

ENGLISH I



WEEK 5 - WEEK 8

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Basic English
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Lecture No. 25
Negative Sentences in English

Welcome to the class. Today, we are going to look at negative sentences in English. By negative sentences, we mean the use of negation in a sentence in the English language. It is important to look at negative sentences because it reveals several underlying intricacies that are important for us to learn the language for the purpose of accuracy. We are going to look at each one of these things in quite some detail.

And then I recommend you to do a little bit of practice and to pay attention to such things to be able to import them to your practices and to your understanding so that your language becomes impressive hereafter. So, when we are looking at negative sentences, we are also going to underline the use of agreement and form different forms of be.

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Things to notice ...



- Subject and verb in predicate agree with each other.
- Singular Subject agrees with singular verbs
- Number, person and gender are important concepts to understand.



So, in order to look at negation agreement and the components of discussions for today, let us look at certain things that we need to notice in order to discuss a sentence that subject and

predicates agree with each other in a sentence. Singular subject agrees with some markers of singularity on the verb. So, when we say singular subject requires a singular verb we simply mean if the subject has a singular feature on that, the subject has a singular number on that, then we need to indicate some sort of marking on the verb as well in terms of its singularity, or if the subject is plural, then we need to mark it as a plurality.

Number, person and gender are important concepts to understand in general, but particularly for understanding the notion or concept of agreement in English, it is important to know the interplay of number and person. Remember two numbers singular and plural and three persons first person, second person and the third person you know the details of these forms.

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Please observe ... (not good/correct!)

- John likes pizza.
-
- I likes pizza.
-
- We likes pizza.
-
- They likes pizza.



10:00

So, we are going to look at some sentences straight. So, look at some of the sentences and write upfront I can tell you these are not correct or grammatical sentences these are incorrect sentences, but at this point I just want you to read these sentences and find out what is wrong with the sentences and how do we correct these sentences. So, we know that we do not say 'John like pizza'. We do not say 'I likes pizza', we do not say 'we likes pizza', we do not say 'they likes pizza'. So, when we look at the ungrammaticality of these things, we realize that the actual forms of the sentences are these.

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Correct Sentences

- John likes pizza. *Pizza*
- I like pizza.
- We like *Ø* pizza.
- They like *Ø* pizza.



They are 'John likes pizza' so look at this. We need this marker on the verb here because this indicates singularity because the subject was singular. This is singular, but here in the first person, we are not indicating anything like that. Similarly, for plurality, we indicate plurality which is basically 0. This is also plural we indicate plurality by 0. So, when we do not add anything, it is like the marker of plurality. When we add something like s at the end of it, then that indicates singularity, and that takes care of the agreement.

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Agreement ...

- John loves Mary.
- I like_Ø pizza.
- We like_Ø pizza.
- John likes pizza with his friends.
- John and Mary_Ø like pizza.



So, the way it works is we say 'John loves Mary' so this is the marker of the singularity because John is singular. We like pizza the absence of any marker indicates plurality, so we take it as a plural. So, we say 'John likes pizza with his friends' and 'John and Mary like pizza'

because this is plural we have here some sort of plurality as well. So now we understand what was ungrammatical, what was causing ungrammaticality with these sentences.

So, when we say 'John like' then we are treating this 'John' as plural whereas John being singular we have to treat it as singular by adding's" to this. I has a special status so, we just need to say I like pizza', 'we like pizza', 'they like pizza'. So we need to say these sentences in the following way for its accuracy. This is to demonstrate the role of the agreement as a singular subject, singular verb, plural subject, plurality on the verb to you.

So, this is how we talk about subjects, predicates, agreement, tense. What marks tense here, there are no obvious markers of tense. We know 'John likes pizza' is present tense rather all these are instances of the present tense, but there is no overt marker of present tense available in the sentence because we do not need overt marking for the present tense in these types of sentences.

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Negative Sentences

- John does not like pizza.
- I do not like pizza.
- We do not like pizza.
- They do not like pizza.

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So, when we look at negative sentences in English, we find negative sentences appearing in the following way. Let us look at the examples on your screen. We are using same examples for the purpose of focusing your attention on the main point that I want to show you. So, the affirmative sentence is 'John likes pizza', the negative sentence is 'John does not like pizza' look at it here, on the verb, you do not have a marker of singularity.

So, what does this tell us and what is crucial for us to notice when we are using a negative sentence. This 'not' is the marker of negative, but before we use 'not' what we do is we remove tense and number as part of the agreement and put it before a negation. In other words, we can say negation has to come after tense. So, we do not say 'John not likes pizza'. Remember that we have a sentence 'John likes pizza' that was an affirmative sentence.

When we wanted to make a negative sentence out of it we do not say 'John not likes pizza' we do not say that. The word negation 'not' still comes before the verb. So, this is not enough for us to say negation proceeds the verb rather we need to pay attention to one more specific aspects to learn this accurately for our accuracy of the sentences for learning accuracy to produce sentences in speaking or writing.

So, what do we need to pay attention to, what we are paying attention to is the correct sentences' 'John does not like pizza'. So, does what it is doing is its tense plus agreement which is basically number is getting out of this verb, and then we are getting a negative sentence. So we have 'I do not like pizza' again we have taken tense out before we bring a negative sentence.

'We do not like pizza' taking tense and agreement here that is present tense plus plural agreement out of this verb, and then we are using 'not'. Again we say 'they do not like pizza' meaning we are taking tense out and then bringing in negation. This is an important factor to notice in present tense negative sentences in English.

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Negation, Tense, and Agreement

- John likes pizza
- John **does not** like pizza.
- I like pizza
- I **do not** like pizza.
- We like pizza.
- We **do not** like pizza.
- They like pizza
- They **do not** like pizza.



You will see, look at this again, this is what I was trying to describe 'John likes pizza'. Sentences "John does not like pizza. 'I like pizza', 'I do not like pizza', 'we like pizza', "we do not like pizza, 'they like pizza', 'they do not like pizza". On this slide, you see affirmative and negative sentences both together, but what is important to notice that for a negative sentence in present tense in English we have to take tense and agreement out of the verb to bring negation in between and then we get a grammatically accurate sentence of in negatives in English.

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Imperative Sentences and Negation

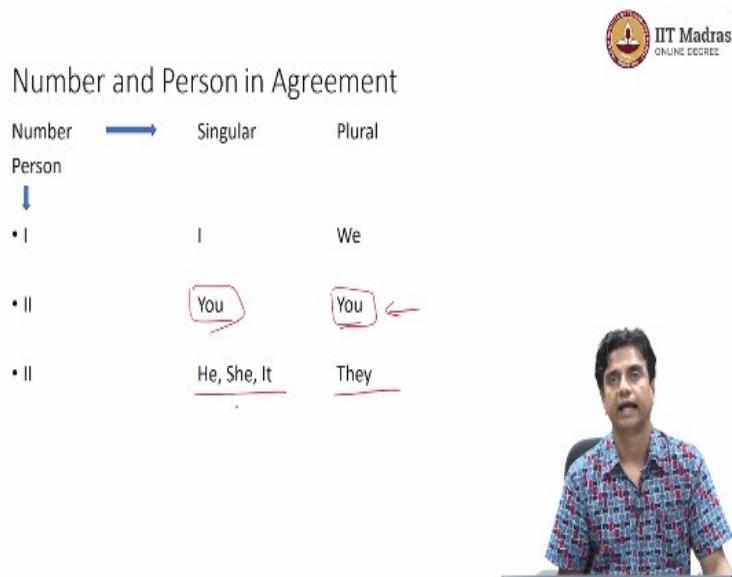
- (You) come here.
- Do not (don't) come here.
- (You) sit down.
- Do not (don't) sit down
- (You) drink a glass of water.
- Do not (don't) drink a glass of water.



In imperative sentences, we see similar patterns when we say 'come here'. We use in the negative we say 'do not come here' we can either say 'do not come here', or we use a

contracted form don't. So, 'don't' is a contracted form that is do and not merged together and we use this thing, we use the plural form remember you is the subject of imperative sentences all the time. So, we use a plural marking for that. So, we remove do not sit down, do not drink a glass of water. This is the use of negation in imperative sentences. Remember, we are taking tense out, we are taking the number out and then only we are bringing negation. So, we are taking it out of the verb.

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As we already know the role of number in person this first-person is 'I', the first-person singular is 'I', the plural is 'we'. 'You' is basically plural and singular both so we are putting 'you' as plural and you as singular and plural both, but in agreement we only use this form for the purpose of the agreement. In third-person itself we have 'he, she', it as singular as you see here in the slide and they as a plural.

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Negation and Verb - be:

- I am/was not a doctor.
- We are/were not students.
- You are/were not a teacher.
- He/She is/was not a teacher.
- They are/were not teachers.



So, when we look at negative use of negation in the context of a form of we say 'I was a doctor' or 'I am a doctor', but in negative we say 'I am not a doctor'. 'We are a doctor' or 'we are a student' or 'we were a student' when we want to make it a negative we say 'we were not students'. 'You are not a teacher', 'she is not a teacher', 'they are not teachers'. Please pay attention to the position of negation in these sentences and, was all these forms of be are markers of tense.

So, in the sentence where you have markers of tense appearing in the sentence separately there is no need to remove tense from the verb and still negation comes after tense. So negation precedes the verb in English, but it has to follow tense, so it has to come in a sentence after tense and that is what we notice from this pattern.

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More on negation in agreement ...



- 1. Rekha and her brothers (is, are) not in Delhi.
P
P
P
- 2. The dog or the cats (is, are) not outside.
3.
3.
- 3. Neither my shoes nor my coat (is, are) always on the floor.
- 4. Rekha and Amala (doesn't, don't) want to see that movie.
Do not
Do not



Again when we look at the use of sentences, I am again using the similar sentences for you to pay attention to bring your notice, to focus 'Rekha and her brothers are not in Delhi'. Look this is the marker of tense, this is the marker of plurality that is present tense, plural number, but negation follows the tense. 'The dogs or cats are not outside' this is plural present tense negation follows that. 'So, Rekha and Amala do not want to see that movie'. So, 'do' is separated out of this verb as tense in the present tense and then we use 'not', 'do not wanted to see the movie'.

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- 6. Rekha (doesn't, don't) know the answer.
- 7. One of my sisters (is, are) not going on a trip to France.
does not live
- 8. The man with all the birds [?] (live, lives) on my street.
does not lives
- 9. The movie, including all the previews, [?] (take, takes) about two hours to watch.
do not
- 10. The players, as well as the captain, [?] (want, wants) to win.



Everywhere you see the same pattern. 'Rekha does not know the answer' so tense gets separated out of the verb no and then appears a negation.' One of my sisters', here tense is already preceding therefore not going on a trip. So, when we say 'one of my sisters is not going on a trip' what we see here again is negation the correspondence between negation and the tense is tense comes first and then negation later.

So look at this sentence, what do you predict here? The man with the birds we are saying 'the man with the birds'. So, here we are talking about the man which is a singular; therefore, we say 'lives on my street'. So, when we make it a negation when we want to make it a negative sentence, what do we want to say; therefore, I am asking you to indicate here. So, this as a singular and this is present tense.

So, what we need to do is we need to say 'does', and in the negation, we will have to say does not live and then this one will become live. So, you have to say 'does not live on my street'. 'The movie including the preview does not take about 2 hours to watch'. 'The players as well as the captains here we are talking about the players', so we have want so we say do not want to win.

So, the things to notice and to observe from this discussion is there is something significant that we notice in the context of a negative sentence and we need to remember only two things for that. One is a negative marker not comes before the verb in English it precedes the verb, but in order for us to make a sentence negative, we need to take tense out of the verb and

every time whether it is in the context of a regular verb, Action verb or in the context of the different forms of we, which, are themselves the markers of tense may see tense always comes before negation. These are the two things that we need to notice, and with that, we are adding one more element to our discussion on the agreement. So, with the help of these examples, we learned agreement, verb, be that is different forms of be which are also markers of tense.

And what happens to these things when they appear in the context of a negative marker in a sentence in English. When you are looking at these things together or separately, you are only adding to your confidence about the accuracy of your language. Remember, accuracy is an important aspect of language, which is going to make you more impressive. Thank you.

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Lecture No. 26

Direct and Indirect Objects

Welcome to the class. Today, we are going to look at two things that we always hear about when we want to learn English or for that matter any other language that we are learning afresh as a new thing. These things are direct and indirect objects. We have heard a lot about objects, we have heard about the order of words in a sentence in English, we always say it is subject, verb and object.

We talk about two parts of a sentence; we say the subject is one part and predicate is another part. An object is part of a predicate and in the predicate what is very important is the verb, and it is the verb which determines whether or not it needs an object. So, though an object is also potentially a noun, there is a difference between subjects and objects. Today, we want to discuss a little bit about these things.

Let me add a footnote here. A lot of times, we do not want to pay attention to grammatical details. However, at this time I want you to understand that a little bit attention to grammatical details not for memorizing them, but simply for understanding these crucial details as the details of a sentence is going to be so helpful in learning the language that it will help us add accuracy to our language forever.

Now pause for a moment and think about it who does not want to sound accurate? All of us know that for effective communication accuracy grammaticality, good sentences are important, together they make us sound impressive, they make us sound good in short. Who does not want to sound good, who does not want to look good, who does not want to speak grammatical sentences? And in turn, you can also say nobody wants to make mistakes.

Now how do we come to the point that we do not make mistakes, do we need to memorize things absolutely not because memorizing is not going to make our sentences and therefore our language error-free. It is only our understanding of certain conceptual notations, certain conceptual things that are underlying language is going to help us make our language free

from errors. And in that effort, it is important to know about objects. We have talked about a lot of aspects of sentences.

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Things to notice ...



- Sentences end with a full stops.
- All sentences will have subjects and predicates.
- Order of words in a sentence
 - [[Subject] [verb] object adverbs]]
- **Subject and verb in predicate agree with each other.**
Agree Tense



I want you to know a few things that is I want you to keep a few things in mind that sentences end with a full stop that we know very well, all sentences have subjects and predicates that is there are two parts of a sentence, and the order of words in a sentence is always a subject, a verb and then an object. So, subject and verbs in the predicate that is subject and predicate agree with each other, and so we need to know about tense, and we need to know about the agreement.

These things sound as big topics, big things, but they are pretty simple notions, pretty simple ideas in sentences and once we pay close attention to them, our sentences are going to be accurate forever. After that, we only need to learn whether or not we need to say something in a context. When we have a chance to speak what should we speak? How we organize them and what we say and what we do not say that is also crucial part, but once we need to speak, we also need to know because we want to be speaking grammatically, accurate grammatically correct sentences for that we need to know some of these details.

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Subject and Object in Predicates

- John loves Mary.
- I like pizza.
- We like pizza.
- John likes pizza with his friends.
- John and Mary like pizza.



So, look at the subject and object distinction. So, we have 'John' as the subject 'Mary' as the object in a sentence like 'John loves Mary', 'I like pizza', we have 'I' as the subject 'pizza' as an object. 'We like pizza', 'we' is the subject 'pizza' is the object. 'John likes pizza with his friends'. So, 'John' is the subject 'pizza' is the object. What is with his friends, something else we will definitely discuss this as well. 'John and Mary like pizza'. Here, 'John' and 'Mary' together is the subject 'pizza' is the object.

So, this helps you understand the distinction between subject and object and you know that this in the sentence like 'John loves Mary', 'love' is the verb, 'I like pizza', 'like' is the verb, 'John likes pizza', again 'like' is the verb and 'John and Mary like pizza', 'like' is the verb.

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Verbs and Objects

- Some verbs do not have objects.
- Some verbs have one object.
- Some verbs have two objects.
- Some verbs must have something but they are not objects.

Intransitive

transitive



Moving ahead, we would we want to know what is the relationship between a verb and objects. So, as we know, every sentence must have a subject, and every sentence must have a predicate, but every sentence, it is not a requirement for every sentence to have an object. In other words, every verb does not need an object. So, when we pay close attention to a wide range of sentences, we see some verbs do not need an object.

Here, we are talking only about the object. Now we are shifting our attention to only objects because we know that every sentence will need a subject anyway. So, some verbs do not need any objects, some verbs need one object, some verbs need two objects, and some verbs must have something, but there are not like objects. We need to unpack this information and understand it properly.

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Examples

- ① • I sleep early.
 - ② • I like mangoes.
 - ③ • I teach English to college students.
 - ④ • I go home every week.
- (what)



So, look at the examples now. We have a sentence like 'I sleep early'. 'I' is the subject, and 'sleep' is the verb. Early tells us about the time when I sleep, but it is not an object like the way we see in the following sentence when I say 'I like mangoes'. So, 'I' is the subject, 'like' is the verb and 'mangoes' are objects. So, how do we know this is an object we are going to talk about that in a minute.

When we say a sentence like 'I teach English to college students'. A verb like 'teach', here verb is 'teach' then you have two things English as one and to college students is two. So, a verb like teach appears like it has two objects in it; it requires two objects. So, look at the next sentence. In the next sentence 'I go home every week'. 'I' is the subject, 'go' is the verb, 'home' is not the object, but we must say something here.

So, we cannot simply say I go. So, 1, 2, 3, 4 these four sentences are examples of these four things that I have told you earlier that some verbs do not need objects. Some verbs need one object, some verb needs two objects, and some verbs need something, but they are not objects. So, basically, we are talking about when there is no object this is called intransitive. No object, intransitive. And when you have one or two objects, they are called transitive that is at right here I need the focus of your attention.

Remember, objects are associated with verbs. So, transitive and intransitive are the natures of a verb. So, if a verb is transitive, it requires objects. If a verb is not transitive, it does not require objects very simple. So, if there is an object in a sentence, then this is a transitive

verb. If there is no object in the sentence, then that is an intransitive verb. So, in these four examples, which is a transitive verb and which is an intransitive verb? This first one and the fourth one are intransitive verbs because they do not need an object. The way two and three needed. So when we say 'I like mango' we can always check I like what? The answer to this question what comes from the word the noun mango. I like what? I like mango.

So, if you have a verb and if you question that verb with only this question what and when you get an answer to this question, then your verb is transitive. So, we can say I like can we question like verb like. Yes, with this question word what we can question I like what and the moment when you decide you can ask a question then that question will need an answer also and whatever is the answer of that question is your object. I like what? I like mangoes.

Can I question sleep with the same question what? Probably not. Can I say I sleep what? This is an example of an intransitive verb if we cannot ask a question than we do not expect an answer, and therefore this is an intransitive verb. So, as I said 1 and 4 are examples of intransitive verbs. Can I ask the same question what with the word go? I go what we cannot. So this is also an intransitive verb, but as I said in a word like go, we must say something I go home.

So, this is something else, but not an object of the verb go. So, a verb like go and sleep do not require an object, a verb like like, eat, teach, read, play these verbs need objects. So, I pause here, and I want you to do a piece of exercise again since we are discussing at the level of the sentence I want you to take 20 sentences, copy 20 sentences from some text. You can copy them from a piece of the book from a newspaper or any other place.

Underline verbs in all the sentences first check whether all sentences have verbs or not. Identify verbs in those 20 sentences and then do this exercise with what. Ask the question "what" for each one of the verb and see how many of them are transitive verbs and how many of them are intransitive verbs. Trust me you will help yourself learn this intricate embedded complexity of English sentence without any effort. It will stay with you forever, and you will never make this kind of mistake hereafter.

So, you identify a transitive verb; you help yourself learn the transitive and intransitive distinction in English. Once you have done this exercise, you have already answered your own question that those which are transitive verbs are also going to have objects then read further and identify objects of those transitive verbs in those 20 sentences for yourself. Like I

have done this with you, I have these four sentences I question each one of them with what I see I cannot question sleep with what, but I can question like with what, I can question teach with what, but I cannot question go with what.

So, sleep is intransitive, like is transitive, teach is transitive, but go is intransitive. So, go does not need an object teach needs an object, like needs an object, sleep does not need an object. This is what helps us understand the transitive and intransitive distinction in English.

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Why objects and why not?



- It depends on the nature of verbs.

- Intransitive verbs - 0 objects
- Transitive verbs - 1 object
- Ditransitive verbs - 2 objects



So, here I have summarized these things for you that transitive, 0 objects, intransitive, 0 objects, transitive, 1 objects. There is another type of transitive verb. So basic distinction is only to transitive and intransitive. So, when we say transitive, there is another thing like, for example, the verb like 'teach'. So, some transitive verbs need only one and some transitive verbs need two objects.

In such a situation that transitive verb is called ditransitive verb, it is not a big distinction. So, the basic distinction is transitive, intransitive, but within transitive, we can say one or more objects. So, the one which requires one object is simply transitive, and the one which requires two objects is called a ditransitive verb. For example 'like' is a transitive verb and 'teach' is a ditransitive verb. It has only one object like has only object, teach has two objects.

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When we have two objects ...

- 1st is called Direct Object (DO)
- 2nd is called Indirect Object (IO)

- I gave my a book.
- I gave a book to my friend. (IO)
- I teach English.
- I teach English to college students.

DO IO



Now when you have two objects the first one that is the object which answers the question what is called a direct object and the second one is the one that you are left with is called indirect object. So, let me explain this to you with examples of a few verbs. So, I say, 'I gave my book'; it sounds like an incomplete sentence. So, you need to say I gave a book to my friend. So, a book is one object and to my friend is another object. So, which one of the two answers the question what, I gave what. The one that answers this question what is a book. Therefore, a book is a direct object and to my friend is an indirect object.

Similarly, when I say I teach English, it sounds a little incomplete. We need to say I teach English to college students. In other words, we need to say teach whom and what. Teach what and whom. So, again what is direct object and to whom is the indirect object. So, if you do this exercise that I have asked you to do take. Take examples of 20 verbs, 20 sentences, identify verbs in them and identify which one is a transitive verb, which one is an intransitive verb and then further once you have decided about the transitive and intransitive check their objects.

If you do this simple exercise twice, you have internalized for yourself. You have helped yourself with 4 very tricky and complex looking things that appears very complex, it becomes very simple for you, it becomes a piece of cake for you, it becomes so easy and you observe once this becomes easy for you then all difficulties related to this will go away from

your language and based on that when we started speaking based on that when you read something you always pay attention to these things.

If even though you do not want your attention will go to these things and in a totality fashion they start yielding result in terms of accuracy of your language and as you always know forever that such accuracy makes your language impressive. So, please pay attention to this and what you will end up learning is the distinction between transitive and intransitive verbs and direct and indirect objects. Thank you.

English – 1 (Basic English)

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Lecture No. 27

Verb 'be' in English

Welcome to the class. Today we will talk about the verb 'be' in English. Verb 'be' is important to understand because it has many different forms and for accuracy, for the correctness and the implications of these for our learning of the language it is important to understand various different forms and their function in the language. I would like you to pay attention to this discussion and the exercises related to this discussion for a better understanding of this discussion on the verb 'be'.

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Things to remember ...

- All sentences will have subjects and predicates.
- Order of words in a sentence
 - [[Subject] [verb] object adverbs]]
- **Subject and verb in predicate agree with each other.**



So, before we look at that some generic preliminary stuff, we know that all sentences, all English sentences must have the subject, and all sentences must have a predicate. What we mean is all sentences must have a verb also. And words in English sentences come in the order of subject, verb and object. So, the subject becomes sort of the first thing in the sentence, then verbs come at the middle position and then you have an object. And there is something in every sentence in

English that indicates some sort of agreement in these seemingly two different parts of a sentence in English, namely subject and predicate. This is something to remember about a sentence in general.

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Agreement in English

- Something between the subject and the verb in predicate is obvious.
- This is called agreement.
- How does this work.

- Number SINGULAR PLURAL
- Person FIRST SECOND THIRD



The way agreement works is that we know as I mentioned we know there is something between subject and the predicate, that is when we have a subject which is singular we see some sort of singular marking on the verb also, this is what we call an agreement. We have discussed how it works, but we will have the implications of that for this class as well.

There are specifically two parts; one is number that is singular and plural, 2 types, two forms of number, singularity indicating plurality and three forms of person that is first person, second person and third person. So, these are the two things, namely number and person which indicate agreement in English, not so much gender; however, gender is important with regard to agreement in other languages.

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Number and Person

Number	→	Singular	Plural
Person			
• I		I	We
• II		You	You
• III		He, She, It	They



So, we know, now we need to understand these forms to see how verb 'be' works. So, refresh your memory about singular and plural forms of the first-person, second person and third person pronouns at least. So, 'I' is known as singular and 'we' is the plural of first-person. So, the moment we say 'we' is the plural marker plural form of the first-person pronoun, we know that 'I' is the singular form.

Similarly, in second person we have 'you' as the pronoun, and in both singular and plural we have the same form, the other way to understand is 'you' means one person or 'you' can be used as a pronoun to refer to more than one person as well in our address. Similarly, 'he, she and it' are third-person singular pronouns in English and 'they' is the plural form of the third-person pronoun. So, we are going to look at how this works vis-a-vis the verb 'be'.

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Be in English – Auxiliary verbs?

- Be has different forms in modern English.

• IS – SG] – Present
 • ARE – Pl

• AM ← 2

This [is a pen.]

• WAS – SG] Past
 • WERE – Pl

I am a student.
 I was in Delhi last year.



So, now let us look at the different forms of the verb 'be' in English. We have 'is' singular, 'are' plural. Similarly, we have 'was' singular and 'were' plural. So, these are the different forms of the verb 'be', 'is', 'are', 'was', 'were' and 'am'. I am coming back to 'am' in one minute. So, when we say 'is and are' and 'was and were' what we are basically talking about is these two are the forms of singular and plural forms of the verb 'be' in English in the present tense, in present tense and these two are the forms of singular and plural forms of the verb 'be' in the past tense, namely, 'was and were'.

Please pay attention to this very carefully, this looks very simple, and simple and careful attention to this part will help you work on your grammatical accuracy in written, spoken, varieties of English forever. The chances of you making mistakes in selecting one or the other and putting them through agreement, going through exercises, understand the written form of the language will drastically improve, and that will have a qualitative, quantitative and exponential impact on how you use the language in written and spoken form. Therefore, I solicit your attention here very carefully.

See, we see number playing a role here we have in the singular form we have one specific form of the verb 'be', and in the plural form we have one specific form of the verb 'be'. And in the present tense, we have both singular and plural, and then we have singular and plural two different forms in the past tense as well. That is a crucial thing for us to see.

So, from the verb 'be' we see tense, so 'are they verbs' this is an important question for us to understand. Because a lot of times people refer to these things as auxiliary verbs, I want to conclude this by the same thing discussing at the end of this class as well, and I hope I would end up convincing you that these are, these things what we know as 'be', different forms of 'be' they are basically markers of tense and not really verbs, the reason why they are called verbs because they are part of the predicate and they are along with the real action verbs at times, and as we know there is a requirement of a verb in every sentence, so in the absence of a verb in a sentence like when we say a sentence like 'this is a pen'.

If we want to understand this sentence, what is the subject? Probably this one. What is the predicate? Probably this one, not probably, this is the predicate. So, we when we start looking for a verb in the predicate we do not find any, we find this one and then we say probably this is a verb, may be true. But this is not a real form of a verb; there is not much to contest about it at this point. Well, which is whether or not this is a verb.

What is important for us to notice that these elements in English are markers of tense, there are more markers of tense that I will detail out for you to see, but wherever these verb markers of 'be' come, they indicate tense. Therefore, we see these many forms of 'be', and I am going to show you these things with examples as well.

So, now before we move to look at examples of singular and plural forms of present and past tense markers, I want to bring your attention to this part 'am'. This is a special form of the verb 'be' which comes with 'I' and which also makes us see two things that 'I' as a first-person pronoun has a special status in the language in the sense that it has a special marker, at least in the present tense. But in the past tense, there is no special marker.

So, in a sentence in the present tense, we can say 'I am a student' but, so this is the present tense marker here but in the past tense when we say we do not have a marker, special marker for I in the past tense we have to say 'I was in Delhi last night'. So, there is no special marker for 'I' as a first-person pronoun in the past tense, but there is a special marker for 'I' in the present tense. Why? We do not know the answer to this question.

The marker 'was' tells you that 'I' is really singular, then the question is how come in the present tense we do not use 'is' for I', if 'I' is a form of present, if 'I' is a form of the singular pronoun, then

how come we do not say 'I is a student', 'I is student'. What goes wrong if we say that? We do not know the answer to this question, the all we know, and all we need to pay attention for learning accuracy in English is in the present tense we have a special form we use 'am', in past tense we do not have a special form; therefore, we use one of the two mostly singular one.

This is a short discussion about different forms of 'be' in English which are also known as an auxiliary verb, but keep in mind that a discussion on whether or not these are verbs or not is not crucial for us to learn about this.

(Refer Slide Time: 13:18)

Will/Shall – Future Tense Marker

- Will
- Shall
- Would
- Should

- Can
- May
- Could
- Might

Pres is
Pst are
Fut will/will/shall

He ~~will~~ go to the class.
They ~~will~~ go to the class.

Let us look at a small discussion on the future tense, and then we look at the examples of this. In future tense we have a, we use 'will' or 'shall'. However, you see there is a striking difference between present tense and past tense, in the present tense, we have singular and plural forms, in past tense also we have singular and plural forms. But in the future tense, we do not have this distinction.

So, for example, as we were looking at the present tense you have 'is and are', in the past you have 'was and were'. How about the future? We have 'will or shall', but there is no plural marker; this is one way to look at it. The other way to look at it is this is just a future tense marker, is it the form of 'be', we do not know much about it. But as a future tense marker, we use 'will and shall' for both singular and plural.

So, in singular we use 'will', in the plural as well we will use the same thing. So, I can say, I or let us say a clear distinction between 'he will go to the class' when we use a plural form of a third person pronoun 'they' we will use the same form 'they will go to the class'. So, in the future tense, we do not make a distinction in terms of numbers.

So, there are three specific distinctions that we need to make in our discussion with tense marker, these elements marking tense, when they mark tense in the present tense we have two distinct forms singular and plural, in the past tense, we have two distinct form singular and plural, in future we do not have two distinct forms we have just one form which is used for both, and in the present tense we have special marker for this thing first person singular pronoun 'I'.

If we remember just this much, we are done with this thing, and then we can look at several examples without making any mistakes in the use of this and when they are used in the understanding of this. These forms like 'should and would', 'can and could', 'may and might', when it comes to a discussion an auxiliary verb all these things are put together, I want to make a distinction that we need to separate these items, and we will need to talk about the uses of these things separately and not mix them here with the discussion on 'be', I only want you to remember some forms of 'be' which are basically tense markers.

So, there is a direct correspondence between these forms of the verb 'be' and tense marking. So, whether or not they are, they have the status of a verb one can contest this, but these things have specific marking for tense, these elements are used in language to indicate tense, there is no doubt about that. And we should pay attention to the clearer part of any discussion for making it helpful for us in learning the target language.

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Examples of verbs 'be'

- I [• I am/was a doctor.
• We are/were students.]
- II [• You are/were a teacher.] ** you is
* you was*
- III [• He/She is/was a teacher.
• They are/were teachers.]



So, look at these discussions. So, when we say 'I am a doctor' we use the special form of the verb 'be', here 'am' because we are talking about 'I' as a pronoun, but when we want to say the same thing in the past tense we do not have any special form, and we need to say 'I' was a doctor. When we say 'we are students', but in the past tense we have to say 'were', 'we were students'. 'You are a teacher' you say 'you were a teacher', here we are using you in the plural form.

Mind it even when 'you' indicates and refers to just one person we do not use a singular form of 'be' for 'you', we always use plural form for 'be', we will never say 'you is' or 'you was', these things are ruled out as a possibility in English. So, one can always say 'you' is not grammatically speaking, grammarly speaking 'you' is not a singular form at all, we just use 'you' to indicate singularity as well, and in the use, it is left to the interpretation of the listener whether we are talking about one person or multiple persons, whether we are talking about, whether we are referring to singular or plural.

But in use for the purpose of grammaticality 'you' never use singular form either in the present tense or in the past tense of the verb 'be'. So, therefore we say 'you are a teacher' or 'you were a teacher' as a sentence. However, in the third person look at this 'he and she' this is singular so in the present tense we use 'is' and in the past tense, we use 'was', 'they' as plural so in the present tense we use the plural marker, and in the past tense also we are using plural markers.

So, we are talking about this is the first person singular and plural, this is the second person as I discussed both singular and plural because 'you' as a form is always plural and here we are looking at the third person, so this is the first person, this is the second person, and here we are looking at third-person singular and plural. The question of plurality and when they are singular is very clear in the third person; there is no overlap of anything. When we look at the second person, we have just one form, which is plural. When we are looking at the first person, we do have two different forms as singular and plural, in plural there is clarity but in the singular only for 'I' we have a special marker in the present tense that we need to remember.

And all that you see here is also known as agreement. So, we are looking at two things together; we are looking at the use of agreement and what indicates tense in a sentence. So, we are now putting two specific things together that is tense and agreement for us to understand grammaticality, the notion of grammaticality in English sentences. Now, once you are done with this simple chart of understanding, it stays with you forever, and we do not make any mistakes about it in written form or in a spoken form, and also it helps us understand how, when others use these things, we ought to be grammatical when we are using them in spoken and written form.

Remember, it is always crucial to keep in mind that a language is a tool which helps us tell people things, language is a tool which helps us communicate to others, we use language to convince people, we use language for people to see what we are saying, what becomes even more crucial in the process is our accuracy, fluency is cosmetic, fluency has different requirements, but accuracy is your necessity.

And for accuracy, I underline this thing several times, for accuracy, which has such a huge impact that through accuracy, you not only sound impressive but through accuracy, you sound convincing. When we have such a load on this, then we need to focus on what helps us obtain accuracy, this is one significant part which helps us understand accuracy and practice accuracy for us in the language.

(Refer Slide Time: 23:36)

- 1. Rekha and her brothers (is, are) in Delhi.

- 2. Either my mother or my father (is, are) coming to the meeting.
- 3. The dog or the cats (is, are) outside.
- 4. Either my shoes or my coat (is, are) always on the floor.
- 5. One of my sisters (is, are) going on a trip to France.



So, according to this description, please do the exercise and see how this works for you, how it develops your understanding of 'be' and its forms. So, the way I want you to do the exercise I am going to describe a few things for you through some of these sentences. So, now look at this how this combination of tense and agreement works together.

So, we are saying, 'Rekha and her brothers' and we want to pick whether it is 'is or are' in Delhi. So, because 'Rekha and her brothers', this is a plural, so we are picking up a plural marking present tense form of the verb 'be' in this sentence. So, the moment we make sure that the part of the sentence that agrees with this is also plural, so we just pick a plural one, if we ascertain, when we ascertain that the previous part is singular, we go for a singular form.

So, either 'my brother or my father' look at this, we are talking about both brother and father seems like we are talking about two people but if you read it carefully or if you hear it carefully it is saying either my brother, 'mother or my father', so either one of them. Therefore, the agreement form is 'is' coming to the meeting.

'The dog or the cats', 'the dog or the cats are outside'. So, here the closest one is cats which is plural, hence this is plural, picking up plural. 'Either my shoes or my coat', so here look at the closest one is singular, so we are picking up a singular marking. 'One of my sisters', so out of many, we are talking about one again 'is' going to 'going on a trip to France'.

So, the principle of agreement is pretty simple, singular subject singular marking on the form of 'be', and therefore we pick the singular form and that is what you see in all these things. So, when you do this exercise, all you need to do is to find out these patterns in the ten sentences that you have got for your practice from one piece of news from a newspaper, this will be very helpful.

(Refer Slide Time: 26:38)

Use of Will/Shall



- 1. John will be a doctor.
- 9. I shall go home now.
- 10. The players, as well as the captain, will win the match.



Similarly, we see here 'John will be a doctor', so singular, singular, and we know that it will not work here that way because future tense marker has only one form in both singular and plural. So, 'T' whether it is a third-person or first-person or 'the players as well as the captain' plurality in all the forms we have 'shall and will'.

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Auxiliary Verb and Be

- I am coming from Madurai.

T V-ing

- I am doing well.

T V+ing

- I was going to tell you.

V+ing



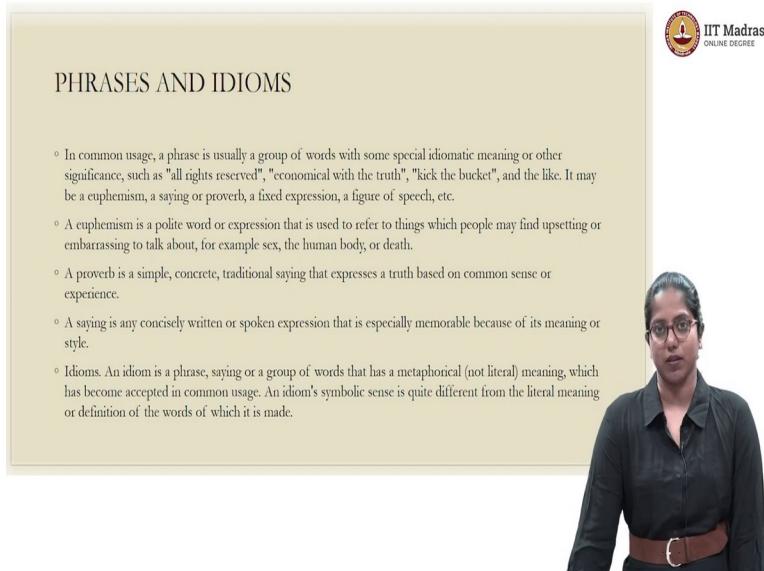
So, again it is not exactly the verb, it is marking for tense, and it does carry agreement which it agrees with which shows with the subject of the sentence, so I am coming from Madurai. So, look at this, when we have this verb 'come' then in the presence of this verb there is an availability of such marking, therefore at times, people call it an auxiliary verb. But if you look at the purpose, the purpose is completely separate, this talks about tense, and this is the verb plus aspect, this is tense, and again this is the verb, this is tense, and again this is a verb plus 'ing'.

So, in each one of these forms, you see forms of 'be' coming along with verb as well, and this is the reason why at times people call it an auxiliary verb, not a big debate on that but what I would recommend you to take them as markers of tense and how they carry agreement if you put this much together and you look at the uses of these things in your practice it will become clearer which will add to your accuracy and therefore to your fluency for making your language impactful and impressive. Thank you.

