

English

CLASSTIME Pg. No.
Date / /

Week - 1

L1 Speaking - Gandhi on Real India

- accent of any lang. is marked by tempo of speech, no. of pauses, length of vowels, and var. of consonant sounds.
- # simple pause & ## for end of the sentence.

L2 Speaking - Robert Kennedy on Compassion

- Robert Kennedy → Attorney General of John Kennedy's USA Presidential cabinet
- look at the speech, listen to it carefully, make pauses and stresses

L3 Rhythm : A Psalm of Life

- all lang. have a rhythm. We notice it best when we hear a new lang.
- repeated patterns of sounds, an arrangement of syllables in a unit of speech
- In a certain pause group, we can speak only a certain no. of syllables. This arrangement of syllables in a unit of speech is known as rhythm.
- W/o this rhythm, it looks like a mt speech.
- It is imp. for us to speak that lang. in its rhythm
- A Psalm of Life by H. W. Longfellow

L4 Rhythm & Pitch in Eng.

- It helps to know the meaning of this word. 'Flow' as 'fləʊ' or 'flɔɪ'
- All lang. have rhythm. We notice it best when we hear someone speak.
- In music, in songs & dance, each line takes about

same time with equal no. of syllables

- Rhythm - is the repeated patterns of sounds, an arrangement of syllables in a unit of speech
- May also have comparable no. of prominent & other syllables.
- Rhythm - arrangement of syllables in a unit of speech
- w/o this rhythm, the lang. may sound monotonous like machine-generated speech.
- depending on the stress, it is the implied meaning
- Pitch is an impt. component of prominence, both at the individual words or at higher utterances.
- Pitch is determined by freq. with which vocal cords vibrate: It could be 'high' & 'low'
- A well-balanced pitch results in a clear & effective tone. It helps to avoid being monotonous. A var. of pitches holds listener's attention.

L5 Long Vowels

- long vowels are characterised by their length
- long vowels contribute to the rhythm
- An impt. feature of vowel sounds is their length
- 20 vowel sound \rightarrow at least 12 are long.
- Nehru was the 1st PM of India.

L6 Making a Presentation

- All lang. are primarily spoken lang.
- Very often we speak in intimate groups. Occasions of this kind are cd. conversations.

- Presenta " - But sometimes, we talk for a longer time on a particular topic - They are expected from anyone in a group of workers.

~~L.7 Language Use~~

- L.7 Language Use
- 5 lang. families in India - Indo Aryan, Dravidians, Austro-Asiatic (Munda), Tibeto-Burman (lang.), Andamanese
 - Loan words in Malayalam (Arabic, Hebrew, English..)
 - Absorptive and elastic nature of language
 - Reduplication (for additional emphasis)
 - Multilingualism in society
 - Lang. in school - Eng. vs. Regional languages
 - an early start - the ideal condⁿ? → quality mother tongue - an obstacle?
 - monolingualism - a misconception?
 - global lang., fluidity, willingness to learn and openness, reduplica", retroflex sounds, use of articles, tag ques, reduces discrimination with other social people
 - lang. is unlearning (first lang. influence)
 - our eng. is not wrong. We speak diff. Eng. is thus a part of our linguistic ecology.
 - The more and only manner to improve your lang. skills, the more the input, better the output....

Week - 2

L.1 Sentence, Clause and Complex sentences

- When a sentence has an indep. clause and 1 or > subordinate clauses → a complex sentence.

- We often use as many or even more complex sentences than simple or compound ones.
- main / independent clause
- embedded / subordinate clause
- 1 subordinate clause can be diff. from another, not only in length, but also func.
- If 2 are present in 1 sentence, then they both complement each other.
- (per 3 kinds of subordinate) — Noun clause — Adjectival clause — Adverbial
- Noun clause → subject, Obj. (to a verb), add info (appositive)
- (1) we identify the no. of clauses
- (2) nature & func" — noun, adj., adverbial
- noun clause in apposition is called Relative clause

L2

Describing clauses and sentences

- sentence is a structural unit in lang.
- [Raju knows that Smita loves flowers.]
- Raju likes flowers.
- Clauses as nouns, they can be subj. or obj. of sentences
- A sentence is essentially a clause too. A sentence has independent status, and a clause appears dependant
- Raju wants [to go home] → non-finite clause
- a clause can also have an adjectival func" or adverbial func"

L3 Illustrating Clauses and Sentences

- everyone one needs a coach → Simple sentence
- we all need people who will give us feedback.

