjectives in English have certain endings, such as

- -able/-ible: uncomfortable, invisible, responsible, adorable etc.
- -al: viral, illegal, educational, gradual, critical, etc.
- -an: Indian, American, Mexican, urban, etc.
- -ar: popular, spectacular, vulgar, etc.
- -ent: competent, patient, intelligent, silent, violent, etc.
- -ful: shameful, powerful, harmful, thoughtful, beautiful, etc.
- -ic/-ical: synthetic, problematic, athletic, energetic, magical, scientific, etc.
- -ine: feminine, masculine, bovine, canine, equine, etc.
- -ile: fragile, agile, docile, fertile, virile, etc.
- -ive: selective, predictive, informative, native, talkative, etc.
- -less: harmless, careless, endless, homeless, senseless, etc.
- -ous: precious, delicious, notorious, cautious, dangerous, etc.
- -some: tiresome, awesome, handsome, lonesome, wholesome, etc.



## # Noun as Adjectives

→ with Noun

- Dinner table
- Music class

→ Acts as adjectives

## # Attributive and Predicative Adjectives.

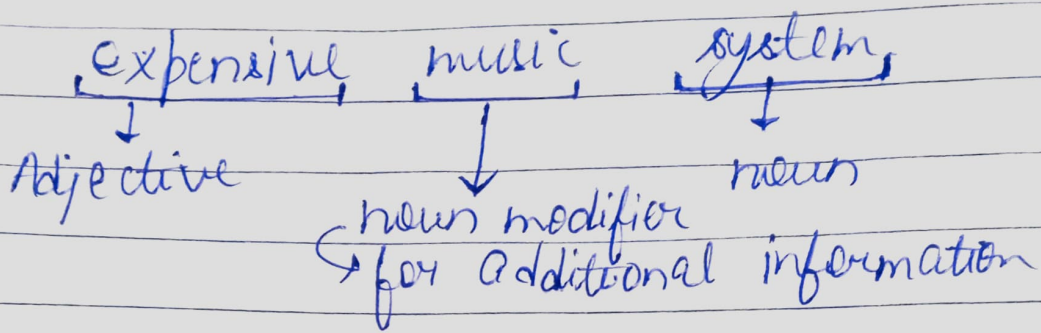
→ before nouns  
→ give particular  
info. & detail

→ after linking verbs  
like look, seem, etc.  
→ act as complement.

e.g. I have an old car

She is beautiful.

# Adj. before nouns that modify other nouns.



## # Ordering of Adj in a phrase

- i) before a Noun - wed dress
- ii) Before an Article & Noun - The dirty room
- iii) Between possessive and a Noun  
(Pronoun)

e.g. has Big office.

iv) Between a Demonstrative and a Noun.  
 ↳ this / that / these / those

e.g. that aggressive moment

v) Between an Amount and a Noun  
 some / most / all / a few  
 e.g. - a few ordinary things

# Intensifiers → चीजें intensify करेगा / (simple)

- Quite: quite an expensive item.
- Rather: a rather painful decision.

## # Degree Adverbs

- Before Adj., verbs or other Adv.
- tells about extend / degree of something.



~~other~~ • extremely, always, completely, fair, rather, slightly, too, totally, very (much)

# very and Too.

↓  
to a high degree → more than enough

• Informal spoken, in -ve sentences  
↳ too means 'very' sometimes.

# Very and very much

1. very को verbs से पहले use नहीं कर सकते but very much can be, to emphasise. with verbs like Doubt, fear, hope, like, want, admire, appreciate, enjoy and regret.

2. Verb III form से पहले very use ✓ but very much X

3. ~~But~~ Passive voice में V. III form से पहले very much ✓ very X

# Gradable Adj  
↳ जिसकी comparative और superlative form हो सके।

e.g. effective, hard, etc.

+  
Extremely / Hugely / very

Non-gradable Adj.  
↳ Just opposite.

e.g. sure, terrible, etc.

+  
Absolutely / simply / completely.

# Quite  
Two meanings  
to a large degree or  
very much  
to a particular degree  
but not 'very'

• Comment Adjectives ✓

# Focus Adverbs - Only / Even / Alone  
usually in mid position  
of sentence but if  
they refer to subject  
they come before it.  
comes after  
noun and  
simply means  
'only'.

# Active voice

Subject + Verb + Obj.

- tells what a person  
or thing does

Passive voice

Obj. + Verb + Subj.

- Tells what is  
done to someone or  
something

→  
Form of Be (is/am/are/was... etc.)  
+  
V<sub>2</sub> (transitive V.)

eg. Ravi gave Deepa a Book. ⇒ Deepa was given  
verb indirect Direct  
obj. obj.  
a Book by Ravi.



# Functions of Passive

- Contexts where the passive is preferred:

1. "When the actor is unimportant."
2. "When the actor is unknown."
3. "When you want to hide the actor's identity."
4. "When you need to put the punch word at the end of the sentence."
5. "When the focus of the sentence is on the thing being acted on."
6. "When the passive simply sounds better."

**Source:** Garner, Bryan A. (2016). *Garner's Modern English Usage*. Oxford University Press. pp. 676–677.

## More Functions:

- When we want to emphasize the receiver of the action:

- *America was discovered by Columbus.*

- When we don't know who did the action (the agent):

- *Some rare artefacts were stolen from the museum.*

- When we think the agent is not important.

- *The bridge is being repaired.*

- When the agent is known and predictable:

- *The workers are paid weekly.*

- When we make general statements/announcements/appeals:

- *People are requested generously to the relief funds.*

- When we want to avoid/supress the responsibility of the actions

- *The bullet got fired./The bullet was fired.*

# ACTIVE- PASSIVE VOICE



@FAB ENGLISH



ONE  
SHOT

6:52



Active Passive Voice In One Shot! | Rules, Tips  
And Examples | English Grammar

Bhumika Chauhan English · 52K views · 1 year ago

Just have a look !!



Shorts



# Sentence Types

## **Simple Sentence**

- Contains a subject and a predicate
- Expresses a complete thought.

### **Examples:**

The boys went to the park.

We like pizza.

### **Tip:**

A simple sentence is also called an independent clause.

## **Compound Sentence**

- Contains two or more independent clauses.
- Clauses are joined by a coordinating conjunction.

### **Examples:**

The boys went to the park, but they did not go to the zoo.

We like pizza, and we like spaghetti.

### **Tip:**

Look for these conjunctions:  
*for, and, nor, but, or, yet.*

## **Complex Sentence**

- Contains an independent clause and a dependent clause.
- Dependent clause begins with a subordinating conjunction.

### **Examples:**

Because the boys went to the park, they did not go to the zoo.

The boys did not go to the zoo because they went to the park.

### **Tip:**

Look for these subordinating conjunctions:  
*after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever.*

# Clauses

## Independent Clauses

(Main Clauses)

## Dependent Clauses

(Subordinate Clauses)

### Noun Clauses

What?