Basic English
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Lecture - 28
Phrases and Idioms

Welcome back. Guess what we are going to discuss today? Well, we are going to look at a few phrases and idioms that can make our conversation more expressive and impressive. Let's get started.

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The slide has a light beige background. At the top right is the IIT Madras logo with the text 'IIT Madras ONLINE DEGREE'. Below the logo is the title 'PHRASES AND IDIOMS' in bold capital letters. To the right of the title is a video frame showing a woman with dark hair and glasses, wearing a black blouse and a brown belt, speaking. On the left side of the slide is a bulleted list of definitions:

- In common usage, a phrase is usually a group of words with some special idiomatic meaning or other significance, such as "all rights reserved", "economical with the truth", "kick the bucket", and the like. It may be a euphemism, a saying or proverb, a fixed expression, a figure of speech, etc.
- A euphemism is a polite word or expression that is used to refer to things which people may find upsetting or embarrassing to talk about, for example sex, the human body, or death.
- A proverb is a simple, concrete, traditional saying that expresses a truth based on common sense or experience.
- A saying is any concisely written or spoken expression that is especially memorable because of its meaning or style.
- Idioms. An idiom is a phrase, saying or a group of words that has a metaphorical (not literal) meaning, which has become accepted in common usage. An idiom's symbolic sense is quite different from the literal meaning or definition of the words of which it is made.

So let us first understand what phrases are, what are the different kinds of phrases. So let me start with the definition of a phrase. A phrase is usually a group of words with one specific idiomatic meaning or other significance such as all rights reserved, economical with the truth, kick the bucket, and the like. It may be a euphemism, a saying, a proverb, a fixed expression, or a figure of speech.

What is a euphemism? A euphemism is a polite word or expression that is used to refer to things which people may find upsetting or embarrassing to talk about—for example, sex, the human body, death. For example, kicked the bucket means dead; make love means sex, so these are examples of euphemism.

What is a proverb? A proverb is a simple, concrete, traditional saying that expresses a truth based on experience or common sense. An apple a day keeps the doctor away is an example

of a proverb. Well, what does that mean? Well, it says that if you have one apple a day, because of the nutritional content of the apple, you can stay fit and healthy and therefore, keep the doctor away.

Now, what is a saying? A saying is any concisely written or spoken expression that is especially memorable because of its meaning or style. Now, what are idioms? An idiom is a phrase, saying, or a group of words that has a metaphorical meaning which should not be taken literally. And this metaphorical meaning is accepted as common usage.

An idiom's symbolic sense is quite different from the literal meaning or the definition of the words of which it is made, for example, kicked the bucket means dead; break a leg means not to go and break someone's leg but wishing somebody best of luck. So you say, 'hey chap, break a leg' means hey chap, good luck.

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COMMON PHRASES

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1. A dark horse – unexpected winner
2. Bite a bullet – to force yourself to do something that is unpleasant or difficult, or be brave in a difficult situation.
3. Break a leg – Good luck
4. Make a mountain out of a molehill – to exaggerate a minor difficulty
5. Kill two birds with one stone – achieve two aims with single effort
6. Move heaven and earth – to make maximum efforts
7. Keep the ball rolling – to continue the work
8. Be in the driving seat – Bearing all responsibilities
9. Out of my league – the other person is superior, better, at a higher level
10. Blessing in disguise – a good thing that seemed bad at first

Now, let us look at some common phrases that are used in English. The first one is a dark horse. A dark horse means an unexpected winner. Let us check the usage. The movie is a dark horse for the award. Well, what does this say? It says that nobody expected that movie would get an award, so you say the movie is a dark horse for the award.

Now, the second one; bite a bullet means to force yourself to do something that is very unpleasant or difficult or to be brave in a difficult situation. Let us check the usage. Shweta has to learn to bite the bullet and face her fear of the dark. Let me repeat that again for you. Shweta has to learn to bite the bullet and face her fear for darkness.

Let us look at the third usage, break a leg. It means to wish somebody good luck. Let us check the usage. Oh, this is your first audition, isn't it? Break a leg man. Let me repeat that again for you. Oh, this is your first audition, break a leg man.

Now the fourth phrase is make a mountain out of a molehill, which means to exaggerate a minor difficulty. If someone exaggerates a minor difficulty if someone whines about a small difficulty then you say to make a mountain out of a molehill. Now, let us check the usage. She just asked you to lower down your pitch; it is nothing to make a mountain out of a molehill.

So someone has asked to lower the voice, and for that, someone else gets offended, and therefore, that person seems to be fully upset and is making a scene out of that. So then, a third person says that she just has asked you to lower down your tone, it is nothing to make a fuss about. Instead of using fuss about there, the expression that you can use is make a mountain out of a molehill.

The next phrase is kill two birds with one stone. What does that mean? Means to achieve two aims with single effort; never kill a bird, do not take that literally. Let me repeat the meaning again. Kill two birds with one stone means to achieve two aims with a single effort.

Let us check the usage. Whenever I jog, I like listening to English audiobooks. In that way, I kill two birds with a single stone; I stay fit, and I improve my English language skills. Let me repeat that again for you. Whenever I go jogging, I listen to English audiobooks. In that way, I kill two birds with one stone; I stay fit, and I also improve my English language skills.

Now, the sixth phrase is to move heaven and earth. It means to make maximum efforts. Let us check the usage. His friends had to move heaven and earth to bring him out of prison, which means his friends had to work really hard to make sure that their friend comes out of prison.

The seventh phrase is to keep the ball rolling, which means to continue the work. Let us check the usage. I have started the preparations for the party, but it is up to you to keep the ball rolling, which means the person is saying that I have done my part of the work, now you must continue the rest; continue with the rest.

The next phrase is to be in the driving seat, means bearing all the responsibilities. Let us check the usage. At 70, he is firmly in the driving seat of the company as ever, meaning at the age of 70, he is still able to take all the responsibilities and continue working.

(Refer Slide Time: 08:14)

COMMON PHRASES

1. A piece of cake – very easy
2. Money burns a hole in your (one's) pocket – to spend money quickly
3. Cut ones coat according to ones cloth – to live within one's means
4. Once in a blue moon – rarely
5. Put in cold storage – to keep a work pending
6. Look for a needle in a haystack – to seek what is impossible to find
7. To miss the boat – to miss the opportunity to do something
8. Pull yourself together – calm down and act normally
9. To hear on the grapevine – to hear a rumour or an unconfirmed story
10. Cut corners – To do something in the fastest and the cheapest way



Let us look at the next phrase. Cut one's coat according to one's cloth. We would like a bigger house, but we must cut our coat according to the cloth. What does that mean? To live within one's means. Here, the person says that she would like a bigger house, but that is beyond her earnings. Therefore, she would like to live within her means, and therefore, she would like to get a house according to how much she has been able to save.

The next phrase is once in a blue moon, which means rarely. Let us check the usage. I do not know why she bought that car; she uses it once in a blue moon, which means someone is looking at a car and is saying that let us imagine it is a neighbour. The neighbour is looking at the car, and he feels why did she even buy that car because she rarely uses that, because she uses that once in a blue moon.

The next phrase is put in cold storage, which means to keep work pending. Let us look at the usage. We can't consider these design changes now, let us put them in cold storage for a year or so, which means here, let us assume that the boss, the project manager is telling that we do not want these design changes or the plans, change of plans at this time. Maybe we should keep it on hold and revisit that a year after. So put in cold storage means to keep work pending.

The next phrase is to look for a needle in a haystack. It means to seek what is impossible to find. Let us check the usage. We have been looking for an apartment here for a month now, and it is like finding a needle in a haystack, which means someone is just tired of hunting for

a house, and he has not been able to find it, and it is a very tedious task. So he thinks that it is close to impossible to find a good flat there. Therefore he says, it seems like finding a needle in a haystack.

Let us look at the next phrase. To miss the boat. It means to miss the opportunity to do something. Let us check the usage. The discounted price sale ended today, and I just missed the boat on making a great deal. So someone is feeling bad that they have missed the discounted price sale and therefore, they have missed the boat, that is, they have missed the opportunity.

The next phrase is to pull yourself together, which means to calm down and act normally. Let us check the usage. Roy is finding it difficult to pull himself together after that accident, which means Roy has met with an accident, and he is finding it difficult to calm himself and get back to his normal life.

The next phrase is to hear on the grapevine; this is my favourite, which means to hear a rumour or an unconfirmed story. This is not an easy idiom, isn't it? Let us check the usage. I heard on the grapevine that Jahan and Rumaisa are getting married, which means someone is saying that I heard a rumoured story that Jahan and Rumaysa are getting married.

Or it also means that you got to know from a third person, from an unconfirmed source that Jahan and Rumaisa are getting married. So this is a tricky one, keep this in mind; to hear on the grapevine means to hear a rumour or an unconfirmed story.

The next phrase is to cut corners. It means to do something in the fastest and the cheapest way. Let us check the usage. When the boss found that the accounting department was cutting corners, he fired them all.

(Refer Slide Time: 13:05)

The slide has a yellow header bar with the text 'COMMON PHRASES'. In the top right corner, there is a logo of IIT Madras with the text 'IIT Madras ONLINE DEGREE'. The main content area contains a numbered list of 10 common phrases:

1. Between the devil and the deep sea – between two difficult situations
2. Beat around the bush – avoid saying what you mean usually because it is uncomfortable
3. Better late than never – It is better to arrive or do something later than expected than to not arrive or not do something at all
4. Out of order – not working properly
5. Out of place – to feel or look different from other people in a specific place
6. Flog a dead horse – waste ones effort
7. Actions speak louder than words – what someone actually does means more than what they say they will do
8. Bite off more than you can chew – try to do something that is too difficult or too much for you
9. Out of character – behaving differently than usual
10. To get a taste of your own medicine – get treated the way you have been treating other people

The next phrase is between the devil and the deep sea. It means between two difficult situations. Now, let us check the usage. He is caught between the devil and the deep sea when his wife and mother fights. So here, someone is saying that when a fight erupts between a person's mother and his wife, he is caught up in between that, in between the fight or in between those situations and that makes it really difficult.

The next phrase is beat around the bush, which means avoid saying what you mean usually because it is uncomfortable or avoid saying something directly. Let us check out the usage. Do not beat around the bush; state your case in simple and direct words. So here, someone is saying that do not beat around the bush, do not be so indirect, just state what you want to say in clear and simple terms.

The next phrase is better late than never. This is again, one of my personal favourites. What does this mean? It means it is better to arrive or do something late than expected than to not arrive or not do at all. Let us check the usage. It took me a long time to learn but better late than never. So someone is saying that it took something a long time for him to learn, but he feels it is okay because it is better late than never.

The next usage is out of order, which means not working properly. Let us check the usage. The elevator is out of order again. You must have heard this; this is quite common, right? The next phrase is out of place, which means to feel or look different from other people in a specific place. Usage; let us check out the usage. The velvet sofa is out of place on the porch,

which means on the porch, there is a velvet sofa, and that sofa looks so out of place; it does not fit in with the entire ambience of the place.

The next phrase is flog a dead horse, which means waste one's effort. Let us check out the usage. We have all moved on from that problem, so there is no use flogging a dead horse. So someone is saying that all of us have moved on from that specific problem, so there is no point revisiting that, or there is no point wasting one's effort revisiting that topic again.

The next phase is actions speak louder than words. What does this mean? It means what someone actually does, means more than what they say they will do. Let us check out the usage. Do not tell me how to do this; show me; action speaks louder than words. So someone is telling, let us assume, it is a boss telling her employee, do not tell me what to do and how you are going to do it, just show me. Just show me, just do it and show me; action speaks louder than words.

The next phrase is bite off more than you can chew. It means to try to do something that is too difficult or too much for you. Let us check the usage. By accepting two part-time jobs, he is clearly biting off more than what he can chew.

So let us assume a man is talking about his friend who has taken two part-time jobs and feels it is too much for him to handle. And therefore, he says taking two part-time jobs is actually, in taking two part-time jobs, his friend is actually biting off more than what he can chew is doing something that is way more difficult for him or that is too much for him.

The next phrase is out of character. It means behaving differently than usual. Let us check out the usage. Ann's remark was quite out of character; it was out of character for Ann to act so stubbornly. It means that Ann is a very understanding person, and it was very out of character for Ann to act very stubbornly. So someone is perplexed, and that person makes this remark that it is completely out of character for Ann to act so stubbornly because that is not expected from Ann.

So the final phrase of today's class is to get a taste of your own medicine. This is again, one of my personal favourites, which means to get treated the way you have been treating other people.

Let us check out the usage. I do not feel sorry that people are calling you names, you are getting a taste of your own medicine, which means someone here is telling to their friend that, well, you call people names, and now, you should not be surprised or upset that people are

calling you names. Why? Because in the process, he is actually getting the taste of his own medicine, which means he is getting treated the way he has been treating other people.

So with that, our class comes to an end today. I will see you with a different module on a different day. Until then, stay safe, have a nice day. Bye.

Basic English
Karthika Sathyananthan
Department of Humanities and Social Sciences
Indian Institute of Technology, Madras
Lecture - 29
Make Your Expressions Impressive

(Refer Slide Time: 00:18)



MAKE YOUR EXPRESSIONS IMPRESSIVE

KARTHIKA SATHYANATHAN



Hello, all. I welcome you to this module. Today's module is titled Make Your Expressions Impressive. Guess what we are going to discuss in today's module. Well, we are going to look at a few expressions that can be used in our day-to-day conversations with people, and I am sure this will make your language very impressive. So let's get started.

(Refer Slide Time: 00:42)

COMMON PHRASES

1. Add insult to injury – to act in a way that makes bad situation worse
2. At the eleventh hour – at the last moment
3. Out of shape – Not physically strong, not fit, not in a healthy condition
4. Out of the loop – uninformed, not having the information that everyone else has
5. Apple of ones eyes – lovable
6. Crocodile tears – false tears
7. Hold ones tongue – remain silent
8. White elephant – A costly but useless possession
9. Out of touch – Not communicating with each other
10. Barking up the wrong tree – to be wrong about the way to achieve something or the reason for something



The first phrase is to add insult to injury. What does that mean? To act in a way that makes a bad situation worse. Let us check the usage. I was already getting late for work, stuck in the traffic, and to add insult to injury; I was stopped by the police for over-speeding.

The second phrase is, at the eleventh hour. What does that mean? It means at the last moment. Let us check the usage. Just minutes before the deadline, he submitted his assignment at the eleventh hour. The third phrase is out of shape. What does that mean? Not physically strong or fit or not in a healthy condition. Let us check the usage. I am tired the whole day. Oh man, I think I am getting out of shape.

The fourth phrase is out of the loop. What does that mean? It means uninformed or not having the information that everyone else has. Let us check the usage. She may be out of the loop for a short time. So here, someone is telling that let us suppose it is an office discussion that looks like some person has not been informed about what is happening, and therefore, third-person comments on that, saying she is out of loop for this, for some time.

The fifth phrase is the apple of one's eyes. What does that mean? It means lovable. Let us check the usage. I love my niece Shreya; she is the apple of my eye, which means Shreya is very dear to her aunt.

The sixth phrase is crocodile tears. What is the meaning of that? False tears. Let us check the usage. The sight of David shedding crocodile tears made me sick. So someone here is

commenting on the whole act of David shedding tears. So he feels that it is false tears and he really does not mean or feel bad about what is happening. Therefore he is shedding crocodile tears.

The next phrase is to hold one's tongue. What does that mean? Means to remain silent. Let us check the usage. If you do not hold your tongue, you will have to walk out of the class. So let us suppose that some student is talking back to the teacher, and the teacher is really furious, and the teacher says if you do not hold your tongue, you will have to walk out of the class.

The next phrase is white elephant, which means a costly but useless possession. Let us check the usage. The bridge remains underused and has become a white elephant project. So let us suppose this is a project of the government and they have built a bridge which is not used by people at all and the whole process of getting the bridge build was a very expensive one. So someone is commenting that this is a white elephant project because this was a very pricey project, this was a very expensive project, but that is not put to use properly.

The next phrase is out of touch. What does that mean? It means not communicating with each other for quite some time. Let us check the usage. I have been out of touch with my cousin for many years. So it looks like someone is commenting that I have not been in touch with my cousins for a long time now. So this might be true with a lot of us, right? I mean, we do not keep in touch with our relatives all the time, so we end up being out of touch with them for some time.

Well, the next phrase is barking up the wrong tree. Well, what does that mean? To be wrong about the way to achieve something or the reason for something. Let us check the usage. I have been trying to solve this math question, but I think I have been barking up the wrong tree. So someone has spent a lot of time on solving one math question, and he feels I wasted a lot of time, so I have been barking up the wrong tree, maybe I should have done it differently.

(Refer Slide Time: 05:15)

COMMON PHRASES

1. To call it a day – to stop what you were doing because you think you have done enough or do not want to do anymore.
2. Take the law into ones hand – to punish someone according to ones own idea of justice
3. Take the bull by horns – to face difficulties in a direct way (difficult and dangerous situations)
4. Burn the candle at both ends – to work extremely hard
5. Break the ice – to make people who have not met each other before feel more relaxed and comfortable.
6. A nine days' wonder – short-lived
7. The ball is in your court – it is your turn to make the next step or decision
8. Cost an arm and a leg – to be very expensive
9. Put the cart before the horse – to do things wrongly
10. Get your act together – to organise yourself so that you can do things in an effective way.



Now, the next set of phrases. The next phrase is to call it a day. What does that mean? To stop what you were doing because you think you have done enough or you do not want to do that work anymore. So let us check the usage. I am getting a bit tired now, let us call it a day. So let us suppose, a boss is having a meeting with a lot of people and it is late in the evening, and he feels he is quite tired. So he says, look, I am tired let us call it a day, which means let us stop the work here.

The next phrase is to take the law in one's hand. What does that mean? To punish someone according to one's own idea of justice. Let us check the usage. After his daughter's killer was let off without a conviction, the man decided to take the law into his own arms. So looks like a criminal who has killed a person's daughter has come out of the prison or was let free without a conviction and so, the man decides to punish himself, and therefore, he takes the law into his own hands.

The next phrase is to take the bull by horns. What does that mean? It means to face difficulties in a direct way, particularly when they are of very difficult and dangerous situations. Let us check the usage. The government will have to take the bull by the horns and tackle the problem of inflation.

So it looks like there is a problem of inflation and a person is commenting about it, and he says the government will have to deal with this problem directly in a very direct way and tackle the

situation or this problem of inflation by taking the bull by its horns, that is, by facing it directly. So what is the usage? The government will have to take the bull by horns and tackle inflation.

The next phrase is burn the candle at both ends. What does that mean? To work extremely hard. Let us check the usage. Ever since I started my new job, I have been burning the candle at both ends. So someone is making this statement that I found a new job, I and I want to please myself and the people around me, my colleagues and my boss particularly and therefore, I am working really hard. And therefore, he says ever since I started my new job, I have been burning the candle at both ends.

The next phrase is break the ice, which means to make people who have not met with each other before, feel more relaxed and comfortable. Let us check the usage. He organized a few party games to break the ice when people first arrived. So looks like a person has invited a few people for the party and they do not know each other and therefore, to break the ice or to make the people who have come for the party more comfortable, he has planned to do, or he has arranged for some games.

The next phrase is a nine day's wonder. What does that mean? It means short-lived. Let us check the usage. Do not worry about the story in the newspaper, it will be a nine day's wonder, and then people will forget that.

So let us suppose a very famous personality or a film actor is feeling bad about what is being published about him or her in the newspaper, so let us suppose a friend is consoling him or her saying, oh, do not worry about it or these things keep coming all the time, it is going to be a nine day's wonder, and people are going to get a different piece of information for which is going to draw their attention. So do not worry about this, this is a short-lived thing, it is a nine day's wonder.

The next phrase is the ball is in your court. What does that mean? It means now it is your turn to take the next step or decision. Let us check the usage. Dev made the last offer, the ball is in Shiv's court now, which means Dev has done what he needs to be doing from his side, and now, it is the turn for Shiv to make the decision and therefore, the ball is in Shiv's court.

The next phrase is cost an arm and a leg. What does that mean? It means to be very expensive. So let us check the usage. Is it really worth to spend an arm and a leg on certain types of cosmetics?

So let us suppose that someone is seeing a lot of cosmetic products and the price of that, the price tag of those cosmetic products and then he or she is perplexed and then she asks this question to her friend, is it really worth to spend that much money on cosmetics? And for that, he uses a phrase cost an arm and a leg. So let us see how he uses that? Is it really worth to spend an arm and a leg on a certain type of cosmetics? Is it really worth to spend an arm and a leg on a certain type of cosmetics?

The next phrase is put the cart before the horse. What does this mean? It means to do things wrongly. Let us check the usage. I think you are putting the cart before the horse by leaving your permanent job before getting a new one. So let us suppose, a family member or a concerned friend is advising saying that you are not doing the right thing by leaving a permanent job and then hunting for a new one; you find a new job, a dream job of yours, and then leave the permanent one that you have right now.

The next phrase is get your act together. What does that mean? To organize yourself so that you can do things in an effective way. Let us check the usage. I wish she could get her act together. So here, someone is making a comment that this person seems to be clumsy and not doing things the right way. So I wish she conducts herself and her life properly. So, therefore, they say I wish she would conduct her act together.

(Refer Slide Time: 12:08)



COMMON PHRASES

1. Put all your eggs in one basket – to depend for success on a single person or plan
2. Every cloud has a silver lining – every negative has a positive
3. To get out of hand – become difficult to control
4. To cry wolf – to call for help when you don't need it
5. It takes two to tango – actions or communication needs more than one person
6. To get something out of your system – to get rid of a wish or emotion especially a negative one, by allowing yourself to express it
7. To sit/ be on the fence – undecided / taking a neutral stand / not take sides
8. To step up ones game – to start performing better
9. To sell someone out – to snitch on someone or let their secret out
10. To be all Greek – be not understood



We will look at the next set of phrases. The next phrase is put your eggs in one basket. What does that mean? To depend for success on a single person or plan. Let us check the usage. His financial advisor urged him to be careful and not put all his eggs in one basket by investing all his money on the stocks. So what is the scenario here? So here, a financial advisor is telling his client, do not invest only on stocks and for that, he says do not put all his eggs in one basket by investing all his money on stocks.

The next phrase is every cloud has a silver lining. What does that mean? Every negative has a positive. Let us check the usage. Do not worry about breaking your leg; you will be able to relax all day on the sofa watching your favourite TV shows, so you see, every cloud has a silver lining.

So here, someone has broken his leg, and he is taking a rest at home; he is taking a good rest at home, and so, his friend is saying don't feel bad about this because you get to watch television the whole day, you can watch your favourite TV shows, and then you will also be resting the whole day on your couch. So every cloud has a silver lining.

The next phrase is to get out of hand, which means become difficult to control. Let us check the usage. Please call for help; I do not want the fire to get out of hand. So it looks like there is a fire breakout and the person is saying, please call for help as soon as possible, I do not want this fire to get out of hand, or I do not want this to become difficult to control.

The next phrase is to cry wolf. What does this mean? To call for help when you really do not need it. Let us check the usage. Do not pay attention to Sitara; she is only crying wolf. So here, someone is saying; here, someone is making a statement that look, she often does that, do not pay attention to that.

For that, how is he praising it? Do not pay attention to Sitara; she is always crying wolf, meaning she is asking for help, and she really does not need that. So you really do not pay attention is what the person is saying.

The next phrase is it takes two to tango. What does that mean? It means actions or communication needs more than one person. Let us check the usage. Do not blame me for the argument; it takes two to tango; you are equally responsible. So it looks like there was an argument between two people and one of them is making the statement that do not blame me for this argument because at the end of the day two people are responsible for an argument. So for that, he says it takes two to tango; you are also equally responsible for this argument.

The next phrase is to get something out of your system. What does that mean? To get rid of a wish or an emotion, especially a negative one by allowing yourself to express it. Let us check out the usage. Please make a diary entry of all the negative emotions you feel; you will feel better if you get it out of your system.

Well, what does that mean? So let us suppose a psychologist is talking to her patient, she is saying to get things out of your system, to get all the negative emotions out of your system, you must start the habit of making a diary entry of all that you are feeling; a diary entry of your emotions and feelings.

The next phrase is to sit or be on the fence. What does that mean? It means undecided or taking a neutral stand or not taking sides. Let us check the usage. So what does sitting on the fence means?

Let me give an example. So you go to an ice cream counter, and you are not able to decide whether you need a chocolate ice-cream or vanilla ice-cream. Then you are sitting on the fence, and the guy who sells ice-cream, who is at the counter is saying you cannot sit on the fence for long, you make your decision fast and let me know what I should get for you.

The next phrase is to step up one's game, which means to start performing better. Let us check the usage. You really need to step up your game if you need to stay in this company. Let us suppose a boss is warning his employee that unless you do, you better your performance unless you perform better; you do not dream about staying in this company any longer.

So how does he phrase that? Unless you step up your game, do not think about staying in this company. He says, you really need to step up your game if you want to stay in this company.

The next phrase is to sell someone out, which means to snitch on someone or let their secrets out. Let us check the usage. The company had put a lot of trust on him, but he sold them out by leaking confidential information to the competitors. There is another usage, can I trust you on this or will you sell me out?

So here, our friend is asking can I tell this secret to you, will you share it with anybody, are you going to let it out? So for that, instead of that, she is asking can I trust you with this or will you sell me out?

And the final phrase of today's module is to be all Greek, which means be not understood. Let us check the usage. I tried reading that science journal, but it was all Greek to me. So someone is trying to read a science journal, and he has not understood a word of that, and therefore, he says I tried reading that science journal, but it was all Greek to me. Meaning he did not understand any of that.

So with that, we are coming to an end of this module. I will see you with a different module on a different day. Until then, stay safe, take care. Bye.

English – I (Basic English)
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Lecture No. 30
Telephone English

(Refer Slide Time: 00:16)



Making a call

- Hi/Hello.
- This is Megha from Airvoice services.
- My name is Megha. I am calling from Airvoice services.

- How is it going? Good, thanks. What about you?
- How are you? Great, thanks. What about you?
- What's up? Not much. The usual.



So, when it comes to a telephonic conversation, you either make a call, or you take a call. When do you make a call? You make a call by dialling the person's number and then the phone rings. When the phone rings, the person picks it up, and that is what is known as taking the call. So the situation that invites you to make a call could be formal. When do you make formal calls? When you have to make calls to your boss, to your office colleagues so all of this can be categorized under the formal calls.

Whereas when you talk to your family members when you talk to your friends, all of them can be seen as informal calls. So, let me give you a small example. I will tell you how you should start a phone conversation in both formal and informal context. So, you start by greeting, and then you introduce yourself. So, an example of formal context Megha is working for Air Voice Services, and this is how she is starting the phone conversation.

She starts by greeting, saying hi; hello, this is Megha from Air Voice Services, or she could also say, my name is Megha I am calling from the Air Voice Services. When it comes to informal

calls, let us suppose you are making a call to your friend, you did not start the way you started for a formal call right, you would not say my name is this, and I am calling for XYZ purpose. You would start with hi; how was it going or you would say hi; how are you? Or hi what's up? How do you respond to those questions? You may say good. Thanks, what about you? Or you could say good, thanks; how about you? Or you could also say not much, the usual; how about you?

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ONLINE DEGREE

Asking for someone

- May I speak to Padmini ?
- Could I speak with Padmini?
- I'd like to speak to Padmini, please.

- Is Padmini there?
- Is Padmini around?
- Can I talk to Padmini?

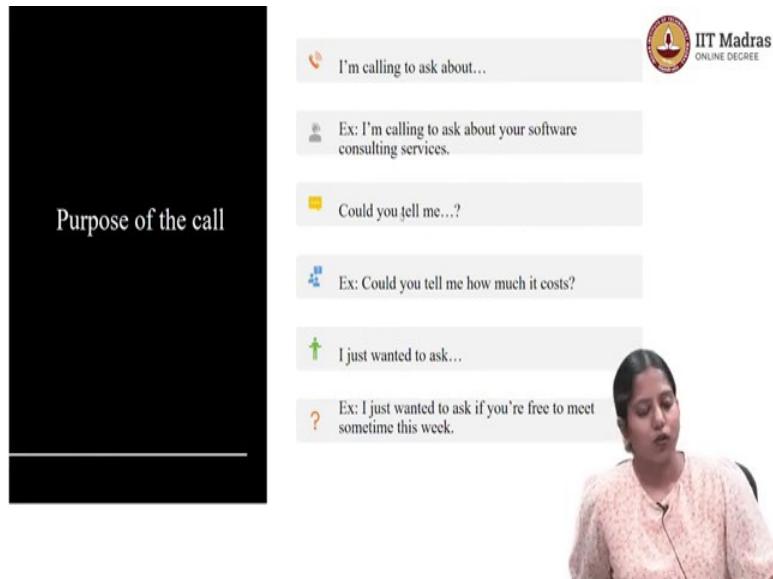


Now here is another situation and that situation is when you have to ask for someone. So, again I am going to divide it on the basis of formal and informal context. So, let us suppose in a formal context. You want to call your friend Padmini; you make the call. So, making the call to her office number and somebody else her colleague has picked up the call. So, how would you phrase that? How do you ask for Padmini?

You may say; may I speak to Padmini? Or could I speak with Padmini? Or I would like to speak to Padmini. You may also add please at the end of the question or the sentence. So, in that case, you may say; may I speak to Padmini please? Or could I speak with Padmini please? Or I would like to speak to Padmini, please. Now if this is an informal context let us suppose Padmini is at home but she has not picked up the call instead her sister who is a good friend of yours as well picks up the call, so how would you ask for Padmini? Hi, is Padmini around? Or you would ask;

is Padmini there or can I talk to Padmini? So, there you do not have to be formal, you do not have to add please at the end of these questions.

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Now getting to the purpose of the call, so once you greet you ask for someone what next? Then you tell the person why you call him or her for. So, again in a formal context, you could say; I am calling to ask about I am giving you an example, let us suppose you want to know more about some software consulting services. So, you could say; hello, I am calling to ask about your software consulting services, then you could continue the conversation saying; could you tell me and so on. Could you tell me how much it costs?

Whereas in an informal situation, let us suppose you are calling your friend, you could just say; hey, I just wanted to ask if you are free to meet sometime this weekend. Hey, I just wanted to know if you are available for a movie this weekend. So, that is how you get to the purpose of the call.

(Refer Slide Time: 05:13)

A video frame showing a woman with dark hair, wearing a light-colored patterned top, speaking. She is positioned in front of a graphic consisting of two overlapping circles, one light blue and one light green, on a white background. The word "Availability" is centered above the circles. To the right of the circles, there is a list of questions.

Availability

- When would be a good time to call?
- When will he/ she be back?
- Please let me know your best convenient time.
- Do you know when she'll be back?

Now checking on their availability, again let us suppose we are going to divide it according to formal and informal context. In a formal context, you are making a call to your friend, and she is in the office. You are making a call to her office number, and she is not around somebody else picks up the call, and then they say that this person is not around, so how would you ask for that person's availability, you could ask when would be a good time to call her or if you are talking to the person directly if your friend says that look I have a board meeting now, can we talk later.

Then you could say; when would be a good time to call? Or if someone else has picked up the call for her, you could ask when will he or she be back, or please let me know your best convenient time or please let me know her best convenient time for a call. And in an informal context like I have already said if Padmini sister has picked up the call and she is saying that you know Padmini is not around. The next question that you can ask you know checking on the availability is, do you know when she will be back.

(Refer Slide Time: 06:34)



Leaving a message

- Could you take a message for him?
- I'd like to leave her a message.
- Please tell Padmini that Meera called.
- Please ask her to call me back.
- She can reach me at 7708645321.
- Could you ask him to call me back?
- Please tell him that I'm in town.
- Please let her know that I would like to meet her.

[Listen to the conversation]

Now leaving a message, how do you leave a message? So, Padmini's sister says, look she is not around, should be back maybe in a couple of hours. So, you feel okay, in that case, let me leave a message for her. So, what are the things that we can say in that context? Let us check it out using a phone conversation. So, listen to this conversation, this will help you understand the different phrases and the questions that we can use in this context.

Telephone caller 1: Hello, could I speak to Padmini, please.

Telephone caller 2: I am sorry she is not around.

Telephone caller 1: Oh, that is alright, I would like to leave her a message, could you please take a message for her?

Telephone caller 2: Yes, of course.

Telephone caller 1: Or you may tell Padmini that Meera had called, you could also ask her to call me back.

Telephone caller 2: Sure, I will tell her.

Telephone caller 1: She can reach me at 7708645321.

Telephone caller 2: Oh wait a second please, let me grab a pen and a paper to make a note of that number. Could you please repeat your number?

Telephone caller 1: Yes, sure. My number is 7708645321.

Telephone caller 2: Okay, fine, noted.

Telephone caller 1: Okay, thank you. Bye.

(Refer Slide Time: 08:01)

Taking a call

IIT Madras
ONLINE DEGREE

- Good morning/Good afternoon. (Company name), (your name) speaking.
- Thank you for calling (company name). This is (your name).
- How may I help you? What can I do for you ?
- Ex: Good afternoon. Air voice services. Megha speaking.
- How may I help you?
- Ex: Thank you for calling Airvoice Services. This is Megha. What can I do for you today?
- (Leave to the conversation)

Now, taking a call. When do you take a call, when your phone rings, you take a call. You could also say you are picking up the call. So, again we will look at both informal and formal context. First, the formal context, let me give you a context. So, Megha was working for Air Voice Services, and a lot of customers call her to enquire about various plans and various customer services. So let us see how Megha introduces herself after picking up the call.

So, you could say, so Megha could say; Good afternoon, Air Voice Services; Megha speaking or she could say; Hello, Good afternoon, Air Voice Services, how may I help you? Or she could also say; thank you for calling Air Voice Services, this is Megha, what can I do for you today? Or it is also possible that she could say thank you for calling Air Voice Services, this is Megha how may I help you or what can I do for you.

Now we will listen to a phone conversation and understand this process better. We will know how to use certain phrases and sentences or the different kinds of phrases and sentences that you can use when you take a call.

Telephone caller 1: Good afternoon. Thank you for calling Air Voice Services. How may I help you?

Telephone caller 2: This is Kavita calling from Madipakkam. I had recharged my phone with an international roaming plan which I see is still not activated.

Telephone caller 1: Okay, please hold on mam, I will put you through the technical team.

Telephone caller 2: Okay.

Telephone caller 1: Hello mam, it was a technical glitch from our side, sorry for the inconvenience caused by the delay. The team has worked on it. The plan will be activated in 15 minutes, anything else that I can help you with?

Telephone caller 2: No, nothing else, thank you so much.

Telephone caller 1: Thank you, have a nice day.

(Refer Slide Time: 10:16)



Asking who is calling

- Hello...Is that?
- Could I ask who's calling?
- May I ask who's calling?
- Who's calling, please?
- Who am I speaking to, please?
- Where are you calling from, please?



Now asking who is calling. Suppose, you are not familiar with the voice, in that case, you could ask, 'May I know who is calling or may I ask who is calling or could I ask who is calling or who is calling please or who am I speaking to please?' And then you can also follow up the question where are you calling from, please? However, if the voice sounds familiar to you, then you could say; hello is that Padmini? So, I hope I made this part clear; these are all the questions that you can use in order to ask or know who is calling.

(Refer Slide Time: 11:07)



- Could you hang on?
- Could you hold on?
- Would you mind holding, please?
- Hold on, let me grab a pen and a paper.
- Sorry, to keep you waiting.
- Sorry, he is on the other line.
- Could I take a message?
- Could I leave a message?
- I am tied up at the moment. Can I call you back/in an hours time?
- If it is not urgent, can I buzz you later in the evening?
- You just have two minutes, be quick in what you have to say.
- I won't be able to have a long chat as I am driving now.
- This conversation will take longer, can I call you later?



Now, asking to wait. Again will listen to another phone conversation; this will help you familiarize with certain questions and certain sentences and phrases that you can use to ask the other persons to hold or to wait.

Telephone caller 1: Hello, can I speak to Meera, please.

Telephone caller 2: Could you hold on, I will check if she is around.

Telephone caller 1: Yeah, sure.

Telephone caller 2: I, sorry to keep you waiting, Meera has gone to the nearby temple with her grandmother, she is not around. Do you want me to take a message for Meera?

Telephone caller 1: No thanks, I will buzz her tomorrow morning.

Telephone caller 1: Hello, this is Nitya sister Ananya speaking.

Telephone caller 2: Oh, hello Ananya yes I remember Nitya telling me that you wanted some inputs in the new BSc course launched by IIT Madras.

Telephone caller 1: Yes, is it a good time to talk?

Telephone caller 2: Ananya, I am tied up at the moment, can I call you back in an hours time?

Telephone caller 1: Sure, please call me at your best convenient time.

Telephone caller 2: Okay, sure. Bye.

Telephone caller 1: Bye.

Could you hang on, could you hold on, would you mind holding please, hold on let me grab a pen and a paper, sorry to keep you waiting, sorry he is on the other line, could I take a message, could I leave a message, I am tied up at the moment, can I call you back in an hours time, if it is not urgent can I buzz you later in the evening, you just have 2 minutes be quick and what you have to say or I would not be able to have a long chat as I am driving now. This conversation will take longer; can I call you later. All these based on the context. These are all the sentences you can use based on a different context, based on the context that you are in.

(Refer Slide Time: 13:10)

On receiving a second call

- I am receiving a second call. Could you hold for a second/minute?
- I am speaking to someone on the other side. If it is not urgent, can I call you in sometime?
- I am getting a call from my professor. I will have to answer. I will call you back soon.
- Please hold on'a sec. My boss is pinging me.



Now on receiving a second call, let us suppose you already on a call with someone, and you are receiving a second call, what are the phrases that will come, phrases and sentences that we can use or that will come handy to you when you receive a second call. You could say; I am receiving a second call could you hold for a second or could you hold for a minute, you could also say I am speaking to someone on the other side if it is not urgent can I call you in sometime? You could say I am getting a call from my professor; I will have to answer. I will call you back soon.

Or again depending on the context I am getting a call from my family, or I am getting a call from my dad, I am getting a call from my office, I will have to answer this I will call you back soon. Or you could also say, please hold on for a second; my boss is pinging me. Please hold on for a second; my boss is pinging me. What is pinging? Here ping is a synonym for a call, so instead of saying my boss is calling me, you could also use my boss is pinging me.