Relative clause

- for the purpose of the use, this knowledge is not essential. However, a clearer picture of this gives an idea of processing of these issues in our mind.
- Independent / Matrix clause — has both subj. & predicate, it doesn't depend on other clauses. A simple sentence is an independent clause.
- Simple sentence — 1 verb & 1 subj.
- An independent clause has only 1 verb with tense.
- Sometimes, 2 or more independent clauses can be joined together by words like — and, or, ...
↳ then they are called compound sentences
- Compound sentences have ≥ 1 independent clause.

L4 Adjectival (Relative) Clause

- some subordinate clauses can work like nouns. They can be subj. / obj. to verbs. They can also occur in apposition to other nouns.
- Some subordinate clauses can work like adjectives
- These subordinates can be replaced with 1 adj. or prepositional phrase — on the roof, behind the wall, beside the entrance, by the entrance → Adjuncts

L5 Reg. & Optional elements in Eng. sentences (Complements & Adjuncts)

↳ optional

↓
Eng.

- Sentence = [Sub + Predicate]
 - ↳ Verb + Obj. [adverbs/adj]
- obj. are complements
- adverbs are adjuncts
- Transitive
ditransitive
- all sentences will have subj. & predicate
- Under [S][v O adverb] → Eng is medial lang
- Sub. & verb in predicate agree with each other in Eng. sentences.
- Eg. [John & Mary] [like] [Punjya] [in the evening]
 Pe [III] Pe Obj.
- Imperative sentences — (you) come here.
- Complement — It is an essential part of a sentence
if removed it makes the sentence incomplete. It makes a sentence ungrammatical.
It means obj. is necessary.
- Adjunct — It is an optional part of sentence.
It doesn't affect the structure of sentence.
- One complement is a phrase. Multiple adjuncts are possible. The complement should be near the head.

Week - 3

L3.1 Adverbs

- they are part of the sentence
- sentence = [Sub + predicate]
- predicate = [Verb + Obj. [adj./adverb]]
- Raju teaches school kids English in the evening
adverb

modify verbs

- adverbs are structurally fluid. They don't describe a noun. Nominal modifiers are c/d adjectives
- An adverb is a word that modifies → verb, adj., adverb, even a whole sentence.
- Adverbs end in -ly, but exception → fast -
- Adverbs ans. many ques but not who & what.
- It's easy to identify adverbs in the following sentences.
- They act as adjuncts for verb phrases.

L3.2 Adverbs - A quick Review

- that modifies verb, adj. It expresses, when,
 He loves her very much. when & here an action is performed.
 I gave that willingly
- He carried the lead until he was tired → adverb clause
- You are invited to any reason. ↳ adverb phrase.
- How (manner), How much (degree), place/direction (where, what), time / freq. (when / how)
- Adverbs of manner → 'how is the acⁿ performed'
 ↳ Hold it carefully. Maya runs very fast; slowly
 ↳ end with 'ly'
- Adverbs of degree → 'how much is the acⁿ performed'
 ↳ Jessy completely forgot; thoroughly, so, hardly
- Adverbs of place / dirⁿ ⇒ 'where / what'
 ↳ through the jungle, in a bank, to college at a cottage
- Adverbs of time / freq. ⇒ 'when / how frequently'
 ↳ a little late yesterday, always, Monday, occasionally
- Sentence adverbs ⇒ they refer to whole sentence
 ↳ hopefully, apparently, certainly (generally in the beginning)

- Conjunctive adverbs \Rightarrow connectors, transition
 \hookrightarrow nonetheless, however, consequently

L3 Learning softening (knowing us, Using)