That  
Who  
Which  
How

### Adjective Clauses

(Relative Clauses)

Who, Whom, Whose, Where,  
Which, That

### Adverb Clauses

How? → as if, like, the way  
Why? → because, since, as, for  
When? → when, whenever  
Where? → where, wherever  
Conditional → If  
Concession → Although, Though

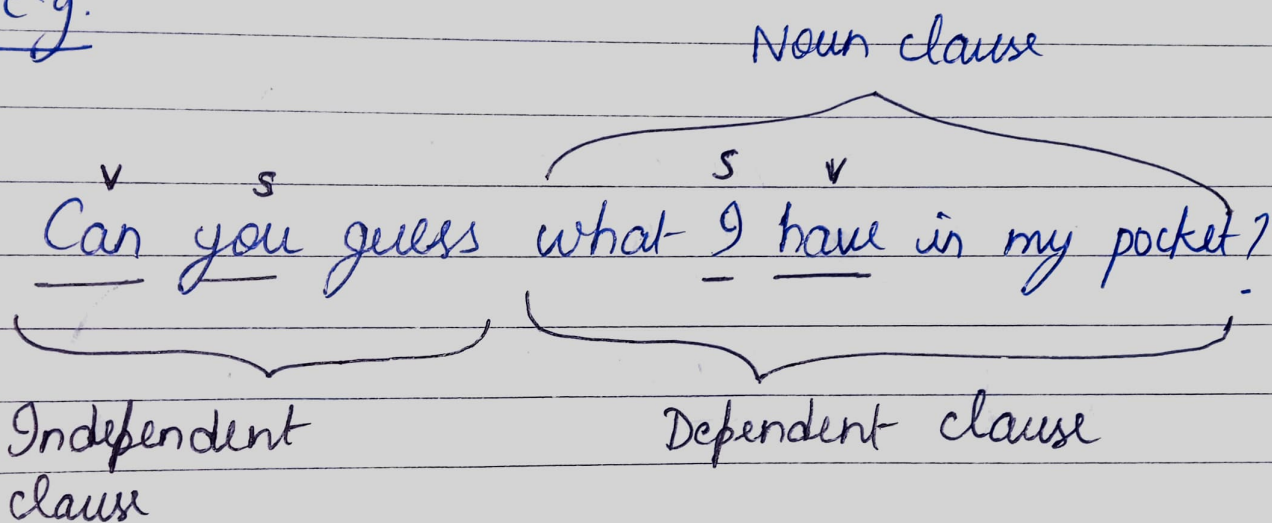


## # Noun clauses

sentence "what" की answer देता।

Keywords: what, whatever, That, who, which, How.

e.g.



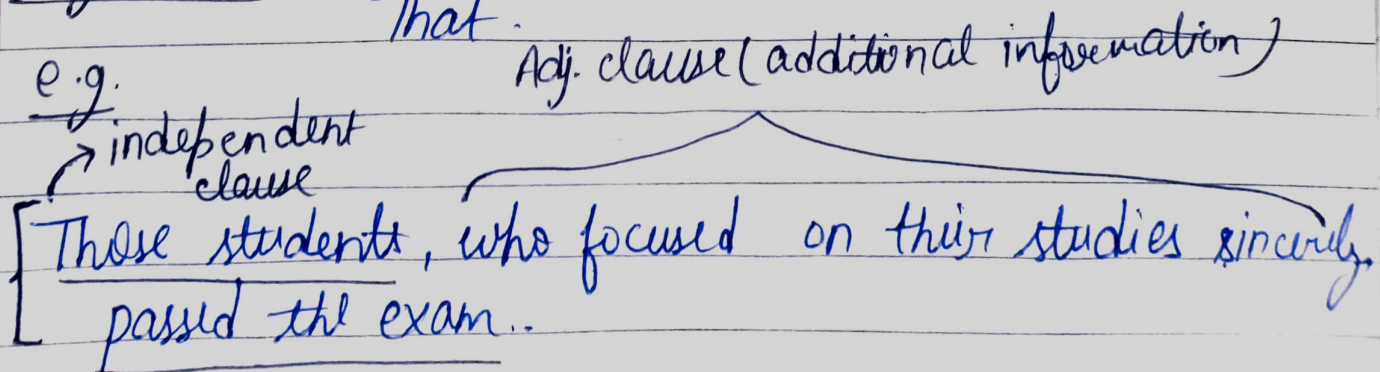
can be used alone as a complete sentence.  $\Rightarrow$  can you guess "what"  $\rightarrow$  It answers ✓

## # Adjective clauses

$\hookrightarrow$  provide some additional information.

Keywords: who, whom, whose, where, which, That.

e.g.



where is the fan, <sup>s</sup> which was working properly?  
independent clause      Adj. clause  
(Giving additional information)

# Adverb Clauses → (Conditional, Concession)

↳ Answers

How? why? When? where?

e.g.

I completed my work in time because I wanted to impress my boss.

If you don't work hard, you will not succeed.

# Sentence - Subj. + Predicate

↳ (verb + object + Adverbial etc.)

# complet

# complements → structurally indispensable

↳ essential part of sentence / clause / phrase.

↳ If you remove, sentence becomes ~~un~~-ungrammatical.

e.g.

Seema reads in the morning.



#

## Adjuncts

→ structurally dispensable

- optional part of sentence / clause / phrase.
- If removed, doesn't structurally affect sentence formation.

e.g.

→ No effect

Raju helped ~~Ramu~~ in the morning after  
Breakfast.



बहुत आसान हैं

# CLAUSES



✓ Dependent & Independent Clauses

✓ Noun, Adjective & Adverb Clauses 56:25



Clauses क्या होते हैं? Types: Noun, Adjective & Adverb Clauses | Independent & Dependent C...

Spoken English Guru · 11 lakh views · 1 year ago



## Week 4

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WEEK 4 important topics with respect to exam...

- synopsis
- illustrations
- essay structure
- revision..

ps ye dkh lio ek baar bhail

## Week - 5 [-Yash Sahay]

→ Deals with range of semantic notions

- Modality - meaning expressed by modal verbs.
- Moods - The way by which an action is carried out

### # Auxiliaries / Modals

- one way of expressing.
- They do not represent a situation as a fact.
- No number and person distinction.
- Doesn't mark Tense.
- Don't have infinitive (like to go, to come) or -ing forms.
- separately work on agreement, tense and negation. (-ve)

They are:

shall, should, may, might, can, could,  
will, would, ought to, Dare, must,  
need

⇓

always takes  $V_I$ .

### Helping verbs

Be, is, am, are, was, were, being, been.

1. Can vs could

- possibility

could → present / past / future ✓

can → general possibility.



- Ability  
can → present

could - past

→ making suggestions  
could

→ permissions,  
request, offers  
can/could

could > can  
→ politeness + formal

2. will and would

- supported speech
- Habits (past habits)
- imagined situations in future.
- things expected to happen in past.

↓  
- real possibilities (future)

- will

- what we think or guess will happen.
- talk about things we are ready to do without any issues.
- General rules (signs, code of conduct, company policies etc.)
- Give order or commands.

will < would

↓  
Polite + formal → request/proposal

• with State verbs → would X

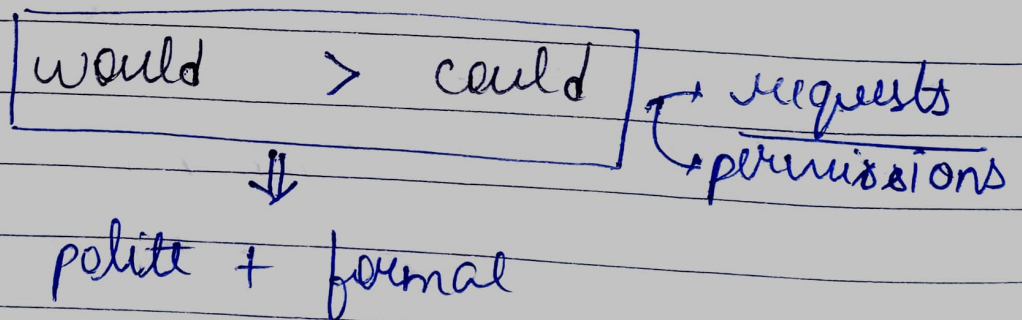
↓  
describe a state or cond<sup>n</sup> that is stable or unlikely to change (e.g.) know, feel, believe, etc.