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Conference call

- Can I get Sita with us?
- Wait a second, let me rope in Sita into this call.
- I am having Geetha with me on the other side, I am patching you in.
- Geetha and Sita, am I audible to both of you?
- Geetha, please stay on the line, Sita you could disconnect. I will call you later.

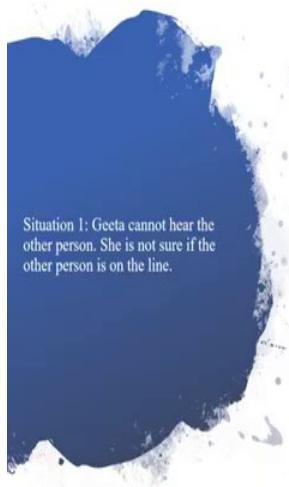


So, now coming to conference calls. What are conference calls? What is a conference call? A conference call is a call that you make to multiple people at the same time. So, you put people on a conference call. So, I am giving you a situation here, here Ram is talking to Geeta, and that is when Sita is calling Ram, and they all want to discuss the office work. So, Ram says, and he says this to Geeta; look Sita is calling me or he could also say; look Sita is pinging me, can I get Sita with us? So, Geeta says, of course, we would like to discuss this with Sita as well. So, he says, wait a second, let me rope in Sita into this call.

This is important, rope in. Let me rope in, and then you tell Sita, i.e., Ram tells Sita that I am having Geeta with me on the other side, I am patching you in. Meaning, I am adding you to this call with Geeta. And once he does that to confirm whether he is audible to both of them, he says Geeta and Sita, am I audible to both of you? So, he is asking both of them, am I audible?

And once the conversation begins and they discuss over about the project then Ram says Geeta please stay on the line, Sita could you disconnect, I will call you later. So, they discuss whatever is required with Sita, so now Ram feels that Sita could disconnect and he needs to talk more with Geeta, and therefore, he ends up saying Geeta, please stay on the line, Sita you could disconnect, I will call you later.

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1. Hello, are you there?
2. Hello. Can you hear me?
3. Hello. Am I audible?
4. Hello. Is my voice clear enough?
5. Can you hear me loud and clear?
6. Is my voice too low?



Now, let us talk about phone problems. We all encounter, or we all have difficulties hearing the other person from time to time. Right? When we make a phone conversation when we make phone calls with friends, families and colleagues and both formal and informal context. What are the sentences that can be used in such situations, so I am giving you one situation and this is where Geeta cannot hear the other person, and she is not sure if the other person is on the line?

So, in that case, she may ask hello, are you there or hello can you hear me or hello, am I audible or hello, is my voice clear enough, hello, can you hear me loud and clear, hello, is my voice too low? So, these are all the questions that you can ask if you are not sure whether the other person is on the line or not.

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Situation 2: Lena is on a phone conversation with Anjali. Anjali realises that she is running out of charge.

- 1. Please be quick. My battery is about to die.
- 2. I might lose you soon, as I am on 1% battery.
- 3. My battery is about to drain. Please text me.
- 4. Can I call you after charging my phone?
- 5. Let me grab a charger and call you back.



The second situation is where Lena is on a phone conversation with Anjali, and Anjali realizes that she is running out of charge. So, her phone is going to die soon. In that case, what are the sentences that can be used? She may say, please be quick, my battery is about to die, she could say I might lose you so soon, lose you soon, as I am on 1 per cent battery. She could also say my battery is about to drain, please text me or can I call you after charging my phone? Or let me grab a charger and call you back.

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Situation 3 : Geeta cannot hear the other person.

- Hello, I can hear you on and off.
- Hello, your voice is breaking.
- Hello, your voice is jarring.
- Hello, I can hear you, but in bits and pieces
- Hello, your voice is echoing.
- Hello, I think you got cut off.



Now let us look at the third situation, that is when Geeta is not able to hear the other person properly. We must all have encountered this situation multiple times when we make phone calls.

You either hear your own voice or you hear the other person's voice is echoing or surfacing back or you hear them in bits and pieces. So, what are the sentences that we can use when you cannot hear the other person properly?

So, one we can say hello, I can hear you on and off. Then the second sentence is hello; your voice is breaking. You could also say your voice is jarring. When do you say your voice is jarring? When many a time we end up hearing some kind of vibrating noise and that is what is known as jarring. So, you could say your voice is jarring. The next one is hello, I can hear you, but in bits in pieces. The fifth one is, hello, your voice is echoing, that is when the voice surfaces back or sometimes you could hear you might hear your own voice. In that case, you could say look my voice is echoing let me cut the call and call you back again or you could also say hello, I think you got cut off.

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Phone problems / Wrong number



I can't get through.



The line is
busy/engaged/unobtainable.



Sorry, I think you have got
the wrong number.



There is none of that name
here.



Now, the other phone problems are when you just hear a beep sound that is when you say I could not get through that number or when you hear multiple beep sounds maybe it could also mean that the other person is busy or engaged. In that case, you could say looks like the line is busy I will call her later, or you could say the line is engaged, she is talking to somebody else I will call her later. Or if there is no sound at all, you could either say looks like the phone is dead or you could say she is unobtainable or the line is unobtainable.

Now there is another instance which is the wrong number; the other situation is the wrong number. So, rather than saying wrong number which we generally tend to say, you could say, sorry I think you have got the wrong number or you could say there is no one or none of that name here.

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The slide has a light blue and green circular background. At the top center, it says "Before ending a call". In the top right corner is the IIT Madras logo with the text "IIT Madras ONLINE DEGREE". Below the title is a list of 12 sentences, each preceded by a small square bullet point:

- No problem. I will try again later.
- Okay, I will pass on the message.
-
- It was a great conversation. Let us connect regularly.
- Take care. Let us be in touch.
- Take care. Goodbye.
-
- I might lose you soon. There is some connectivity issue here.
- I need to hang up now. Let us continue the conversation tomorrow.
- It is been an hour we are talking. I need to get back to work.
- Listen. My class is about to start. I will talk to you later.

To the right of the slide is a video frame showing a woman with dark hair, wearing a light-colored patterned top, sitting in front of a dark background. She appears to be speaking.

Now, how do you end a call? If it is a formal situation, then you could say, okay, no problem I will try again later. This is when you call for someone, but that person is not around and your friends, colleague is telling you that she is not around. So you could say, no problem I will again later, or if you are on the receiving end and if your friend's friend has asked you to pass on a message. You could say, okay great; I will pass on the message.

And then informal phone conversation you could say it was a great conversation let us connect regularly or take care, let us be in good touch. Or take care. Goodbye. Now if there is a connectivity issue or you get another call you want to hang up, then what are the sentences that you can use in that context? You could say, I might lose you soon there is some connectivity issue here. I might lose you soon there is some connectivity issue here. Then you could say I need to hang up now, let us continue the conversation tomorrow.

You could also say it's been an hour we are talking I need to get back to work or listen, my class, is about to start I will talk to you later, this is when you have to cut the call abruptly—and again based on the different context. So, I hope you have picked up a few phrases and sentences that no

will come handy to you in phone conversations. With that we come to the end of the module, I will meet you with a different module on a different day until then stay safe, take care. Bye.

Basic English
Professor Shreesh Chaudhary
Retd. Professor, IIT Madras
Humanities and Social Sciences,
Indian Institute of Technology, Madras, Chennai

Lecture 31
Spoken English Preliminaries

Welcome to this module on spoken English as part of your course, in English for this program at the Indian Institute of Technology, Madras. Today, we are going to begin the module on Spoken English. And in this first session, we will talk about some preliminaries what is it we must remember, while learning English, while learning speaking in English, while learning speaking in global English, in global standard English. And we will also set our priorities is everything in spoken English, all parts of all aspects of the language called spoken English, equally important, or there are things that are more important than some other things. So, we will also set our priorities, here we go.

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Why Spoken English?



Global Language



The first thing that we must remember is that English is no longer and not only the language of a small island, between Atlantic and Mediterranean. It is now; it has been so ever since perhaps the

Second World War ever since 1945, the language of the world. It is used in all domains in India and in Pakistan, in many other countries of South Asia, Eastern Africa, West Indies, and elsewhere it is used in many domains from home to office. A more important fact here is that English today is spoken in all sorts of accents only because all sorts of people who speak it from Argentina to Zaire, from Australia to Zaire, from New Zealand to New England, it only means that we should expect to speak to a variety of people who may have difficulty understanding us unless we speak in the global standard language.

It also means that unless we speak the global standard language, we will not understand many speakers who come from different cultures, different disciplines, and different countries. There is a very important factor, remember that here is a language, which is a mind-boggling variety of accents of the vocabulary of grammar. And in the middle of all this, we have to find a stick to that standard, which can take us to everyone, even if they sound to us, slightly different from us, and we sound to them slightly different from them. Let us go.

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Link to audio:

Mother Teresa Nobel Prize Acceptance Speech

<https://drive.google.com/file/d/1F-wPVCDfA8rg0Ja87RidIMqdUOz8FN3I/view>

Indira Nooyi- Game Changer of the Year

<https://drive.google.com/file/d/1KGrMKzk1SsVodUzwBs7vZbZW9DLigwT/view?usp=sharing>



We could have played you all kinds of things. But in the limited time we have, we are only trying to give you a sample of the kinds of accents, the kinds of people, and the kinds of uses, the English language is spoken. And we are going to play, the acceptance speech of Mother Teresa acceptance speech given at the Nobel Academy before she accepted a Nobel Prize for Peace.

Okay, this entire thing is rather long, we may not be able to play the entire thing, but we will just play it for about a minute to give you the flavour of it, to give you an idea of how many different kinds of people and different kinds of purposes, how many different kinds of people use it for how many different kinds of purposes Please listen.

(Video Clip Playing)

Let us all together. Thank God, for this beautiful occasion, where we can all together proclaim the joy, of spreading peace, and the joy of loving one another. And the joy of acknowledging that the poorest of the poor are our brothers and sisters. You see, we could go on, it is a wonderful, very inspiring, and highly illuminating speech that I have heard since hearing Gandhi on God.

We do not have time, but the point I am making is, if you want to speak good English, you must take care of all sorts of accents and yet speak in a manner as Mother Teresa does, you know so that you and I are understood by all of us, number one, number two, if you really want English that is of global standards, it is also important that you listened to you read, you know things that are of global reach, that are have a global impact, the link is very easy to find this video and audio whatever you like, go to the Nobel Academy's website, and among Novell lectures, you will find it just click noble.org, and you will get it, not a problem at all.

We hope that at least some of you will find time to listen to the entire speech by Mother Teresa, she was an Indian by choice, she lived and worked here for over 50 years. And when she died, she had only a bucket, and a couple of saris and soap or something in a room, all the money that she got by the Nobel Prize was as she says in this speech since she had accepted it for poor it was, there for the poor please discover you know other aspects of her personality, a great communicator.

To give you a flavour of the kind of global English you know, the kinds of people that speak not just in India, not just in America, we saw Mother Teresa born and brought up in Albania in Eastern Europe. And she took a vow, became a nun at the age of 16 and came to work in India first as an English teacher and later as a social worker at a school in Darjeeling, then Kolkata.

But you know there are the traffic is also the other way. There are children from Chennai, Kolkata, small and big towns in Asia and Africa, who made it big at the global level, 1% of that kind is somebody called was Indira Nooyi born and brought up in India educated in India. She

joined Pepsi Co, looked after her large family, her uncles and aunts, her husband's relatives, her own relatives, bringing up two wonderful children. And she became the head of a global company like Pepsi Co. Listen to her, please.

(8:37 Video Clip Playing)

Thank you all for being here this afternoon it is one of our favourite days of the year for many reasons, but it is only the last two that we decided we need to share our happiness and pleasure and privilege really with an audience here in New York. And thank you, Indra Nooyi, so much for spending some time this afternoon and this evening at the Gala event, downtown with us before we get to the subject and I am going to share with you exactly what Indra Nooyi requested that we speak about today, but I have to ask you on the subject of spending some time with us, what is it like to have a little bit of free time?

It's been a week, right? Actually, liberating. When I stepped down, I thought it was going to be tough because, for 40 years, I have done nothing but wake up at 4 am and just figure out how to rush to work and work 18, 20 hours a day and when October 2nd rolled around, I thought I was going to feel like I was bereft in something terrible that happened to me.

And then I woke up on October 3rd and felt light. And I realized that there is life beyond working so hard. And so, I submitted wake up at 4:30. I did that I have not yet. I mean that part requires reprogramming. But, I look at this display of our water, and I say wow, that is good. Looks good. I am still on Pepsi Co CEO at heart, but I am learning to step aside and actually realize this life beyond Pepsi Co.

I have one of the many reasons you would like to hear this speech is how did this lady make it to the top, answering all her obligations to family to friends to community and to her company. As she says, it is not impossible. So long as you know, what you want to achieve and you are willing to work for that it is listening to people like them, that not only your personality, not only your values and priorities but also your English will become of a global standard.

So, that is why we have selected it, and we are going to talk further about why you should listen to a variety of things you know, to have wonderful, globally intelligible English. Next.

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INTRODUCTION



In learning to speak, remember the following:

1. Have something to say.
2. Politeness is more important than even pronunciation and grammar.



So, how do we, what must we have? Such that our English is of a global standard, above and before anything else. We must have something to say, after you have said, Good evening, Good afternoon, Good morning. After you have said Namaskara, Namaste, Vanakkam, Sastriyakal, Assalamualaikum, after you have said all this, what next? Do you have something to say?

Is that something interesting to your listeners? Is that something relevant for them? Is that something that is going to help them? And are you going to say it in an interesting manner, such that they will sit down and listen? If you have these things, in all else can follow the accent, grammar, vocabulary, all else can follow.

If you have something to say, if you look at great prophets, Jesus Christ, Prophet Mohammad before these two people, Gautam Buddha, whether or people knew their language or they did not, we do not even know what you know, many of us do not know what language Jesus Christ spoke or what dialect of Arabic Prophet Muhammad spoke or what language or dialect Gautam Buddha spoke, but they are all popular around the world because they had something to say.

So, with great business leaders, Indra Nooyi or anyone else, they are there not only because of the accent of English, that is also an asset, of course, you should have that, but also because of something else. So, I am saying this upfront, that only a good accent in English will not take you far that will be a great help, but a greater help will be to cultivate the habit of learning to acquire knowledge with which you manage your business.

Next important thing in learning to speak in English is politeness; you know, people will, your listeners will, your friends, your colleagues, your family, will pardon you for mistakes of grammar, for mistakes of vocabulary for a variety of other things, they will pardon you very easily with a smile. You just say sorry, and you get across, but they will not pardon you for being rude, you know, what is that? How do you sound polite?

How does a language like English, which unlike many Indian languages, does not have, two kinds of verbs *ukarunga*, *ukaru* which does not have two kinds of *Betiye*, *Beito*, *Kuchandi*, *kicho*(14:24 *Speaking regional language*). How do they sit say, how do they express politeness? In English you do not say sit you, sitto, sitting you do not have things like that.

So, is, does that mean? Is English a rude language? No, it is not. English makes up for these two paradigms, these two kinds of expressions for the same Word, same verb or even if they used to have two nouns, though was for more intimate informal, you was for more formal, more respectable, respectful, but it is nearly 100 years ago that in the English language moved with democracy it moves to one pronoun for all.

So, now King or king's driver, the queen or her helper, they are all you. So, it goes like that, and they have only one sort of verb now. So, how do they express politeness? They use words like please any request is either preceded or followed by, any request even to friends, even to family, even to business partners, even to colleagues you joke with are preceded and followed by please or thanks or excuse me, or sorry or pardon me.

So, things of this idiomatic expression of this kind, help you sound polite. Then also integration, there is a difference between, come, sit down and saying come on, please will you mind taking the chair will you please sit down. So, intonation and then all requests in English all commands in English actually, except those by the army commanders are given through a question sentence interrogative sentence; you do not say, Tell me time, please. You say, will you tell me the time, please?

You do not say tell me time please, you say, will you tell me time please, you do not say stop now? You say will you please stop now. That is English that is politeness; we will have a session on that. And you should on your own when you watch English documentaries, feature films, video, audio, anything, listen for these things, and you will learn in no time these things are so easy to learn and so easy to use, that it will change your class, it will get you more friends, more business partners, more clients, more happy customers, than you may have just now, next.

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3. SLOW TEMPO IS A MARKER OF POLITENESS.

- Slow tempo helps both, speakers and listeners.
- English is a slow tempo language.
- English speakers pause after phrase, clause & sentence.



A slow tempo is also a marker of politeness. If you speak very rapidly, then you have a lot of people do not understand you, and you have difficulty in understanding them, they have difficulty understanding you. Moreover, people think you are not very polite. Should you speak that way? Or should you speak, come on, please. Let us talk in a manner that I am understood by my listeners. My listeners get time to understand and appreciate what I might say. In the beginning, you might think it is a bit too slow. It may also sound artificial, unnatural to some people. But please, believe me, this is natural.

This is good. It is possible that in the beginning, people may laugh at you. But soon they will imitate you, and soon they will also learn to speak this way because this is your best guarantee to be understood worldwide. Nobody will ask you to pardon me. What did you say please repeat? We will look at some of these things as well. So, slow tempo, as we have said helps both speakers and listeners and English; particularly it is slow tempo language. In English, you have a pause not only at the end of the sentence, but you have a pause also in the middle of a sentence.

Unlike many Asian languages, which pause only at the end of the sentence, in Hindi or Tamil, you might say you only at the end of the sentence you might pause you will say, there was a king who had three daughters. Well, not in English in English, you should say, there was a king, and

he had three daughters. They were all highly accomplished. But the king had not yet found suitable matches for them. So, English is a slow tempo language; here it is obligatory for you, you do not have a choice.

If you want to speak global English, then you better pause after phrase, after clause, and after sentences, brief pause maybe a couple of seconds or even less. But you know, an audible pause, I am saying an audible silence, which is a contradiction in terms. But you know, when you speak continuously, and you go silent suddenly for a couple of seconds like I did now, then people notice it you need that kind of pause, and this also does not take a long time to learn you learn it in no time. Provided you have a mind to provide you pay attention to. Go next.

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- In English, different words are stressed differently.
- Vowels sounds in English are very long or very short.



English has a peculiar problem; no other language has that. That the question of variant word stress. You pronounce one Word one way. Where is the capital of the United Kingdom? And you say London, main stress of the initial syllable. London, where is the main stress? London, not on the second syllable. You do not say London. Not towards the second Word. You do not say London, you say London but, where is the capital of Germany? Berlin, you do not say Berlin, you say Berlin is on the second syllable. Which country has the city called Buenos Aires? What we in India generally call Buenos Aires.

So, Argentina is Argentina, India is India but Nepal second syllable, Japan, end of the Word Nepal, end of the Word, Brazil end of the Word, but Pakistan end of the Word but not India, we

do not say India in English, we say India, we do not say united, you say united. So, you know somewhere it is on the first part union, we do not say union. So, in English word stress varies from Word to Word. And that makes it a slightly difficult language a little more difficult language to learn for pronunciation, especially for those of us who have not been born talking this language. But if we pay attention, we can learn.

Similarly, there is just another, not too many, only one or two. English does not have a problem of Hindi; it does not have grammatical gender, you do not have to learn whether a table is a masculine and chair is feminine, and tea is masculine, sugar, sorry, tea is feminine. In Hindi, sugar is feminine; in Hindi, the salt is masculine. In English, you do not have to learn these things. Even in French in many other European languages, you have to learn, even articles can be feminine and masculine.

In French, you have one kind of article for a boy, and another kind of article for a girl (Speaking French). In English, you do not have this problem. The girl, the boy, the bus, the end, you go on. But this is the problem in English. That is, this word stress varies from Word to Word. Then some of its vowels are very long, almost twice as long as vowels as some sounds in many Indian languages. They do not say the car; I come to the office daily in a car. No, that is not English. English is, I come to the office daily in a car, they open their jaws wide. I come to the office daily in a car. That is English. They do not go to market. They go to market, very long.

Sometimes so long, that it becomes two vowels in how do you cross the river? And the English men answered you, in a boat? Not in a boat. In a boat. So, that can maybe we do not have to make it as long but definitely longer than it is generally in our accents. On the other hand, some vowels in their accent are very short, hardly heard it is bought, where you hardly hear, ago, away, a rise, a for, a miss is hardly heard before but is hardly hear before, behind, below, beneath, hardly heard but for his long, low is long below, between tween is long, but Be is hardly anything. These things are learned with a drill in no time; we will have some session there next.

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- Good spoken English is a product of good listening habits.

- Audio Clip- Manhattan Song

<https://drive.google.com/file/d/1zAdAoV4BFIWfhjflBFDJBG7wENxbPPR/view?usp=sharing>



Good English will not come to you only from the classroom. Classroom and your teacher, including my colleagues and me, are like coaches to you. We can tell you what you should learn first, and how you should learn, but you have to do the learning. That is your responsibility, just as I cannot walk for you, no matter how much I respect you, how much I love you, like you. No matter how much your mother likes or loves you, she cannot walk for you. She cannot speak for you; you have to do that. Similarly, here, you have to cultivate certain habits.

And one of these is the habits of good listening. Do not be happy only listening to what entertains you go beyond look at the variety. Look at, of course, listen to songs, of course, watch movies, of course, watch documentaries, Of course, you watch football and cricket matches in any other game that you like. But sometimes, while watching part of the time, pay attention also to the manner of speech, not just to the matter of speech, not just to the meaning. But also, the language. See how they pronounce, how they use which Word. And in no time you will learn that.

And soon you may also be speaking that way. I am going to play a song from you know, Hindi English movie made in India. And it has a Hindi English song. I would like you to pay attention only to two words at both the names of a place, a big city called New York. It is not New York; it is New York and a part of that city called Manhattan. But you will hear these two words Manhattan and New York in a variety of accents.

Listen to it pause after one first play and make a note in how many different tones how many different accents you heard the same words and then played again to check if you heard them right? that is the practice you need to do yourself need to give yourself, first time listen to it for the song enjoy this song, this is all right for young people, not for the likes of me. But then I thought I might entertain you to give you a break from the likes of me. Okay, please.

(Audio Clip being played from 28:05 to 29:13)

I can recommend this movie to you. This film to you, you know it shows how determined housewife who spoke no English until about she went to New York and one evening decides to learn and within a few weeks she has starts speaking, of course, initially she makes mistakes, she's hesitant, but she overcomes her hesitant, overcomes her shyness and becomes a very effective and fluent speaker of English. All we need to do is to decide that we want to have it and we have it. Okay?

So, coming back, learn to listen, listen for tone various kinds of voices in which the same thing is spoken and said and once you have your ears are tuned to them once your ears start getting various tunes, your mind will immediately catch the tool you should use in a particular situation you do not require special training that way. Therefore, we have said learn to listen good spoken English is a product of good listening habits it goes with the rest of nature, you and I know no language, which we have either not heard first or not read first is not that speaking precedes listening, listening precede speaking. In some cases, the reading proceeds writing it just like that, next.

(Refer Slide Time: 31:02)

10. See the following books and sites for more . .

- a. *Better Spoken English* by Shreesh Chaudhary, Vikas Publishing Co., New Delhi



- b. *Advanced Learner's Dictionary of English*, any edition

- c. <<https://www.youtube.com/watch?v=3w71Hj7i4eg>>
d. <<https://www.youtube.com/watch?v=jNuC0BlffRs>>
e. <<https://www.youtube.com/watch?v=ARvrvJV4th4>>



Finally, there are resource books English; that way is a very rich language of all languages in the world today. English can very easily claim the largest number of publications of books, papers, newspapers, news articles, millions of mails, millions and billions of messages, crossing the world from one phone to another.

Books, newspapers with standard book numbers, feature film documentaries, there is so much to read so much to learn, that one life does not seem enough, no other language that we can come even remotely close to the number of publications that the English language gets every year worldwide. India alone produces more than 50,000 books of Standard Book Number in English every year.

Then think of countries like the United Kingdom, the United States of America, they also produce books for learning languages, you have a variety of dictionaries, different kinds of them, one company alone has 28 different kinds going in markets in India. Which dictionary would you buy? There are of course advice if you like search net and see which dictionary you would like to buy. But some of these dictionaries advanced learner's dictionary, not necessarily Oxford, who I mentioned it I show you the cover page of this because I happen to have a copy of it. But any advanced learner's dictionary from any company, Collins, Cambridge, Long man, they all have advanced learner's dictionary.

They give you pronunciation and usage, meaning, nearly everything other than etymology, nearly everything other than the origin of the Word. So have an advanced learner's dictionary

these days, you know, you have E-versions, electronic versions of these dictionaries, you can have them on your phone. So, that you know you can check pronunciation and usage anytime you are in doubt, like I do, you know, whenever I am in doubt, I check my phone. So, have a dictionary handy. And then some of these books, like this book better is spoken English.

Unfortunately, it has my name; I feel embarrassed. But then you know, it has a claim upon you the claim is; this book was prepared after listening to a set of undergraduate students at the Indian Institute of Technology, Madras over a few years, the presentations they made, their teachers, their colleagues, their friends.

So, we recorded those things, we listen to them, and we found that there were about 6 to 700 words, long words, by long words I mean, more than one syllable, not a cat, not a rat, but words like a monkey, we will have a session on long syllable words, monkey, elephant, University. So nearly 6 to 700 long words, which are frequently used and wrongly pronounced. So, we collected those words together in this book. And I taught courses with this book for almost 30 years at IIT Madras, and all my students were very happy with this book with the course they came back and said, Thank you, sir.

It had changed me; it has helped me change my accent. Of course, the book cannot change your accent. The book can help you change your accent. So, that is how I recommend this book. But you need not buy this book; you can have your own list. Think of the words to frequently use, check with the dictionary, see where you go wrong. And make a list of those words where you go wrong, get correct pronunciation from the dictionary. But the important thing is to do some drill in correct pronunciation, not for too long, for 10 minutes, maybe every day in the morning, and other 10 minutes in the evening, before you go to bed after you get up; when you are fresh when you really give your mind to it.

And you will find that within a few weeks, you are getting all your words right. Not only those with which you have practised but also those others, which follow the pattern of this Word just as you know, if you get the vowel in a cat, all right, you will get vowel in rat, sat, mat, that, hat. All right, as well. A mind is a wonderful machine, you give it a chance, and it programs and reprograms and reprograms itself. The important thing is, give it exposure, give it a chance,

give it time. Thank you very much. I hope you will enjoy other sessions also just like this in the coming days. Thank you very much for your attention.

English – I (Basic English)
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Department of Humanities and Social Sciences
Indian Institute of Technology, Madras

Lecture 32
Speak Slowly

Welcome to this course. As we said, contents are important and then it is almost equally important that the speaker should be understood by the listener. And the best way any speaker can be understood by any listener is by speaking slowly, speak slowly much more slowly than many of us in ancient countries, in African countries do. The session today we will talk about why we should speak slowly and how we can acquire the habit of speaking slowly, unless of course, as some of us do, we are already speaking slowly.

(Refer Slide Time: 1:25)

Speak Slowly



- English is a slow tempo language.
- English speakers pause after groups of words, after each clause, after each sentence. Click on the link given below and listen to the audio sample.

Link 1: Martin Luther King Jr.
<https://drive.google.com/file/d/1nqflHnwBfn1somjut-RjP5D1pLDPPzoq/view?usp=sharing>

Link 2: Colin Firth Winning Best Actor at Oscars
https://drive.google.com/file/d/1EsGlfewwJNFbUAUyAP_k1emF72L01EFU/view?usp=sharing



English, unlike many other languages, is a slow tempo language. For many reasons, they have a good number of long vowels, unlike many other European and Asian languages. Unlike many other languages, English also takes a pause within the sentence. In unit 3 of this course, we will talk about pauses within the sentence. But just now let us agree and admit that in English you

pause not only at the end of the sentence but also before also within the sentence, at the end of a phrase, at the end of a clause.

So, that makes English a slow tempo language, unlike Asian languages where mostly we pause only the end of the sentence. That is why English speakers pause after, standard speakers of a standard varieties pause after each group of words such as a phrase, clause, sentences. I am going to give you an example just now. (I have a dream that one day on the Red Hills of Georgia, the sons of former slaves and the sons of former slaves owners will be able to sit down together at the table of brotherhood, I have a).

The kind of time that Martin Luther takes in this public speech is good tempo, is a good speed at which we should talk. Almost anyone would understand us without difficulty, if you like, you can look at your time, look at your watch and see how many words Martin Luther King produces within this time and you can compare it with the time we use to produce many more sentences, many more words. So, once again please (I have a dream that one day on the Red Hills of Georgia, the sons of former slaves and the sons of former slaves owners will be able to sit down together at the table of brotherhood, I have a dream).

In about 20 seconds, King takes, King produces only about 20 words, whereas many of us produce many more words within the same time. As a result, we cause stress to the listener, and listeners have to understand so many more words within the same time. You can look at any other example, any other.

Let us look at one more. (My deepest thanks to the academy. In fact, I have to warn you that I am experiencing stirrings, so many of abdominals which are threatening to form themselves into dance moves, which joy is that maybe for me I am will be extremely problematic if they make it to my legs before I get upstage, so I am going to do my best to be brief in with my gratitude first to for being on this extraordinary list of fellow nominees).

About 40, 41 seconds to be precise has the computer before me tells me and how many words, fewer than maybe 50. So, that is the kind of tempo we should use when we speak on public occasions, in formal situations, when we make presentations even to our teachers, even in our

classrooms, even to friends. Slow speech is our best chance to be understood. Let us go to the next screen.

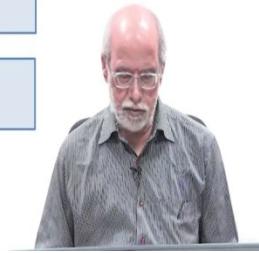
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- Pause is like the punctuation mark of spoken language.
- “A woman without her man is nothing.” This sentence can have different meanings depending upon how you pause. Find other examples.



A woman, without her man, is nothing.

A woman, without her, man is nothing.



The more frequently you pause, the better you convey meaning to the listener. Words flow one after the another, and unless you speak slowly, it is not very clear to the listener which word belongs to which group. Slow speech keeps that unmistakably clear and you can convey meaning unambiguously through tones. See, for example, look at this very popular, very famous example of how in English; different tones, different kinds of pauses can convey different kinds of meaning.

So, for example, look at this sentence quote on quote “A women without her man is nothing”. Now, this can have two meanings as the slide on the computer shows. First, A women, without her man, is nothing. It can also be the other way. A women, without her, man is nothing. It should be very clear to all of us that slow speech gives us time to articulate each word carefully, correctly and to place each word together with the other words where it belongs so that the meaning is unambiguously, meaning is most clearly conveyed to the listener.

(Refer Slide Time: 8:42)

- Rapid speech causes distortions in sounds; they merge into one another, some sounds are dropped, some sounds change form and shape, and become difficult to understand.

I can never forget my first parajump



Rapid speech, on the other hand, which is what many of us do, many of us produce more than 11, 12 words per second. So for example, in the time that Martin Luther King took to produce 20 words, some of us would produce maybe 100 words. Now that is called rapid speech. A rapid speech causes distortions in sounds if you do not give enough time to each sound, the sounds merge into one another, they overlap, they interpolate, they get covered, collapsed, pushed, it is like an overcrowded railway train compartment, meant to take 20 people but carrying 200 people. So, imagine the discomfort that everyone feels there is almost the same way.

I will give you an example of how sounds get distorted, how would they change form and shape when you produce too many sounds, too many words within the limited time. Look at the first strip on the PowerPoint slide before me. Can you make out what it is? Take about a minute if you like, can you make out what it is? Perhaps you can get with some effort. But if the letters were clearly written, if words were separated from one another, then it would be easier for you.

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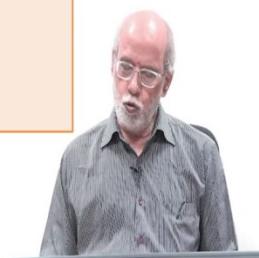
I can never forget my first para jump.



Look at this next, the second strip on the PowerPoint slide is very clear; you do not need one minute; you do not need even 10 seconds. In one look you get it clear, it says, I can never forget my first para jump.

(Refer Slide Time: 11:07)

I can never forget # my first para jump #
There were seven of us # each more
scared # than the others #



And actually, you can take right pauses; you can say rather than say I can never forget my first para jump. You can say, I can never forget my first para jump. There were 7 of us each more scared than the others. This is a slow tempo language. You gave time to every word, and you

gave time to every listener to take every word. This is our best chance to be understood by our listeners, no matter who they are and where they come from?

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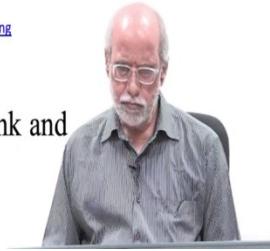
- Slow speech is easy for the listener to understand.
- It is a mark of politeness. Click on the links given below and listen to the audio sample:



Link 1: Fast speech
<https://drive.google.com/file/d/1j8LbHiavxCAvLRvadT1OmysL2591VoKR/view?usp=sharing>

Link 2: Slow Speech
<https://drive.google.com/file/d/1PsgjoA18vH7-wq6uYw82fA-0zmpBHW7q/view?usp=sharing>

- Slow speech gives the speaker time to think and use correct words in a correct manner.



Slow speech is easy for the listener to understand. We know a lot about how we speak, lungs produce speech air which is manipulated by our vocal cords which is further manipulated by our tongue and jaws, and we produce a whole range of different kinds of sounds. We also know how these sounds are transmitted through air, through airwaves, through the turbulence caused by speech air going out of the speaker's mouth into the air.

We know how speech sounds are transmitted from the speaker to the listener. But we know nearly nothing about how listeners understand these sounds. We only know that his speech air strikes cochlea inside both our ears. But what next? What mental processes, what cognitive processes separate road from the load, wet from the vet, wet from fret?

What mental processes keep one sound distinct from another? We hardly know anything about, and therefore, lots of people say that when you speak slowly, politely, when you are relaxed when you are comfortable when you give your listener time and attention, then listening happens best.

Each listener regardless of their proficiency in the language, then gets enough time to understand you. So, please cultivate the habit of speaking slowly, it is much more important than the pronunciation of than learning the pronunciation of any one particular sound or word. Some cultures you see, language goes with cultures. Language is not synthetic. Language is not divorced from the community and society. Each language belongs to, or each dialect of a language belongs to a group of people, a speech community, and it goes with the culture of the language.

In many Asian countries, when you greet people, you also make a different kind of physical gesture with it. When we say Namaste, we fold our hands and bow our head. So do Arabs, so do many other people in South East Asian countries like Japan, Korea, China. Similarly, with English speaking cultures. Speaking rapidly, speaking fast is not considered polite in those cultures. You should look at the listener, you should be relaxed, and you should talk slowly to the listener; otherwise, it seems like you were in a hurry, you are not giving enough time and therefore enough respect to the listener, it is not considered polite. It is considered rude.

We can look at further examples and see how it goes. (audio). So, let us listen to another. Please, (Kamikatsu in Japan is fast moving towards becoming the country's first 0 waste municipality. It is a small town that is 40 kilometres from Tokushima city. Residents of this town have spent over two decades reusing, recycling and reducing.)

One again please just see if you can make it out. (Kamikatsu in Japan is fast moving towards becoming the country's first 0 waste municipality. It is a small town that is 40 kilometres from Tokushima city. Residents of this town have spent over two decades reusing, recycling and reducing.) Thank you.

Slow speech is polite speech, it is a mark of respect, you can talk to the Prince, you can talk to the Pope, or you can talk to the King, you can talk to the Minister, anyone you like. Even if you make some mistakes so you should not, even if you make some mistakes of grammar or vocabulary, it will be understood, you may be pardoned so long as you speak respectfully and slow speech is a mark of respect, polite, is a mark of politeness.

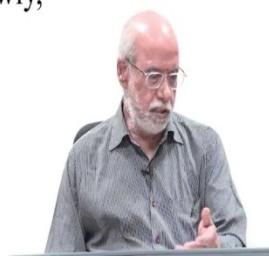
The slow speech also gives the speaker time to think and use correct words in a correct manner. If you speak slowly, it is hardly likely that you will make mistakes because before you utter another word, you get time to think, you get time to see your word, you get time to hear your own word before you speak. Therefore, from no matter what angle you think from the listeners or from the speakers, slow speech is our best bet for being understood in formal situations, in business situations, in our times.

In today's time particularly when the entire world has come together through the internet, through mobile phones, in businesses we transacted across the world using a variety of accents for the same language, for the same words, it is of utmost importance to admit, to realise and to cultivate the habit of speaking slowly.

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- It may not be easy to learn to speak slowly; changing habit of a life time can be difficult. But it is not impossible.
- If we learn one thing about Spoken English, we must learn to speak slowly, comfortably. All else will follow.



Nothing helps more, but how do we learn it? How do we learn to speak slowly? It is easier said than done. It is like changing your habit of a lifetime, and you began talking when you were about 8 or 9 months, and now you may be in your late teens, 17, 18 or older or much older, how do you change the habit of a lifetime? You walk in a particular manner, you write in a particular manner, you speak in a particular manner, and here suddenly somebody comes and tells you, please speak differently.

And it is not that you have one kind of tempo for English and another kind for your mother tongue or any other languages that you talk. These things go together. Those who speak rapidly in English also speak rapidly in their mother tongue, in their second language, in their other languages. In a country like India, where almost everyone is multilingual, we should know and realise that if somebody speaks rapidly in one language, they speak rapidly in all languages they know.

So, it is not easy to change the habit of a lifetime. These things are easier said than done. But is it impossible? No, it is certainly not impossible, and nothing is impossible for a determined person and particularly when we are learning is certainly not impossible. All it requires is some determined practise not just in English, today after this session when you talk to your friends and family in your mother tongue, try and speak your mother tongue also slowly. Because you are not used to it, in the beginning, it may sound funny.