- complex sentence \Rightarrow sub + predicate
 \quad (embedded sentence as obj.)
- agreement — person / no. / gender
- tense — present / past / future
- aspects — habitual / continuous / perfective
- being impactful \rightarrow we need to know how to say what we want to say, the way we use sentences makes all the diff.
- formal & informal \Rightarrow imperatives
 \downarrow commands & respect
 \downarrow softer version
 - \rightarrow I was wondering if we could meet at 9 in the morning. (excessively polite)
 - suggestions (If I were u, I would think several times about it.)
 - Issues (you seemed to have missed a few things. May I suggest a revisit?)
 - Refusal — saying no, not difficult, but requires skill.
 - \hookrightarrow I have a lot of stuff pending to take care of.
 - \hookrightarrow I will try my best.
 - We need to be aware of the context. There is no specific rule of such things. These makes communications effective. It is a social skill

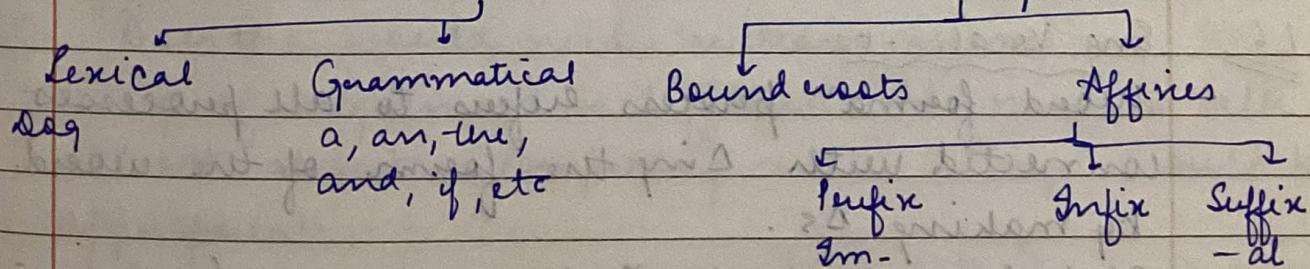
L4 Tense, aspect, mood

- Every sentence needs a verb. It expresses acⁿ.
It is influenced by tense, aspect and mood.

- Verb tense — past, present, future
 - Verb aspect — flow of time, unitary (perfective), continuous, or repeated (imperfective)
 - Mood - state, attitude, modality of action
 - Tense indicates when the actⁿ expressed by a verb takes place. Diff. tense take diff. verb forms.
 - Aspect - It addresses whether the actⁿ occurs in
 - ↳ a single block of time, continuously or repetitively
 - simple, progressive, perfect, perfect continuous (progressive)
 - Mood - degree of necessity, obligation or probability.
Three main moods -
 1. Indicative (used for factual / plain statements)
 2. Subjunctive (for hypothetical situations, emotions, or making request)
 3. Imperative (command, request, advice)

L5 Eng. Vocab - 01

- The smallest unit of lang. that have a meaning on a gram. funcⁿ and form words are called Morphemes
 - Morphemes are meaningful units which constitute a word or as gram. units.
 - Depending on the way morphemes occur in an utterance → Free and Bound morphemes.



- Free / Independent - occur alone as words and have a meaning to fulfill a grammatical function.

- Lexical (referential) - they have their own meaning: Open class of words (or content words) → Noun, Verb, Adj., Adverb
- Functional / Grammatical - They have little or no meaning on their own. → Prepositions, conjunctions, articles, demonstrative, auxiliaries, pronouns.
- Bound or Dependant - They can never stand alone - en, -s
- Bound roots - They have lexical meaning, they are attached to other bound morphemes → Clue
- Affixes → Prefix, Infix, Suffix
- They create new meaning
- s → inflection affixes (Eg. Name remains new)
 - (t)s → third person singular marker
 - (l)s → regular plural marker
 - 's → Possessive
 - -(d) → regular past tense
 - en → past participle
 - ing → present "
 - er → comparative marker
 - est → superlative marker

L6 Eng Vocab - 02

- used form process refers to all processes connected with changing the form of the word by making changes.
- Clipping → "enduc" of a word (shortening)
 1. Back clipping → ad (advertisement)
 2. front clipping → phone (telephone)
 3. middle " → flu (influenza)
 4. complex " → of art (optical art)