- Express liking and preferences for something  
love, hate, prefer, like, glad + would  
↳ for certain situations.
- Give opinions on certain things → would.  
e.g. I would say he is about forty.
- for refusal → would
- wish → would ← result of an action

# could vs would

- |                       |                          |
|-----------------------|--------------------------|
| - possible situations | - imaginary situations.  |
| - making suggestions  | - Making offers          |
| ↳ we could buy maggi. | would you like some tea? |

fixed phrase: would you mind ✓



# Must

- ↳ necessity / Mandatory / compulsion.
- ↳ Obligatory & interpretation → three types



- i) self-imposed
- weak form of obligat<sup>n</sup>
  - involves 1 person Subj.

e.g.  
I must visit him.

- ii) non-imposed
- warnings & rules
  - involves human performers of action.

- iii) social obligations

- कर्तव्य-भाव type

e.g. we ~~are~~ are going to Bangalore tomorrow.  
we must visit Rameesh uncle and his family.

## # Mustn't

- -ve form of must
- necessary obligations

e.g. You mustn't  
distracted while  
driving.

# will vs shall <sup>intention, willingness, prediction</sup> → strong obligations in legal context.

Normal future case  
→ I/we → shall      others → will

But in case of POET.

|                   |   |                            |
|-------------------|---|----------------------------|
| P - Promise       | } | I/we → will                |
| O - Oath          |   | and He/she/It/they, others |
| E - emphasisation |   | → shall                    |
| T - Threat        |   |                            |

- we use ought to in place of should to give an opinion or advice.

# Should → core meaning → "requirement"

- weaker obligations like social duties, etc.
- Advice or suggestions to convey requirements of appropriate behaviour.

e.g. You should inform me before you leave.

- 'why' - questions + should → question or deny social req. relevance.

e.g. Why should I do what everyone else does?

- Indicates probability

# May (can - informal permission)

- possibility
- permission (formal) → Give or take
- concession (~~रिवाज~~ दूर, रियायत)

e.g. He may be child, but he is very wise.

# Might

- Possibility and permission
- shows lesser possibility than 'may'.  
→ can be hypothetical or universal interpret?

e.g. She is a bright student, so she might become successful.



# Week-6 [English-2]

- Yash Sahay

Date \_\_\_\_\_  
Page \_\_\_\_\_

Sentence = Subject + Predicate

Declarative sentence



Predicate = [verb + object (s)] [adjuncts/  
adverbs]

Affirmative (+ve)

- They have had food.

Negative ('not')

- They have not had food.

functions

Engage  
verify  
confirm

# Question Tag (Q.T.)

1. Tense should be same.
2. Always use a pronoun in the Q.T.
3. Always use contracted forms
4. If sentence is +ve then Q.T. is negative.

Did not - Didn't

were not - weren't

Has not - Hasn't

will not - won't

Have not - Haven't

was not - wasn't

should not - shouldn't

shall not - shan't

am not  
are not } aren't

Exceptions - ex - Everyone loves money, don't they.

Everyone, someone, everybody, each, (one/body)  
→ Q.T. should be plural.  
plural verb + plural pronoun.

- some special Q.T. cases

1. Please pass the glass of water \_\_\_\_\_?  
would you → polite

2. Have some cake \_\_\_\_\_  
would you?

3. Shut up can't you? → impatience

4. Stop Non-sense can't you?

# Interrogative Sentences → usually wh-words  
→ quest. words in English

when any sentence (affirmative or any) is converted to interrogative then following things must be same (or agreement must be there) i.e. Person, Number, Gender.

|         | Sing.      | Plural.              |
|---------|------------|----------------------|
| Present | is, does   | do, are Am           |
| Past    | was        | were + did (in both) |
| future  | shall/will |                      |

- verb hosts agreement marking as well as Tense.

- Question formation attracts attention in the structure of a sentence.

- Two types of Questions

Content type

(Ans. ~~not~~ ~~not~~)

• Yes or No type.

(Answer - Yes or No)



- # Questions in complex sentences (embedded)  
 → Subj. + Predicate (verbs/sentences)  
 "complex sentences" → previous week notes

## Embedded Questions

- Two sentences are connected and second sentence is of "wh" family.
- first sentence can be irrespective of tense / verb ... etc.
- In second sentence Helping verb ~~also~~ comes after subject.
- Direct / Indirect में mostly question "wh" को embedded ही होता है।

imp. example - + remove 'did'

What time did he arrive?

I wonder what time he arrived.

I                      "wh"                      II

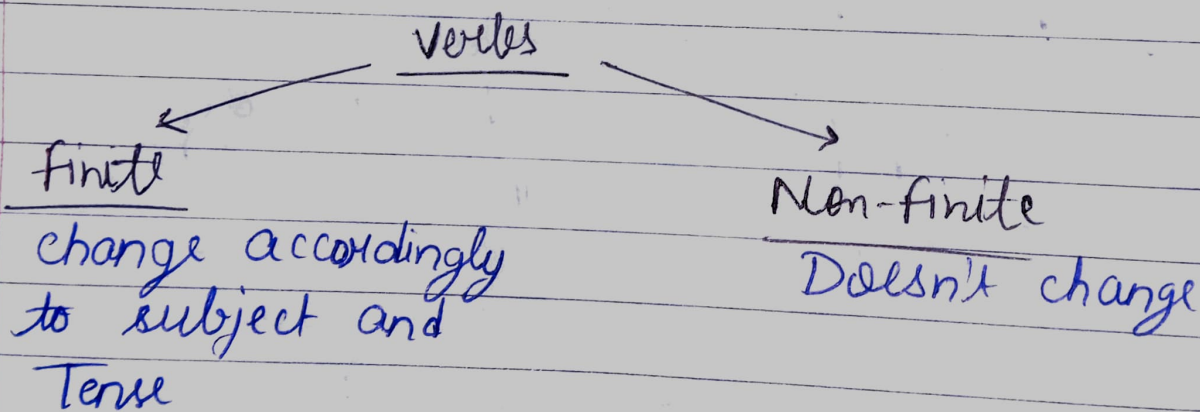
- Tense same रहता / कुछ cases common sense चलता है वस, लगा लेना अगर हो तो।

## # Whether and If clauses

- "fx" as complementizers.
- Appears in the form of an indirect question, to add mildness to questions.
- expressing doubts or choices between alternatives.
- introduce a clause or start embedded clause.

## # Difference between whether and if

1. Before to - infinitive.  
whether ✓ if ✗
2. After preposition  
whether ✓ if ✗
3. "or not" से पहले  
whether ✓ if ✗
4. "or not" → if it's in end of sentence  
----- whether ----- or not → formal  
----- if ----- or not → very informal.



— same <sup>are</sup> ~~as~~ Finite and Non-finite clauses

### 1. finite

ex. I know you.  
      ↓  
      knew  
      ↓  
      in past

### 2. Non finite

→ to - infinitive  
ex. to speak, to write  
→ Present participle  
→ Past participle



- present participle → V<sub>ing</sub> form works as Adjective

ex. I saw a barking dog last night.

- past participle → V<sub>III</sub> form works as Adjective.

ex. I have a broken chair.

- Transitive verb - जिस verb के साथ object रहता है।  
ex. He eats fruit.

- Intransitive verb - जिस verb के साथ object नहीं होता है।  
ex. He sings.

- Direct object

→ Ask "what or whom" in sentence. It's Answer is direct object.

- Indirect object

→ Ask "to whom", Its answer is indirect obj. + "for what"?

- Ditransitive verb

verbs that are followed by two objects:  
1. direct                      2. indirect.

ex. My father gifted me a Bike.

A bike - Direct                      me - Indirect

# That - clause → restrictive clause  
→ is/am/are/was/were. etc.

Be + adjective      - I am sure that  
Be + past participle      OR      - I am disappointed that

- common expressions

Be + afraid, disappointed, sorry + that  
aware glad sure  
certain happy surprised

The + fact / belief / idea + that ✓

# Some common Ditransitive verbs

Tell, gift, inform, Advise, Assure, Convince,  
Remind, Promise, Teach, etc.