Your friends and your family might also think that something is gone wrong with you, but nothing has gone wrong with you. It is only that you are learning another language and once you get used to this tempo, then you can switch between your normal, in formal situations, please speak the way you like. Be your natural self, but when you talk in a formal situation, when you talk to strangers, when you give a public presentation, then definitely switch to this slow tempo. It is just like switching between 2 languages or two dialects of the same language. It is not impossible.

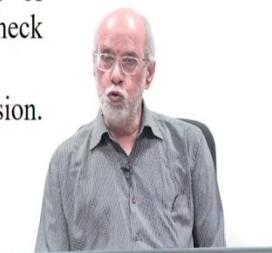
It is only that you need some determined practise just as you do for learning another language, a foreign language. A lot of adults learn a foreign language in India, for example, like we learn Spanish or Chinese or French, how do we do that? It is just the same way, 2 to 3 weeks, and if you try and speak slowly, for the rest of your life, you will have no difficulty. Every time you chose, you will speak slowly, every time you chose, you will speak rapidly, and all else will follow. People will understand you without difficulty.

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Activity



1. Record a minute long speech on your favourite topic.
2. Count the number of words.
3. Now take another minute, and record your speech again. On the same topic. But this time speak slowly. Count the number of words. You may have fewer words. Check with a listener What is understood better?
4. Listen to some “good” speakers on television. Are they slow or fast?



How do you know whether you are a slow or a rapid speaker? It is not difficult; it is easy. Do give a self-test. Give yourself a test. Take a printed page, take about some ordinary, easy paragraph of any book you like in English. Count the number of words before you begin. Once you know the number of words, make a note. Now switch on your recorder. I am sure your mobile phone has a recording device. Switch on your recorder and read other the way you speak.

Once you finish reading that paragraph, switch your recorder off and look at the time and look at the number of words. You will immediately know if you are a rapid speaker or if you are a comfortable and slow speaker. If you are a comfortable and slow speaker, you have to do nothing, you already know it. You can continue to speak the same way. But, if you are not, then try and speak slowly. Tell yourself after every group of words that I am going to take time; I am going to speak slowly. Keep reminding yourself not only while you talk in English.

But also when you talk in your mother tongue, also when you talk in your second language, also when you talk to friends and family, let them laugh at you, they will soon imitate you and believe me without knowing they will also relearn, they will also become good speakers, slow speakers of the English language and of their own language. It is not difficult, all you have to do is, to count the number of words you spoken in your recording device and look at the time you have taken and you will know.

If you speak faster than 3 or 4 syllables per second, then you are a rapid speaker. If you speak faster than 100 words per minute, then you are definitely a rapid speaker. The international

standard as many agencies will tell you; there is a body of research which says that even speakers from the same community are not understood by listeners from their own community if they talk faster than 300 words per minute, but even that is rapid.

International agencies like the International Civil Aviation Organization which regulates civil aviation, the flight of commercial aircraft, non-military aircraft around the world and a lot of it happens through language, through the English language actually. There the rigid rule is that all pilots should speak to all traffic controller at speed lower than 100 words per minute. Actually, they are tested, they are licensed if they speak rapidly, they fail the test, and they have to relearn and reappear at the test.

Therefore, count the number of words, give yourself this test, and you will know whether you are a rapid speaker or a slow speaker. If you are a rapid speaker, change, and your recording device will help you and then you know you can also play both your recordings, the rapid speech recording and the normal comfortable slow speech recording to listeners and ask them what they understand better and you will have no doubt what you should cultivate and why?

Also, listen to some great public speakers, listen to some television presenters, listen to some popular television presenters, in newscasters, public speakers and you will see that they all speak slowly and this can be a good model for you, like the two we played before, you can find anyone. There are lots of them on various sites on the internet, and you can profit from them. Once again, more important than learning the pronunciation of individual sounds or words, is the habit of cultivating slow and comfortable speech.

Invest your time and energy in it, and you will know that it makes you a comfortable and confident speaker in any situation, whether talking to one as they say or to 1000. That will be your best bet for being understood. I am not saying you do not have to learn other things; you have to learn other things. We made a list of things that we will learn on this course. But this is about one of the first few things.

Once you have got once you know what you are going to say, you must also know how you are going to say that, and among the things that you should do in order to say how you are going to say, slow speech comes at the top. Learn to speak slowly. Thank you, have a good day.

English – I (Basic English)

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Retd. Professor, IIT Madras

Department of Humanities and Social Sciences

Indian Institute of Technology, Madras

Lecture No. 33

Phrasal Pause

Good afternoon and welcome to speaking module of the course in English. Today, we are going to talk at some length about how and why speakers of standard variety of English pause after a phrase within a sentence, after a clause and within the sentence.

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Phrasal Pause



- Two or more words behaving in a sentence like one word make phrase. For example, an apple, a big basket, a committee of experts, etc. all behave in a sentence just like a single noun will. You can say “fish swims”, you can also say “an apple sells”, “a big basket has been kept at the temple.”, and “A committee of experts has been formed.”



For want of a better word many of us call this second long pause, very very short but very clear pause, is called a phrasal pause. What is a pause? Pause is a halt, is it is a temporary stop in one's progress towards something. So, as you speak and you stop speaking for a moment, then people might say you have taken a pause. So, there is a similar pause after a phrase in the English language. This is unique to the English language.

Not many other languages that I know of pause in this manner after a phrase, after a clause, before the sentence. We do not have anything like that in Hindi. In Hindi, we do not Say '*Kisi*

Jamane Mein Ek Raja Tha'. But in English we do, we say, 'once upon a time there was a king. The king had three daughters. *Hindi mein aisa Nahin Kahate*. We do not say in Hindi, in Tamil, in many Asian languages we do not have this kind of pause; but English has it.

So, what is the phrasal pause? What is a phrase? A phrase is a group of one, two or more words which together behave like one word, one unit. Say, for example, in a sentence like, 'fish swims', 'fish' is an entire noun phrase. In place of 'fish', you can have two words. You can say 'an apple sells.' These two words still make a noun phrase.

Or you can have three words; 'a big basket has been kept at the temple'. So, 'a big basket' is a phrase. It is still a noun phrase, 'at the temple' is also a phrase but it is a prepositional phrase. It follows 'at'. It is an, you know, it qualifies the preposition 'at', where is that big basket. That big basket is at the temple. So, words, 1, 2, 3 or even more that go together and behave like a phrase are called or behave like a word are called a phrase. And, a pause after the phrase can be called a phrasal pause.

This is characteristic of; this is very distinctive of, this is a unique feature of spoken English, standard varieties of spoken English. That the pause not only at the end of the sentence, English speakers also pause within the sentence, at the end of a clause, at the end of a phrase. In the rest of this unit today, we will talk about why, where and how English speakers pause within the sentence.

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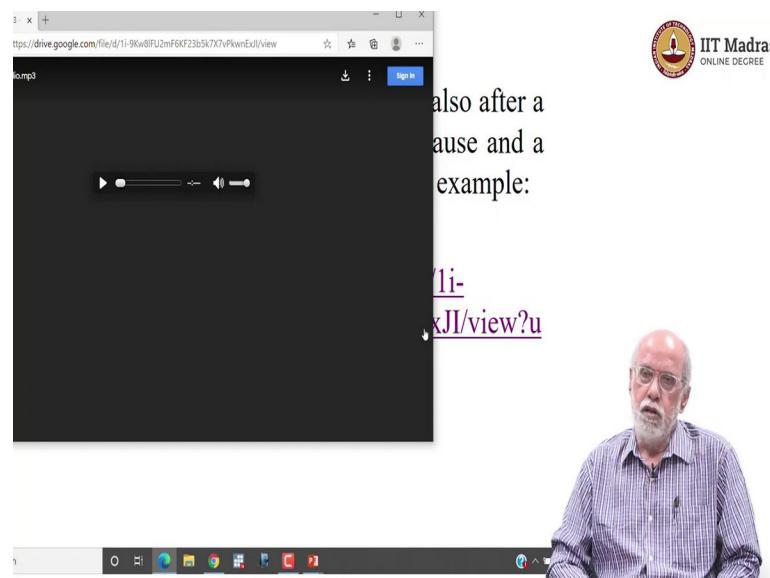
- Speakers of standard English pause also after a phrase, just as they pause after a clause and a sentence. Listen to the following for example:

<https://drive.google.com/file/d/1i-9Kw8lFU2mF6KF23b5k7X7vPkwnExJI/view?usp=sharing>



Alright, let us go to the next. In any standard variety, you know, next time you listen to the television news, not just the British Broadcasting Corporation news, in All India Radio, even Doordarshan, other Asian channels, you may notice that there is a similar pause after every phrase. I am going to play; my colleague is going to play an audio recording to you just now.

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First, she would not pause at all. She would go the first few seconds without a pause. I want you to see if you can notice such a pause and then I will request her at the second time to play it again and stop wherever she thinks there is a pause, shall we go? I will repeat myself. Try and listen for the pause. Do not worry about meaning. Meaning is pretty simple. The audio recording will play entirely. You should see where there is a pause and make a mental note. Next time my colleague plays it, she will also pause where she finds pause in the recording. Please.

Pre-recorded Audio: 'Good evening. This is All India Radio, and I am Anuja Kumar with the news at 9. Prime Minister Narendra Modi today stated that India is one of the safest habitats in the world with almost 3,000 Tigers. Releasing the old...'

Okay, did you notice that even before the end of a sentence there is a pause in English? I am going to request my colleague to play it once again, and this time she would pause where there is a pause. Please.

Pre-recorded Audio: 'Good evening.'

There is a pause. Every time you greet somebody, take a pause. Good evening, Good morning.

Do not begin at once. Give it a second.

Pre-recorded Audio: 'This is All India Radio'

Every time you announce an identity, I am Shreesh Chaudhari and then go on. I am an English teacher. So, take a pause every time you introduce yourself or anybody else.

Pre-recorded Audio: 'and I am Anuja Kumar with the news'.

Okay, so you, I am Anuja Kumar with the news. Please.

Pre-recorded Audio: 'at nine.'

You may not have so many. You may not have so frequent, but the idea is that every unit is followed by a pause.

Pre-recorded Audio: 'Prime Minister Narendra Modi today stated'.

So, one clause. You can; you can pause after the phrase. You can pause after a clause. So, here the speaker pauses after 'the Prime Minister Narendra Modi today stated' and then she would go on to what was stated, the next clause. Just see.

Pre-recorded Audio: 'that India is one of the safest habitats in the world with almost 3,000'.

So, another unit, another unit, you know, another clause. So, this is how English speakers pause at the end of a phrase, at the end of a clause, at the end of a sentence. And, each pause is longer than the previous. The pause at the end of the clause is a little longer, not too much, not 2 minute, not 20 seconds, maybe a couple of seconds longer, a nanosecond longer than the pause at the end of a phrase.

Similarly, pause at the end of a sentence is longer than the pause at the end of the clause. I will request my colleague to replay the recording without she is stopping it. You should notice if there is a pause where ever. Make a note. Please.

Pre-recorded Audio: 'Good evening. This is All India Radio, and I am Anuja Kumar with the news at nine. Prime Minister Narendra Modi today stated that India is one of the safest habitats in the world with almost 3,000 tigers. Releasing'

So, you know this is clear that you know, there is a perceptible pause at the end of a phrase, a clause and a sentence. Go to the next.

(Refer Slide Time: 10:01)

Good evening# this is All India Radio# and I am Anuja Kumar # with the news at nine## Prime Minister Narendra Modi today stated# that India is one of the safest habitats in the world # with almost three thousand tigers....



•••••



For your convenience, I have marked it on the slide. You can see pauses marked by hashtag, you know. Good evening. This is All India Radio [pause], and I am Anuja Kumar with the news at 9. Prime Minister Narendra Modi today stated, [pause] you know, you can go on. Maybe I have done it, you know, 1 or 2 more. I have marked pauses at 1 or 2 more places than possibly the speaker did, but this is how it goes at the end of each unit.

You should check this site of All India Radio, and you often come across very good talks, features on wildlife, environment and other social and anthropological scientific issues. This was one on conservation of Tigers in India. Please go to the next.

(Refer Slide Time: 11:09)

- This pause is not long, but it is noticeable. It is the punctuation of speech. Speaker pauses every few seconds.
- Pause in this manner follows a simple rule: pause after every phrase, or every group of words within a phrase, if the phrase is a big group of words.



Now, this pause as I said earlier is not too long but is noticeable. You can almost hear the silence if silence can be heard. It is the punctuation of speech. Later I will tell you how it is punctuation when you speak, but a general rule is speakers of standard varieties of English pause at the end of every unit, phrase, clause and sentence. Pause in this manner is called phrasal pause but if there are big groups of words, 'A committee of experts that specializes in botany', so you will take two pauses. But if it has only 2, 3 words, 'A committee of experts', then only one pause. The idea is each unit should be clearly audible.

(Refer Slide Time: 12:08)



- Pause after a word of address is essential. For instance,

May I borrow this book # professor#

Do you #doctor # know why I got fever?##



Where do you generally pause in English frequently? There are some conventions. Of course, there are no hard and fast rules. If you are in a hurry, please go on without the pause, but if you speak with pause, your chances of being understood will be greater, it will be better. So, generally, speakers of standard varieties pause after words of the address. When you address somebody, say for example in this sentence, 'May I borrow this book, professor?' Or 'Do you doctor know why I got fever?' 'Will you Lizz, wait for me?' 'I want to request you to give me a lift.' 'Would you, John, like me to pick you up tomorrow in the morning?'

So, after you use words of address, doctor, professor, Ms, Mr, names; so, pause after a word of address such as by name or by a designation such as you can say, 'so kind of you Governor', you know, 'how thoughtful of you my dear'. Every time you use a word of address, you know, it should be followed by a pause. Next.

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- Pause after a pair of numbers, or three numbers, is helpful. For example, you should say

94#43#02#84#34 #or# 944#302#84#34##

The postal code of the area I live in is# 600#113##

my employee id is# 19#95##



Similarly, when you give numbers, telephone number, index number, you know there are varieties of context these days. When we share, our identity numbers with friends and family, in that case again; usually, it is good to pause after every 2 or every 3 digits. Say, for instance, I can give you my phone number, and it is 94 43 02 84 34. I can also group them as threes and twos, and I can say 944 302 8434. So, with the postal code. You have numbers and combinations of letters etcetera. Etcetera.

There again, take a pause after every 2 or 3 number so I can say my address is: Chennai-600 113. My employee ID is 19 95. So, in this manner, you really do not have to repeat yourself. Your listener understands the way you have spoken. Go on.

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- Similarly, when you tell your address, pause after every new level, e. g. door no., street, area, city, state. So, for instance,

My address is# D4/12# 2nd Link Road#
IIT Campus# Chennai 600#036



Similarly, when you tell your address, you know, each, we will start with the lowest unit, and we go to the higher level. So, door number, name then, Door number then Street, then Area, then City, then State, then maybe, postal index number or zip code in some countries. So, for example, you can say, it is not quite correct, but for a long time, my address was: D4 by 12 or D4 by 12, second link road, IIT Campus, Chennai 600 036.

I will repeat myself, for a long time, my address in Chennai was: D4 by 12, second link road, IIT Campus, Chennai, 600 036. So, this is how each unit of address is spoken by you should be followed by a short pause. Go on.

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- After words like "so", "therefore", "but", "thus", "of course", "indeed", "by all means", etc. also you should take a pause. For instance, you should say,



Without good health# there is no happiness##
so# invest in your health##

Ruth was tired# but# not bored## Many students
rise late # therefore # they come to class without
breakfast##



Some words, we call them discourse markers, that tell you that the kind of sentence that I had heard is going to change now. So, for example, words like, 'so', 'therefore', 'but', 'thus', 'of course', 'indeed', 'by all means' and many other words and phrases of this kind are necessarily followed by a pause.

Say, for instance, you know, we can say: 'Without good health, there is no happiness so invest in your health.' Even if 'so' is not a phrase, even if 'so' is not two digits or greater number, even if it is only one word, you should pause because it signals a change in discourse. It signals that something different is going to be said now or a conclusion is about to be drawn now, or some contradiction is coming, you know. There is a change in meaning.

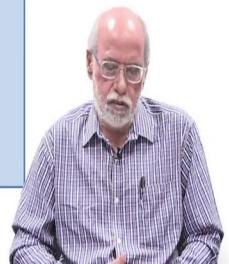
Similarly, for example, look at this sentence: 'Ruth was tired but not bored', 'Many students rise late; therefore, they come to class without breakfast', so 'therefore' here draws the conclusion. In the earlier sentence, 'but' is a contradiction. Ruth, the young lady, may be tired.

(Refer Slide Time: 18:18)

- After every word in a series, you should pause.
So for instance, you can say,

For breakfast# I take some corns # milk # eggs #
bread # butter # fruits # and tea ##

I am doing honours in Economics # but# I am
also interested in History # Philosophy #
Malayalam Literature # and Raja Ravi Varma's
paintings ##



Similarly, you know, when you count things in a series, after every word in a series, you should pause. So for instance, you can say: 'For breakfast, I take some corns, milk, eggs, bread, butter, fruits and tea.' This is how Standard English goes. You know, I mean, you may be still be understood, but it may not be good if you said: 'For breakfast, I take some corns, milk, eggs, bread, butter, fruits tea.' No, that does not help your listener. Your listener will understand you best when these words are followed by a pause.

So, words in a series, some of my friends live in Chennai, but they also come from other cities such as Hyderabad, Bangalore, Trivandrum, Madurai, Coimbatore and Pune. So, I am counting names of in a series. Here is a student saying: 'I am doing Honours in Economics, but I am also interested in history, philosophy, Malayalam literature and Raja Ravi Varma's paintings.' So, counting, you know, things, commodities, goods, names in series, they should be followed by a pause, a short pause. Go on.

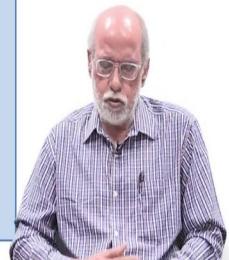
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- Ordinarily, the rule is : after every Noun Phrase, Verb Phrase, Adjectival Phrase and Adverbial Phrase.
- See, for instance, the following:

Rose # is a lovely flower##

The black rose # is the loveliest of flowers##

All the beautiful #black roses# that came from Bangalore yesterday #are# many say# extraordinarily lovely flowers##



Ordinarily, the rule is after every unit, a noun or a noun phrase, verb phrase, adjectival phrase, take a pause, long or short, you know. For instance, you know: 'Rose is a lovely flower'. 'The black rose is the loveliest of flowers.'

'All the beautiful black roses that came from Bangalore yesterday. You see, all of these are still noun phrase, in the first sentence 'rose' is a noun phrase, in the second sentence 'the black rose' is a noun phrase, in the third sentence, noun phrase has so many words, 'all the beautiful black roses that came from Bangalore yesterday', you know, it is, this phrase itself has three units of 4 units, three units actually. So, take a pause after every unit if it is a long-phrase.

So, we will say: All the beautiful black roses that came from Bangalore yesterday are many say extraordinarily lovely flowers. So, you are taking a pause after every unit. 'Many say' is parenthetic. 'Many say' - according to many people, that is another unit. So, even after, even if there is only one word before it, 'are', we take a pause. Listen to it again. All the beautiful black roses that came from Bangalore yesterday are many say extraordinarily lovely flowers. Next.

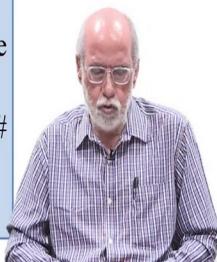
Noun phrase, adjectival phrase, verb phrase and adverb phrases or clauses are all followed by a pause in speech. I just said earlier, a pause is punctuation mark of speech, just as you use comma in writing, so here we use a pause.

We say, all the beautiful, we do not say, all the beautiful comma black roses comma that came from Bangalore yesterday comma, we do not speak that way. We signal these commas, these shorts stops, pauses through pauses. So, we say; all the beautiful black roses that came from Bangalore yesterday etcetera. We go on like that. That is the punctuation mark. Similarly, come to the next screen.

(Refer Slide time: 23:01)

- Noun phrase, adjectival phrase, verb phrase and adverb phrase or clauses are all followed by a pause in speech. This shows which words go together as a group. See the following, for example:

- He# that is down # needs fear no fall##
- Strike the iron# while it is hot##
- Only the wearer knows # where shoe pinches##
- Rabindranath Tagore# the Nobel laureate# was also a freedom fighter##
- All# that glitters# is not gold##



We signal the end of a phrase, noun phrase, adjectival phrase, verb phrase, adverb phrase or clauses; we indicate that now we are completing a unit by taking a pause. It may be one simple word. Say for example in the sentence: 'He', it is a noun phrase-'he', 'that is down', and that adjectival clause, 'needs fear no fall', is the verb compliment. It is a verb, you know, are followed by another noun. So, he that is down needs fear no fall.

Similarly, in the next sentence, you take a pause after the first clause. 'Strike the iron', strike the iron, pause, and then, adverb, when should you strike the iron? 'While it is hot'. So, that is an adverb, adverb of time. So, you know, this way you signal. 'Only the wearer knows', one clause, what does the wearer know? 'Where shoe pinches'. Another clause. 'Rabindranath Tagore', who was he? So, another qualification, 'the Nobel Laureate', we take a pause, 'was also a freedom fighter', another compliment.

'All', is a noun phrase, 'that glitters' in the next sentence, 'all that glitters is not gold'. So, 'all', pause, 'that glitters is not gold'; 'that glitters' is an adjectival clause. 'All is not gold' is the main clause. So, you know, we indicate pauses in this manner, and that makes it easier for the listener to understand us. Go on.

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ACTIVITY



For practice, mark and speak the following sentences:

1. May I come in sir?
2. Stars twinkle planets do not.
3. Fault dear Brutus is not in our stars.
4. Long years ago we made a tryst with destiny.
5. I have a dream that one day sons of slaves and sons of slave owners would sit together on the table of fraternity.



Please, look at the activity and do it and after you have done it, compare it with the model answers we have given at the end of this unit.

(Refer Slide Time: 25:29)

ANSWERS



1. May I come in# sir?
2. Stars twinkle # planets do not.
3. Fault # dear Brutus # is not in our stars.
4. Long years ago# we made a tryst with destiny.
5. I have a dream # that one day # sons of slaves # and sons of slave owners# would sit together # on the table of fraternity.



After you, you know, you finished, you can now check. So, the first sentence: May I come in, Sir? Stars twinkle planets do not. Fault, dear Brutus is not in our stars. Long years ago, we made a Tryst with Destiny. I have a dream that one day sons of slaves and sons of slave owners would sit together on the table of fraternity. Next.

(Refer Slide Time: 26:22)



6. Given a chance # everyone would like to go to school.
7. More girls than boys # drop out of school # before completing secondary education.
8. Ask not # what the nation can do for you # ask # what you can do for the nation.



Given a chance, everyone would like to go to school. More girls than boys drop out of school before completing Secondary Education. Ask not what the nation can do for you; ask what you

can do for the nation. If you have not got them right, maybe you should check and practice and do them again. It is not difficult. You will get them right soon, and once it becomes a part of your speaking habit, you will realize that you are a lot better understood and you enjoy talking even to a crowd just as you enjoy talking to a friend. Thank you, have a good afternoon.

Basic English
Dr Shreesh Chaudhary
Retd. Professor
Department of Humanities and Social Sciences
Indian Institute of Technology, Madras
Lecture No. 34
Do You Have Something to Say?

(Refer Slide Time: 00:14)

DO YOU HAVE SOMETHING TO SAY?



- We speak to give or get information, answer, news, knowledge, joy, to hurt, heal, entertain, encourage, discourage, persuade, convince, dissuade...



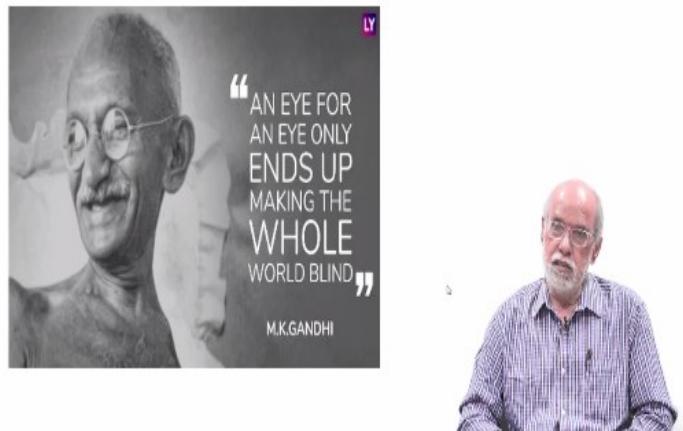
Good afternoon. Today we are going to talk about creating content in our presentations in whatever we say, to whomsoever we say. Actually, a huge question in training and learning to speak in formal situations is why do we speak; we speak to say something. So, the huge question is, a big question is do you have something to say. Ordinarily, we speak to give or get information, how to answer a question or to share some news or knowledge or simply out of joy or sometimes when we are angry; we speak to hurt others, we should not.

We also speak to heal and comfort others; we should. We often speak to entertain others that is how we sing, that is how we tell jokes, that is how we tell interesting stories. Sometimes we speak to encourage our friends and family; sometimes we also discourage people, particularly when they are up to bad things. We say, 'Don't smoke, it can cause cancer'. Sometimes we persuade people to invest their time, their energy in the right things, we tell them, please sit down, make use of your time, do not waste all of it in mindless entertainment.

Sometimes you try to convince people to buy this brand of soap it is very skin-friendly, and it cleans your clothes like nothing else. So, we are trying to convince the customer that this soap might be the best she can buy for this kind of money. Or sometimes you dissuade them do not buy they are unnecessary, why do you need to buy another shirt you already have too many. So, we speak with a purpose, and these purposes are more than can be counted many more than we can count unlimited, we speak for a variety of reasons.

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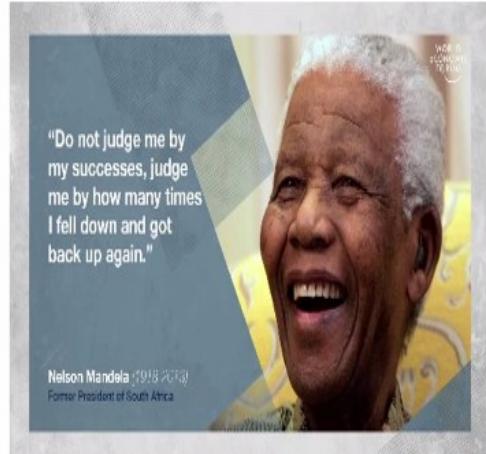
- All the great speakers whom we know because of what they had to say.



But you know we must understand why we speak, we must be clear about our purpose. All the great speakers that you know off in the entire world that you have read about that you have heard are remembered. We remember these great speakers not for how they spoke, maybe also for their pronunciation maybe also for their grammar and vocabulary, but much more importantly for what they had to say, the contents that are what makes their utterances immortal.

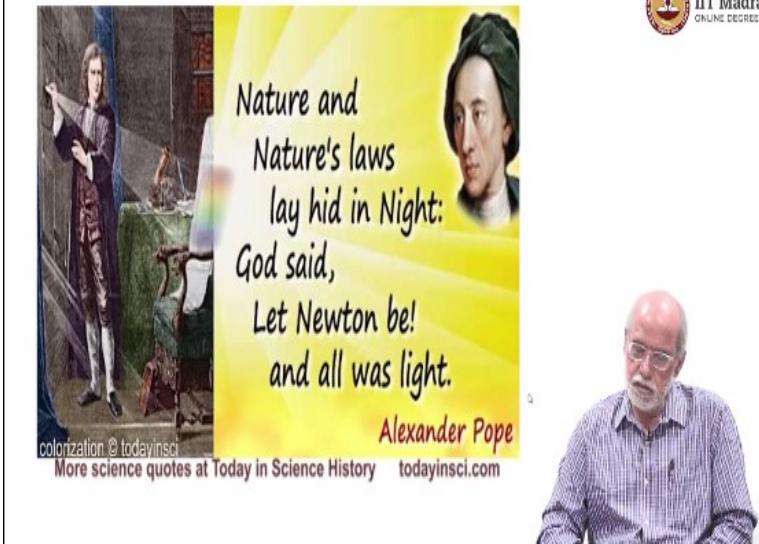
I, for example, do not know when Gandhi said: "An eye for an eye only ends up making the whole world blind". I do not even know whether Gandhiji said it in Gujarati, in Hindustani or in English or in French or in Latin or in Sanskrit all the languages that he knew I do not know which of these languages he used, but I have heard this one quote from my early school days, early childhood, early boyhood. Gandhi said, "An eye for an eye only ends up making the whole world blind". Contents are important, more important than pronunciation, than grammar, than vocabulary, than any other part of the language.

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All the great speakers, any continent, anytime, any period, anywhere see, for example, I am sure you have heard of somebody called Nelson Mandela, perhaps the greatest leader to have been born in the world after Mahatma Gandhi and he took Mahatma Gandhi for his guru, and that is how following Mahatma Gandhi, he won democracy and equality for his people in his country of South Africa. Many of his quotes, go to Google site, and it is a quote from Nelson Mandela, and you will see, "Do not judge me by my successes, judge me by how many times I fell down and got back up again" that is where your greatness lies. You do not allow temporary failures to put you down. Once again did Nelson Mandela say these sentence in his native African language or in English we do not know, maybe Google can tell us, maybe Wikipedia can tell us, but we know this quote and no matter how many times we fall, we should get up and try again. Contents are important.

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This is any era, any period just as I said any country India or Africa modern twentieth-century or eighteenth century. This is Alexander Pope, an eighteenth-century poet talking about a scientist Isaac Newton, a seventeenth, eighteenth-century scientist, but he said something so wonderful as nobody has been able to forget or has said better regarding Newton. Pope, the poet, said, "Nature and nature's laws lay hid in night. God said let Newton be, and all was light".

We do not know whether Newton lived in London or in Edinburg, we do not know how tall or short, fat or thin he was, but we remember the great words that he said. You are remembered for great things, you say.

(Refer Slide Time: 07:25)

- If you have to give a two-minute talk on "A Civic Problem in Your Area", what can you say? You can say some of the following:

- Where?
- What ?
- How much? Quantification.
- Its effects



How can you say those things, where would you get them? So, prepare if you have time, if you do not have time, if you have to speak impromptu, extempore, no problem, trust your wait and go ahead. As they say in English, a heart within and God above, you can go ahead, but if you have time then no matter how much you know about your topic check again, prepare again. Imagine, for instance, you know you have to make a presentation you have to say something, you have to give a talk a 2-minute talk, you have only 2 minutes, and you have to give a talk in a formal situation on the topic of a civic problem in your area.

Now, what you can say in 2 minutes? You can say even in 2 minutes you can say something sensible. Remember a lot of great things are done in a limited time. Nobel Prize acceptance is given in under one minute. So are some other great awards, later Nobel Laureates are invited to give a 40-minute speech. But while accepting it publically, they get under a minute to say they are happy to accept it within that minute, they can say anything, and some of them have said great things in those minutes.

So, it is not that time available is more or time available is less; it is only a question of preparing, giving a thought to what you are going to say. So, for instance, on a topic like a two-minute talk on a civic problem in your area, what can you say. Well, you can say where you can talk about the place, you can say what is the problem, you can say how much, how big is the problem and why how does it affect you can also talk about that. About any of these things, you can talk within a limited time or at length.

Suppose you have 10 minutes, then you could say flooding is a huge problem in my village. If you have time you can go beyond you can say, flooding is a huge problem in my village in

Bihar near Indo-Nepal border. Floods come every year in the month of August here and cause untold misery to people there. If you do not have time, you just say flood is an annual problem in Bihar.

What flood everyone, but if you have time you can explain it during times of flood, rivers in spate, overflow their embankments. They enter homes, farms, roads, railways; they drown people, boats, houses you can go on explaining. So, depending upon the time it is like budgeting, if you have only a limited amount of money, you buy only a few things though you may be at a mall with the world before you if you have a lot of money, a lot of time then you can say a lot of things, you can buy a lot of things.

But the questions must be asked; you must ask yourself how much can I say in the given time and prepare accordingly, check accordingly. So, about its effects you can say, flood ruins agriculture affects traffic, causes diseases, lots of cattle, and human beings die for want of food and water and floods are followed by epidemics like typhoid, cholera, etcetera, etcetera—all those dreadful diseases and problems.

But if you do not have time, then you can only say thousands of people die in the wake of floods. But this kind of decisions will come to you only when you ask yourself this question, what am I going to say, how much time I have got and what I can say in the available time?

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- In all of the points above, lots can be said. But we must not exceed time. How much can be said in two minutes? You must mention at least the following:



- name of the problem
- name of the place
- extent of the problem, quantity
- its harmful impact



In all the points above, just as I said, lots can be said. But you must not exceed time. Remember, whatever else may be, time is an infinite supply. No matter how strong you are, you cannot extend a day into 25 hours; you cannot extend a year into 366 days except perhaps in the leap year, you can add another day there, otherwise, it is all finite. Time is one commodity which is not an endless supply, and therefore you must respect, you must be within the time given to you. So, depending upon how much time you have you should decide what you would say about the problem, about the place, about quantification of the problem and about the impact that the problem creates upon the place, the people etcetera, etcetera.

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Suppose you mention “Water logged road” in your area.



Problem: Water logged road

- **Place:** On 3rd Cross Road, Nehru Nagar
- **Extent:** Knee-deep water even after an hour long rain
- **Data:** Support it with a photograph in a slide
- **Impact:** Spreads disease, smell, and stops free flow of traffic



Suppose you are talking about waterlogged road. First, find out this morning while preparing for this session, I had written waterlogging on the road, but when I checked the dictionary, I found that, no, it is in the passive voice. We are talking about road, and they are waterlogged road. So, not that waterlogging is incorrect, but waterlogged is better. So, if you have the attitude to check, you learn all the time. And you are only as rich, as strong, as you are willing to learn, as the riches you have in terms of knowledge. So, invest in learning, in researching.

Similarly, if you have to give a 2-minute talk on the waterlogged road, then what is the problem? The problem has a place. What is the problem? There is knee-deep water even after the slightest rain. What problems do they create? They create problems for traffic, motor vehicles, pedestrian, young and old, cattle. Nothing can move freely; we do not know what is

underwater; we might catch all kinds of problems and infections. Vehicles might collide against one another; they may burn more petrol and move less few kilometres.

So, there comes data quantification of the problem; you can quantify the problem in many ways. How many people met with an accident? How much longer did the vehicles take to cross? How many people got infectious skin diseases because of waterlogging or because they breed mosquitoes? How many people got a viral fever or other kinds of health hazards? So, depending upon the time you can collect and quantify data, you can talk about its spread, its impact, the diseases, the time taken by traffic, the foul smell and lot of other things that problems of this kind create and all this can be quantified.

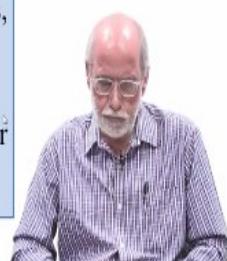
There is no human, no problem faced by human beings that cannot be quantified and your presentation becomes better when you talk through quantification when you have data in support of your claims. It is a lot noisy does not make much sense or as much sense as saying that even at 5 in the morning the locality has 54 decibels of noise coming from the temple next to my house.

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- If you do not have enough to say, you may find out.

- Consult search engines on the Net" Google, Wikipedia, other sites;
- Consult local sources, Libraries, Archives, etc.
- Consult local folk-lores, songs, etc
- Consult elders, knowledgeable local senior people, etc.



So, quantify your data, how can you do that? Today, more than ever before, fortunately, we have lots of sources of data available to us. For one thing, anyone, almost anyone who has a mobile phone handset, the smartphone has access to the net. You can check with Google, you can check with Wikipedia, and there are other sites I perhaps, I do not know of as many of you might. The problem is many of us feel reluctant.

And we say, 'oh come on I already know enough'. Do I need to check about the problem outside my house of waterlogging, I know about it, of course you know about it, of course, you do you have photographs, but if you take a new photograph you will discover something new, if you look at the same data source again you will find some more data, you will find a different way of presenting.

How many vehicles collided? How much more petrol or diesel or fuel was burned? How many vehicles got stuck? How many pedestrians fell down and slip? How many old people suffered, how many children came near drowning, how many policemen suffered directing traffic standing in knee-deep water? So, umpteen ways in which you can quantify data if you have a mind too.

So, look up these well-known public sites and your own if there is any. Then you know, in each place, you have local data sources. You can go to the local library. In Chennai, for instance, where I live, we have a huge archive of data about local problems in places like Connemara Library, Madras University Library, Adyar Theosophical Society library; Anna Centenary Library. There are all kinds of library and archives then university libraries like Anna University Library, IIT Madras Library.

There are those places, so libraries, archives and many of them luckily are digitized now. You can look up the libraries of some of the great universities in the world right through your mobile phone sitting in the comfort and privacy of your own chair, of your own study, of your own office or sometimes when it is not given in any public place then there are folklores. We have heard that Chennai had no water problem until about 1960 because all the rivers in the city were freshwater flowing rivers, the Cooum, the Adyar, but I have not seen them.

So, what I can do I can talk to older residents, I can look at older literature, and I find a description of a boat that came from Vizag bringing rice, vegetable, fruits, banana, banana leaves from across Andhra to Chennai. So, I can use that. Then there are folk songs, folk stories, folklores. So, you can consult elders; you can look up collections of folklores, you can go to archives, you can look at public sites. There are many ways, many more than I can tell you, of finding out and collecting data about the problem that you were talking about.

And you will notice that the more you know, I am not advising, I am not suggesting, you should tell everything you know not necessary. You must always know as much as you can and then decide how much of what you know can be said in the given time.

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- Whatever you say must be “**interesting**” to the listener. What makes anything interesting to the listener:

- **Good News**
- **Good Word**
- **Entertainment**



Say things that are interesting, which are interesting to you and also to the listener, say them in a manner. Now, what can be interesting, if you look at the way, if you look at the audience reaction to a spoken discourse you might notice that people get interested whenever they get good news. You tell them you have got a job; you tell them you have got admission to the university you were trying for, you have got the train reservation ticket. You have got x or y you got a prize; you won a lottery.