- acronymy - abbreviations that are formed
NATO, NOIDA, Suba, ISBT, etc
- blending - word formed from 2 words.
→ Brunch - breakfast + lunch
→ cyborg - cybernetic + organism
- back formation - postpone - prepon. Creating a new word from reducing stem. from existing word.
- Borrowing - Taking a word from other lang.
(Loanwords)
- Coinage - invention of totally new words. Xenon, Kodak, etc.
- Compound word - bringing together ^{2 words} to create a new word
lip + stick → lipstick, break + fast = breakfast
- Inflection - modification of a word to express diff. grammatical categories

Week-4

- ### L4.1 Hearing to Argue - In drawn structures know
- Just as we speak, we often write to argue.
 - Policies are rarely undisputed.
 - There are always 2 sides and many more.
 - "Does the world need nuclear energy?"
 - Lang. of argument is different. We need to talk at least about 2 competing issues. Lang. should be appropriate.
"on one hand and the other", "as far as", "as well as", "point of view", "on consideration", etc
 - Documents of this kind frequently use adj. of comparison:

- Adjectives in various degrees of comparison may be there. Nouns/Non-proper nouns -
- Before you conclude, while we're at it, etc.
- Read about currently debated subjects.
- E.g. no longer, increasingly, likely

L 4.2 Writing to Argue - 2

- So is the stance of argument. Usually, the statement of situation is given first, followed by arguments for one side against the other.
- But 3rd or 4th para, arguments in favour of the other side and against the one stated earlier.
- Final part usually takes an overview and reaches an acceptable conclusion.
- 'Stars twinkle, planets do not.' Lang. of argument uses complex sentences.
- If, then; while, this; whereas, there, as, so

L 4.3 Lab manual

- many students work in labs, write and use, manuals, write reports in a sense
- Manuals are generally in the nature of recipes we often come across in learning to cook.
- not a very complex piece of writing, interesting demands accuracy
 - (i) things and actions
 - (ii) seq. of use
 - (iii) duranⁿ of use
 - (iv) As that occurs
- problem arises from - inattention, distraction, oversight, or sometimes even confusion about what to write first and what next, etc.
- making tea (a cup of water, half teaspoon leaf)

- L4.4 Writing to Influence
- finally, how many, recent weeks, numerous, several, a strong preference
 - influencing is a very delicate question
 - post covid - 19 \Rightarrow how India will prefer to communicate
 - several factors, preference, may fall
 - respite weeks

L4.5 Essays after Reflection - I

- One global culture will create global happiness. Do you agree or not?
- do not start writing at once. Create a synopsis of relevant points. Try to think of egs., illustrations, different kinds of evidences and ideas to further clarify the subject.
- synopsis \rightarrow definition - instances - competition - etc. . .
- A synopsis is an overview. For good essay, a good synopsis is important.
- A good essay for reflecⁿ cannot include everything, but it must dwell on imp. things.
- Designing a good synopsis can help u write the best essay you're capable of writing.
- Use your time, 30 mins \rightarrow 5 min. for synopsis. It saves time, and creates the best.
- A good synopsis should reflect such a comprehensive thought. Don't make a partisan essay.

L4.6 Essays on Reflection - II

- a good essay is not possible w/o revision. Rev. helps to get rid of small mistakes (spelling, punctuation)

- 30 min, at least keep 5 min. for rev.
- A good essay must have stories, anecdotes, etc. While writing at least about 20-25 percent of time and words may be given to illustrations, instances from your experience.
- The final draft must be easy and interesting to read. Sentences and para's there must not remain connected. Use transition words.
- String the sentences into meaningful para.
- We seldom get perfect work in the first draft itself. Remove redundancies.