# That- clause as a subject

- ▶ It is possible but uncommon to use that- clause as the subject of the sentence.
- ▶ That he believes his own story **is** remarkable.
- ▶ Notice that the word (that) here shouldn't be omitted.
- ▶ Be aware that starting a sentence with a noun clause starting *That* is acceptable, but it grates on lots of people's ears. As a result, many writers prefer to precede it with "The fact...".)
- ▶ The fact that he believes his own story **is** remarkable.

!! For week 7 learn the use of these words (mtlb fill ups  
m agr ye aaye toh most appropriate select Krna aana  
chahiye bs) !!

much, many, little, few

all, none, any, many, mostly, rarely, seldom, often,  
frequently, hardly ever, etc.

billions, dozens, hundreds, litres, meters,  
numbers, millions, lakhs, pairs, quintals, scores,  
tons, etc.

last, first, least, most, smaller than, greater than,  
hardly any, etc.

percent, portion, proportion, ratio, part, partly,  
wholly, substantially, several, seldom, etc.



## Week -8 [English-II]

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~ Yash Sahay

### # Writing An SOP $\rightarrow$ A skill

$\hookrightarrow$  statement of purpose

- tells reader who you are
- universities, companies, etc ask for an SOP.  
To get better picture of the candidate.

- vague statements X

- It should :-

1. tell stories - मतलब skills, abilities एक story की form में बताना।

2. Describe events (specific), incidents & targets

3. Avoid jargon, cliché, vagueness, Ambiguity, etc.

4. written in simple words & sentences.

5. Brief, error-free.

- Includes marksheet, degree certificates exams passed and how well done so

- Testimonials included.

evaluation  $\rightarrow$  learning limited न दिखे वरना।

$\hookrightarrow$  अच्छी-अच्छी बातें करके सब समझा वो तमीज़ में



(successful SOP) ✓

!! Baki example dekh lena !!

- Avoid redundant things specially in stories, like "There was a Monkey" and "it had a tail".

- Simple-sentence + - words  
1 verb 1 or 2 syllables.

simple language

- Redundancy example

1. Independent researcher and a team player

! Both not possible together!

2. complete (dedication) → only this enough

3. Prove myself - To whom for what

4. English Post-Graduate, etc.

# Writing Précis (/prei/) <sup>with initial syllable stress</sup>

→ Read original passage and then write it in  $\frac{1}{3}$  of no. of words in that passage. +

✓  ~~$\frac{1}{3}$  words must be same of original~~  
→ Till then keep drafting

ex.

original para word count = 34

précis = 12 or 13 words

↓

without missing any point

- ultimate skill of writing.

- lines must not like isolated sentences listed next to bullet points.



- must be one or more paragraph with sentences following from and leading to one another.
- all this + within  $\frac{1}{3}$  of words in original passage.
- Need good proficiency in language
- use one word for many words  
e.g. In our time - presently  
Have had revealed to us - seen
- Rewrite to indirect speech, changing all pronouns into third-person. but without changing their number and gender.
- long lists of names & particulars not include.
- Sentence must be connected, if necessary, with discourse markers like - also, besides, but, etc. keeping their numbers under control.
- only write single digit number numbers in words.

#### # LAB Report answers :

- what was done
- why done.
- How? [Tools, methods, materials, process, etc.]
- Time and cost
- Results

- f) Previous work, differences & similarities
- g) Applications, extensions, future work

## # Pauses

Tells the reader to stop Briefly and then continue reading. These are

1. comma (,)
2. semi-colon (;)
3. colon (:)

## # Comma

- Separate items from a list.
- separates words that are not part of the sentence.
  - i) sentence adverbs - unfortunately, fortunately, frankly, hopefully, sadly.
- forms of address
  - e.g. Riya, can you -----
  - Sir, I want -----
- | Salutations / greetings | closing           |
|-------------------------|-------------------|
| Dear Sir,               | Yours faithfully, |
| Dear Riya,              | Yours sincerely,  |
- separate linking words
  - ↳ However, therefore, for example, in fact, etc.
- clauses
  - ↳ No comma.
  - independent clauses = complete sent.



- Dependent clause (subordinate clause) + independent clause = main sentence

comma ✓

eg. When I get home from work, she practices violin for an hour.

- Independent clause, ✓ + and / or / but / so + independent clause

- Dependent clause + independent clause = main sentence.

eg. If you get good grades, I will take you to hell.

- Independent clause + dependent = main sent.  
(also comma) ||

He was so happy when she failed the qualifier.

- Essential relative / adjective clause: no comma

eg. That man is the con who lost her ex. last month.

- Non essential relative clause

My friend Bhupinder Jogi, whom you met at my home, is heading US tomorrow.

- use comma before quotation.

# Semi colon (;)

- The semi colon (;) is used to combine closely related sentences.
  - I went to see the jumbo circus with my kids.  
I thought it was terrible. They thought it was great.  
I thought it was terrible, but they thought it was great.  
I thought it was terrible; they thought it was great.
  - Conjunctive adverbs : however, therefore, of course, in fact, for example etc.  
She has not got many friends. However, everyone likes her.  
She has not got many friends; however, everyone likes her.  
My dog knows many tricks. In fact, he can bark on command.  
My dog knows many tricks; in fact, he can bark on command.
- 

# Colon (:)

- The colon (:) introduces information after an independent clause.
- ☐ Lists
- Here are the three states that start with the letter A: Andhra Pradesh, Arunachal Pradesh and Assam.
  - I have several favorite genres of movies: drama, science fiction, and mystery.
- ☐ Clauses
- Never forget this point: think before you speak.
  - Never forget this point that you must think before you speak.
  - The world is a stage: play your role well.



## # Apostrophe (')

- a) mark contraction : use apostrophe in place of omitted letters.
- b) Mark possession.  
Sinchan's lover - - - etc
- c) Noun that ends with 's'  
sheryas's x sheryas'  
to avoid hiss sound.
- d) possessive pronoun (yours, theirs, hers, ours, its) ✓
- e) contradiction  
it's - it is or it has

week-9 [English-2]  
@ Yash Sahay

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Questions from this week in exam:

1. Audio Based
2. Reading comprehension

So, just preparation of this week particularly  
doesn't matter at all !!



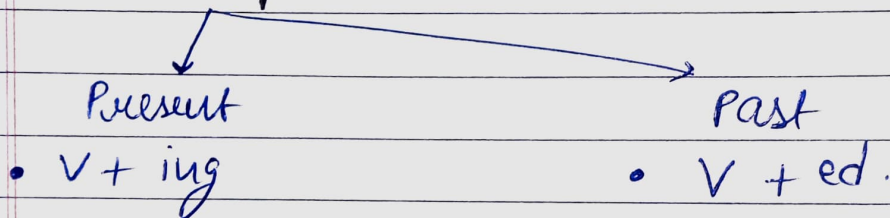
Active: The principal suspended the class.  
Passive: The class were suspended (by the principal) → adjunct ✓

→ Agent get role of adjunct.

Passive → Be + V<sub>3</sub>.

↳ only transitive verbs participate  
purpose → suppress agency  
e.g. The letters were sent.

## # Participles



V<sub>3</sub> (Participle) → Eaten / Booked etc.

- Participles fx<sup>n</sup> as Adjectives.

e.g. swimming away from difficulties.

- Participles fx<sup>n</sup> as Nouns → Gerund

e.g. swimming is fun.

## # Reported speech (indirect speech)

↳ helps us to report what other people said.  
↳ aids in softening of language in formal contexts

consist of the following

i) the reporting clause  
contains reporting verbs, (say, tell, ask, etc.)

usually in simple past forms.