There can be a variety of things, your favourite team has won the cup, the match, good news always interests people no matter how you give them, and it can be given in a variety of ways like surprise way of giving. Tell me what I have to tell you, and then they guess and guess and you tell them you got the job you wanted or good word. There is no human being who does not like a good word. They have done some work, and you tell them well done. It does not take a long time, it just takes a smile, and for you to tell them well done, you have done well, marvellous, God bless you.

If you have time, say more say, well I am proud of you for the way you have done. But if you do not have so much time, you can simply say congratulations, great. You can compliment them the way they are dressed. Wow, so well dressed, this dress looks still better on you. Or the way they have done their hair, the way they are wearing their shoes, the way they spoke,

the way they travel. If you are determined to find good things in others, you will find good things in others, and you should let others know that you notice these good things in them.

Then, that creates in the listener a favourable, a positive mindset whatever you will be heard. I am not suggesting you should do get into false flattery. No way, never ever. Never say things that are false, never say things that are untrue, but you do not have to because in God world there is no human being who does not have something wonderful, something good, the way they do, the way they talk, the way they move, the way we listen.

The way they work. Or good things can also be entertaining like a joke you say, like the songs you sing, like stories you tell, like the gossip you carry. Try and avoid getting into harmful, violent, slanderous gossip. But some good joke to a friend at the cost of a friend it is not such a bad thing, it goes. One must also learn to laugh at oneself if that entertains your audience, but do not make yourself ridiculous.

The truth about a joke is something like salt in your food, you give too much, and it is ruined. You have nothing of it; it is ruined you must have that common sense, you must develop it. But you can make your presentation interesting by getting into these ways.

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While talking about a civic problem, you can also present data in a different manner as well. You can say the slippery road, or the submerged stretch of the road has caused so many vehicles to collide, to turn upside down, or so many people, including women, old men & women and children to slip and fall down.



So, while talking about a civic problem you can make it interesting, how it hurts the listeners, how it cost the listener and you can find data, you can present pictures, you can bring photographs, you can bring stories and make it interesting to them.

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You can also back it up with a photograph.



You see, a photograph is equal to 1000 words. If I started telling you to close your eyes and I am telling you that opposite my house there is a road, the road has a divider and it is the main thoroughfare in the city. Lots of two-wheelers, four-wheeler, three-wheeler use this road, and in times of rain there is knee-deep water, and people have lots of difficulties driving on this road. They have to switch their headlights on; some people keep helmets, some go without them.

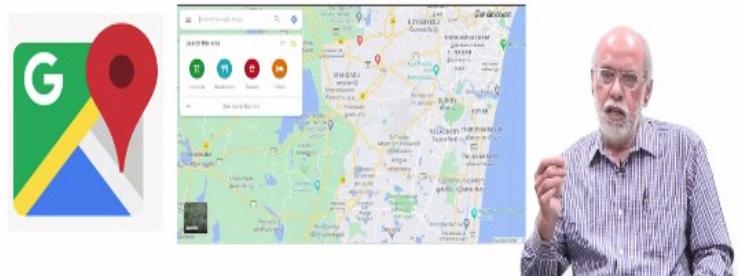
It will take a lot of time to hear and understand, but if I show a photograph, open your eyes now and see the photograph. It not only makes it interesting, it takes little time, and everything is conveyed. But think of an appropriate photograph. Work, invest some time in preparing. All I am trying to tell you is that a talk, a presentation, a formal speech, even if you speak to a friend is better if it is done with some preparation. It is not as good if it is done without preparation.

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Whatever you say must be “**relevant**” to the listener. There is no point talking about “**flying to fish**”, or “**swimming to bird**”, etc.

- It helps to research or re-check your facts.

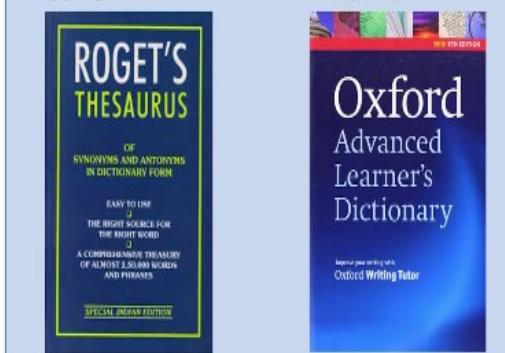
▪ See Google map of your area.



Similarly, when you show your place, you can say my village is always flooded in Bihar, and you can show Google map. Chennai residents every year have awful roads during monsoon. Now, where is Chennai? I am a resident of Nehru Nagar. Nehru Nagar's roads become waterlogged during rains. I can show Nehru Nagar, the map on my right immediately gives you the location. Even for those who have not been to Chennai, it tells where Nehru Nagar is located. I do not have to waste or use precious time in giving you the location of this place that look Nehru Nagar is located about 3 kilometres from IIT Madras campus, about 2 kilometres inside from the beach. I do not have to. The map says that very clearly.

(Refer Slide Time: 28:26)

- See Dictionary, Roget's Thesaurus for the appropriate word for “water-logging”.



Similarly, for words and language that dictionaries, I am sure everyone has seen a dictionary. Similarly, there is a thesaurus. Thesaurus gives you a variety of words for the same meaning

do you want to say fine or nice or good or excellent or decent or marvellous. They all have shared meaning. But fine means something which nice does not, which marvellous does not, which excellent does not.

Aroma means something which fragrance does not; a stench means something which stink does not. Thesaurus gives you answers to these questions. It helps you choose between a stink and a stench, between aroma and flavour, between good and delicious, between excellent and marvellous. So, you should learn to use a thesaurus, a dictionary. You can go to Google, and there is any number of dictionaries available in the market today. Go for something called advanced learners addition; each publisher has that.

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- Check the kinds of harmful effects possible from such spots.
- Check how engineers measure quantity of water in such places, and decide how you will convey this information.



Similarly, you know check using those sites. The same data are presented differently by different kinds of speakers. If you are an engineer, present it like an engineer. If you are a medical doctor, present it like a medical doctor. If you are a social worker, present it like a social worker because there can be more than one angle on anything.

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- There are sites that tell you about driving through flooded roads, escaping harmful effects of water-logged stretches of roads, etc.
- If you have limited time for presentation, you should check your facts and how much to say much more carefully.



There are sites that tell you about these things; you can go ahead and check.

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Once you have done all this checking with sources of local and non-local knowledge, you may have enough data to speak on the given subject. Then you should preferably by rehearsing decide what and how much of what you are going to say.



Once you have done all these checkings with the sources, then you can take a final look, you can rehearse and see how much time I have, how much time I take and as the old proverbs go, cut your coat according to the cloth.

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ACTIVITY

1. Gather information about a civic problem, i.e. a man-made problem, in your area.
2. Talk about it to a member of your family or a friend, with a timer in your hand. You should not exceed time even by a second.
3. Record yourself and see if you can collect, and, using some more sources of information on the same subject, talk again. Compare the two recordings to see what interests you and your readers/ listeners more.
4. Do a similar thing with another listener once again!



Do the activity and check with the model answers given. Thank you very much. Have a good evening.

Basic English
Dr Shreesh Chaudhary
Retd. Professor
Department of Humanities and Social Sciences
Indian Institute of Technology, Madras
Lecture - 35
Effective Presentations

(Refer Slide Time: 00:14)



EFFECTIVE PRESENTATIONS

Prof. Shreesh Chaudhary



Welcome to this, the next session in our module on Spoken English. Lots of us in perhaps any profession, whether you are in marketing, sales, in human resource management, in teaching, in politics, in administration, in research, in keeping archives in Libraries; lots of us have to make presentations frequently.

And our success in our chosen careers in part, not entirely of course, but in part also depends upon these presentations, are they effective? Did we do such that we convinced our listeners? Did we do such that our listeners understood us? They were not happy; they appreciated our position even if they did not agree, then we have made an effective presentation. But if they did not, then that means we have not made an effective presentation.

Here in this session today, we will be talking about a few aspects of one or two things, a few things to which we can pay attention and make effective presentations all the time. Please join me.

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STAGE MANNERS

- All conversations are presentations.
- All presentations are stage performances.
- All presenters are performers.



We must remember like all actors do, that all conversations are presentations. Regardless of who you talk to and where, you are in a certain sense, making a presentation. You are either asking for or giving information, sharing new joy, problem, solution.

And in that sense, all presenters are performers. Like actors on stage, their world as Shakespeare says said this world is a stage, and we are all actors, assigned our roles. So even when we are at home with our family, in the club with friends, in college with classmates, we are all making a performance.

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- Whether talking to a friend or a crowd, you perform an act.
- So like all “actors”, you have to follow some stage manners.
- We must be **well-turned out: washed, groomed and dressed.**



So like actors, professional actors, they, when they play the role of a beggar, you have no doubt that you are not watching a beggar. And when they play a king or a queen, a villain, they convince you that they are so.

Maybe we may not become as great as accomplished actors are, but we must remember that like all good actors, we have to remember a variety of things, the words that we speak, the costume, the occasion, the place, the stage, the voice, the props; we will talk about some of these things.

And of all these things, the most important, the first thing is appropriate grooming. Are you well-groomed according to your role, are you washed, are you turned out properly? Because you are going to be, particularly when you talk in public, when it is a formal presentation, you must be well turned out.

That means if you shave, you must have shaved. If you do your hair, if you wear long hair, then it must be done appropriately as the formal situation in your profession and in your community demands. Every community, every profession has certain standards of formality and informality. So you must be dressed, you must be groomed, you must be turned out appropriately for the formal occasion.

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- You need not be over-dressed, you must not be under-dressed, you should be appropriately dressed.



See, look at some manners of dressing. On my left, you have a couple of young people. Well, they are dressed according to fashion, but in my opinion, they are not dressed for a formal occasion where they can make a presentation for, where they can present a proposal for a business project of a couple of million rupees.

They are not, I mean they are wearing clothes in fashion all right. But on my right hand, there are other three people; the lady in saree. Every ethnic community, in Japan, in Iran, in India, in Sri Lanka, in Bangladesh, in Kenya, Nigeria, Uganda, in Sierra Leone, in Cote d'Ivoire; every country has its own standards of formal dress in presentation; formal dress for presentation.

You should, like actors wear the dress according to the role, we should also be dressed appropriately for the occasion.

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- What is an “effective presentation”?

- You make an effective presentation when listeners listen to you with attention.
- Then you can persuade, or entertain, or inspire, or convince, etc.
- Listeners may or may not always agree with you, but they see your position, your point of view, and they can listen to you.



You make an effective, what is an effective presentation? We have already said when you are heard when your listeners listen to you when you convince them. Even when they do not agree, they see your position; they appreciate that well, this is also possible.

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To achieve this, you must also do the following:

- Relax, make yourself comfortable.
- If you are tense, nervous, sleepy, drowsy, distracted, you may not make an effective presentation.
- People see more than they listen.



So, the next point is a lot of people feel very tensed before they start their presentation. And this is not unnatural; this is not unusual. And this does not happen only with you. It happens with everyone, with all of us.

Talk to any experienced teachers, even the likes of me who have taught for over 40 - 45 years. Even then, before we go live in a class or on camera, we feel a slight perspiration. But there are ways of overcoming them, you smile, you take a deep breath, and you greet your audience with a smile.

And with that smile, your tension, your stiffness disappears because remember, if you are drowsy, if you are tired, if you are not enthusiastic, if you are not alert, if you are not relaxed, your audience will notice all these things.

You might not realize it, but your listeners see you before they listen to you and they see everything. They see the inside and out of you. Are you well prepared, are you relaxed? Only then can they be relaxed, only can they take you seriously.

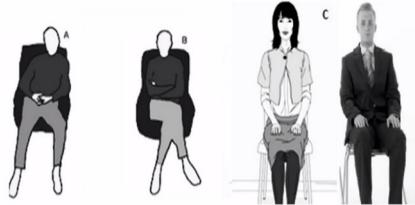
There are researchers who have said we have found out that even your listeners are more influenced by what they see than by what they listen. And one experiment, I saw it at the website of Toastmasters International, you can also check it there. But it said very extremely telling experiment in the power of visual medium against all other media, against verbal in particular.

So join me in an experiment as the experimenter in Toastmasters International says. Have your fingers this way, make it round, like I have done. Ready? And then slowly anti-clockwise; moving it anti-clockwise, slowly bring it to your chin.

How many of you took it to a chin, which is what I said? And how many of you took it to your cheek, which is what I did. Live classes have shown that maybe two or three students took it to the chin, which is what I said. But out of 50, over 45 students took it to the cheek, which is what I did. Nothing explains the power of eyes more than this experiment. So we must remember to relax, to smile, and then to communicate.

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SITTING POSTURES



Relax. Now, relax does not mean, you know, go in a sleepy mood like you are going to, about to fall asleep. Relax, you know, easy posture rather than stiff, tense. It looks as if you are going to be executed at any moment, no.

Neither is, oh God, I do not care; not even that. As Gautam Buddha said, truth is at neither extreme. Truth is somewhere in between. Business-like posture, sit easy, sit relax, but alert so that you look at your audience, you have very good eye contact with them.

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STANDING POSTURES



Or if you, as you stand, you do not really have to stand like a soldier; not this way. Your belly, stomach muscles inside, your breast swelling outside, your hands held fast behind you, no; not that way. It is only armed forces and their commanders who do that way because they have a purpose.

But ordinary speakers, ordinary people like you and me, excuse me, let me take the chair. We can also, we sit erect rather than slumping, rather than drowsy; we can sit erect, our shoulders straight, eyes in contact, and then even then we can relax and talk.

So for standing, do not slump, do not stand this way. Do not stand on one leg and then talk. Some of these postures, researchers have found do not help you win the confidence of your listeners. Your listeners take you more seriously when you are in total control of yourself and yet relaxed, and when you talk to your listeners in that position.

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- Greet your audience with a friendly manner.
- Use your hands in a meaningful manner..



Must wear, must have a smile. Greet your audience before you begin. That greeting with a relaxed smile will take the tension away. So do not just start saying, today we are going to talk about a civic problem, no; just say, good morning, today, we are going to look at a problem that has bothered us all for a long time and in which area we already have a lot of knowledge, but we will check how much of it we use. So begin with that kind of smile, a greeting, and you will see.

Similarly with your hands, what do you do when you speak? There are many positions, some people you know, lock their hands this way to the front, or lock their hands behind them. Or various parts of the body resting their hands, or some also keep it in their pockets or clutch the podium, hold it.

None of these postures by itself is good or bad but mindless flailing of hands going up and down with everything you said all the time. I mean, there is a civic problem in the city, which all of us have faced, all of us face but nobody is doing anything. This mindless movement of hands is not only a waste of your energy; it is also distracting to your audience; it does not take them anywhere.

On the other hand, you can use your hands in a meaningful manner. You can say that all cities in the world can have fresh air, they have a choice; they can either decide to go for mass transport, invest there, and breathe clean air to go wherever they like. Or each person can have the false comfort of having their own vehicle and breathing polluting air. So each, other; one, two.

On the one hand is the question of cost, on the other hand, is the question of time. What is more important to us? The management says to do so much in a limited time, the account says cost is important. You can use your hands in a meaningful manner, not in a mindless flailing of air. Then you make an effective presentation, that is like a good actor.

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HAND GESTURES



Successful public speakers; here is one. Look at the hand, the way the hands are being used, right?

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- Eye-contact keeps the listener with the speaker.



Eye contact. Unless you look at your listeners, look at your audience; unless you have good eye contact with them, how do you keep them with yourself, how do you keep them together? And imagine in a large auditorium, where you have a couple of 100 people, or sometimes, successful teachers have even hundreds of students in a class waiting to listen to them or successful public speakers, how do they do? Hundreds of people gathered to listen to them.

So, it is not that they look at only one person and embarrass her or him, go on looking at her for that person until that person feels terribly embarrassed, no. For about 30 - 40 seconds, you look one way and start telling them the story.

More than two-thirds of India had forest cover when the British left. In the Himalayas I mean, more than two-thirds of the Himalayas in India had forest cover when they left. But in the name of development since Independence, we started cutting those trees. Today, the result is that all waterfalls are gone, rivers hardly flow in the Himalayas, and that it is a nude range of hills causing frequent landslides there.

So you know, you have looked at all, and you can then again turn and do it again; go from left to right, right to the left, but not quickly; not in this manner.

When the British left, Himalayas has had about two-thirds of the forest cover. Most of their peaks were covered. Though, of course, they started killing the tigers and felling the trees but the Indians, rather than stopping it, they started continuing this kind of thing, no.

Not that way. Easy, slow, panning; pan, talk to everyone for a few seconds, 30 - 40 seconds. When the British left, Himalayas has had already begun losing their forest cover. Yet, almost two-thirds of the Himalayas still had a green cover. But when India became independent, and we started building roads, buildings, houses, hotels, tourist spots, then we started mindless felling of trees without regard to ecology.

As a result, today, we have no waterfalls in the Himalayas, no rivers flowing. What do we want? Do you want the Himalayas, the rivers, the water, the greenery? Or do we want wonderful roads where we drive without a pause? That is the choice we people at large have to make today. So you can use your eyes in a meaningful gesture.

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- You lose eye contact, and you lose your audience.



If you lose eye contact with your audience, go to the next, you lose your audience. Be it a class, be it assembly, be it a meeting hall. So talk to them while looking into their eyes.

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- **Voice** is an important tool for presentations.
- You can have loud and soft voice, rapid and slow voice, confident and doubtful or confused voice, giving a variety of signals to the listener.
- You must learn to modulate your voice.



Voice is an important tool; a very important tool. You can move mountains with your voice. You can bring tears into the eyes of our listeners. Then the body was brought home; the father had to call his daughter because the daughter had to cremate that body. How would the father tell the daughter, here is your beloved killed in a road accident on a highway when the driver was not careful enough?

You can also make people angry; you can inspire, you can make them laugh; you can do anything with your voice that you like. Remember, great leaders Netaji Subhash Bose? Voice played wonders. How did Gandhi Ji move and an entire country, a subcontinent actually? The British had conquered the world in the First World War, 1919. In 1922, Gandhi said India must have complete freedom.

Here is a man of 5.4 inches, weighing only 42 kilograms or 44 kilograms but there is something in his voice; the power of voice. So your voice can be loud or soft, can be rapid, can be whispered, can rise to a crescendo. Come on all of us, our motherland our fatherland, our village needs your help.

So the voice is a very important tool. You must learn to modulate your voice. How do you learn that? While watching next time a good film, not only pay attention to the words, also pay attention also to the voice. See how great actors use their voice; everything else is given to them. Somebody else gives them words; somebody else gives them a costume, somebody makes them up like young or old, king or queen, beggar or emperor, but the voice is their very own. And that is what makes them successful or a failure. We can learn from them.

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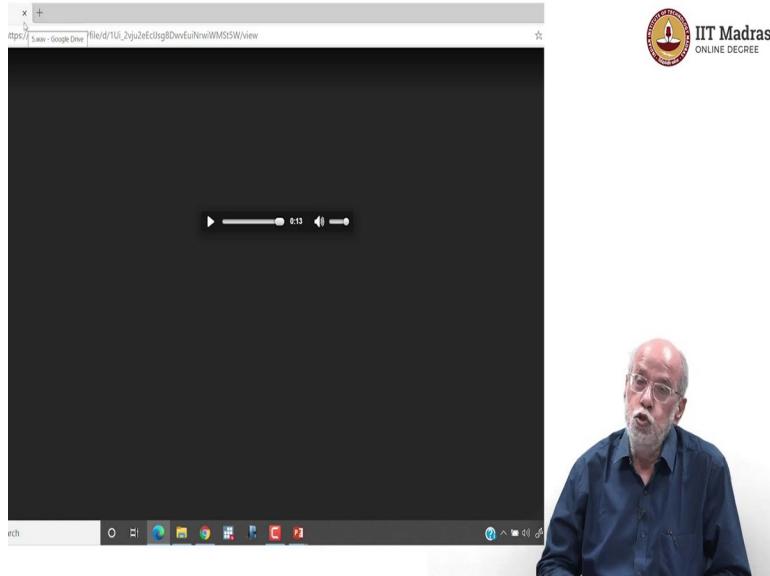


- Listen to the following examples of rapid speech.

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https://drive.google.com/file/d/1ldMcDYzleyrlsuTt0_fTiY-JXQLwTrW/view?usp=sharing





Listen to this conversation. Listen to this presentation and see if it is rapid or slow; do you understand it, you do not; would you like it to be faster or slower, please.

Audio: You can call me directly at 425-703-7344 or myself 425-444-7474. Or send me a meeting request with all the appropriate information.

Professor: Would you get them? Again, please. Let me play it again.

Audio: You can call me directly at 425-703-7344 or myself 425-444-7474. Or send me a meeting request with all the appropriate information.

Professor: The number can be best saved. Numbers are notoriously misunderstood. Names, numbers, abbreviations are notoriously misunderstood. They are among the most misunderstood items.

So rather than be in a hurry, do not say that my phone number is 04422574503, no. The best is to speak it in pair. We will have a session on this but best to speak in pairs. You can call me at 044-2257-4500; everybody will understand you. Go next, to the next slide.

(Refer Slide Time: 22:48)

- Listen to the following example for slow and confident speech.
- Nobel Lecture by Malala Yousafzai:

<https://drive.google.com/file/d/1TcPWZJ3-2DKwGDprFYnxJF7GfZ-6nd5J/view?usp=sharing>



Slow speech. Even when you do not have standard pronunciation, even when you make an occasional mistake of grammar or vocabulary, people will listen to you, will respect you if you are relaxed if you speak with appropriate pauses, appropriate tone, and appropriate tempo if you control your voice.

If you use them like a tool, like we do in the kitchen, we use a knife. Sometimes we take thick slices; sometimes, we take paper-thin slices with the same knife. So voice is like that knife, that tool which can help you get a fit of the desired kind.

Look at this speaker; very young but look at her confidence, look at the training, and look at the effect she makes. All of us can do that.

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Video of Malala Yousafzai's Nobel Peace Prize speech: I am proud, well, in fact, I am very proud to be the first person, the first Pakistani and the youngest person to receive this award. Along with that, along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers.

I want there to be peace everywhere, but my brothers and I are still working on that. I am also honoured to receive this award together with Kailash Satyarthi who has been a champion for children's rights for a long time, twice as long in fact, than I have been alive.

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- Listen to the following example for slow and confident speech.
- Nobel Lecture by Malala Yousafzai:

<https://drive.google.com/file/d/1TcWZJ3-2DKwGDprFYnxJF7GfZ-6nd5J/view?usp=sharing>



Professor: So sometimes Malala does not get the standard pronunciation of all words, the pronunciation of F A C T. And later, if you listen to the entire thing, you will also find an occasional mistake of grammar or vocabulary, but that hardly matters. Look at what she has to say.

Here is a young girl in her teens telling the entire world that we can no longer be unfair to half the humanity by denying them a chance which God and religion and everyone gives them. And such wonderful stories, such powerful, such courage. And the way, in such a relaxed manner, what a sense of humour, how much wit. Here is a Nobel Peace Prize winner who still fights with her brothers, should also get a Nobel Prize for a sense of humour. That is what makes for an effective presentation.

You must entertain your listeners not in a vulgar manner, not in a superficial, not in a shallow manner but in a substantial, in a deep, profoundly philosophical manner which comes to you only when you are adequately prepared, relaxed, speak slowly with a smile, and when you have something original, something new to say.

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- Do not overload your **PPT slides**.
- They lack adequate display time.



PowerPoint slides have become very popular aid, help in making presentations truly so. You can bring the entire world like we are doing. It would have been unimaginable for me to watch, to present a clip from a film or a documentary in my classroom.

And if at all I tried, I would have had to move mountains to do that. The entire fun of using it will have been lost into the preparation for the same. Well, not today; today, it is as easy as picking up the book off your shelf.

So PowerPoint slides have become very popular and a great aid to all presenters. But a lot of presenters, a whole lot of them do not pay attention to things like how much can we say in one slide, what can we say best through these slides, what colour should that two slides be in. There is a lot of mindless use of slides, which rather than help your presentation, they harm your presentation.

(Refer Slide Time: 28:17)



Unstructured PPt slide

The image consists of two parts. On the left is a screenshot of a presentation slide with a blue header and footer. The header says 'How Rivers Are Formed'. The footer has a decorative blue wave pattern. The main content is a bulleted list of facts about river formation, set against a background image of a winding river. On the right is a video frame showing a man with glasses and a beard, wearing a dark blue shirt, sitting and speaking. He is gesturing with his hands.

So there are some simple principles. Say, for example, look at this slide. You need half an hour to read this at least though it is on a wonderful subject. Almost all rivers in developing countries like India, Bangladesh, Pakistan, China are dying. We must do something, and we must do something fast to save these rivers. But who can read them cluttered?

So there are questions like how much can you say in one slide, what colour can you use. Look at this, faint creamish white on green or olive green, or yellowish-green sort of thing, or really pale

blue. Is that the best colour combination you could get? Or are you deliberately trying to create a situation so that your readers, your viewers do not understand you?

(Refer Slide Time: 29:30)



Structured PPt Slide



Your slides ought to be clear. Your slides are the best instrument for making statistical presentations. No matter how many times you say without the slides that, my business has started growing by, it began at 3.06 per cent, but in no time we reached 4.06 per cent. And then in the next two years, we were more or less static at 1.07 - 2.07. But then again, we peaked. We, our business rose by about 40 per cent.

You do not have to do all that; you do not have to lose anything; you do not lose your listeners. All you do is put your histograms clearly together. So here is a, here is a histogram or a bar chart with two bars; white, giving you the rest of the industry, and brown giving you Macintosh.

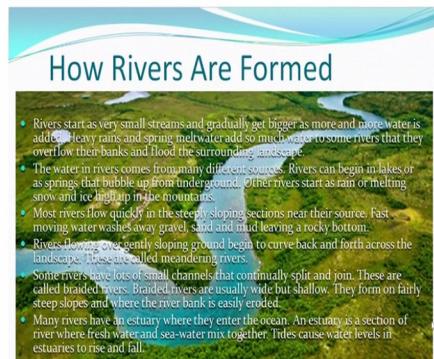
How they grew, the X-axis, the Y-axis, the information given. You do not have to say all these things, you just put it there and make one or two general remarks. Look at the growth; Macintosh grew faster than the rest of the industry. And this point is very well made through these slides.

So your PowerPoint slides are wonderful tools for making these points which a verbal presentation won't, a visual presentation can. But they are not the best medium to print a page from a book and put them there.

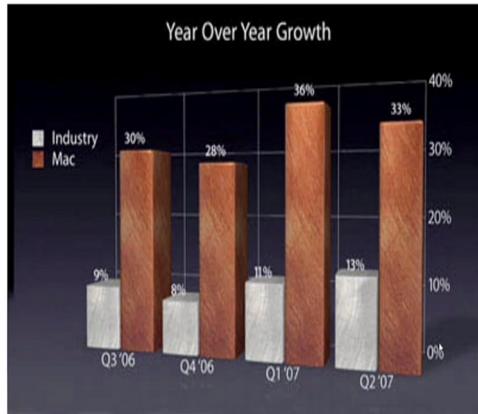
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Unstructured PPt slide



Structured PPt Slide



Like we saw in this slide. Here, the presenter seems to have taken an entire page from a book or paragraphs from a book and pasted them on a photograph which otherwise might have been good so that you lose both the photograph and the text.

That is not the way; the way is the next. Go next. This is the way. Have clear, telling slides to present some information, which otherwise will not go well verbally.

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- Don't put too much in one slide. Ordinarily, it is good to mention only a few bullet points in one slide, and only a **few words in each line**.
- Read each slide silently and give as much time for each slide as at least you take to read one.



So the principle is do not do much, do not put too much in a slide. Have a few words, few lines. And when you have put them up, you do not necessarily need to read them all aloud unless of course, you have a visually challenged guest among you.

Or even, otherwise, if you want to emphasize something, you can read one or two; few words in each line. So you can pay attention to them, you can draw your viewer's attention to the highlighted words. Go on.

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- Colour combinations are not unwelcome in PPt slides .



Colour combinations are not unwelcome, but they must be imaginative and must keep communication in mind. You cannot, yellow-green on the dark green does not mean anything; must be kind of black and white, you see it best.

Or like the Indian Railways did. Ever since its inception, black; jet black on bright yellow, turmeric yellow. So even from a long distance, after the train crosses the first signal, you can see the railway station signboard, and you can make out, okay, this is Chennai Central, this is Secunderabad, this is Patna junction, this is Mohammadpur junction; you can very clearly see no matter how long or how short the name of the railway station be because the colour combination does it.

If you know the script, you have no difficulty reading it because of the colours. But imagine Maroon on red, imagine turmeric yellow on mustard yellow or mustard yellow on turmeric yellow. Only Picasso can read it, ordinary individuals like you and me will have great difficulty understanding them. So keep that in mind. Next.

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Effective presentation requires an intelligent combination of creativity, language and data.



Finally, an effective presentation is not a mechanical act, is not like printing a page by computers; it is like creating a page that you do. You ask yourself a variety of questions, what size of font, what paper, what space between two lines, what margins.

Similarly, an effective presentation requires an intelligent combination of these three things. Creativity, using old things can you say something new. Language, you should have good control, good command on language but your language should be simple, easy, conversational like a good conversation between a mother and her son, between a father and his son, between a family and friends; easy, relaxed, exchanging ideas, information, news, and views on a given topic.

And data, whatever you say should not be mere prejudice. We are a wonderful country, but we are not the best country in the world. There are other countries, which are also equally good. If we want them to respect us, logic says, we should also respect them. So you should have data, you should be creative, and you should have language. All of these things can be acquired, and my colleagues and I hope that on this course, we will help you acquire these things. Go on.

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Thank You!



Finally, before I say bye, speaking is a skill. Nobody can teach you a skill. Nobody can teach you eating or walking or washing or shaving or doing your hair or cycling or swimming. Remember, the first day you rode a bicycle, you fell down, and you did it again. It is true that some coach, some friend, or family ran behind you, but you were determined to do it.

So for swimming, what is there to learn in swimming, you knew that; you knew swimming, you knew how to throw your hands and feet and how to stay afloat. But the first day you were scared, and when your coach told you go on, you would not drown, you trusted yourself, and you threw your hands and legs in the right manner in the right direction, overcoming your fear. And in one day, you learn swimming.

It is just like speaking. Prepare, trust yourself, have practice. Speak whenever you get an occasion even if you make mistakes, even if you feel embarrassed in the beginning because in no time will you feel that you have become, in no time will you accomplish. That accomplishment which will make you the top person in the field, which is what God has made you become. Thank you. Have a good day.

English – I (Basic English)
Dr Shreesh Chaudhary
Retd. Professor
Department of Humanities and Social Sciences
Indian Institute of Technology, Madras
Lecture 36
Structure of Spoken Word

(Refer Slide Time: 00:15)



STRUCTURE OF SPOKEN WORD

Prof. Shreesh Chaudhary



Good afternoon. Today, we will begin talking about the Structure of Spoken Word, and today we are talking about syllables.

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Structure of Spoken Word : Syllable

- Speech sounds are produced mostly by lung air going out through vocal chords, pharynx and mouth. Some speech sounds in some languages are also produced by air coming in the same way. We will talk about articulation of sounds in a later unit of this module of the course.
- Let us here talk about how spoken words are formed.
- Sounds come together in a certain manner to form a higher unit called “SYLLABLE”.



A syllable is the highest unit of structure of a spoken word. We know that all speech sounds are produced, or nearly all speech sounds are produced by lung air going out through the vocal cords, then pharynx and then mouth. That is why when you talk air comes out, that is why when you talk people will bad, people with bad breath are not liked very much because bad breath comes out.

But good breath or bad breath, all speech is produced, or nearly all speech is produced through lung air coming out, through vocal chords, through the pharynx and through the mouth. At each of this stage, speech air is manipulated, but tongue manipulates speech air more than any other organ. In a later unit, we will talk more about the production of individual speech sounds.

Today, let us talk about how these sounds get together to make words or parts of words. These sounds together join to make a higher unit called syllable, please note the spelling and note the pronunciation it is “SYLLABLE” s y l l a b l e, syllable, not syllable, “SYLLABLE”.

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- A syllable has at least one vowel. Without a vowel there can be no syllable.
- One syllable has only one “spoken” vowel.
- So a word has as many syllables as the number of “spoken” vowels in it.

For instance, “**cat**” has one vowel and one syllable; “**monkey**” has two spoken vowels and two syllables; “**elephant**” has three vowels and three syllables; “**university**” has five vowels and five syllables.



Now a syllable. What is a syllable? You can define it in many ways, so as we speak lungs contract and expand so that air comes out, so one contraction and expansion of lungs is called a pulse. So a syllable is, a syllable is equal to the unit of sound or sounds produced in one breath pulse, one puff of air and then again another puff of air, so for two syllables, you need two puffs of air coming out.

There is another definition possible, in each syllable, you have only one spoken vowel which also means that every syllable must have one spoken vowel, it also means that one vowel can make only one syllable. I mean one spoken vowel, not a vowel in spelling particularly in a language like English I will give you examples later to show that sometimes two vowel letters make one one vowel sound.

So, we are not talking about writing; we are talking about spoken language. So, one syllable has only one spoken vowel. So a word has as many syllables as the number of spoken vowels. Look at some examples, look at this word ‘cat’, only one vowel, so only one syllable. But look at the other word ‘monkey’, how many vowels? Two vowels, what are they?

Therefore we have two syllables “mon” “key”; they take two breath pulses to come out. No matter who you are, you may be a great leader, a great author, a great speaker, a great actor or a humble, simple person like many among us, you can only produce one syllable in one breath pulse. To produce a word like “monkey” which has two syllables, you need two vowels at least, and you need two pulses of lung air, two breath pulses.

Similarly, elephant, how many syllables do they have? There have three. Why three? Because there are three vowels “a a aa” or “e e a” in print. In spoken language “a e ae” so we have “e le phant”, “a e ae”, “e le phant”, so three vowels and three syllables in a longer word and English had lots of long words, words of four syllables, three syllables, five or even six syllables. Look up the dictionary. A word like “university” has five syllables. Why? Because it has five vowels.

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- In writing, sometimes two vowel letters make one spoken vowel, such as in words like “beat”, “deep”, “eight”, “head”, etc. two vowel letters make one vowel sound. So all of these words are one syllable, or mono-syllabic, words.

REMEMBER WE ARE TALKING ABOUT SPOKEN ENGLISH, AND NOT WRITTEN ENGLISH.



But, remember we are talking about the spoken word, we are not talking about orthography, we are not talking about written English or English spelling. In spelling, you might sometimes find two vowels make one sound. Say for example, in words like “beat” you have two vowel letters ‘e’ and ‘a’ but together they make one sound ‘e’ so that you have beat.

Similarly, in “deep” you have two vowel letters e plus e, but together they make only one sound ‘e’, and therefore you have “deep”. Or in another word like “eight” you have two vowel letters ‘e’ and ‘i’ but together they make only one sound ‘ei’, so you have “eight”, like that “head” and “grate” and “heat” and whatnot, English is notorious for that, here sometimes two vowel letters make only one vowel sound.

So, what we are talking about is spoken language, all of those words of one syllable or if you talk about them in jargon, all monosyllabic words, all words of one syllable, have only one spoken vowel. Remember we are talking about spoken English, not about written English, so the number of letters in spelling, do not necessarily influence the number of sounds in a word.

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At this stage, just to check whether you got the concept of syllable right, you can give yourself a test. Look at the following words; I am going to go quiet, you can also be quiet for first, read them silently and then read them aloud and ask yourself how many syllables each of these words has. After you have decided which word has how many syllables, see “act” for instance has only one, but “active” has two and “activity” has four sorry ‘ack ti vi ty’ four.

“Actionable” four or “beauty” only two. Do not be guided by letters of spelling but be guided by sounds in spoken language, and you will find that one vowel makes one syllable. If a spoken word has four vowels, it has four syllables such as activity or actionable. But, if the spoken word has only one vowel, such as act or book, then these words have only one syllable each. You can check your answers, and you can take a new set of words and see if you got them all right.

And usually, any dictionary gives you syllable division, word divided into syllables, compare your division of words into syllables with a division of the same words into syllables given in the dictionary. If you are right, then move on.

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- Other sounds merge around vowels. For instance, we cannot produce any number of consonants, one or more, without a vowel.
- Try saying “ct” without “a” between them; or, “mnk” without “o” between “m” and “n”; or, “lphnt” without “e” and “a” among them. You cannot articulate these words. So vowels carry voice, and carry other sounds that we call consonants.



So, it is agreed that one syllable has only one vowel sound and one vowel sound makes only one syllable which also means that the number of vowel sounds and the number of syllables are the same. This is true of all languages; this is true of all languages of the world, not just English, this is what we like to call language universal. In no matter, whether you speak Hindi or English, Tamil or English, Tamil or Kannada or Malayalam, one vowel makes only one syllable, and one-syllable must have one vowel. There can be no syllable if there is no vowel. You cannot produce consonants by themselves without a vowel.

Try and produce “c and t” without “a” you can say “c and t” because in the letter ‘c’ you are adding ‘e’, in the letter ‘t’ you are adding ‘e’, but pronouncing these two letters by themselves would not be possible, it cannot be humanely done. So, consonants go along with the vowel; you can try and do, you can try and say these two letters “ct” just the sound, not the letters. Similarly, the sounds of “monkey” without ‘o and e’ and sounds of other words. If you take away vowel sounds, you cannot produce those words.

So, in other words, it is the vowel sounds, in other words, it is the vowel sounds that carry voice, that takes the spoken word to the listener, without the vowel sounds, the words would not be heard, the articulation of words would not be possible in any language no matter what language you speak, vowels are the carriers of spoken word and vowels are also the glue stuck to which other sounds come to the listeners.

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- So there can be syllables without consonants, such as in “a” as in “a book”, “about”, “ago”, “again”, “away”, etc.
- These things differ from language to language



It is possible, but these things differ from language to language, just as I said every language has syllables, and in every language, there is no syllable without a vowel. In every language, the number of syllables and the number of spoken words in it are the same; one spoken vowel means one syllable.

Similarly, languages differ just as they are one in this part of the structure of syllable; they differ in the matter of consonants. There are languages such as English where you can have a syllable without a consonant. In a phrase like a book, there are two syllables “a and book” but “a” does not have a consonant before or after it, whereas book, the next syllable in the same phrase has a consonant at the beginning, the consonant “ba” and has a consonant at the end “k” in between you have “o” which is the vowel sound.