- ~~Week-5~~
- L5.1 Modal Verbs: A quick overview of verbs
- A modal verb is a class of verbs that is used to indicate modality - e.g., permission, etc. - E.g. can, should, could, would, etc.
- These modal verbs have characteristics common. They have two main features:
 - Eg. Can you play the guitar? → used to print
You must not forget. → used to print
 - They are followed by the verbs up to. → Shall / Shan't → used with I & we. To make and ask for suggestions, offer to do sth., to ask somebody what they meant you to do
 - Might + Verb → abt. a future act "not every time of."
 - Can → ability, request, negative when that thing is logically impossible
 - Could → ability in the past, suggestions, ask somebody,

- ask for permission, present possibility
- May → formal permissions, future things not certain of, act^{ns} in future (again not certain)
- Should → to ask for & give advice, to make suggestion
- will → talking abt. future, offers, promises.
- would → makes conditional sentences in the phrase
- ought to → same as 'should'. Negative → shouldn't
↳ Usually, a normal verb, which forms its -us and ques* in general way.
- Must → express an obligation, order, give advice, mustn't expresses prohibition
- have to → 'must' → obligation, past & future where 'must' isn't possible
- more useful phrases like modal verbs
 - (i) be able to
 - (ii) be allowed to
 - (iii) used to + verbs

L5.2 Mood and Modal Verbs

- Modality is about non-factual things in the sense that modal utterances are not an emphasis on being factual. It involves comments from speaker on necessity of possibility
- Auxiliaries are 1 way of expressing modality.
- Mood is grammatical coding of modality in verb inflections.
- non-inflectional elements like adverbs, perhaps, in all possibility
- Modality → possibility, ability, necessity, certainty, obligations, willingness
- modals → can, could, may might, must, shall, should, will, would
- no no. & person distinction, not mark tense

Week 6L6.1 Question Tags in Eng Sentences

- declarative sentence [subject + predicate]
- [Verb + Obj. [adjective]]
- (i) Agreement (ii) Tense (iii) Ques. formation
- 2 types → Affirmative and Negative
- I know what I am doing. They have not had food.
→ [Tense + Not + Verb]
- Tag ques (i) appears at end of the sentence
(ii) appears in the form of ques "
- continuacⁿ of tense and negation is mandatory in tag ques.
Eg. You speak English, don't you?
You ^{do not} speak English, do you?
- Funcⁿ of tags → engage, verify, confirm
↳ influence of our first lang.
Eg. He called me names, didn't he?
He will not allow this, will he?

L6.2 Ques in English (Interrogative Sentence)

- order of word → sub verb object
- Verbs host agreement marking as well as Tense
- agreement - person, number, gender (not necessary)
- Present ^S_P is am are → Auxiliary verbs
- Past was were → tense markers
- Future shall/will → Past
- Ques. in sentence → Present
→ Raju loves pizza.
What does Raju love?
- → Raju is coming to Delhi.
Is Raju coming to Delhi?
= Was Raju com... → Raju was com.

- Questions are formed in English. (T+A)
- 2 types of ques. → Content type → what, who
→ Yes/No type
- Ques words / wh words

L6.3 Ques in Eng. Complex Sentences (Embedded Sentences)

- complex sentence : [subj. + predicate]
 - sometimes not to be true (embedded sent. as obj.)
- Eg. I wish (that) I had lot of money.
↳ complementizer
- Eg. What did you eat in the evening?
→ I asked what [you ate in the evening].
- X → " " " did you eat "
- Eg. What did you want?
→ I know what you wanted.
- X → " " what did you want.
- ques. complex sentence → sense of politeness
- ques. sent. as embedded one does not have extra " of tense out of the verb.

L6.4 Whether and if clauses in Eng. Sentences

- complement clause → embedded to sentence in complex sentences
- know, confirm, ask, understand
- verbs takes [NP / sentence] as obj.
- whether and if clauses are complementizers.
- They appear at the end of sentence as a clause. They appear in form of indirect ques. (mildness). Expresses doubts on choices between alternatives.