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- 'say' & 'tell' → most commonly used in spoken.
- Add, comment, complain, confirm, agree, admit, explain, offer, hint, suggest, advise, inform, announce, describe, elaborate, etc → formal & written lang.

say → report questions, greetings, wishes.  
tell + \_\_\_\_\_ personal pronoun  
(me, him, her, them & us)

→ In reported, message is more imp. than exact words.

"Best of luck!" → He wished her Luck.

(ii) The reported clause

↳ what original speaker said

↳ embedded clause & types depends on the reporting verb.

i) that clause with majority reporting verbs  
e.g. She said that - - - - -

ii) if / whether clause (ask, ~~request~~ enquire, request)  
↳ If is more common.

★ if clause → Yes/No direct questions.

content questions → wh-family, pronoun changed & its word order is switched with the verb.



→ My father ~~told~~ me ~~not~~ to worry.

(iii) to infinitive with tell.

(iv) ing participle with suggest

→ he suggested completing & submitting

# Modifications to subject & object personal pronouns

- personal pronouns → III person sing./pl. form in most cases

- I / we / me / my / mine / us / our → he / she / they / it / his / her / their, its respectively.

e.g.

They said, "we have

They said that they

• will not apply when speaker is reporting to himself.

e.g. I said ~~that~~, "I watched

I said that I watched

- II person pronoun changes acc. to object pronoun in the reporting clause.

e.g. He said to her,

He said to her that she

- III person pronoun in reported clause is unchanged.

e.g. She said, "He

She said that he

## # modifications in verb Tense

↳ verb tense in reported clause shifts to past tense.

- ~~simple past~~ →

simple present → simple past

present continuous → past continuous

present perfect → past perfect

present perfect continuous → past perfect cont.

e.g. They said, "~~we~~ we have won the game".

They said that they had won the game.

simple past → perfect Tense  
(direct) (reported)

- reporting clause in present tense  
then reported clause too takes the  
present tense form.

e.g. He says, "She is a dank person".

He says that she is a dank person.

- In reported clause

↳ habitual / factual event / universal  
Truth

↓  
Always present tense

e.g. She said, "The sun sets in the  
west".

She said that the sun sets in the west.



## # Modifications in Time Adverbials

Today → that day

Yesterday → the day before / the previous day

The day Before Yesterday → two days before.

Tomorrow → the next day / following day

Next week / month / year → the following week / month / year.

Last week / month / year → the previous week / month / year

Ago → Before

This week → that week

This / that → that

Here → there



Left  
(Direct)

→  
conversion

Right  
(Reported)

#

## Conditionals

↳ complex sentences ~~occure~~ where the independent and subordinate clauses are connected by a conditional subordinating conjunction.

I will invite her if she will propose me.

↑ result  
independent clause

↳ conditional clause.



- if - clause पहले और बाद में पूरी आ सकता है।  
पहले आया तो comma (,) लगेगा after if clause.

## # Types of conditionals :

### 1. Zero conditional

- indicative of General truths like laws, rules, or general facts.

e.g. The clay becomes sticky if you add water to it.

- used to refer to a time that is now & always and situations that are real and possible.

Verbs → simple present (both clauses)

### 2. First conditional

- situations with real possibilities -

Time referred → future

verbs

if - clause

simple present

independent cl.

simple future.

e.g.

If the prices of gifts rise, she will fall.

### 3. Second conditional

unreal/hypothetical / unlikely situations

Time referred → present or future -

- verb → if - clause → simple past



- Independent clause uses could / would / might modal + infinitive (to)  
↳ not in all cases

e.g.

If we had better options, we could move on.

- 'if' follows ~~by~~ 'be' (all is / am / ...) ✓  
↳ construction is not wrong
- 'If I were you ---' → useful in giving advice.

★ commonly heard

If she was the president, no one would dare to cheat the Lawyer.

#### 4. Third conditional

↳ situations imagines a change in the past leading to a different result of that change.

- verb if - clause → past perfect form.
- independent clause  
would + have + verb (participle)  
V<sub>3</sub> / ed / ing form.

e.g. If I hadn't watched reels, I would have scored well in ET.

## 5. Mixed conditionals

used to imagine a situation where  
→ a change in the past would have result in the present.

|               |                            |                                          |
|---------------|----------------------------|------------------------------------------|
| <u>verb</u> → | if-clause<br>past perfect. | independent clause<br>would + infinitive |
|---------------|----------------------------|------------------------------------------|

e.g. If I had won the lottery, I would be on a Russia tour.

→ a change in the present would mean a different past as well.

|             |                          |                                                                                      |
|-------------|--------------------------|--------------------------------------------------------------------------------------|
| <u>verb</u> | if-clause<br>simple past | independent clause<br>would + have + verb<br><sup>(ed)</sup><br>past participle form |
|-------------|--------------------------|--------------------------------------------------------------------------------------|

e.g. If it wasn't urgent, I wouldn't have called you.

## # Expressions with conditionals meanings

- 'when' in zero conditional & first conditional instead of 'if'.

e.g. when I reach the office, I will leave her.

- unless, as long as, as soon as, on condition that or in case → first conditional instead of 'if'.
- so long as → informal situations.



- providing (that) (informal)  
provide that (formal)  $\neq$  I conditional
- 'Supposing'  $\rightarrow$  I, II, III conditional
- or & otherwise instead of if  
e.g. You must start believing yourself, or you will be cheated.

## # Formal conditional expressions

- should + subject

- Had + subject

e.g. Had Yash known of his story, he would not have left him alone.

- If followed by the subject and were to.

- were followed by the subject & infinitive.

for ex.  $\rightarrow$  you can visit lecture slides too!

## # Quantifiers

$\rightarrow$  sub-group of Determiners

$\rightarrow$  fx to introduce a noun phrase in a sentence.

$\rightarrow$  words which specify 'how much' or 'how many' of noun.

$\rightarrow$  sometimes acts as pronouns also.

$\rightarrow$  can be used with countable and uncountable nouns.



# Many → large quantities  
↳ countable nouns (stars और अने हैं)

• possible constructions of many  
Not many - few.

Many of - Affirmative & formal

Many (relative clause) (formal)

As many as (shockingly high number)

in as many (as in the same number of)

very many, so many, great many, too many.

# Much → uncountable noun  
↳ large quantities

• possible constructions of much.

~~too~~ so much (intensifies)

much of / Too much (more than necessary)

As much as (as comparisons with quantity).

much + comparative adj./adv.

This/That much → spoken English

# a lot of / lots of

↓  
with countable & uncountable nouns both.

# A few → smaller quantities  
↳ countable nouns

A few of

# Few (negative meaning) → Little

# A little → uncountable nouns / as an adverb too

# A little of (another construction) ←

# A little + adv./adj. → modifiers

A little  
Bit



# A bit <sup>→ small quantities</sup>

- used to refer to both concrete & abstract things in different forms.

ex

I need a Bit of help from you. (Abstract)

I think I have lost a Bit of weight. Haven't I? (concrete)

# For sufficient amount

Most of them can be used with both countable and uncountable nouns.

Enough / plenty of  
Heaps of loads of a ~~lot~~ load of  
e.g. Heaps of loads of time a load of work.  
cookies

# Non-specific amounts

- some <sup>→</sup> plural / uncountable nouns.

↳ mostly used in affirmative sentences  
e.g. some money, etc

- Any

↳ negative & interrogative sentences  
↳ mostly used in negative context.



# # Quantifiers for Both countable & uncountable Nouns

All, All (of) → everyone or the complete amount

No, more, more (of), more and more /  
↳ additional quantities

more of (with this) that / those / these

most; most of, most of the, The most.

most (of) → only when 'most' is followed by the definite ~~by~~ Article.

• Less, Less of, less and less, or  
↳ reduced quantity or amount. <sup>emphasis</sup>

★ when used with a verb, less follows it whereas in all other cases above it precedes.