So, in English, it is possible for us to have a syllable which has no consonant, but the number of syllables of this kind is very few, such syllables, I mean you will notice that exceptions always are in limited numbers. But generally speaking, you have words which begin with a consonant, and you have words that end in a consonant.

But these things differ from language to language. There are languages where you have no word, no syllable without a consonant; you have languages where each syllable has one consonant and one vowel. But you also have languages such as English where you can have three consonants at the beginning.

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So, for example, before we go to three consonant syllables, let us look at this phenomenon of syllables with or without consonants. Can you make a list of words that have syllables only with vowels and no consonants, once you make that list compare your list with the dictionary and you will know whether the syllable division that you have done is all right?

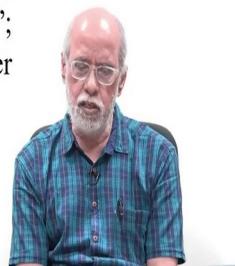
This will also give you an idea, an insight into the structure of words consisting of syllables, so it is therefore important that you do this exercise and wherever you have doubts, you can please mail us and check with us, and we will tell you why your answer is correct, or it is not correct if it is not correct.

A syllable can have other sounds other than consonants. For example, look at this word “a c t”, it has no consonant before a vowel, but it has two consonant sounds after vowels. In the next word here in the example in the slide “best”, you have one consonant one sound only before vowel but two sounds, two consonants after vowel.

There are words also which have three consonants at the beginning look at for example words like spread, strike, screw, you have three consonants before the vowel “s p r” “s p r”, or “s t r” or “s c r”, now all of these words have three consonants before the vowel, but they have only one vowel because they all make only one syllable.

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- Similarly, there are syllables in English that have up to four consonants after the vowel. See the following, for example: act, acts, tests, sixth, sixths.
- In “act”, there are two sounds after the vowel; in “acts”, there are three; so is it in “sixth”; but in “sixths”, there are four consonants after the vowel.



Similarly, there are syllables in English that have up to four consonants after the vowel at the end. Say, for example, look at words like sixth, a word like “act” has only two syllables, two consonants after the vowel within the syllable. “Acts” has three consonants after the vowel within the syllable.

But “tests” again has three consonants after the vowel within the syllable, “sixth” again three consonants “k s t” “sixth”, but in “sixths” sorry all the “sixth” and then plural marker “sa”, so they give you up to four syllables, four consonants at the end of the syllable after the consonant.

So, the number of consonants varies from language to language in English a maximum of three is possible before the vowel and a maximum of four is possible after the vowel, but it is not so in every language there are restrictions. If you do a higher course in the pronunciation of English and in phonetics and phonology, you will know these things.

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Now, to ask yourself whether you got the lesson right find words with one, two, three and four consonants after the vowel within the syllable and make this list and compare them with the ones given in the dictionary. But it is important for us to understand the concept of syllable so that we can overcome any problems we may experience in learning the pronunciation of individual words. Thank you very much. Have a good evening.

Basic English
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Lecture - 37
Word Stress - 1

(Refer Slide Time: 00:14)



WORD STRESS - 1

Prof. SHREESH CHAUDHARY



Good afternoon. Today, we will talk about perhaps the most important element of the pronunciation of English, namely stress assignment on long English words.

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- In plays, films and theatres, artistes produce sounds in any manner.
- But in natural languages, no two sounds are produced equally loud or long.
- No two syllables are produced equally loud or long; one sound or one syllable is more prominent than others.
- This is true of all languages.



Human beings can achieve anything. Nature has given them the flexibility with which they can live in very hot climates, in very cold climates, in thin air, underwater, anywhere. So this flexibility also can be used, and some people do it in speaking. You can speak at the same tone, which is called monotone, for as long as you like. That is what actors and artists do in plays, films, and theatres, in stand-up comedies, in mimes, in caricatures. We can do anything practically we choose to with our voice and sound.

But in natural language situations, when we talk like ordinary human beings, no two sounds are produced either equally long or equally loud. There is a difference between one and the other; one is louder than the other. Even if it is a minimal difference, the difference is there because sounds are produced through airwaves which flow in waves, which have crests and troughs.

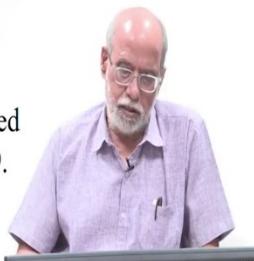
Therefore, sounds also have, they rise, they fall. No two sounds are equally long or equally loud. This difference in length and amplitude and pitch and one or two other parameters gives each language its unique melody so that you know that this particular guy speaks our language or some other language.

No two syllables are produced equally light. Just as no two sounds are produced equally loud or long, no two syllables are produced equally loud or long. One sound or one syllable is always more prominent than the others. This is true not just of English but of all languages, all-natural languages that they have a melody. And the melody is a product of the difference between the different amplitudes, different lengths, different pitch levels of our speech; speech sounds.

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- In English, difference between prominent syllable and other syllables in a word is much greater than it is in other languages
- Listen to the following sound clip:
https://drive.google.com/file/d/16UFBV_MZJNvtDz7fqry30cBR4s_MuRwH/view?usp=sharing

Theresa May, is a British Politician who served as Prime Minister of the UK from 2016 to 2019.



In English, however, the difference between amplitude and length, between loudness and length of two sounds is much greater than it is in many other languages. In English, a short vowel sound is very short, and a long-vowel sound is very long. So long that you think it is almost twice the length of long sounds in many other languages or in many other accents of English itself.

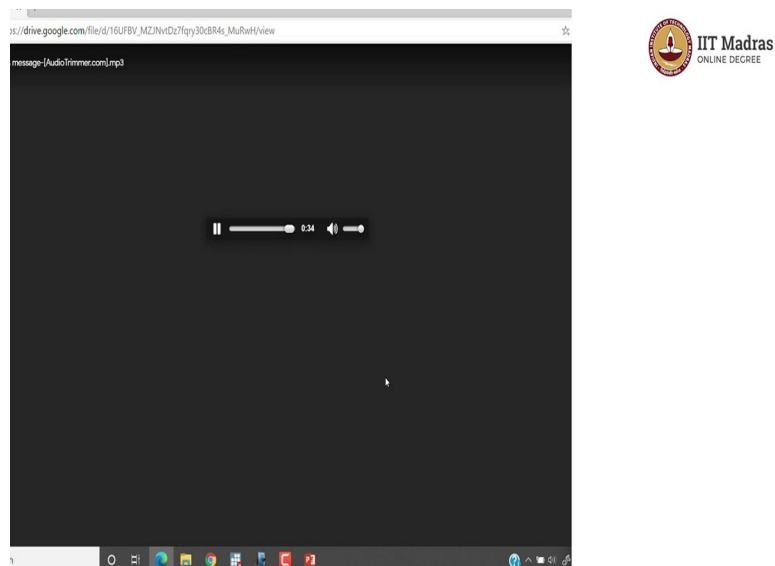
And this difference in length and loudness also reflects in the length and loudness of syllables. A stressed syllable is more prominent, actually much more prominent, much longer, and louder than an unstressed syllable. This is not the case in many other languages. They have a minimal difference between a stressed syllable and other syllables.

Whereas in English, this is not so. In English, the stressed syllable is much louder or longer or has a higher pitch movement than unstressed syllables. So much so, that if you pay some attention, it will not be difficult for you to know which part of a long word is stressed and which other parts are unstressed.

We are going to play to you a short clip of a speech, actually a greeting, a Diwali greeting given by Miss Theresa May, then the Prime Minister of the United Kingdom. She was the Prime Minister of the UK between 2016 and 2019. And this recording was made on the eve of Diwali during one of those years when she greeted her fellow citizens on the eve of Diwali.

Listen to this speech, once only for the words and the content, and we will rewind and play again, we will replay. The next time, listen to it for long words and for stress; which part of these words, which part of each word is stressed. It will not be easy if you are not used to doing this exercise, but it will not be difficult either. And we will help you, so do not worry. Just listen, please.

(Refer Slide Time: 06:58)



Theresa May Audio clip: I am delighted to send my very best wishes to everyone celebrating Diwali, a festival which holds such significance for so many people. Indeed, right across the world, lights decorate the streets, flowers adorn homes, treats are served, and presents exchanged, all marking the triumph of light over darkness. But the Festival of Lights is not just relevant for Hindus, Jains, Sikhs, and Buddhists; it is relevant to all of us, those of all faiths and none.

Professor: Okay. I am sure you appreciate that a busy politician like Miss May found time to greet her fellow citizens on the eve of a festival, which is not the festival of the majority of people in her country. We must thank her for that.

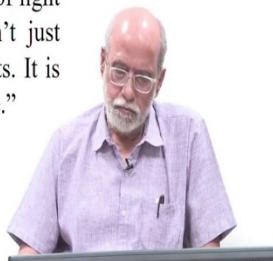
We are going to rewind and replay. Listen to it, and if you can, please make a note of those parts of different words that you think are stressed. And this will help you if you look at this, look at the script of this speech before you listen.

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TRANSCRIPT



- Former Prime Minister Theresa May's message to mark Diwali. "I am delighted to send my very best wishes to everyone celebrating Diwali, a festival which holds such significance for so many people. Indeed, right across the world, lights decorate the streets, flowers adorn homes, treats are served and presents exchanged – all marking the triumph of light over darkness. But the festival of lights isn't just relevant for Hindus, Jains, Sikhs and Buddhists. It is relevant to all of us, those of all faiths and none."



We will go quiet for a minute. Look at the text so that when we play next, you understand the speech better. Now, come back to listen to it again and ask yourself and make a note of those words which are stressed, and those parts of the words, long words which are stressed. Here we go.

Theresa May Audio clip: I am delighted to send my very best wishes to everyone celebrating Diwali, a festival which holds such significance for so many people. Indeed, right across the world, lights decorate the streets, flowers adorn homes, treats are served, and presents exchanged, all marking the triumph of light over darkness. But the Festival of Lights is not just relevant for Hindus, Jains, Sikhs, and Buddhists; it is relevant to all of us, those of all faiths and none.

Remember, we defined a syllable, a syllable is equal to one breath pulse or one spoken vowel, followed or preceded by, or followed and preceded by some other sound, some consonant sounds. So here in this speech, come to the next screen.

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ACTIVITY



- Can you say which syllables in longer words are stressed in the clip cited in the previous slide.
- Compare with the list here. If you think other syllables have main stress than the ones marked above, then listen to the audio-clip once again.



Can you say which syllable in longer words are stressed in the clip cited in the previous slide? You see, some simple words, short words, monosyllabic words are also stressed, such as best in the best wishes. But there are long words and different parts of each of these words are stressed, which are those long words and which parts are stressed.

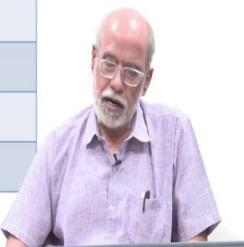
Now, if you have made a note, then please compare your list with the list we are going to show you now. If you think you have not marked stress upon those syllables that are stressed here, then please listen to the audio clip once again and mark them correctly. But look at the list, our list first. Go next.

(Refer Slide Time: 11:01)

ANSWERS



de'lighted	'everyone	'celebrating
Di'wali	'festival	sig'nificance
'many	'people	In'deed
a'cross	'decorate	'flowers
a'dorn	'presents	ex'changed
'marking	'triumph	'over
'darkness	'Hindus	'Buddhists
'relevant		



So you know, Miss May says, delighted, everyone, celebrating, Diwali, festival, significance, many, people, indeed, across, decorate, flowers, adorn, presents, exchanged, marking, triumph, over, darkness, Hindus, Buddhists, relevant.

Now, if you have not marked number one, these words for stress, you have made a mistake, you can listen to it again and identify these words. And then, a certain part of this word, the part following the inverted commas.

You know the single inverted comma, you might find there is a single inverted comma in every word. The syllable or the vowel following this comma is stressed. Keep this list before you and listen to it again we will play the recording and come back to this.

Theresa May Audio clip: I am delighted to send my very best wishes to everyone celebrating Diwali, a festival which holds such significance for so many people. Indeed, right across the world, lights decorate the streets, flowers adorn homes, treats are served, and presents exchanged, all marking the triumph of light over darkness. But the Festival of Lights is not just relevant for Hindus, Jains, Sikhs, and Buddhists; it is relevant to all of us, those of all faiths and none.

If you have, if you still have some confusion, if you still find it difficult, it is natural. This is the first time perhaps you have done some exercise of this kind, and it might take you a little while to get used to it. But please believe me, as you listen to a standard of authentic English by Indians, by Europeans, by the British, by Americans, you will get used to them.

Also, in the beginning, look at the text as you listen to the recording so that you get used to, you understand the spoken part of it, you understand which syllable in which word is stressed. Once you do that, you will acquire not only knowledge of how it goes but also the habit of how to speak in Standard English. So it is not difficult at all. All it requires is a little determined practice.

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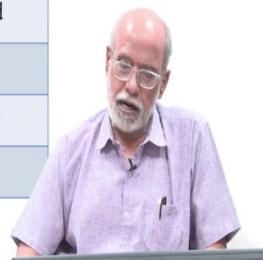
- The most prominent syllable in a word is also generally called stressed syllable.
- Stressed syllable is much louder, or longer or more prominent than others. And this difference is more easily seen in English than in other languages.



ANSWERS



de'lighted	'everyone	'celebrating
Di'wali	'festival	sig'nificance
'many	'people	In'deed
a'cross	'decorate	'flowers
a'dorn	'presents	ex'changed
'marking	'triumph	'over
'darkness	'Hindus	'Buddhists
'relevant		



The most prominent, what is stressed syllable? The most prominent syllable in a word is also generally called stressed syllable. Come back to the earlier screen. See, for example, in the word delighted, how many syllables does it have? Three. It has three syllables.

They are all stressed, but the most prominent stress is on ligh, L I G H; delighted. So what we call stress is actually another name for the most prominent syllable, which in the rest of the word, you may or may not have difficulty understanding other sounds and other syllables but you rarely have difficulty understanding or listening to the most prominent syllables.

It is either louder than the rest, louder than all else, or it is longer than all else, or the pitch here is higher than the pitch on all else. In some manner in one of these or maybe altogether,

it may be both louder, longer on a higher pitch, it is more prominent. It is there in all languages, even in Hindi, even in Tamil, even in Bangla, Marathi, any language.

No two syllables are spoken at the same level of prominence, but in English, it is much more exaggerated. The stressed syllable is much more prominent than an unstressed syllable. So, for example, we said delighted in English. Had it been Hindi or Tamil, we will say delight; hardly any difference.

But in English, in standard varieties, it is delighted. In non-standard varieties, you might hear everyone, but in standard varieties, it is everyone; it is celebrating; it is Diwali; a festival; it is significance. The ni is heard longer and louder than the other three or four syllables that are there, there is sig, there is fi, there is cance, but you hear knee much more clearly than you hear the other syllables in a word like significance.

That is stress; you have to learn to speak this way, you have to learn to identify, you have to learn to identify stressed syllables in other's speech so that you understand and speak and you are understood. And you understand others without difficulty.

So the most prominent syllable in the word is generally called stressed syllable. In other words, the stressed syllable is much louder or much longer or more prominent because of higher pitch and some other reasons, also psychological perhaps.

And this difference is more easily seen in English, much more easily seen in English than in other languages. That way, English is unique and a little more difficult than other languages for students of its pronunciation or its accent. Next.

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- In the following words, the second syllable is more prominent than the first:

about	acquit	adopt	afraid
again	allow	beyond	between
beneath	beside	below	before



In the following words, once again, the problem here is, in English, there is another problem. It is not just exaggerated. The other problem is that there is no one rule which would tell you that this syllable in every word is stressed, or that syllable in every word is stressed. There are languages of that kind.

In French, last syllable and every word is stressed. So they have Paris, where is the capital of France? Paris. Where do they live? In Moselle. How do they travel? In a mobile, in a car, they live in a building. Where do they work? In their chambers, in their chamber, in their office. Where do they study? In Bibliotheek, in the library. So theek, Bibliotheek takes stress; so theek.

But there is no rule like that in English, that either all final syllables in the word or all initial syllables in a word are stressed. English has it all over. There are some words where the second syllable is more prominent, second from the beginning.

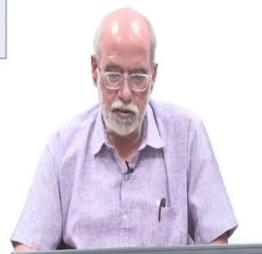
So, for example, in words like about, acquit, adopt, afraid, again, allow, beyond, between, beneath, beside, below, before; the second syllable, in all of these words, has more prominent stress than the stress on the initial syllable. But this is not the case with every word. Look at the next.

(Refer Slide Time: 20:06)



- Similarly the following words have stress on the first syllable

actor	artist	after	barber
certain	basket	doctor	father
garden	hostel	market	



In the following words, the main stress is on the first syllable, on the initial syllable. It is at the beginning of the word equally loud, long. So, for example, you say actor, you do not say act-or; you say, actor. Ac is longer, louder. You say, artists, A R is longer, you do not say artist unless of course, you are a comedian and you do deliberately so. Otherwise, you say artist. You say after; you say barber, certain, basket, doctor, father, garden, hostel, market.

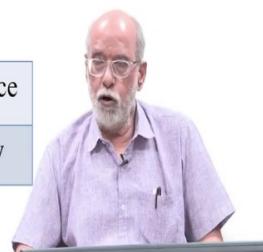
In all of these words, the initial syllable is more prominent than the final. So what is the rule? In some words we see, the final syllable is more prominent. In some other words, we see the initial syllable is more prominent. Let us look at another set of words.

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- On words longer than one syllable, all English dictionaries show syllable with main or prominent stress.
- But different dictionaries do it in different manners. In *Oxford Advanced Learner's Dictionary* a stressed syllable is preceded by a single inverted comma. So stress is shown as follows:

'actor	a'bout	'competence
com'ponent	eco'nomic	e'economy



On words longer than one syllable, that is a two-syllable word called bi-syllabic, three-syllable word called tri-syllabic, four-syllable word called (poly) tetra-syllabic; sorry, polysyllabic. In longer words, you may all English dictionaries show the syllable with main or most prominent stress; it is because of this reason.

Because the stress assignment is so uncertain in English words that just as dictionaries show their spelling, their meaning, the grammatical category of words, their usage, they also show how they are pronounced, and they also show in pronunciation, how these words are stressed if they are bi-syllabic or longer words; if they are words with two syllables or more.

But unfortunately for us, all the different dictionaries that there are of English, different companies have produced their own dictionaries of the English language. So there is no uniformity there, there is no one way in which all dictionaries mark stressed syllable.

Some dictionaries, such as the Oxford Advanced Learner's Dictionary of English has stress syllable is preceded by a single inverted comma. So stress is shown as follows. Actor the inverted comma is before ac. The stressed syllable ac follows the inverted comma. And about, the stressed syllable is bout. So inverted comma comes within the word after a before bout.

In the next word, competence, the next word competence has three syllables; com pe tence, but it is the initial syllable that is stressed. So the inverted comma, the single inverted commas showing stressed, stress, sorry, is placed before com. The stressed syllable com follows an inverted comma.

But in component, it is po, P O that has main stress. So inverted comma comes in the middle of the word and before P O, po; indicating that it is the second syllable from the left which is stressed. So you have component.

The same case is there in economic; the second syllable is stressed. Same cases they are in economy, the second syllable is stressed. So you will have to see how your dictionary does it. Next.

(Refer Slide Time: 24:45)



- In some other dictionaries, stressed vowel is underlined, such as in the following words:

<u>a</u> ctor	<u>ab</u> out	<u>co</u> mpe <u>t</u> ence
com <u>po</u> nent	e <u>co</u> nom <u>ic</u>	e <u>co</u> nom <u>u</u> ny



But different dictionaries do it in a different manner. Some dictionaries underline the stressed syllable. So, for example, you have underlined A in actor, underlined O U in about, underlined O in competence, underlined O again in component, underlined O again in economic, and in economy.

Note, in your dictionary, what is given on which page. Similarly, you will have to see how your dictionary works. And one of the things you should see and make a note of is how stress is shown so that in case of doubt, you can go to the word and see how stress is assigned to this word. Go next.

(Refer Slide Time: 25:36)



- In another dictionary, stressed vowel is highlighted, such as shown below.

actor	about	competence
component	e <u>co</u> nomic	e <u>co</u> nomy



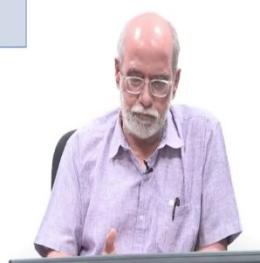
In yet another dictionary, the stressed syllable is highlighted, as you see here in actor, about, etc. Go next.

(Refer Slide Time: 25:47)



- In some still others, a stressed syllable is shown through capitalized letter, such as follows:

ACtor	aBOUt	COMpetence
comPOnent	ecoNOMIC	eCONOMY



Somewhere, it is made caps are used to indicate, capital letters are used to indicate a stressed syllable. You should see what your dictionary does; does it show stress through an inverted comma or through highlighting or through underlining or through writing stressed syllable using block capital letters.

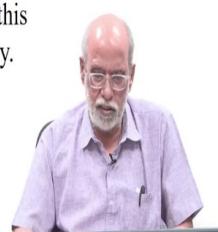
Some manner, each English dictionary indicates stress on long words. Learn to read these notes and whenever in doubt, make use of it. Next.

(Refer Slide Time: 26:29)



ACTIVITY

- Check how your dictionary shows stress in English words.
- Make a note also of any differences of pronunciation between the way you render this word and the way it is given in the dictionary.



Coming to the end of this unit, I will like you to, I will advise you to check number one, how your dictionary shows stress in English words. Then make a note also of any differences of pronunciation between the way you render those words, the ones I used, the ones I took from Theresa May, and the ones in the lists I gave you.

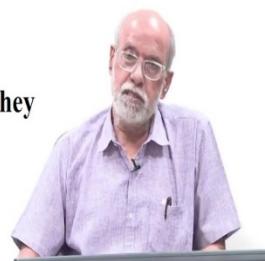
If there is a difference in the way you do them and in the way they are given here, then please re-learn the pronunciation of those words. Next.

(Refer Slide Time: 27:10)

ACTIVITY



- Look up a dictionary and make a list of frequently used words that are stressed on the first syllable.
- Look up a dictionary and make another list of frequently used words that are stressed on the second syllable.
- Check if you stress these words the way they are listed in dictionary.



Also, look up a dictionary and make a list of frequently used words that are stressed on the first syllable. That will be your one list. And the second list or make another list, a second list where you make a note of those words that are frequently used but stressed on the second syllable.

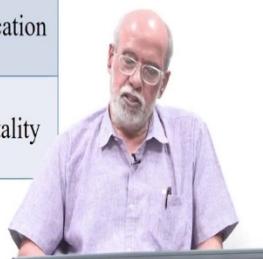
And check if you also stressed these words as indicated in the dictionary. It is quite likely that you do but if you do not, in that case, you should re-learn the pronunciation of those words, do some drill, do some practice, and make it a part of your habit. Whenever you come across component, you pronounce it as component, and whenever you come across competence, you pronounce it as competence.

(Refer Slide Time: 28:15)



- It is so also in longer words. Look at the following words. See if you pronounce them right.

'abdomen	ac'countant	'advocate	af'fectionate
bene'ficial	di'venity	e'liminate	fortifi'cation
'finalize	'government	'governor	hospi'tality



It is so also in longer words. In many long words, you may find them all over. The initial syllable, sometimes in the middle of the word, sometimes toward the end of the word. So, for example, look at abdomen; three syllables, a tri-syllabic word has stress on the initial syllable.

Accountant, a tri-syllabic word again but has stress on the second syllable from the beginning. Advocate, initial syllable; affectionate, second syllable; hospitality, third syllable; fortification, the fourth syllable, for ti fi, first three do not have stress; but governor, initial syllable; eliminate, second syllable.

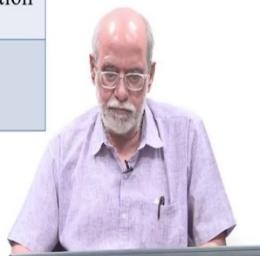
So you have got to learn. Make a list where you have, make a list of frequently-used words, or look up the book we have suggested, A Better Spoken English. There also we have a list of frequently-used but mis-stressed words. So either way, suit yourself, but you have got to.

Without learning appropriate stress on each word, you will have difficulty being understood by listeners and speakers of the Standard English. Next.

(Refer Slide Time: 29:44)



'industry	ju'dicial	la'boratory	ma'chinery
mountai'neer	natio'nality	'orphanage	'president
'questionable	'reasonable	scienc'tific	termi'nation
um'brella	'verify	'womanhood	



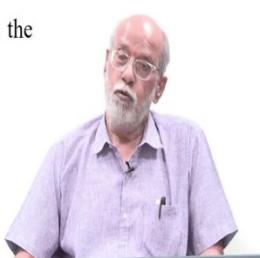
Same thing here, it is all over. Industry, initial syllable; judicial, second syllable; scientific, third syllable; but reasonable, initial syllable. So it varies. Some words have stress on the final syllable we will see in the next unit. Next.

(Refer Slide Time: 30:06)



- If your pronunciation differs from the indicated pronunciation of these words, then learn to pronounce them right.

- In the words given in the **Activity**:
 - Most words are stressed on the initial syllable
 - Some words are stressed on the second syllable
 - A few words are stressed on the third syllable from the beginning, and
 - Remaining words are stressed on other syllables.



So if your pronunciation, look at these activities and do them. And you will see in the while doing the activity; you will see that most words in English are stressed on the initial syllable in a generally speaking. These are, there are no hard-and-fast rules, but if you take a corpus, if you take some 1,000 words, you are quite likely to come across at least 200 words which will have main stress on the initial syllable.

But some words are also stressed on the second syllable. A few, you will always come across a few, which may be stressed on the third or the fourth syllable. Some words are also stressed on the final syllable.

In the coming units, we will draw your attention to these, but it is a wonderful idea that you should make lists your own, where one list will have words with main stress on the initial syllable, a second list will have words with main stress on the second syllable, the third list like that, you can go on and in no time in under a few weeks, you can re-learn and speak Standard English which can be understood and which you can speak worldwide. Go to the next.

(Refer Slide Time: 31:31)



Thank You



So wish you good luck. If you have any confusion, any difficulty understanding this, these slides, the notes accompanying the slides are going to be with you. Please look at them or please mail us, call us. Thank you. Have a good day.

Basic English
Professor Shreesh Chaudhary
Retd. Professor, IIT Madras
Humanities and Social Sciences,
Indian Institute of Technology, Madras, Chennai

Lecture 38
Word Stress - 2

Good afternoon, today we are going to talk; actually, we are continuing to talk about stress assignment in long English words, by long I mean words which are more than, which are two syllables or more, three or four, how stress is assigned to these words.

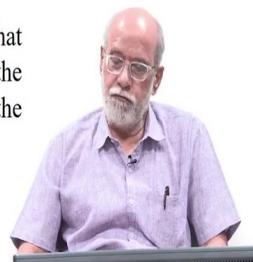
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- Stress on words in many languages is fixed; a syllable in one or another part of the word is stressed.



We will use a single inverted comma ‘ to show
stress on the syllable.

- In all words in the French language, for example, that have two or more syllables, the last syllable has the most prominent stress. So, in **Pa'ris** in French, the second syllable is stressed.



As I said in the earlier unit stress assignment on longer words is fixed in many other languages; they are either in one or the other part of the word. How are the stresses shown? We saw that, so here for our convenience we are using a single inverted comma to show stress, the syllable actually the vowel following this sign is stressed. So, all along on this course, we will use this convention which is what a good number of dictionaries also use.

So, as I said some languages have fixed rules, in all words in the French language, for example, the main stress is assigned to the last word, so you have **Pa'ris** in French or the word for building

(Word in french) a word for the car you know goes on, but you know the word for boy *garcon*, word for library *Bibliotheque*, you always stress on the final syllable of a word of a long word in French.

(Refer Slide Time: 02:10)



- In Tamil, it is usually the first or the second syllable in a word of more than two syllables that is stressed., such as for instance '**Rajendran**' in Tamil, usually it is the first syllable that get prominent stress.
- In Hindi, prominent stress is given on or near the final syllable of the word. So the same word, **Ra'jendran**, in Hindi may be stressed on the pre-final syllable.



In Tamil, for instance, it is usually either on the initial or near the initial syllable, so for example in a word like Rajendran, the stress it will be by most family speakers they stress the initials well they will say Rajandran, some also might say Rajendran, but it is never the case that it is Rajendraan you know, that does not happen.

In Hindi, we have a similar rule, it is either on the final or near the final, so, for example, the same name by a Hindi speaker would be Rajendra, Punjabi's would call Rajinder, that is how it goes and also in other words, but English has no such thing, no fixed rule that makes it difficult.

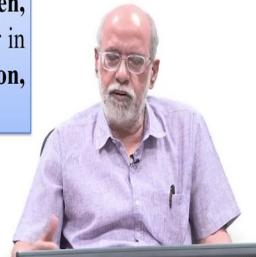
Next.

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- Unlike French, Tamil, Hindi, etc., word stress in English is not fixed for only a particular syllable in a particular position.

It can be on the initial syllable, as in ‘Canada, ‘category, ‘dictionary, ‘India, ‘London, or on the final syllable as in absen’tee, Ber’lin, bet’ween, Bra’zil, Ne’pal, Ja’pan, de’gree, engi’neer, etc. or in the middle of the word, as in adminis’tration, bene’ficial, cer’tificate, eco’nomic, etc.



So, unlike French, Tamil or Hindi you know, the word stress is all over, you can take any text, listen to any audio clip and you will feel that look at the words that we have before us here on this PowerPoint slide, some words have initial stress like Canada, category, dictionary, some words have stress on the second syllable, Berlin, between, Brazil, Nepal, degree, some words have stress on the final syllable, degree, engineer, so what is the rule? Some words have it on the third syllable or fourth, administration, next.

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ACTIVITY

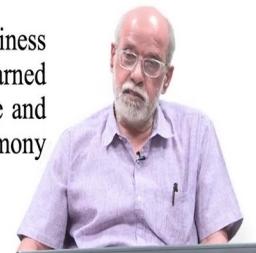


1. Listen to the audio recording played here, and mark stresses on all words of two or more syllables.

Link to the audio:

https://drive.google.com/file/d/1r5hJtbw75qsEy5HlfbRA6TIKPC2H8I_V/view?usp=sharing

Sundar Pichai , is an Indian-American business executive. Born in Madurai, India, Pichai earned degree from IIT Kharagpur. Pichai, the Google and Alphabet CEO took part in a graduation ceremony hosted by You Tube called Dear Class of 2020.



Listen to the following audio recording and like we did with the audio recording of the British prime ministers greeting or British prime minister Diwali greeting we will also do the same exercise here, listen to this speech and make a note of long words and it put in an inverted comma or if you do not like that then underline the stressed vowel in these long words.

Sundar Pichai is an Indian American business executive born in Madurai, he Studied at the Indian Institute of Technology, Kharagpur and then went to work in America and finally, you know today he is the Chief Executive Officer of you know, the Google company or the alphabets you know in a branch of that same company, and he is a very popular speaker sought-after speaker. He gave this speech to the class of 2020 the commencement speech following which the graduates go out of the University, please listen and make a note of the long words and stressed syllable in these words.

Sundar Pichai: Hello everyone and congratulations to the class of 2020, as well as your parents, your teachers and everyone who helped you get to this day, I never imagined I would be giving a commencement speech with no live audience from my backyard, but it is giving me a much deeper understanding for what our YouTube creators go through and I certainly never thought I would be sharing a virtual stage with the former president a first lady a Lady Gaga and a queen bee not to mention BTS.

I do not think this is the graduation ceremony any of you imagine, at a time when you should be celebrating all the knowledge you have gained, you may be grieving what you have lost, the moves you planned, the jobs you earn and the experiences you were looking forward to, in bleak moments like these it can be difficult to find hope, so let me skip right to the end and tell you what happens, you will prevail, that is not really the end of the speech, so do not get too excited. The reason I know you will prevail is because so many others have done it before you.

Professor Shreesh Chaudhary: This goes on, but we took a very short clip just to draw your attention to some words there, the text itself is pretty inspiring, so you know it is not difficult, you will prevail, you will learn to speak English the way it ought to be spoken, but a part of that exercise is to acquire quote on quote, right stress on long words, look at the text, for example, listen to it again and make a note of the long words and mark stresses on these words, here we go.

Sundar Pichai: Hello, everyone and congratulations to the class of 2020, as well as your parents your teachers and everyone who helped you get to this day, I never imagined I would be giving a commencement speech with no live audience from my backyard, but it is giving me a much deeper understanding for what our YouTube creators go through and I certainly never thought I would be sharing a virtual stage with the former president a first lady a Lady Gaga and a queen bee not to mention BTS.

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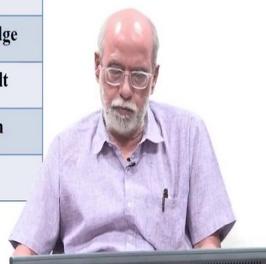
Professor Shreesh Chaudhary: Let us, look at the list of long words and see if you also mark them the way we have marked them, please.

(Refer Slide Time; 08:35)

ANSWERS



He'llo	'everyone	congratu'lations	'parents
'teachers	'never	i'magined	co'mmencement
'audience	'backyard	'deeper	'understanding
'certainly	'sharing	'virtual	'former
'Lady	'Gaga	'mention	gradu'ation
'ceremony	'any	'celebrating	'knowledge
'grieving	ex'periences	'moments	'difficult
pre'veil	'really	ex'cited	'reason
'many	'others	be'fore	



These are the long words some I think these are all the long words in the speech given by commencement speech given by Sundar Pichai, please compare if you mark them that way, it is hello, everyone, congratulations, parents, teachers, never, imagined, go on.

(Refer Slide Time: 09:02)



- Is there no rule of stress assignment in English?- No, not as simple and fixed as in many other languages we noted above.
- In Hindi or Tamil, a syllable with a long vowel is stressed.



Can we say therefore that there is no rule of stress assignment in English, it is a jungle that is not true, there are some rules, there are some general patterns, but of course it is not as simple and fixed as it is in many other languages we saw above, we noted above. In Hindi or Tamil, for instance, a syllable with a long vowel is stressed. Next.

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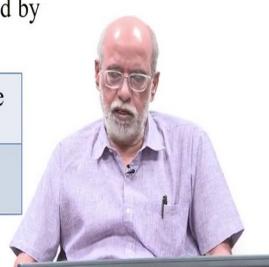


- In many words in English also, a syllable with a long vowel is stressed

a'go	a'vew,	a'way	de'lay	de'ny
------	--------	-------	--------	-------

- In many other words in English, a vowel followed by more than one consonant is stressed

ac'count	a'dept	a'ford	a'nounce
a'mend	ap'pend	a'scend	at'tend



And many words in English also a syllable with a long vowel is stressed, say for example look at words like ago, where a short and go in ago is long, avow where a is short but avo in vow is

long, away, delay, deny, in many other words just as in other languages a vowel followed by more than one consonant it stressed, it is true also of English, so, for example, you have account where o u is followed by two consonants compared with a which is followed by no consonant or you know maybe a little bit of one, adept a is followed by no consonant, but in ept, a is followed by two consonants.

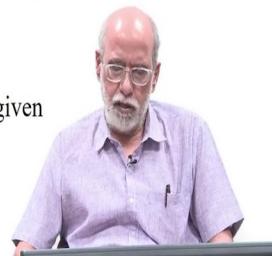
So, is the case with afford, announce, amend, append, ascent, attend, so you know like many other languages, English also assigns stress to long vowels, to vowels followed by more than one consonant, but in English, this is not all, there is more, and that is what makes English different. Look at the next.

(Refer Slide Time: 11:13)

ACTIVITY



2. Make a list of words of two syllables with at least one long vowel, and see if it is stressed on the long vowel.
3. Make another list of words with two or three syllables with at least one vowel followed by more than one consonant, and see if this vowel is stressed.
4. Also, practice pronouncing these words with given stresses.



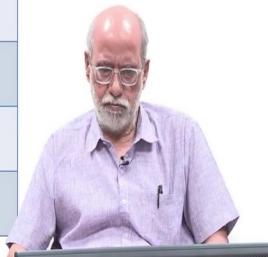
Actually, before we go further you can make a list of words with two syllables bi-syllabic words, with at least one long vowel and say which of these two syllables is stressed, is it stressed on the long vowel? You can make another list of words with two or three syllables with at least one vowel which is followed by more than one consonant and see if this is stressed, once you make these lists also practice pronouncing these words particularly if your existing pronunciation of these words is different from the pronunciation of these words given in the dictionary.

(Refer Slide Time: 12:03)

Stress on English Nouns Long Words & Bi-syllabic words



'abdomen	'absence	'accident
'adult	'advocate	'agent
'agency	'any	'allergy
appa'ratus	'comfort	A'merica
A'merica	'colleague	a'nalys
de'corum	'argument	'husband



In many English words particularly nouns long English words bi-syllabic words, stress is assigned to the initial syllable, nouns of two syllables; usually, they get stress on the initial syllable, so, for example, it is abdomen, sometimes even in longer words even in three-syllable tri-syllabic words it is the initial syllable if it is a noun, then initial syllable that takes stress, so abdomen, absence, accident, you may notice that abdomen has three syllables, 'accident has only two, but they are both a noun, and therefore sorry absence has only two, 'accident again has three.

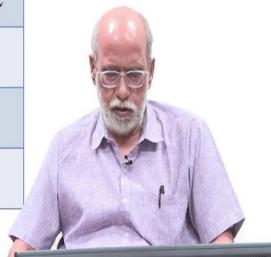
So, you know three syllables or two syllables in a large number of nouns in English main stress is assigned to the initial syllable, so you have 'adult, you have 'advocate, you have 'agent, you have 'agency, you have 'any, you have 'allergy.