- Eg. I don't know whether she will come.
She asked me if I was coming.
- We use whether (not if) before a to-infinitive.
- After a purpose, we use whether (not if).
- Whether can be followed by 'or not', but it does not occur in such cases.
- Both possible, but whether is preferable
 - whether → formal } when 'or'
if → very informal } occurs in sentence
- Nature of predicate → only few verbs can take 'if-type' of complement.
- whether / if → start embedded clauses

- L6.5 'that' clause in English Sentences
- It is raining. ⇒ Expletive (only for name sake purposes)
 - 'that' → complementizer
 - Non-finite clauses → no tense in embedded clause
 - I want [to go]
 - I want [him to go]
 - I would like to know what he did best.
 - Finite clauses ⇒ embedded clause has its own tense
 - I believe that he is innocent.
 - I wonder what her name is.
 - Recursion → [I would like [to know [what he did best]]]
 - Coordinate sentence
 - Ramu likes sandwich and Raju likes Pepsi.
 - " " " and Raju Pepsi.
 - Eg. [That Raju delivered a good lecture] [pleased Ramu]
 - Subject Predicate

Eg. [It] surprised [me] [that he was still in bed].

S V IO DO

- Idea, belief, fact → that
- determinative words & that-clause
↳ tell, inform, advise, assure, convince, remind, promise, teach
- Eg. She convinced me [that I was wrong]

V
ID
DO
- Coordinate sentence is not a complex sentence.
- In both subj. and obj. positions we can have a sentence.

L6.C Structure and Functions of Passives in English

- Passive is a category applied to verbs
- Active - the subj. does the action
- Passive - the subj. receives the act.
- Eg. Deepa wrote a novel. — A novel was written by Deepa —
- In passive constructions, a form of verb be is used as an auxiliary together with the past participle (V_2) form of a transitive verb.
- Grammatical relations - Subj., DO, ID
- Thematic / Logical / Semantic relations
↳ Agent, Patient, Recipient, Instrument, Theme, etc.

Week - 7

L 7.1 Making a Radio Report

- while listening -
 - (i) make a note of names of diff. things
 - (ii) words specific to space travel
 - (iii) seq. of sights and actions
 - (iv) any diff. b/w. these in space and on the earth
- watch it more than once with / w/o subtitles
- finally, make a 2 min. radio report on what you have seen and heard.
- in beginning, write and then speak. But, try to speak on the basis of memory.
- Get feedback and try hard next time.

L 7.2 Presenting Numbers - Education of Girls in India

- Presenting numbers is a problem in spoken communication.
- a russian pilot → misunderstood instructions
↳ killing 200 passengers.
- Fewq. misunderstood - 13 for 30, 14 for 40, etc.
- many people do not pronounce the last sound of 'five' in '25', thus causing confusion.
- there are words related to use of numbers -
 - (a) much, many, little, few
 - (b) all, none, any, many, mostly, nearly
 - (c) billions, dozens, hundreds, liters
 - (d) last, first, least, most, smaller than
 - (e) percent, portion, ratio, part, partly
- deliver all nos. and related words slowly and carefully.
- if you have 120 seconds, then plan for no more than 110 seconds

- some facts and numbers from a whole article
- prepare a 3-min radio report on the state of education and well-being of girls in India
- right beyond what you see, find relations.

L7.3 Presenting Numbers. 2

- presenting nos. has many aspects
- one can look at their relative values and get an overall picture of what has happened and present nos. accordingly
- we can use expressions and words like - whereas, on one hand, etc.
- 7,965 → 'and' sixty five → means the listener knows that this is the last number

L7.4 At an Interview

- word → a meeting of people, face to face, for consultation
- besides our academic achievements, our success also depends upon how well we do at interviews
- but many people feel frightened, intimidated and worried at interviews
- all interviews are just conversations which are formal in nature
- the interviewer wants to share with the prospective person, their expectations, the fitness of the candidates
- Candidates appear to join that thing, with their education and experience, they are qualified
- → confident, polite, good listeners, honest, frank, appearance

- (a) Confident - u must know your subj. well.
 You should know what you are expected to know
 ↳ comes through knowledge & experience
 ↳ faith in yourself to do it.
- (b) Polite - respect for the other person, mutual respect. Listen carefully, speak clearly, do not interrupt, do not be distracted, do not feel irritated if at all interrupted, etc.
 ↳ thanks, sorry
- (c) Good listener - Total attention, no distractⁿ,
 ↳ no guessing, take mental note of pts.
 ↳ if any doubt, seek clarification
 ↳ by honest, u may lose this chance, but
 u'll get greater chances
- (d) Honest (don't be rude)
- (e) Appearance - be at kind of dress we ought to be