## # only with countable nouns

— several → more than one but not many

— Both, either and neither → about two people or things.

transform → (Both/Both of + possessive + noun)

Both : — and  
neither — nor  
either — or

} emphasize more strong connection.

— neither / neither of (used always with sing. verbs)



Neither of the + plural noun + sing. verb.

# - Each, each of and every, every single + singular verbs always

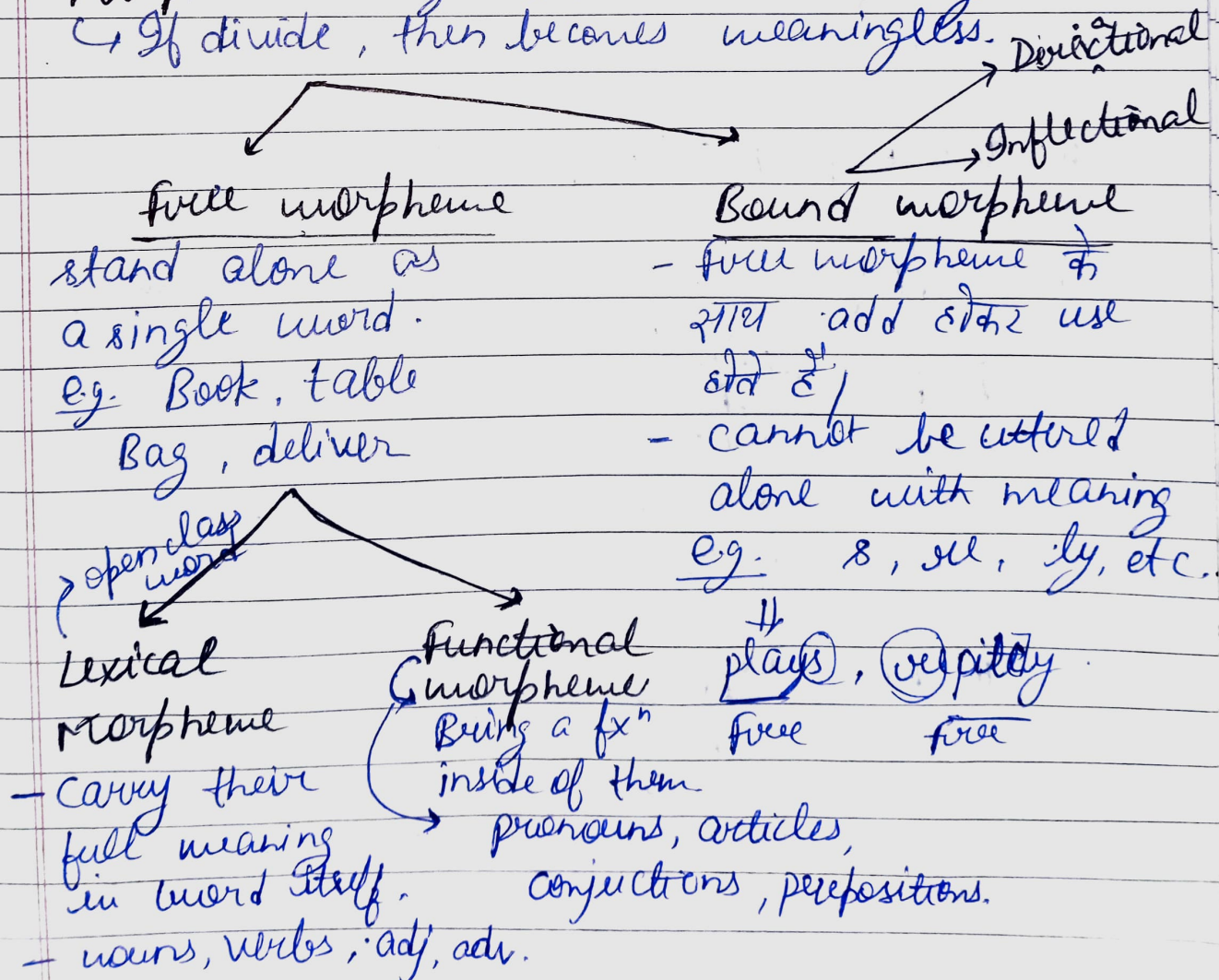
Each one of us <sup>replace</sup> ( = each of  
every other (to mean alternate)  
every single

↳ to emphasize each no. of the whole grp.  
of people or things.

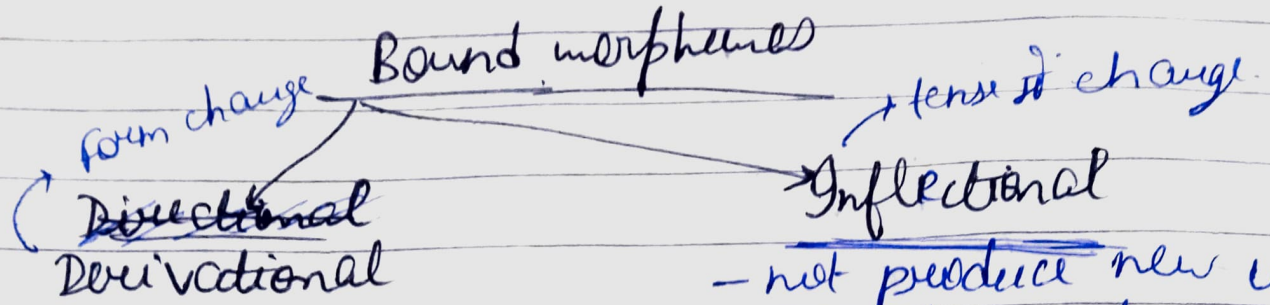
## # contrast words

- But - simplest
- Although, Though <sup>in speech more</sup> than writing
- even though (stronger form of although)  
↳ expresses disappointment
- However → same meaning as 'but'  
↳ not used in spoken language.
- Despite and In spite of → same meaning  
Despite of → wrong usage

- morphology → study of words & word formation
- Morpheme → single word with meaning  
↳ If divide, then becomes meaningless.







- more numerous than inflectional
- Allow productivity
- involve coining of new words
- can be prefixes/suffixes.

e.g. (-ic)

N → Adj.

Alcohol → Alcoholic.

- not produce new words
- no change of meaning
- always comes after derivational morphemes.

e.g. waits → waited

## # Word formation process

1. Clipping → reduction of word to its parts  
→ 4 types

### i) Back clipping

ad - advertisement

cable - cablegram

doc - doctor

gas - gasoline

fax - facsimile

### ii) Fore-clipping

phon - telephone

varsity - university

gator - alligator

chute - parachute

coon - racoon

pike - ~~town~~ Tumpike

iii) Middle clipping  
flu - influenza      tec - detective  
pally - apellinaxis      jams - pyjamas  
shrink - head-shrinker

iv) complex clipping  
cablegram (cable telegram)  
linocut - linoleum cut  
opt - optical art  
nauicert - navigation certificate  
Advertorial (Ad- and editorial)

# Acronymy  
ISRO, NASA, IIT, NDA, UPSC  
That's Acronymy

# Blending  
Blend from parts of two words  
Brunch  
cyborg - cybernetic and organism.  
guesstimate - a blend of guess and estimate

# Back-formation  
creating new word by removing actual  
or supposed affixes.  
postpone - prepone.

# Borrowing → from other lang.  
Biology, Boxer, ozone → German



Tacket, Yoghurt, Kiosk → Turkish  
Pistol, Trabant → Czech  
Dharmā, loot, jungle → Hindi

# coinage → invention of totally new word

# compounding

lipstick → Noun + noun ← traspot

Girlfriend → Noun + Noun ← friendzone

waterproof → N + A, etc.