(Refer Slide Time: 13:17)

Stress on English Nouns



'attitude	'island	'bureaucrat
'bureaucrat	'merchant	'calendar
'parent	'character	'petrol
'citizen	'product	'competence
pro'fessor	de'mocracy	'silence
'editor	'something	'emphasis
'village	'pivot	'cinema



Same thing here, you have mostly on the initial syllable. Also you have sometimes also on the second syllable such as in democracy such as in professor, but look at this list of words you have more than 10 or 12 here and only 2 or 3 have and they are all nouns, but you have main stress on the initial syllable.

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ACTIVITY

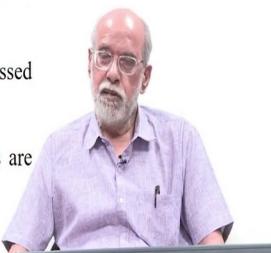


5. If you stress these words differently, you should learn to stress them in the manner indicated.

6. With the help of an *Advanced Learner's Dictionary of English*, you can make a longer list of frequently used words of this kind, and learn their pronunciation with standard stresses as shown in dictionaries.

Make your own list of frequently used nouns that are stressed on the third and the second syllables from the end.

Lists of frequently used and generally misstressed words are given also in the book *Better Spoken English*.



So, you know you can do the following things if you like make a list of words long words bi-syllabic words, tri-syllabic words and see which of these words have stressed main stress on the

initial syllable and if you pronounce these words differently then you should re-learned the pronunciation of these words in the manner given there.

Actually you can also take any advanced Learner's Dictionary of English it shows you grammar, it shows you pronunciation, it gives you meaning or spelling, it also gives you usage, you know, so you can make a longer list of frequently used words maybe 100, 200 or you can use the book I have suggested, Better Spoken English, there I have about 700 words frequently used and mispronounced, you can slowly, carefully pronounce them getting right stresses and then you know, do the drill with them, every day for some time, not too long, not for 2 hours in 1 day definitely not.

Neither only for 2 minutes, maybe between 10 minutes and 30 minutes every day at least once if possible twice just read those words aloud with indicated stresses, and they will become part of your habit and then you know you will not only pronounce them right other words on that matter not given in the list will automatically be readjusted, and you will pronounce those words right as well.

Let us spend some time also on how we can make our own lists of words. Of course, I have told you that any Advanced Learner's Dictionary of English indicates stress on all long words and your task has been made easier by books like Better Spoken English, you can make your own list as well, it is pretty simple, go alphabetically look up a dictionary and one day say day one look at pages which you know have words beginning with a.

Now, as you read the dictionary, you will know intuitively which of these words are frequently heard and if you feel that a certain word is heard frequently a cat is heard oftener than a giraffe, then take cat do not take giraffe and see how it is stressed. So, in cat there is no problem, it is monosyllabic, you do not have to make a note.

But giraffe or camel, in camel you have stress on the initial syllable. If you do it differently make a note, otherwise do not, in giraffe the stress is on the second syllable, if you do it differently then make a note and relearned, like that you know if you look at all pages which list words beginning with a, then you will automatically understand which of these words are frequently heard by you and you do not have to go by others intuition after all English is your language, you

are going to use it for business, for other reasons, for administration, for giving and receiving news and information.

So, the way you speak, the way you feel comfortable is best, all we are trying to do is to draw your attention to the fact that you can make your own lists, as you read you will intuitively understand, you will automatically understand which of these words are frequently used if they are these words of monosyllabic have only one syllable no problem, you do them right anyway, but if they have more than one you know if it is something like 'pivot' pivot, then you know the stress is on the initial syllable, it is pivot.

If it is a word like let us say nation, then you were the stressing the initial syllable nation, if it is photo then initial syllable, but if it is photography then on the second syllable, so as you look at the pages you will know which of these words are frequently heard. Decision number one note that frequently used words.

Now, if it is monosyllabic, do not note it, but if it is bi-syllabic then ask yourself do I stress it the way it is indicated in the dictionary or do I do it differently, if you do it differently, if you see academic when you should say, when you should say academic, you say develop, when you should say develop, you say police when you should say police, use say balloon when you should see balloon, then make a note.

Once you have lists of this kind, one list with all words on the initial syllable, another list with all words on the second syllable, yet another list with all words on the final syllable then it is mechanical, you can take these lists in once in a while once in every day for 10 minutes read these words aloud to yourself 2 or 3 times, that is what we call drill, and you will find that under a few weeks these words have become, this kind of pronunciation has become a habit with you, and you have no difficulty speaking Standard English understanding and Standard English and also helping others, your colleagues, your friends, your family acquire standard pronunciation of a global language.

(Refer Slide Time: 20:28)



ACTIVITY

7. Reading these words aloud, at a reasonably slow tempo and not too loud a voice can help you acquire correct pronunciation of these words, and of many other words stressed in this manner.



So, reading these words aloud at a reasonably slow tempo and not too louder voice not too soft either can help you acquire correct pronunciation of these words and this may not only make you a still better speaker of the English language you are already a good speaker but these you know acquiring correct stresses will make you still better speaker of the English language, more importantly, it will make you a better listener of the English language, you will then enjoy English movies much more, English speech, English documentaries much more and you will be understood worldwide just as you will understand anyone from anywhere in the world.

The clue here is that though there are no hard and fast rules as there are in other languages in this branch of the language in many languages are very complicated case systems English does not have that. Some languages have very complex kind of gender systems, the chair is a girl, the table is a boy even in French in Hindi not so in English, but English has particularly spoken English as some complexity in its long words where there are no uniform rules of stress assignment, there, of course, are patterns and these patterns can be learnt.

And then you will find that if you have got or relearned the pronunciation of those few hundred words and it will not take you a long time in under a few weeks maybe about 6 to 8 weeks, by doing some practise every day with these lists either you make those lists or use the lists given in the book I have suggested you can relearn them and then you will find that not only you are

doing those words right you are doing not only those words right, you are also doing other words on those patterns right.

And as I said, a moment ago you will understand speakers of Standard English from anywhere without difficulty, and you will be understood by speakers of standard varieties of English anywhere without difficulty, you will as Sundar Pichai another very good speaker of the English language says you will prevail. Good luck, and thank you.

Basic English
Professor Shreesh Chaudhary
Retd. Professor, IIT Madras
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Indian Institute of Technology, Madras, Chennai
Lecture - 39
Word Stress - 3

(Refer Slide Time: 00:14)



WORD STRESS - 3

↳
Prof. SHREESH CHAUDHARY



Today, we are going to talk about how to assign stress, main stress to some nouns, of course. And mainly, today, we will be talking about how to assign main stress to verbs and adjectives.

(Refer Slide Time: 00:38)



STRESS ON VERBS AND ADJECTIVES

- We have seen that word stress in English is not without some pattern, but it is best to do some drill and to learn to speak some frequently used but mispronounced words correctly.
- Drill will turn speaking that way into a habit. Then new words and other words not practiced can also be pronounced correctly. Do the drill.



Well, it is not the case, as we have seen so far that word stress in English is without any pattern; there is a pattern, but then for a learner, it is best that we do some drill, at least with some frequently used but mispronounced words.

And this drill can change, not only correct our mispronunciation of those words in English but it can also make that kind of pronunciation habitual for us. It will become a habit with us, so that we make no mistakes later and we have no difficulty understanding others, and others have no difficulty understanding us. A drill, as they say, bores; it helps.

(Refer Slide Time: 01:56)



ACTIVITY

1. Listen to this audio clip and mark all words that have two syllables or more, and see how they are stressed.

Make a special note of words that are not stressed on either the third, or the second or the final syllable. Do some special drills with these words.

Link: <https://drive.google.com/file/d/1vIkxwiNEErkzEp5X6qnIDXxs6LqZqt/view?usp=sharing>

Victory Speech by Kamala Harris. She is an American politician and attorney, and the Vice-President elect of the United States.

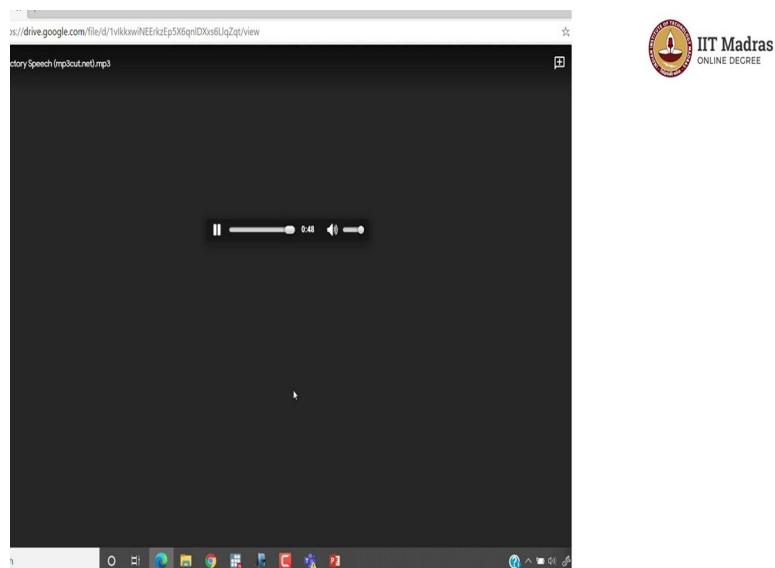


Next, I am going to play an audio clip to you once again, as I did in the earlier unit. Now, you are familiar with the method we will follow. We will play it once without a pause to you. Listen to it for its meaning.

And next, we will play it again. Listen to it for the pronunciation of some long words in this speech. Try and notice, try and see if the most prominent stress is assigned to the third syllable, to the second syllable, or to the final syllable. And you can also later do some drill with this kind of list. But let us listen to this speech first.

This is by a politician; a lady called Kamala Harris. Her family, it seems migrated to North America from India. And this speech was given by her as victory speech after her election by the American voters as the next Vice President of that great country. Please listen.

(Refer Slide Time: 03:34)



Audio: Congressman John Lewis, before his passing, wrote, 'Democracy is not a state, it is an act.' And what he meant was that America's democracy is not guaranteed. It is only as strong as our willingness to fight for it (crowd cheers)to guard it, and never take it for granted. And protecting our democracy takes struggle, it takes sacrifice. But there is joy in it, and there is progress because we the people have the power to build a better future.

Professor: We will play it again to you. But this time please, you see some monosyllabic words; some words of 1 syllable are also stressed as is natural in a speech. In a group of words, some words get stressed at regular intervals; there might be a monosyllabic word as well.

But it is in long words, words of more than 2 or 3 syllables, or two syllables that English has a fixed choice. Each word, the word is, stress is assigned almost uniquely. So this time when you hear, please pay attention to the pronunciation of long words in this speech and see which part of this speech is stressed. Here we go.

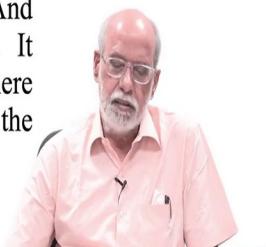
Audio: Congressman John Lewis, before his passing, wrote, 'Democracy is not a state, it is an act.' And what he meant was that America's democracy is not guaranteed. It is only as strong as our willingness to fight for it (crowd cheers) to guard it, and never take it for granted. And protecting our democracy takes struggle, it takes sacrifice. But there is joy in it, and there is progress because we the people have the power to build a better future.

(Refer Slide Time: 06:16)

TRANSCRIPT



Congressman John Lewis, before his passing, wrote: "Democracy is not a state. It is an act." And what he meant was that America's democracy is not guaranteed. It is only as strong as our willingness to fight for it, to guard it and never take it for granted. And protecting our democracy takes struggle. It takes sacrifice. But there is joy in it, and there is progress. Because we the people have the power to build a better future.



Professor: We will bring the text to you. While you make your list of long words, we will give you about a minute. Make a list of long words, and we will bring the text here before you, please take a look.

And after about a minute, when you have made a note of, or checked, or corrected your own notes made already of the long words in this speech, we will play them again and see which part of each of these long words is stressed. So we will let you look at it for about a minute.

Audio: Congressman John Lewis, before his passing, wrote, 'Democracy is not a state, it is an act.' And what he meant was that America's democracy is not guaranteed. It is only as strong

as our willingness to fight for it (crowd cheers) to guard it, and never take it for granted. And protecting our democracy takes struggle, it takes sacrifice. But there is joy in it, and there is progress because we the people have the power to build a better future.

Professor: I hope you have had time to mark stresses on different parts of the long words that have been used here. To help you, we have also created a table of these words, and we have shown which part of these words, which parts of these words have been stressed by the speaker. Please compare your stress assignment with the ones given here.

(Refer Slide Time: 08:19)



2. With the book, *Better Spoken English*, do the drill also with words given in Chapter 7, Page Nos. 90-96.



Well, you see the best way to get it right is to do the drill with a list of or more than one list of frequently-occurring words and frequently-occurring mispronounced words so that in any situation, other words are okay with you, you do them right. It is only a few words that you and I do not do right all the time.

So on this list, you will find those words which are frequently used but are mispronounced. So it is a good idea to do them the right way, to do the drill so that they become a habit with you.

(Refer Slide Time: 09:07)

- Some English nouns are also stressed upon the final syllable. See the following examples.

a'buse	ac'count	after'noon
ba'loon	ca'nal	de'gree
de'lay	de'light	de'sign
dis'pute	fa'tigue	kanga'roo
po'lice	re'ceipt	re'gret
re'quest	re'cruit	re'volt
rou'tine		sa'loon



Then, not only these words with which you drill but also those others which ought to be pronounced this way, but are not just now may be corrected. And you will get an across-the-table grip on all sorts of words; long or short. Let us go to the next screen, please.

As I said, yesterday, we looked at English nouns, and we saw that some nouns are stressed on the third syllable from the end, some nouns are stressed on the second syllable from the end. Or you can put it the other way around; some nouns are stressed on the first syllable from the beginning, sorry, the first syllable from the beginning, some are stressed on the second syllable from the beginning.

So there is this kind of tendencies, there is this kind of patterns. Some nouns in English are also stressed upon the last syllable, upon the final syllable. Look at the words before you; this is abuse, main stress on the last syllable, final syllable; account, not on ac but on the count, account; afternoon, no stress or little stress on after but long prominent stress upon noon.

So with balloon, canal, degree, delay, you can go on. You can compare your own pronunciation of these words and if they do not agree, if there is any difference between the way you pronounce them and the pronunciation given here, then please relearn the pronunciation of these words and through the drill, get them right in no time.

(Refer Slide Time: 11:12)



- Just as in Nouns, Verbs and Adjectives also follow some patterns. Verbs and Adjectives are mostly stressed on the final or pre-final syllable. See the following for examples.



Let us go to the, as I said before, English has all kinds of patterns. It assigns stress to words, to syllables with long vowels. It assigns stress to vowels which are followed by more than one consonant in the language, technical language; in the language of grammarians, it is called heavy syllable.

A heavy syllable is a syllable that is, that has either a long vowel or long or short, it is followed by more than one consonant. So usually, a heavy syllable, the one which has a long vowel or which is followed by more than one consonant, the heavy syllable tends to take the stress. Let us look at some examples.

(Refer Slide Time: 12:15)

STRESS ON ENGLISH VERBS



Verbs stressed on pre-final syllable	Verb stressed on final syllable
a'bolish	a'bide
as'tonish	ac'cept
con'sider	ad'just
con'tinue	ad'mit
de'liver	a'gree
de'posit	ar'range
de'velop	ar'rest
di'minish	be'gin
dis'cover	be'have
de'termine	com'mit



Here is a list of words with long vowels. The initial syllable, the first syllable has, look at the column on my left or column to your left. The first syllable has short vowels, a, hardly heard, hardly 100 nanoseconds long. But the other syllable, the one after that, second syllable from left has a long vowel.

And English vowels tend to be longer than the vowels in many other Indian, many other languages, including many Indian languages. So the word is pronounced abolish, main stress on bo; astonish, consider, continue, deliver, deposit, develop, diminish, discover, determine.

If you do drill in this manner, you will get them right in no time. But there are verbs which are also stressed on the final syllable. And once again, because they have a long vowel there, or because they have more than one consonant following the vowel. So, for instance, we have to abide, accept, adjust, admit, agree, arrange, arrest, etc. You may; you can go in this manner. Next.

(Refer Slide Time: 13:52)

ACTIVITY



4. You can add to this list of verbs that are frequently used but mispronounced.

Remember these words and others on their pattern are stressed on the pre-final or final syllables. If you do not pronounce them that way, then check with the dictionary and re-learn their pronunciation through drills.



Actually, it may be a good idea for you to add to this list of verbs that are frequently used but mispronounced. This will not only; you can then do some drill with them. And remember, these words and other words of this pattern are stressed on the pre-final or final syllable. If you do not pronounce them that way, then check with the dictionary and relearn their pronunciation through drills.

These drills will not only correct your mispronunciation of these words, but they will help you do other words with which you have not practised them now also correctly. That is in

language, once your habit changes, it changes across the board. All words of that pattern will automatically stand corrected in your pronunciation, and you will be able to speak Standard English, and you will be understood by speakers of Standard English. Go to the next.

(Refer Slide Time: 15:01)



- Like verbs, most adjectives in English are also stressed on the final or pre-final syllable. See following examples.



Just as verbs, adjectives can also be stressed in English. Adjectives can also be stressed either on the final or on the pre-final syllable. Look at some examples.

(Refer Slide Time: 15:21)

STRESS IN ENGLISH ADJECTIVES



On pre-final syllable	On final syllable
a'bundant	a'brupt
ad'jacent	ab'surd
'blatant	a'fraid
con'versant	con'sistent
cons'istent	di'vergent
a'nother	cor'rect
'bankrupt	di'rect
con'sistent	di'veine
in'sistent	e'nough
im'portant	pre'cise
se'vere	sub'lime



On the left-hand column, I have adjectives which are stressed on the pre-final syllable. On the right-hand, I have, right-hand column, I have adjectives that are stressed on the final syllable.

And once again, either the stressed syllable has a long vowel, or it is that the vowel here, the vowel in this syllable is followed by more than one consonant.

It is a general pattern; you cannot say this is the exceptionless rule, no. So, for instance, we have abundant, the main stress is on bund, which is the pre-final syllable. Adjacent, pre-final syllable again, adja; or blatant, the pre-final is bla. But on my right hand, we have words like abrupt, final syllable. Here, the vowel a is followed by /p/ /t/. So you have abrupt in a spoken language. In written language, you have u followed by p and t. So you have to do abrupt, absurd, afraid, consistent.

Though vowel is short in the second syllable in this word, consistent, it is /i/, not /ii/. Yet, because it is followed by two consonants, /s/, and /t/; it gets a stressed. It is consistent, divergent, correct, direct, and you can go on. Make your own list of similar words, frequently-occurring mispronounced words, correct their, your own pronunciation, and if your friends speak that way, also change, help them change their pronunciation, and you will feel that you are speaking Standard English and you are being understood by speakers of Standard English. Next.

(Refer Slide Time: 17:36)

ACTIVITY



5. Without looking up a dictionary, make a list of adjectives from your memory and see if you stress them on their final, or pre-final or upon some other syllable. In all cases of difference between your existing pronunciation and the one give above follow the pronunciation given above.



Well, let us make the activity a little tough for us. Let us climb the Mount Everest now. We have been on smaller hills for the last few days, so without looking up a dictionary, and it is entirely up to you. There are some people who say, who cheat even when nobody is watching

them. Well, good luck to them. If you enjoy cheating yourself, then there is no problem. But that is not how you learn.

You learn when you sweat when you trust yourself when you give yourself a chance to make mistakes. And when you relearn, then learning is (*pakka*), there you learn for the rest of your life, and you also help others learn for the rest of their lives.

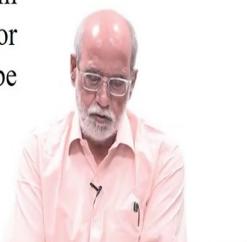
So without looking up a dictionary, make a list of adjectives from your memory and see if you stress them on their final syllable, or on the pre-final syllable, or on some other words. In all cases of differences between your existing pronunciation, you should see, and the one given above, not below; given above, you should learn the pronunciation indicated above or in the dictionary. So relearn, it is not difficult; it is not impossible.

(Refer Slide Time: 19:17)

ACTIVITY



6. You can add to this list by looking up dictionary for frequently used but mispronounced words. See the following list of words taken from the dictionary at random and decide if they are nouns, verbs or adjectives and where each them should be stressed.



You can also add to this list actually. Lookup a dictionary or your own memory for frequently-used words of this pattern; more verbs, more nouns, more adjectives, which are stressed on the pre-final or the final syllable and you will find that you have shown become an author from your own experience.

You are doing the spoken language, not only you are doing the spoken language right yourself, but you are also helping others do that. So that is why I have said you can add to this list by looking up a dictionary for frequently-used but mispronounced words.

See the following list of words that have been taken from the dictionary at random and decide if they are nouns, verbs, or adjectives, and where each of them should be stressed. I am, it is a self-test. Go next.

(Refer Slide Time: 20:18)

absolute	arsenic	academic
Arabic	catholic	career
anonymous	certificate	chandelier
cosmic	cosmetic	degree
degree	engineer	Japanese
fanatic	lunatic	scientist
sincere	unity	vacation



Look at these words. Is absolute a noun, or an adjective, or a verb? You have to decide. We have given the answer towards the end of this unit, but you have to decide whether it is an absurd, or so. For absolute, arsenic, academic, all kinds of words; degree, Japanese, fanatic, scientist, sincere, vacation.

So look at this random list of words and check your own pronunciation of these words. If they differ from the one indicated in the dictionary, then learn or relearn the pronunciation of these words as given in the dictionary.

(Refer Slide Time: 21:20)

- Check with the stress marks given below. In case of any differences, relearn to speak that word correctly with proper stress, etc.

'absolute (A)	'arsenic (A)	aca'demic (A)
'Arabic (A)	'catholic (N)	ca'reer (N)
a'nonymous (N)	cer'tificate (N)	chande'lier (N)
'cosmic (A)	cos'metic (A)	de'gree (N)
de'gree (N)	engi'neer (N)	Japa'nese (N)
fa'native (Adj)	'lunatic (A)	'scientist (N)
sin'cere (A)	'unity(N)	va'cation (N)



Here is the answer. Compare your answers with these and stresses with these, and if there is a difference, correct yourself, do the drill, and relearn the correct pronunciation for the rest of your life. Next.

(Refer Slide Time: 21:40)

Thank You



So to conclude this unit, we see that some consistent effort with this kind of guidance, nouns, verbs, adjectives, final, pre-final syllables, and your own hard work with the dictionary will within a few weeks, change your accent into a globally intelligible accent. Good luck, and thank you.

English – I (Basic English)
Dr. Shreesh Chaudhary
Retd. Professor
Department of Humanities and Social Sciences
Indian Institute of Technology, Madras
Lecture No. 40
Stress on Derived Words

Today, in this session, we will be talking about some features of Word Stress in English, particularly on what we call Derived Words.

(Refer Slide Time: 00:34)

- So, for instance, to the word “God” you can add +ly



$$\text{God} + \text{ly} = \text{Godly}$$

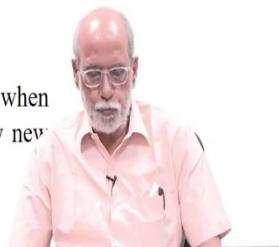
- To “Godly”, you can add +ness,

$$\text{Godly} + \text{ness} = \text{Godliness}$$

- Or before “Godly”, you can add Un+,

$$\text{Un} + \text{Godly} = \text{Ungodly}$$

- Adding these and/ or similar sounds, or letters when writing, to existing words, you can make many new words.



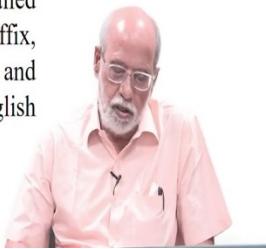
In each of all-natural languages, in each language, this process exists. We make new words out of old words, existing words. Say, for example, there is a word called God, and you, you add, you attach a particle, some sounds like 'ly', and you get the word godly. You can attach 'ness' to Godly, and then you get Godliness, or you can attach 'un, before God or before Godly, and you get ungodly. So, this process of attaching sounds or in writing letters to existing words is called derivation of words or deriving new words.

(Refer Slide Time: 01:30)

- All languages make new words by adding sounds or letters to existing words. This is called “Derivation”. In the READING MODULE of this course, we will look at the process in some detail.

b

- In grammar, existing word is called “Root” or “Root Word”. An added part to a Root Word is called “Affix”. So “Un+” is an affix, “+ly” is an affix, “+ness” is an affix. We will see later in this unit, and in some units in READING MODULE, that English has dozens of affixes.



All languages have it. In the reading, in some units of the reading module, we will talk about the process of derivation at some length, particularly in English. But here, let us suffice that some of these words also affect stress assignment. And therefore, for this module on speaking and pronunciation of English, it is important for us to look at them. In grammar, the existing word, the old word is called Root, and the attachment is called Affix. So, for example, 'un' attached to God is an affix, 'ly' attached to God is an affix, 'ness' attached to God is an affix. We will talk about them at some length, maybe in another module.

(Refer Slide Time: 02:33)

- Affixes can be of two kinds. Those like “un+”, “im+”, “in+”, “il+”, etc. that are added before an existing word are called “Prefix”.
- Some others like “+al”, “+ly”, “+ness”, etc. are called “Suffix”.



But here, go to the next. It is important for us to realize that there can be two kinds of affixes. There are some which are attached to the beginning of the word such as 'un' before God or

im' before practical, so you can say impractical or unpractical, or 'in' before the attention, so you say inattention, inactive, or 'ill' before literate, so you say illiterate, or you say ill-will, or you say ill-timed.

So, these are what we, these are prefixes; they are attached to the beginning of the word. Similarly, there are suffixes; they are attached to the end of the word. (Suffixed), particles like attachments like 'al' as in person, so you get personal, as a 'ly' attached to personal, so you get personally. So, there are suffixes, and there are prefixes. They are both called affixes.

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ACTIVITY



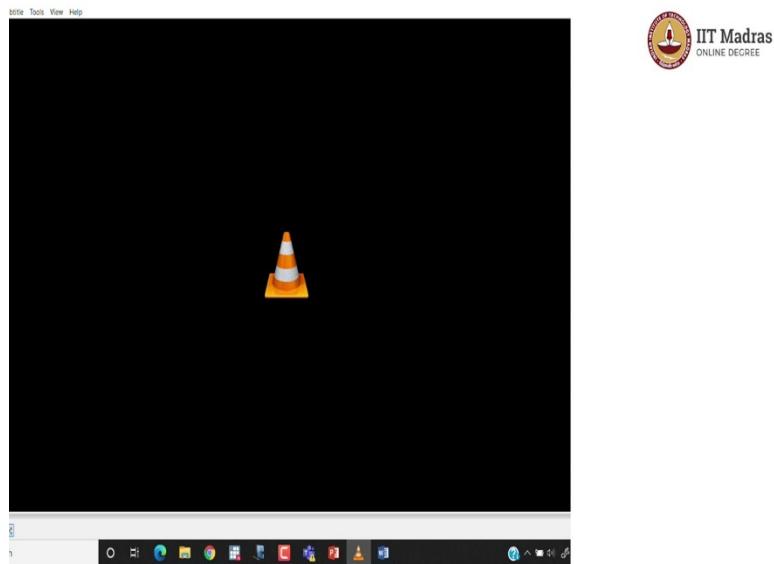
Listen to the audio.

 **Play the audio clip on Girls' Education.**



Next. In all-natural languages, in live situations, you use some root words, some old words, but you also use some derived words. I am going to play now a clip of radio broadcast to you.

(Refer Slide Time: 04:04)



It is actually on the state of education among girls, particularly in the continent of Africa, but it is as good of Asia and in some other countries as of any other. So, as usual, first time, please listen to it for its content. And then a second time, listen to it for the language. Listen to it for the content now, please.

Audio: Nearly twice as many girls are denied an education as boys. That is according to a new report by the United Nations Education Scientific and Cultural Organization. The report was released to mark International Women's Day on Tuesday. A lack of educational options stunt the lives of girls and women from one generation to the next, said UNESCO Director-General, Irina Bokova. Across Sub Saharan Africa, 9.5 million girls will never walk into a classroom compared to 5 million boys, according to the UNESCO report. More than 30 million children aged 6 to 11 are out of school across the region.

Professor: All right. Very, very-disappointing that even today, when we are able to land a man on the moon, we have a sizeable section of our children who cannot attend school. This situation must change. Now, please, we will play this audio clip once again. Listen to it this time for its language. See, if it has any derived words, any word made by attaching something to an existing old word. Make a note. We will compare it; you can compare your notes with the text, we will show after this audio clip. Here we go.

Audio: Nearly twice as many girls are denied an education as boys. That is according to a new report by the United Nations Education Scientific and Cultural Organization. The report

was released to mark International Women's Day on Tuesday. A lack of educational options stunt the lives of girls and women from one generation to the next, said UNESCO Director-General, Irina Bokova. Across Sub Saharan Africa, 9.5 million girls will never walk into a classroom compared to 5 million boys, according to the UNESCO report. More than 30 million children aged 6 to 11 are out of school across the region.

(Refer Slide Time: 07:09)



Nearly twice as many girls are denied an education as boys.

That is according to a new report by the United Nations Education, Scientific and Cultural Organization (UNESCO). The report was released to mark International Women's Day on Tuesday.

A lack of educational options "stunt the lives of girls and women from one generation to the next," said UNESCO Director-General Irina Bokova.

Across sub-Saharan Africa, 9.5 million girls will never walk into a classroom, compared to 5 million boys, according to the UNESCO report. More than 30 million children aged six to 11 are out of school across the region.



ANSWERS



'Nearly	'many	de' nied
edu'cation	ac'cording	re'port
U'nited	'Nations	Edu'cation
Scien'tific	'Cultural	Orga'zination
U'NESCO	re'port	re'leased
Inter'national	'Women's	'Tuesday
edu'cational	'options	'women
gene'ration	U'NESCO	Di'rector
'General	A'cross	Sa'haran
'Africa	'million	'never
'classroom	com'pared	'million
'children	'aged	a'cross
'region		

Professor: We will project the text now. And can you look at the text and decide which of these are derived words? We have given the list at the end. You can compare your list with the list that we are going to give. Just to mention, for example, you see words like 'education' derived from educate, you add a particle, educate, education, or 'organization' from organize,

or 'cultural' from culture, or 'scientific' from science, 'education' from educate. You have a number of words in this manner. Try and see if you are able to identify them and you are able to separate them into Root and prefix and suffix.

(Refer Slide Time: 08:21)



- You may have seen that in English many suffixes can affect stress assignment. After a suffix is added to the root, stress can move from one syllable to another.



You may have seen that in English, many suffixes can affect stress assignment. Say for instance, in a word like 'educate", the main stress is on the initial syllable 'e' as in educate, 'a' in a spelling, it is e. So, the initial syllable. It has three syllables' e du cate' (ed u cate). But the main stress is on, and therefore we say educate.

But when you add a "tion to it, "i o n, pardon me, and it has become "tion, then stress shifts. It is no longer on a, it becomes education. Then stress shifts to "k, to the third syllable from the beginning. Not on 'a', not on 'du' but on 'k', education. Similarly, organize. The main stress is on or, initial syllable.

But after you add 'tion', it becomes organization, goes to the third syllable, goes to the syllable, goes to the syllable before the suffix. So, suffixation, much more than prefixation, much more than prefix suffixes affect stress on root words. And that is why it is important for us to identify those suffixes, which affect stress assignment significantly. Go to the next.

(Refer Slide Time: 10:06)

Stress on Some Root and Derived Words

Stress on Root Word	Stress on Suffixed Word
'alter	alte'ration
'beauty	beau'tician
'circulate	circu'lation
'drama	dra'matic
'engine	engi'neer
'family	fa'miliar
'hospital	hospi'tality
I'magine	imagi'nation
'Judgement	judge'mental
'labour	la'borious



Here are some examples, alter, but you add a suffix, it becomes alteration. The stress shifts. Beauty initial syllable or beautician, third syllable from the beginning, circulate, initial syllable, but circulation, so on la, third syllable from the end. You can look at the list, check, pronounce them correctly that way. If your pronunciation is different, do the drill and learn. But, you will notice and agree that many suffixes affect the assignment of stress in English.

Go to the next screen.

(Refer Slide Time: 10:50)

ACTIVITY

- Make a list of root words and words derived from them. Also mark stress on them, and then check with your dictionary. See if you pronounce them right. If you do not, then relearn the pronunciation of these words.
- Some mispronounced but frequently used derived words are given also in the book. *Better Spoken English. Pp. 109-39.* You can give yourself pronunciation drills with these words.



It is good, therefore, that you made your own list of derived words, frequently used, mispronounced. Spread this list into two parts. Have Root on your left column, have derived

word on the right, and see if you assign stresses to them correctly. If you do not, you should relearn.

The book that we suggested, Better Spoken English between pages 109 and 139 also gives you a, also gives you lists of not 1, not 2, but several lists of words which are frequently used, but mispronounced. These are derived words. So, if you do some drill with these words, you will acquire correct pronunciation within a few weeks, and then that will stay with you for the rest of your lives. Next.

(Refer Slide Time: 11:51)

Some Derived Words with Specific Suffixes



With +ate/ade/ise...	With +ian/ical/ogy...	With +ea/ee/eer...
'absolute	a'bility	addres'see
ac'commodate	aca'demic	ag'ree
'advertise	arti'ficial	ap'pear
'adequate	gram'marian	ca'reer
'alternate	au'thority	engi'neer
'analyse	bi'ology	psy'chosis
'attitude	con'dition	Sin'cere
cer'tificate	congratu'lation	se'vere
'candidate	scien'tific	Sin'cere
Con'gratulate	sympa'thetic	Idea



There are suffixes like, say, for instance, look at the column on the left, the first column going from left, the first column, suffixes like 'ate, ade, ise". Also, you have others, other suffixes like "ute u t e, ive". I will give you the list later. So, look at the pattern, that is 'absolute', two syllables from the end. 'Accommodate', two syllables before the end. So, 'advertise', two syllables from away, two syllables from the suffix going from the end. So, like that, in this column, all the derived words have certain suffixes, which ask for stress in long words. 2 syllables before them.

Once you get these words right, you will get all other words on these patterns right without a problem. So, you have absolute, accommodate, advertise, adequate, alternate, analyze, attitude, certificate, it is 't i', which is not a long, which does not have a long vowel, which is neither followed by any consonant. This syllable is all by itself only 't i', ti. It has no consonant within the syllable. The 'fi' that you see goes to the next syllable. So, it is a 'ti'; then

you have 'ficate'. But because this 'time' comes two syllables before 'ate', according to the rule, that syllable gets the stress. So, you have candidate, you have congratulate.

Look at the second column. You have suffixes like 'ian, ical, ogy' and there are other suffixes, I will give you the list. Here, the stress is assigned to the syllable immediately before the syllable. In the earlier column, it was two syllables before the suffix. Now, it is the syllable immediately before, one syllable before the suffix. So, you have 'ity' added to able, and then you have now ability. You have 'ic' added to academy, so you have academic, not academic (different pronunciation), that is not standard, academic (different pronunciation) is not standard, academic is, academic.

Artificial. So, the grammarian. So, once again, almost without exception, they influence stress assignment. You have to have them. You have to have stress. Whenever a word ends in any of these suffixes, then the main stress is assigned to the syllable before the suffix. So, you have grammarian, authority, biology, not biology (different pronunciation), that is non-standard. Biology, zoology, cosmology, phonology, ontology, petrology. So, that is how it goes without exception.

Condition, every time a word ends in 'ion, ian, ial', you assign stress in writing. In speaking 'ian, ial, tion', you assign stress to the syllable immediately before these suffixes. So, you have congratulation; you have scientific, you have sympathetic. In scientific, British English also does it, British English does it on the initial syllable. So, they say scientific, but to keep the pattern straight, we can follow this rule, which says that all words ending in 'ic, in ic', assign stress to the syllable immediately before the, this suffix.

So, you have sympathetic, and you have scientific, you have terrific, you have dramatic, drama and then dramatic. So, you can go like that. The last column, the column on my right hand, has suffixes like 'ea ee eer' in writing. In pronunciation, 'ea ee eer', such as 'pay' and 'payee'. Mountain and mountaineer. So, in all of these suffixes, whenever these suffixes are attached to a Root, root word, then main stress, no matter where it is, in the mountain, it was on the initial syllable, but the moment you add 'eer' to make it mountaineer, then the stress shifts to the suffix. The suffix itself takes the main stress. So, from the mountain, we get mountaineer.

Look at some examples. This is address, initial syllable, but if you add 'ee, then it becomes addressee, agree, appear career. Engine, initial syllable, but if you add 'e e r', then it becomes

engineer e e r in writing, 'eer' in speaking, so it becomes an engineer. It is not an engineer (different pronunciation) that is not standard, that is regional. The global pronunciation is, the global standard is an engineer. Psychosis. So, you can go on like that. You can look at the behaviour of suffixes, and you can see how they influence the (Root) the stress in the root word. Go to the next screen.

(Refer Slide Time: 18:36)



- In the table above in the first column from left, we have words with suffixes like **+ate/ade/ise**, etc. Words ending in these suffixes are necessarily stressed on the third syllable from the end, or two syllables before the suffix. There are other suffixes in this class, as given below.

+ yse/ize, ide, ile, ify, ote, ute, ude, etc.

- All of these suffixes cause stress to be assigned to the third syllable from the end, or two syllables before them.



So, as I said just now, all suffixes do not affect stress assignment the same way. Some suffixes do so in a definite pattern. Some suffixes do not do so in a definite pattern; they do it randomly as far as we know today, even among those that affect stress assignment in a particular manner, there are many types. There are some like we have before us in writing 'yse, ize, ide, ile', etcetera what you have before us, what we have before us. Now, these suffixes, and you have a large number of words ending in these suffixes in daily use, at least about a couple of 100 words infrequent use.

So, you have 'personal, personalize'. You have 'person, personify'. So, all of these words take the main stress on these two syllables before them. Once you do the drill with these words, not only these words, but other words also in this pattern will be set right, and you can pronounce them without difficulty.

(Refer Slide Time: 20:19)



ACTIVITY

- Make a list of frequently occurring words ending in these suffixes. See if you pronounce them as suggested in the dictionary. If you do not, then relearn the pronunciation of these words.