L7.5

- it a very popular tool to reach consensus.
- problems of good behaviour - impatience, cross-talking, arrogance, jealousy, inattention
- Eg. → Learn English with Rebecca
- advantages
 - i) makes a team
 - ii) promotes good behaviour like cooperation, exchange of ideas, formation of functional groups, learning and optimum use of resources

- language of ascendancy
 - I
 - My opinion
 - Talking out of turn
 - Talking long
 - Insensitivity, 'you should'
 - Presenting oneself as a supervisor
- Language — Don'ts
 - His points are invalid
 - no slangs
 - your argument doesn't make any sense
- language of team spirit
 - shall we, can we, should we, may I, small sentences, keeping time, remembering names and points
- likely places of error
 - polite expressions like can, may
 - ques. sentences like shall we, should we
 - lang. of respect: All sec^{ns} can be invited
 - don't use lang. of disrespect
- Could you tell me, etc.
- Etiquette
 - (i) best shows in lang.
 - (ii) soft words, etc.

L7.6

GD - 2

- presenting on behalf of group
- introducing your group
- lang. of introducⁿ
- complimentary but not exaggerated
- focusing on individual achievements and group membership

- job done by group
- materials / methods
- welcome your audience and intro

Week 8

L8.1 Writing SOP - 1

- an SOP → statement of purpose
- it is an imp. skill, SOP tells who you're, it gives a better picture of the candidate.
- people don't write good sop, they put vague sentences, meaning nothing in particular.
- it should tell stories, specific events, targets, avoid pigeon, cliché, vagueness, it should be written in simple words
- SOP shows who you're, a chance to present yourself. Story is an imp. part of SOP.
- grades, marksheets are already present in CV, u don't have to state that in SOP

L8.2 Writing SOP - 2

- an SOP should be in simplest lang., it is a story, not a research paper in a scientific journal, avoid all cliché and jargons, don't say redundant words.
- simple lang - simple sentences & simple words. A sent. with 1 verb is simple sentence. 1-2 syll. word with well-known meaning is a simple word.
- do not use unnecessary words

L8.3 Paric's Writing - but in 3 steps and just

- it is an ultimate skill in any lang.
- one has to read & understand the passage, rewrite like same in $\frac{1}{3}$ of the original words
- say all of the passage but $\frac{1}{3}$ in words
- it must not read like isolated sentences list next to bullet points

- it must be one or more para with sentences following from and leading to one another.
- all must be within $\frac{1}{2}$

L 8.4 Precise Writing - 2

- good proficiency in lang.
- good sense of lang.
- steps -
 - (i) make the list of unpt. words from passage
 - (ii) remove redants
 - (iii) names and qqs. are not needed
 - (iv) sentences must be connected and not random → discourse markers
 - (v) focus → try in numerals & tan

L 8.5 Writing Lab Report

- all expt. in all labs are followed by reports
- what, why, how, tools, methods, materials, process, any other relevant inf.
- 'making of a tea' is also an experimental project of a lab
- try and write it in the passive voice

L 8.6 Punctuation Pauses

- pauses tell the reader to stop briefly - comma semicolon

- comma (,)

- separate items from a list
- sep. words that are not the part of sentence
sentence adverbs
- form of Address Riga, Sir,
- formal letters and emails → salutation
→ closing
- separate linking words
- clauses
 - independent clause = comp. sentence
 - dep. clause (subord.) + indep. = main clause sentence
 - comma splice errors
 - essential relative / adjective clause (no comma)
 - non-essential relative clause
- use comma before quotations

L 8.1 Punctuation Pauses - 2

- ; → combine closely related sentences for conjunctive adverbs ; introduces info. after an independent clause → lists, clauses
- apostrophe (') → mark contract', use in place of omitted letters, mark possession, nouns that end in s, possessive pronoun (don't use "' here")