# Inflection → earlier ✓

# Derivational → ✓

# Examples of Adverbs that Connect Ideas

## 1) Comparing, Contrasting, and Concession

- *Between sentences*: however, nevertheless, on the other hand, on the contrary, though, alternatively, instead, after all, in any case, in contrast, by contrast, otherwise, even so
  - *Within sentences*: although, though, even though, while, yet, whereas
- 

# Examples of Adverbs that Connect Ideas

## 2) Causes, Reasons, Purposes, Results

- *Between sentences*: therefore, consequently, hence, as a consequence, in consequence (formal), thus, as a result, so.
- *Within sentences*: because, since, as, so, in order to, so that.

## 3) Adding ideas

- *Between sentences*: in addition, furthermore, too as well, likewise, similarly, moreover, what's more, also
- 

# Examples of Adverbs that Connect Ideas

## 4) Time: one event at the same time as another

*Between sentences*: meanwhile, at the same time, at that time

*Within sentences*: while, as, when, whenever

## 5) Time: one event before another

*Between sentences*: soon, then afterwards, after that, before that, subsequently

*Within sentences*: after, before, as soon as, since



## Even Though

- '*Even though*' is a conjunction used to say that a fact does not make the rest of the sentence untrue
- It connects ideas within a sentence
- E.g. *Even though* trade unions are no longer as powerful as they used to be, their political influence should not be underestimated.

## Even So

- 'Even so' is a prepositional phrase used to introduce a fact that is surprising in light of what was just said.
- It connects ideas between sentences.
- E.g. Much of the power of trade unions has been lost. Even so, their political influence should not be underestimated.

## However

- '*However*' is used to connect ideas between sentences, but also *within* a sentence when:
- It is followed by an adjective or an adverb such as 'much' or 'many'  
Eg: We just don't have the money to do the work, **however** necessary you think it is.
- It means 'no matter how'  
E.g. **However** he held the mirror, he could not see the back of his neck.



# Prefixes from Greek and Latin

- Prefix
- Suffix

| PREFIX | MEANING           | EXAMPLES                    |
|--------|-------------------|-----------------------------|
| Aer-   | Air               | Aerobic, aeronautics        |
| Geo-   | Earth             | Geometry, geopolitical      |
| Hemi-  | Half              | Hemisphere                  |
| Herb-  | Related to plants | Herbal, herbivorous         |
| Hydro- | Related to water  | Hydrogen, hydrochloride     |
| Hyper- | More, in excess   | Hyperactive, hypersensitive |
| Hypo-  | less              | Hypothyroidism              |

## Prefixes from Greek and Latin

| PREFIX | MEANING     | EXAMPLES                |
|--------|-------------|-------------------------|
| Inter  | Between     | Internet, interpersonal |
| Intra  | Within      | Intranet, intracellular |
| Mega   | Big         | Megabyte, mega star     |
| Re     | Back, again | Redo, reuse             |
| Ultra  | In excess   | Ultrasonic, ultraviolet |

## Suffixes from Greek and Latin

| SUFFIXES | MEANING      | EXAMPLES                    |
|----------|--------------|-----------------------------|
| -cide    | Killer       | Insecticide, pesticide      |
| -gamy    | Marriage     | Polygamy, bigamy            |
| -gen     | Produce      | Carcinogen, allergen        |
| -graph   | Writing      | Cinematograph, telegraph    |
| -ism     | Act of       | Multilingualism, journalism |
| -logy    | Science of   | Biology, anthropology       |
| -nomy    | Knowledge of | Economy, astronomy          |
| -vore    | Feeding      | Carnivore, herbivore        |



# Words from Foreign Languages

- English as you may know has borrowed many words from other languages.
- Some lexicographers have documented words from as many as 120 languages in English. Out of them Latin is the major source.

| LANGUAGES                  | EXAMPLES                                                       |
|----------------------------|----------------------------------------------------------------|
| Celtic languages           | Basket, bachelor, beak, car, cross, clan                       |
| Latin and Greek            | Candle, circle, plant, preach, false, mile                     |
| Scandinavian languages     | Dirt, egg, kid, leg, skin, sky, window, man, wife              |
| French                     | Government, royal, evidence, grammar, logic dinner, art, lemon |
| Hindi and Indian languages | Karma, jungle, loot, thug, pyjamas, juggernaut, avatar         |

## Words from instilingo

| WORD                   | MEANING    |
|------------------------|------------|
| Firang/firangs (hindi) | Foreigners |
| Junta/juntum (hindi)   | People     |
| Sutt/sutts (hindi)     | Cigarettes |
| Chumma (tamil)         | Simply     |
| Kutty (tamil)          | Small      |
| Vetty(tamil)           | Jobless    |
| Enti/entra(telugu)     | What       |

## New media

| Tweet       | Share     |
|-------------|-----------|
| Facebook    | DP        |
| Insta(gram) | Watsapp   |
| Blog        | Follow    |
| Meme        | Troll     |
| Unfriend    | Subscribe |
| Like        | Viral     |



# Words from Latin

| WORDS          | MEANING                                                                                            |
|----------------|----------------------------------------------------------------------------------------------------|
| Bona fide      | Authentic (She has established her position as a bona fide celebrity).                             |
| De facto       | Existing but not accepted (He has established himself as the defacto leader of the party).         |
| Impromptu      | Spontaneous/ without preparation (He made an impromptu speech about honor and responsibility).     |
| Quid pro quo   | Something for something in exchange (The CEO was sued over a quid pro quo sexual harassment case). |
| Ad hoc         | For time being/ a specific case (The judge appointed an ad hoc committee to study the project).    |
| Pro rata       | Proportionately (Fees are calculated on a pro rata basis).                                         |
| Modus operandi | A specific way of doing something (Bad bosses often have a recognizable modus operandi !)          |
| Status Quo     | Current situation (There is no desire to change the current status quo).                           |

# Words from French

| WORDS      | MEANING                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------|
| A-la-carte | Individual items on a list which are not a part of a pre-decided package (It was more expensive to eat a-la-carte).                   |
| Faux pas   | A socially inappropriate behaviour (He was a master of the faux pas).                                                                 |
| En masse   | In a large group all together (The people marched en masse)                                                                           |
| Chauffeur  | A driver specifically for a rich person or celebrity (Her father's car and chauffeur are waiting).                                    |
| Déjà vu    | A feeling that you have already seen or experienced the current situation. (When the car broke down again, it was déjà vu).           |
| Bouquet    | A bunch of flowers (She placed a bouquet of roses on the table).                                                                      |
| Souvenir   | Something kept as a reminder as of a place one has visited (He bought a model of red London bus as a souvenir of his trip to London). |



# Words from Italian

| WORDS    | MEANING                                                                                                 |
|----------|---------------------------------------------------------------------------------------------------------|
| Zucchini | A vegetable (Zucchini grows during summer).                                                             |
| Vendetta | A long lasting revenge (Jim was arrested for acting on a vendetta against the man who killed his wife). |
| Inferno  | Hell, a large fire (Can you believe a lit cigar started the inferno that consumed the public library?)  |
| Pizza    | Food item of Italian origin (She cancelled her order for a pizza).                                      |
| Pasta    | Food item of Italian origin (Pour the sauce over the pasta).                                            |

# Words from Japanese

| WORDS              | MEANING                                                                                                                                          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Typhoon/tsunami    | Weather phenomena (After the earthquake shook the ocean, a tsunami wave roared towards the coastline).                                           |
| Karaoke            | Sing-along-songs (If you have a karaoke machine, we can have even more fun).                                                                     |
| Anime              | Japanese style cartoons (The anime consists of 50 episodes).                                                                                     |
| Emoji              | Digital images expressing emotions (The emoji's primary function is to fill in emotional cues otherwise missing from typed conversations).       |
| Karate, judo, sumo | Martial art forms of Japan (Tony is good at Judo and sumo).                                                                                      |
| Ninja              | Japanese sword fighter/ a person highly skilled in a particular activity. (The BSc programme in Madras will produce a lot of ninja programmers.) |



Language → ontogenesis of Learning  
 ↳ An innate Endowment

initial language learning → Acquisition

Language learning  
 Input

from immediate society  
 (fuzzy and limited)



Human Mind

↳ LAD / UG → universal Grammar



Language Acquisition Device



Output

[Grammatical & Infinite]

# Essay types

Argumentative  
 Persuasive  
 Personal

Admissions

compare & contrast  
 Expository

! (Just search about these on google once)!

# Research report

↳ demonstrate academic's knowledge of a  
 subject of student  
 ↳ Three types:



# The Outline

- Having a clear direction in your research with a thesis statement and organize your presentation with an outline.
- An outline will help you organize your thoughts before you dig into the writing process.
- Think about the main points you'll need to present to support that statement. Those main points are your sub-headings.
- Organize your thoughts and information under each sub-heading.
- Delete the ideas that doesn't fit within the outline. Everything you learn may be fascinating, but not all of it is going to be relevant to your paper.

## Writing – The Introduction

- The introduction is the broad beginning of the paper that answers three important questions:
  - What is this?
  - Why am I reading it?
  - What do you want me to do?
- You should answer these questions by doing the following:
  - Set the context – Provide general information about the main idea, explaining the situation so the reader can make sense of the topic and the claims you make and support.
  - State why the main idea is important – Tell the reader why he or she should care and keep reading. Your goal is to create a compelling, clear, and convincing essay people will want to read and act upon.
  - State your thesis/claim – Compose a sentence or two stating the position you will support with logos (sound reasoning: induction, deduction), pathos (balanced emotional appeal), and ethos (author credibility).

## Writing – The Body

- Outline will come in handy: remember that your outline isn't meant to be a prison. It's a guideline to keep you on track.
- Your paper may evolve, so keep it fluid, but do remember to stay focused on your thesis statement and proving your points.
- Don't let your sources organize your paper! Organize first and use your sources as they become relevant.
- Consider the Rule of Three.
  - Rule 1: Find supporting arguments for each point you make.
  - Rule 2: Present a strong point first, followed by an even stronger one.
  - Rule 3: Finish with your strongest point.

# Writing – The Conclusion

- Wrap it up.
- Restate thesis statement.
- Present your thesis again but reword it.
- Briefly summarize the points you've made.
- Take a moment to explain why you believe those points support your case.
- If your research is inconclusive, take a moment to point out why you believe this topic bears further research.

## Checklist for Revision

- Is your thesis statement clear and concise?
- Is your paper well-organized and does it flow from beginning to end with logical transitions?
- Do your ideas follow a logical sequence in each paragraph?
- Have you used concrete details and facts and avoided generalizations?
- Do your arguments support and prove your thesis?
- Have you avoided repetition?
- Are your sources properly cited?
- Have you checked for accidental plagiarism?





1. Analytical → presenting analysis of inform<sup>n</sup>
2. expository → to explain information
3. Argumentative or persuasive  
→ arguing a conclusion.

Re-search → Make notes → organise

# Communicative competence  
→ intuitive functional knowledge and control of the principles of language usage.

→ Dell Hymes model

# S-P-E-A-K-I-N-G Model

- By Hymes
- essential for competence.

1. S - setting and scene  
setting → time and place of a speech ~~the~~ act and in general to the physical circumstances.

2. P - Participants

speaker and audience - addresser & hearers  
क्या बोलना है / क्या standards है / requirements / expectations / etc.

3. Ends - E  
purposes, goals and Outcomes

4. A - Act sequence

→ sequence of speech acts that make up the event.

→ Act sequence for an event also orients the participant

5. K - Key

Key → refers to clue that establish the 'tone', manner, or spirit" of speech

6. Instrumentalities

→ forms and styles of speech

7. Norms

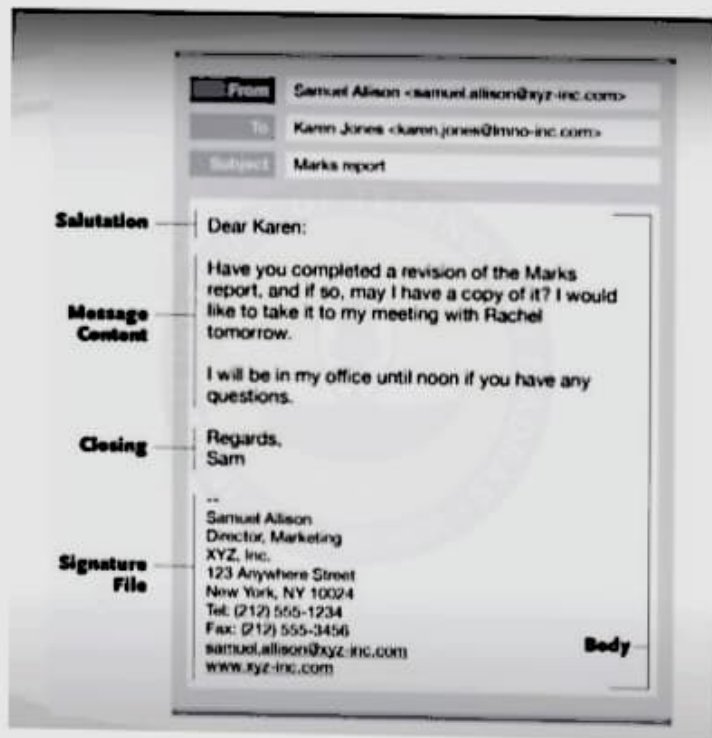
Social rules governing the event and the participants' actions and reaction -

8. Genre

Kind of speech act or event.

Didactic, moral instruction, gossip, jokes and conversations.





## Subject and Salutation

### Subject

- Reg. Sick Leave (topic of the mail – Capitalise except articles and prepositions)
- Reg. Resignation (topic of the mail - Capitalise except articles and prepositions)

### Salutation

- Hello (formal, capitalise the first word and all nouns. E.g. Hello Sir)
- Dear (formal)
- Hi (neutral)
- Hey (informal)
- Use colon or comma after the salutation. (Colon: AmE; Comma: BrE)

## Introducing a topic or informing

- This is to inform you that..... (formal)
- Just to let you know that..... (informal)
- Good news! Bad news! (neutral)
- I have got good/bad news! (neutral)

## Following up on a previous discussion

- As we discussed.....
  - To follow up on our meeting or discussion.....
  - Regarding/ in regards to .....
  - As far as ----- goes .....
  - On the topic of .....
- 

## Asking and requesting

- I would like to know if / when/ how etc .....
  - Would you let me know when/if/ how etc .....
  - Could you confirm if/ when/ how etc .....
  - Do you know if / when/ how etc .....
  - Do you have any details or updates on .....
  - Could you give me an update/quote/an estimate.....
- 

## Saying thanks

Thanks for

- Getting back to me.
- The information.
- The heads up.
- The update.
- The email.
- Following up on.....
- Your help with...
- Looking into this.



## Ending the mail

- I will get back to you as soon as I can.
- I will let you know.
- I will keep you posted.
- (Please/Kindly) let me know.
- (Please/Kindly) keep me posted.
- Thanks/ Regards/All the best
- Best regards (Capitalise the first word in closing; not the second word)

## Spacing

- Leave an empty line after salutation.
- Leave an empty line between paras.
- Leave an empty line before closing.
- Leave an empty line after closing.
- No empty line or comma after the sign.



## Some crucial aspects

- Do not reply right away except when it is required
- Do not reply when you are angry
- Do proofread what you write.
- In fact, do read it at least three times.
- Do not forward to a large group
- Do write a subject line