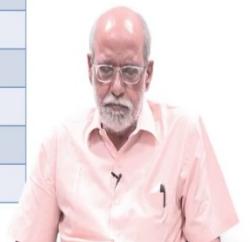
You can make your own list and do the drill as we have been advising you. Next.

(Refer Slide Time: 20:26)



Some Derived Words with Specific Suffixes

With +ate/ade/ise...	With +ian/ical/ogy...	With +ea/ee/eer...
'absolute	a'bility	addres'see
ac'commodate	aca'demic	ag'ree
'advertse	arti'ficial	ap'pear
'adequate	gramm'arian	ca'reer
'alternate	au'thORITY	engi'neer
'analyse	bi'ology	psy'chosis
'attitude	con'dition	Sin'cere
cer'tificate	congratu'lation	se'vere
'candidate	scien'tific	Sin'cere
Con'gratulate	sympa'thetic	Idea



And then, as I said in the second column, there are some suffixes like 'ian, ical, ogy'. Go to next.

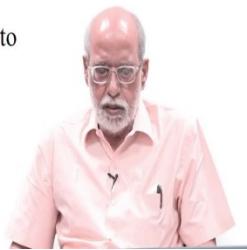
(Refer Slide Time: 20:37)



- In the table above in the second column, we have words with suffixes like **+ian/ical/ogy**, etc. Words ending in these suffixes are necessarily stressed on the syllable immediately before. There are other suffixes in this class, as given below.

+ic, ical, ion, ity, ogy, omy, etc.

- All of these suffixes cause stress to be assigned to the syllable immediately before them.



It is again a long list. You have in writing, 'ic, ical, ion, ity, ogy omy'. Now, all of these suffixes induce stress on the syllable immediately before them. So, you have active, but you have activity. You have sense, sensitive or sensitivity. You have used, utilize, but you have utility. So, immediately before, and once again, through practice, you can get them right for life. Next.

(Refer Slide Time: 21:28)



ACTIVITY

- Make a list of frequently occurring words ending in these suffixes. See if you pronounce them as suggested in the dictionary. If you do not, then relearn the pronunciation of these words.



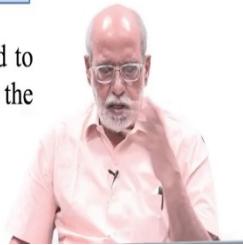
Do that. Next, third column, you have those suffixes. Go next.

(Refer Slide Time: 21:36)

- In the table above in the third column from left, we have words with suffixes like +ea/ee/eer, etc. Words ending in these suffixes are necessarily stressed on the suffix itself. There are other suffixes in this class, as given below.

+ean, ear, ere, esce, esque, ette, ier, itis, otis, etc.

- All of these suffixes cause stress to be assigned to themselves. If they are a suffix like +itis/otis, then the stress is given to their own first syllable.



And it is again a long list; you have 'ean, ear, ere, such as insincere or severe, it is not severe (different pronunciation) it is not sincere (different pronunciation), it is sincere or severe. It is 'esque', as in grotesque. 'ette' as in cassette. 'elier' as in chandelier. It is as in arthritis. 'otis' similarly, some diseases. These, if you have, the suffix as two syllables, then the first syllable of the suffix takes main stress.

You can make your own list. Do some regular practice with them. And you will find that within a few weeks, you have got all of these words right, not only those with which you practised daily, but also those others which are, which follow the pattern, but with which you did not practice. The mind and reorganizes the data, that is the power of the mind, provided you give it a chance and give it some exposure at least in the beginning. Go next.

(Refer Slide Time: 22:51)

ACTIVITY



- Make a list of frequently occurring words ending in these suffixes. See if you pronounce them as suggested in the dictionary. If you do not, then relearn the pronunciation of these words.



So, make your own list and do the drill, and relearn the pronunciation of at least those words, where you are at the moment not, where at the moment, you do not use standard pronunciation.

(Refer Slide Time: 23:10)



- Finally, there are suffixes like **+al, able, ary, ative, atory, ery, ible, ory, ous, utive, y**, etc. These suffixes do not affect stress on root words in a particularly fixed manner.



Next, there also are suffixes like 'al' as in personal, 'able' as in reasonable, 'ary, ative. Atory, vote, votary, element, elementary. Sense, sensible'. Like that, there are execute, executive. Photograph, photography, adding the 'y'. So, these stresses do not induce these suffixes, sorry, these suffixes do not induce stress in a definite manner. But quite often, they also affect stress. It may, therefore be good for you to look at the root words and see how they affect.

And if your own stress on these words is not the way given in the dictionary, you should relearn through drill and get them right. Next.

(Refer Slide Time: 24:20)

ACTIVITY



- Make a list of frequently occurring words ending in **+al, able, ary, ative, atory, ery, ible, ory, ous, utive, y**, etc. See if you pronounce them as suggested in the dictionary. If you do not, then relearn the pronunciation of these words.



So, do this activity, make your own list of words and get them right. And you will find that you have within a few weeks become a speaker of the standard variety of spoken English.

(Refer Slide Time: 24:35)



Thank You



Once again, before we close, the drill can at times be boring, and it is but boring in 2 senses, boring, no longer enjoyable, boring, that it drills into your brain. So, do not do it for too long. Do not do it one day for 2 hours, no, do not do it for more than half an hour a day. But do it

for a few days regularly. If possible, twice a day. Whenever you are free, if you do not have half an hour, if you have 5 minutes, 10 minutes, have the lists, have the book nearby and slowly, carefully say them aloud.

And you will find that in no time, they have become a part of your habit. And you are not only become yourself a still better speaker of English, but you can also help your colleagues in your company, your students in your school or college, your friends in your school or college, relatives in your family to speak a lot better and still better. Thank you. Good luck.

Basic English
Dr. Shreesh Chaudhary
Retd. Professor
Department of Humanities and Social Sciences
Indian Institute of Technology, Madras
Lecture – 41
Phonetics of English- Part 1

Welcome, today we will be talking about briefly and rather quickly about some English vowels. Next.

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SOME VOWEL SOUNDS

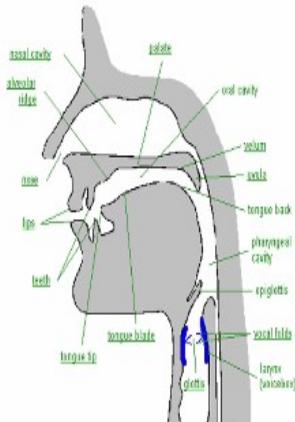
- Most sounds in all languages are produced with air going out flowing out of lungs through the glottis, pharynx and mouth.



In all languages of the world, most sounds are produced with air flowing out of lungs through the glottis, pharynx and mouth. If you keep your hand before your mouth and then if you talk anything you will find puffs of air coming in waves to your hand. This is the lung air; this is the speech air which is turned into speech.

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Organs of Articulation



Basically, this is how speech is produced. These organs of articulation directly participate in the production of speech sounds. You can see the air rises from the lungs, comes to the glottis, crosses the glottis, enters the pharyngeal region, enters pharynx and from the pharynx, it can either take the left turn, go through the oral passage, go through mouth and go out or part of it can also take the right straight path get into the nasal passage and go out through the nose.

For the production of vowel sounds, nearly all speech air goes through the oral passage, but before that, when speech air comes to the glottis, one of the three things can happen in the glottis. Please pay attention it is very easy to understand if you pay attention otherwise you might miss upon a very crucial thing. So, you know, if you pay attention to this channel of speech production you might see that glottis is something like a box, a voice box as the level here says, and it has inside a membrane kind of stuff which is called vocal cord, some people call it vocal fold, and since they are more than one fold, so they are called vocal folds or vocal cords. You can read about them in books. The vocal cords within the glottis can be in one of the three positions. They can be either wide apart so that a speech air flows through them without impediment, without any obstruction.

In that case, there is no noise, there is no vibration, and you hear nothing, no voice is produced that is called the state of voicelessness. State A is the state of voicelessness. You know this is the state of the vocal cords when we whisper, when we say something in the ears of somebody else or when we speak without a voice when we whisper as I am whispering now. I am still producing all those sentences.

I am still telling you this is what we have to learn, but because I have kept my desiring so the vocal cords apart, speech air flows through the vocal cords in my glottis without producing any noise. This box is where inside there are the vocal cords, the vocal folds. So state A when vocal cords are wide apart when vocal folds are wide apart, and there is no noise, no voice as in whisper or in silence or state B they are tightly shut.

No air can go out, come through it, no air can cross the glottis, and no air can come inside the glottis from up above. Most of the time, when we eat, the glottis is tight shut. But some of us you know maybe in the habit of talking while eating, and then food particles get inside, and we choke and we cough. So you know glottis performs a very important function. So state B is when vocal folds, vocal cords inside a glottis are tightly shut, closed.

No air can either get in or cross through the vocal cords either way upward or downward. There is state C when vocal cords are loosely together. A lung air coming from lungs causes enough pressure for vocal cords to part, allow the air to pass, and then vocal cords return, come back to their old shape, and this movement causes vibration. The same thing can happen when speech air comes from mouth inside when you suck air.

Then you know speech air can get in. There again if vocal cords are loosely together, they are parted, producing vibration, producing noise. This is when voice is produced, or voiced sounds are produced. This is what we hear; without this vibration, we cannot hear one another from a distance. We will have to be very close to the speakers, almost our ears touching the speaker's mouth; only then can we understand the speaker.

So, voice helps us understand the speaker even at a distance. If you are interested, there are books on phonetics; you should look them up. We have given you a list in a book in the list of desired readings for this course. So speech air comes out, then comes to the pharynx. Nothing much happens in the pharynx then if all speech air comes through the oral passage, the uvula is raised so that no speech air can escape into the nasal passage.

Then all speech air passes through the oral passage, and if it meets with no obstruction in the mouth in the oral passage and goes out, then that is the vowel sound. In other words, vowel sounds are those sounds which are voiced and produced without obstruction, without any obstruction in the mouth in the oral passage which means vowel sounds are not nasal sounds, vowel sounds are not obstructed sounds, and vowel sounds are not voiceless sounds.

This is important for us to remember that vowel sounds are oral sounds, sounds produced without obstruction and voiced sounds. The question then arises, how do we get different kinds of vowels, how do we get. We get these vowel sounds because the shape of mouth can change because of the distance between jaws, because of the changing shape of lips.

The lips can be round as in oo, they can spread as in e, or they can be neutral as in a. We can produce vowel sounds by slightly raising the back of the tongue towards the soft palate, and we can say aa, we can produce e or a by causing pressure upon the front of the tongue, upon the blade of the tongue spreading towards molar teeth. So, these are the few things a combination of which shape of lips opening between jaws and different parts of the tongue involved in the production of speech sounds which give us different kinds of vowels.

If you want to know more about them, please look up the books of phonetics we have suggested in the list of desired readings for this course.

(Refer Slide Time: 10:30)



- As speech air passes through them, these organs manipulate speech air.
- Glottis, which has vocal chords, can be wide open letting air pass freely; in that situation, however, there is no voice, as is the case when you whisper.



So, as speech air passes through them this organ that is lips, jaws, and tongue to some extent manipulate a speech air without causing obstruction. Air still flows freely. Glottis which has vocal cords as I said, can be wide open letting air pass freely so that sound is silent sound, it is not a voiced sound.

(Refer Slide Time: 11:08)

- Glottis may be tightly shut. Air cannot pass, and there can be no speech.
- Within Glottis, vocal chords can be loosely together. Air passing through the glottis can, then, vibrate these chords resulting into voice. If these chords do not vibrate, there can be no voice, and we cannot be heard, at least not easily.



But if glottis is tightly shut, what happens, no sound is produced and position C. State C, when vocal cords are loosely together then air passing through them causes vibration. That is the voice sound, that is the vowel sound.

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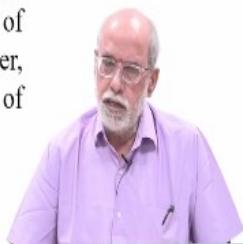
- Vowels are voiced sounds produced without any obstruction in the oral passage, in the mouth. This is how vowels are produced in all languages of the world.
- Though mouth does not create any obstruction in the production of vowel sounds, it can still manipulate their length and type by changing the shape of lips, opening of the jaws, and raising the tongue to different heights. All these things create various kinds of vowels in all languages.



If you want to know more about the mechanism of production of speech sounds which is at the same time a very complex and a very simple mechanism. All human beings we claim to have this faculty. They can speak without realizing that they are speaking, they can speak at will, God has given them an apparatus using which they can produce a variety of speech sounds unlike any other animal on the planet earth as we know of.

(Refer Slide Time: 12:18)

- “Pill” and “pull” are different words because vowel in one is produced by stretching the blade or the front of the tongue towards the molar teeth, whereas in “pill” back of the tongue rises towards but does not touch the soft palate.
- In the production of one the lips are spread; in the other, they are rounded. In the production of “pit”, the jaws are very close to each other, though not closed; but in the production of “part”, jaws are far apart.



As I said pill and pull are different because both initial and final sounds are the same in both of them 'p l', but the vowels are different because in 'pill' we have lips in the neutral position, but in 'pull' lips are rounded. In 'pill' it is the front of the tongue which is involved in 'pull' it is the back of the tongue that is involved.

Similarly, take a word like 'pit' and another word like part. In-pit jaws are as close as they can get this pit hardly wide apart. But in part jaws are wide apart. You cannot produce aa without taking both your jaws far apart from each other. So these are some ways in which different vowel sounds are produced.

(Refer Slide Time: 13:25)

- English has more vowel sounds than many other languages. Standard British English has 20 vowel sounds. American English has one or two fewer.
- Like all other languages, English also has both long and short vowel sounds.



So far, whatever we have said is common to all languages of the world. Vowel sounds, all languages of vowel sounds and in all languages vowel sounds are produced that way. In English, there are some unique things, some different kinds of things. Number one, English has more vowel sounds than many other languages, than many Asian and African languages particularly.

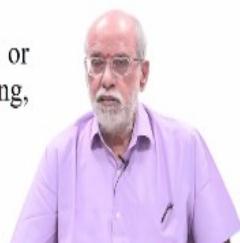
The standard British English has 20 vowels, Hindi or Tamil have about 12, Hindi and Tamil have about 12 or 14, even American English has one or two fewer. Some people say American English has 18 or 19 but not 20. Both like other languages, English also has all standard varieties of English also have both long and short vowel sounds. i, which is short and ii, which is long, as in pill and as in feel. So they have English also has long and short vowel sounds.

(Refer Slide Time: 15:00)

- But English long vowels are:



1. Very long, almost twice as long as long vowel sounds in many Indian languages. They take anything between 900 to 1100 nano-seconds, whereas many long vowel sounds in Indian languages hardly exceed 600 nano seconds.
2. Very many. Whereas Hindi has barely six or seven vowel sounds that may sound long, English has at least 12 long vowels.



But English long vowels, let us talk about English long vowels. English long vowels are very long, almost twice as long as the long vowels in many Indian languages. In many Indian languages, long vowels are about 600, 700 nanoseconds, but in English, they are between 900 and 1,100, sometimes even 1,200 nanoseconds long and there are some vowels in English called diphthongs which go even beyond, so long that they are almost like two vowels, one long and one short.

(Refer Slide Time: 15:51)

3. Many long vowels in English make minimal pairs with short vowels. Look at the following lists of words made distinct from each other only by the length of the vowel



The third problem is, number one English has many long vowel sounds. Number two, English long vowels are very long, and three these long vowels make pairs of words with short vowels. Many pairs of a word not one, not two something like 300 pairs in everyday use, words like pill and peel, words like pull and pool, words like fill and feel, words like getting and gait, they are in everyday use. So, unless you learn to keep short vowel short and long vowel long you incur, you run the risk of being misunderstood.

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Short Vowel	Long Vowel
bit	beat
bet	bait
bell	bale
bid	bide
cell/sell	sale / sail
debt	date
did	deed
fill	feel
fit	feet
fell	fail
get	gate
hit	heat
let	late



Here is a list. Do the practice. On my left-hand column, we have words with short vowels so a bit. On the right hand, we have words with a long vowel the very long. You cannot make them long enough, do them as long as you like you cannot say beat, so it is bit and beat. Many speakers of English, particularly in Asian and African countries, do not keep the length

distinction clearly apart. They just say bit and beat. It is not bit and beat. It is a bit very short but beat very long. Bet and bait, bell and bale, bid and bide, sell and sail. Do the practice like this.

(Refer Slide Time: 17:48)

ACTIVITY



1. By contrasting long and short vowels in the manner given above, add to this list and learn to pronounce long vowels as quite long, much longer than you perhaps do just now, and short vowels as quite short, much shorter than perhaps you do just now.



By contrast, you can do this activity to get the length right, unless you already do them correctly. If you do them correctly, do not bother, because you know length distinction is more important than any other aspect of the production of vowel sounds. British or American ways of producing vowel sounds are not in length. Length distinction is extremely important for us to be understood in English worldwide.

How can you do it by contrasting long and short vowels in the manner I told you just now. You can also add to this list, make a list, your own list actually using the book I have suggested, better spoken English book or using a dictionary and I have suggested other books. So make your own list of words that are frequently used, that you hear very often and that tends to be mispronounced that do not give length distinction clearly enough.

And then you can do the drill, say in turn short first, long next, short next, long after that with ease. Do not be in a hurry, do not do too many words the same day, maybe do twice a day, 10 minutes morning, 10 minutes in the evening, and you will find that you are getting the appropriate, the right length distinction among these words.

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- Some English vowels are so long that the time they take equals almost to the production of two vowels, a long and a short one. Vowels of this kind are called “**Diphthongs**”, that is two bursts of voice vowels, or extra-long (XL) vowels.



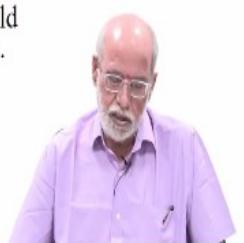
I told you already some English vowels are so long that they give you the impression of being extra long XL. Again the same way like gait that is ait. Many of us pronounce boat as a boat, but it is actually a boat, it is two vowels long and short. So, it is gate. It is not gate; it is gate. Pretty easier, you can see some examples.

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- We have diphthongs in English words like
“bite”, “bout”, “boat”, “bait”, etc.

- It may be a good idea to learn to pronounce diphthongs as diphthongs. All English dictionaries show the pronunciation of words, and by merely looking at them you can come to know which vowels can be rendered as diphthongs. But even if you cannot render them as very long, you should produce them at least as words with long vowels.

Look at the following words:



So, for example, bite it is two vowels there, bout again two vowels there, boat again two vowels there, bait again two vowels there. So, it is the length of the vowel sound that distinguishes between one and another of these words, and it is therefore very important for us that we get the length distinction right in learning to speak in Standard English. Now all dictionaries show the pronunciation of words.

And by merely looking at them, all dictionaries also tell you how to read pronunciation they have a phonetic alphabet which is very easy to learn. So we are not spending any time here. Many symbols these dictionaries use are already known to you. There may be one or two which may be new, but with the examples given there, you might learn them in no time. So, whenever you are in doubt whether this is the long or a short vowel.

Whether it is a back vowel or a front vowel, look up the dictionary, and you will know, but cultivate more importantly than any other feature of English vowels, acquire the length distinction that is notorious for causing miscommunication in English.

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Words with Short Vowels	With Long Vowels	With Diphthongs
live	leave	live
pull	pool	pile
fill	feel	file
mill	meal	mile
hit	heat	height
let		late
Kit		kite
hill	heel	hole
lick	leak	like
pill	peel	pile
sit	seat	sight
tell		tale/tile
.	.	.

Look at the following words for the practice you have a short vowel, long vowel and very long vowels. So you have live, leave and live. You have pull, pool and pile. Fill, feel and file. You know it goes on, you can do the practice leisurely, pleasurely and acquire and once you do with them as I have said many times in earlier units, getting these words right will help you get all other words right which follows this pattern. So, it is time well invested, invest your time in this kind of drill.

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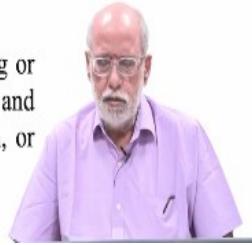
ACTIVITY



2. You can create similar lists from your memory, or with the help of your dictionary.

Take all the short, long and extra-long vowels, or diphthongs, as they are called , and read them aloud, at a slow tempo, giving yourself time.

You will find that every time you produce a long or an extra-long vowel your tongue becomes stiff and more stiff, or it spreads towards the molar teeth, or tends to rise towards soft or hard palate.



It is important that you create your own lists, list of words you hear frequently on this pattern and which tend to be mispronounced then you know in turn slowly and easily taking pauses between words. Do not say fill, feel, file that is not the way. You should say fill, feel file. Take a comfortable pause between two words, and that way, the drill will be meaningful; otherwise, it might only be a charade.

You might spend time without learning anything. So, in this manner, you will find that every time you produce a long or an extra-long vowel, your tongue becomes stiff and more stiff or it spreads towards the molar teeth or tends to rise towards soft or hard palate, towards depending upon which vowel you use may be soft or hard. Once again, it is the practice, the drill that is the trick.

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Short vowels are produced mostly with tongue in the neutral position. Practice in this manner may help you acquire a standard, globally intelligible accent of English.



Short vowels are produced with tongue in the neutral position that should not be a problem though some people tend to make it a little longer, the trick here is a short vowel is very short under 100 nanoseconds, no way more than 200 nanoseconds. So you know in a word like about 'a' is hardly heard, away 'a' is hardly heard, so you know keep them short.

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3. Lists of frequently used words contrasting long and short vowels are also given on **page nos. 172-185 of Better Spoken English**. You can do the pronunciation drill with this book, and acquire standard English pronunciation within a few weeks.



In the Better Spoken English book after listening to students, senior undergraduate students at the Indian Institute of Technology Madras have compiled a list of frequently used but mispronounced words they are given on page number 172, between 172 and 185 of this book

and quite often I have found that other students have also profited from doing these drills. In the end, you can also make your own list of words.

And do the practice, do the drill the way I have advised. Once again, the mantra, the clue, the trick is that speaking is a skill nobody else can teach you this skill. You have to teach yourself how to produce correct sound in correct situation. There are books, there is other teaching aid, and you should listen to good speakers, you should see how the key distinction sometimes without bothering to listen for content.

Listen to the manner of speech production, see how they spread their lips in the production of some sounds, how they round their lips in the production of some other sounds, it will in no time you will acquire those habits, and we will be speaking all the great things that you have got to say. Good luck. Thank you.

Basic English
Dr. Shreesh Chaudhary
Retd. Professor
Department of Humanities and Social Sciences
Indian Institute of Technology – Madras
Lecture – 42
Phonetics of English- Part 2

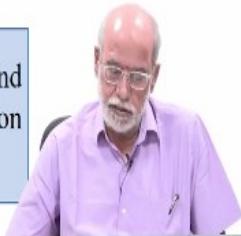
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SOME CONSONANT SOUNDS

- Vowels are voiced sounds produced without obstruction.
- But almost all consonants are produced after some obstruction.

Only "w" as in "wet" and "y" as in "yet", and other words, are produced without obstruction and still called consonants.



Good afternoon. We will be talking about the production of some consonant sounds and a few overall general things. Mostly nearly almost all consonants are produced only after some obstruction. There are however these two sounds 'w' as in wet and 'y' as in yet in spelling 'w' as in wet and 'y' as in yet and some other words.

These two sounds are produced without obstruction, and they are still called consonants. There is some another reason for that. If you want to know more you can look up the books we have suggested, or we can tell you on a one-to-one session later.

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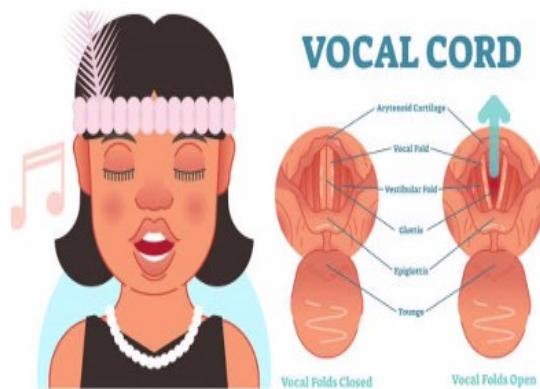
- All other consonants in all other languages are produced only after some kind of obstruction somewhere in the oral passage.
- Whereas all vowel sounds in all languages are voiced sounds, produced through the vibration of vocal chords, some consonants may also be voiceless, may be produced when vocal chords are wide apart, air from the lungs flows through the glottis freely without vibrating the vocal chords.



All other consonants in all other languages are produced only after or only through some obstruction somewhere in the oral passage. Consonants have another feature. Feature number one, consonants are produced with some obstruction that is why some people also called them obstruent where vowels are called continuants. Next, whereas all vowels sounds are voiced sounds, it is not true of all consonant sounds. Consonants sounds can be voiced; consonant sounds can be voiceless. Many consonants are produced when vocal cords are wide apart.

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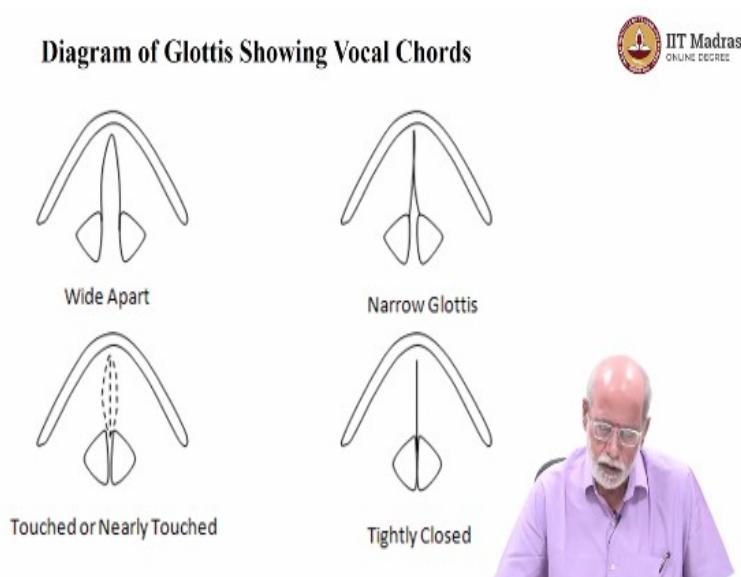
Diagram of Glottis Showing Vocal Chords



Let us look at this diagram of the vocal folds inside the box called the glottis. The glottis has a box like this something of this kind and vocal folds; you see two positions are shown here, of course, two extreme positions have been shown that is not always the case in real life. You

can also have midway not so wide open, not so tightly closed, but generally speaking, there are these two cardinal folds either vocal folds are firmly closed, no speech air can cross through them, either from mouth downward or from lungs upwards or vocal folds are wide open, and speech air can pass through them, lung air going upward or oral air from mouth coming downwards.

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Basically, these are the possible positions, and there may be variations on them, but these are the cardinal points that are number one vocal folds, vocal cords are wide apart, and speech air crosses glottis without any vibration, without any noise, and that is what we call voiceless sounds, voiceless speech sounds. Speech sounds are still there, but they cannot be heard by people at some distance, or the glottis is narrow.

Speech air gets in but produces friction, produces vibration. Similarly, touched or nearly touched speech air passing speech air barely touches it, tightly closed, nothing can cross. It is this position of narrow glottis where vocal cords are touched that is responsible for voice. It is this vibration that you and I hear when we hear anybody else.

Just now I am speaking, and you hear me because the vibration coming out of my mouth is carried to you by the wires before me. So that you can hear me if I went silent, if I spoke in state A, I have said I am still speaking, but because I am speaking with vocal cords in state A that is wide apart, there is no vibration and wires can carry nothing to you.

This is primarily responsible for all speech sounds, but consonants can be both voiced, they can be produced from a position where glottis is narrow and vocal folds are vibrating, or they can be produced from a position where vocal cords are wide apart, speech air flows through the glottis without producing any friction.

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ACTIVITY



1. Learn to draw the diagram of a. Organs of Articulation Given in Unit 11, & b. Glottis Showing Different States of Vocal Chords.



Actually, it will be helpful if at this point in time, at this point in the course you could learn to draw a diagram of the organs of articulation. I showed you in the earlier unit and also learned to draw a diagram of the different positions of the glottis and also ask yourself what kind of sounds are produced in which position. Once you understand this, the rest of the story will be pretty easy, not difficult at all.

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For instance, "h" in "hip" and "s" in "sip" represent voiceless sounds, but "z" in "zip" is a voiced sound.



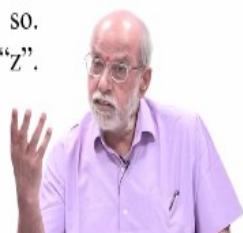
So, for instance, you can feel the difference between voiceless and voice sounds. So, as I say and as I do, take any of your fingers up to the glottis. Keep the finger here gently and in turn slowly without being in a hurry, gently produce number one first 'hhhh' next 'ssss' finally 'zzzzz' do you feel any difference, does your finger notice anything do it again 'hhhh', 'ssss', 'zzzzz' do you notice any difference.

Now if you add 'a', some people say 'hhaaa', no, or 'ssaaaa', no, then you are adding an a which is a voiced sound does not do that. Just produce air from your pharynx and say 'hhhhh', produce air from the tip of your tongue' ssssss' and produce voiced air from the tip of your tongue as I am doing now, keep your finger here and feel 'zzzzz'.

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ACTIVITY

2. Watch me and do as I do and as I tell you to do. Gently keep a finger upon your glottis. Now in turn produce slowly sounds represented by "h", "s" & "z". Do you feel any difference? Generally, we add an "a" to the end of these sounds; do not do so. Produce only these sounds, "h", "s" & "z". Do you feel any difference?

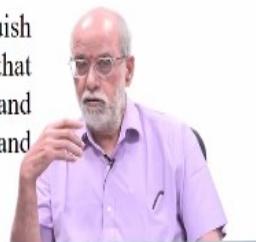


What do you feel, do you feel any difference?

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- In the production of “h” and “s”, you feel no vibration under your finger; but you feel that vocal chords vibrate when you produce “z”.
- For more on speech sounds, see books recommended for this course.
- It is important for us to learn to distinguish between voiced and voiceless consonants so that we can pronounce words like “simple” and “symbol”, “temple” and “tumble”, “uncle” and “angle”, etc. correctly.



In the production of 'hhhh' and 'ssss' there is no vibration under your finger, it is as quite 'hhhh', 'ssss' you could as well keep your finger here or anywhere else, you will feel nothing, but in the production of 'z' if the finger is here, you feel vibration 'zzzz'. Actually, you can use your mobile phone, handset, any recording device and keep them here and you will notice the difference your recorder will catch that difference.

So, remember all vowels are voiced sounds, all consonants are not. Consonants can also be voiceless sounds, but some people, in some context, especially when speaking in English, make this mistake. If you want to know more about the speech production voiced, voiceless, other kinds of differences, devoiced, semi-voiced, look up the books that I have suggested, they have wonderful descriptions and knowledge always helps.

Coming back to a problem as a learner, some people sometimes because in English your voiceless sound coming immediately after voiced. In many words, in words like temple is voiceless, but comes immediately after which is voiced, comes immediately before another voiced sound 'l' temple or 'a'. So you know it is quite possible that a voiceless sound between two voiced sounds can get voiced.

Now if it gets voiced, then the distinction between one and another word, in the other word where the sound may be voiced is lost. So, some people lose this distinction between simple and symbol; they pronounce simple like they were speaking symbol or sometimes some

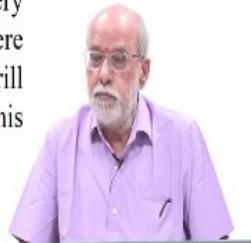
people pronounce symbol like they are speaking simple. We can overcome these problems by understanding this mechanism of how speech sounds are produced without a voice. So, for example, come to the next screen.

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ACTIVITY



3. Speaking slowly, produce the first syllable "sim" of "simple" followed by a very short pause before you go to the second syllable "ple".
4. Some people render "b" in "symbol" as voiceless. They can also do this exercise, though a little differently. Speaking slowly, they can also produce the first syllable "sym", and after a very short pause, can produce "bol" as if they were beginning a new word. They can do this drill also with other words and overcome this problem in connected speech.



What you have to do is pretty simple, speaking slowly, do not be in a hurry, speaking slowly, say the first syllable, produce the first syllable of the word simple, just say 'sim' and take a brief pause and then say 'ple' as you would say in a new word. So once again follow me, 'simple', 'tem-ple', 'un-cle', you will soon get used to doing them in this manner. Similarly, some people do symbol like they were doing simple; they make both the sounds voiceless.

Now that is again another phase of the same problem. You again have to do the same thing with a little difference, say 'sim' and then say 'ple' as if you were speaking a new word. So this kind of careful practice, careful drill can help you overcome problems of this kind, and you will then be speaking in the standard variety of English very comfortably. You will be understood by people from anywhere without difficulty just as you will begin understanding them without any difficulty.

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5. Do this drill with similar words in similar pairs like a few given below, and you can overcome this problem.

Word with a Voiceless Consonant	with Voiced Consonant
uncle	angle
banking	banging
content	contend
hanker	hanger
intend	indent
simple	symbol
temple	tumble



For the sake of practice, I have given you some words, but you can make your own list. So slowly, these things are not done in a hurry. If you do not have time, do not do it, but whenever you do it leisurely, pleasurable, that is the trick, leisurely, pleasurely.

So you should say 'uncle', 'angle', 'banking', 'banging', 'content' like that you can go on. Slowly, carefully wherever you have doubts look up a dictionary, take a pause, wipe your lips and begin again. But do not overdo it, do not do too many the same day and do not miss any, do something every day, and you will acquire these distinctions, they are not difficult at all.

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6. You can add to this list from your memory or dictionary, and do the drill as advised above, and learn the pronunciation of these words.



You can make your own list as I have been saying. Frequently, the words that you hear frequently, words where people make mistakes; other words will follow the pattern. Once you relearn, other words will automatically reorganize themselves in the lexicon of your mind, in the dictionary of her mind, and you will have no difficulty at all.

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- Many students of English have difficulty producing sounds like “v” in “van” and “w” in “wan”. Sometimes they pronounce “v” like it were “bh”, or something closer to “w”, confusing their listeners.
- They are both voiced sounds, but “v” as in “van”, “ever”, “move”, etc. is produced from the lower lip coming close to upper teeth.



There is another group of sounds which can be difficult for, which can be, not necessarily are, but which can be difficult for some learners. Say, for example, English has lots of sounds which are produced not with total obstruction, but with friction between two organs of

articulation. Say, for example, sounds like 'vvvv' as in van or 'www' as in wan. Now if you mark in a sound like 'vvvv' as in van lot of people make a mistake.

They do not produce van, they either say bhan bringing both their lips together or they have kept both their lips so wide apart that it almost sounds like wan. So how did you come? I took a wan. Now so the listener who is not from your community of speakers, your speech community might get confused, they might think you are talking about 'wan' when you are talking about 'van', or they might think you are talking about 'ban' when you are talking about 'van'.

So you know when you say 'van' others hear it as 'wan'. So, therefore it is very important that you should learn to produce both of these sounds clearly, in particular in words where you have 'vvvv' in the beginning as a van in the middle as in ever or at the end as in move. A lot of people, a lot of very proficient speakers of English failed to produce the 'vvvv' if it occurs at the end of a word, in the word-final position.

Rather than say move they say 'mov' rather than say five they say 'fiv', rather than say give they say 'giv' that causes confusion to your listeners from another speech community. Therefore, it is important that you should learn how to pronounce them and it is pretty simple how this sound is produced, all you have to do is to take your lower lip, God has given us two lips the upper lip and the lower lip.

Take the lower lip close to, but do not touch, close to the upper teeth and say 'vvvv', do not touch, do not bite, do not say 'vvh' that is not English, it is close to, but not touching. Speech air still flows but flows through friction; there is audible friction. So you have, and then you should say van, ever, move, five, give, with some practice you can learn it. Lower lip going to the upper teeth.

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- “W”, as in “wan”, is produced with lips rounded like you do in the production of “u” in “put”, “pull”, “push”, etc. In words like “quest”, “queen”, “quick”, you should round your lips before you begin pronouncing them. You will produce “w” sound in these words quite correctly.



But in the production of 'w', so easy you do not have to do much. Just round your lips like you do when say 'u' as in two, when you say 'u' as in put, push, pull a number of words where you have 'u'. Bring your lips into that position as if you are going to say 'u' and then let your lips go. You will say 'www', and from the same position you can say wet, wan, wax, where, why, not difficult at all.

And actually in words such as which are spelt 'qu' you again have a 'w' in pronunciation. This q and u together make a sound cluster of sounds where the first sound is 'k' and the second is 'w'. How you can produce this, pretty simple once again, take your lips, keep your lips in the shape of 'u' that means rounded slightly protruding forward in this manner and then being with 'ka'.

Keep your lips in position for 'u' and begin with 'k', so you can say queen, quick, quack, qualm, quality, quantity, queen, queer, it is pretty simple all you have to do is these things are organs of articulation. They are tools; they are meant for us to use them in a particular manner. So once we pay attention to the manner in which they are used to produce a particular kind of sounds, we can learn to use them in that manner and get those sounds that we desire, not difficult at all, there is no magic there.

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ACTIVITY



7. Look at the following pairs of words and produce them slowly and carefully as advised above.

Words with "v"	Words with "W"
van	wan
vet	wet
vest	west
veil	wail
very	weary
every	dwell
liver	quell
never	quit



Here is the list of words you can practice alternatively taking lower lip to the upper teeth close to, but not touching, you can say 'van', but rounding your lips, you can say 'wan', vet, wet, vest, west, veil, wail. Do the rest of it is pretty simple. You can make your own list once again.

(Refer Slide Time: 20:35)



river	queen
live	quick
give	question
love	quality
move	quantity
prove	query
weave	qualm



8. You can add to this list and do the drill in the manner suggested above.

And the sound in various position river, queen, live or live and quick, weave and qualm. You can make your own list add. You easily have 100 words combining this sound in different positions that we use every day. It is these words that give us accent, confidence when we speak English as a non-native language because we have learned this language to be understood not just by our family and friends, but also by strangers.

And it is therefore very important that we speak in a manner such that strangers, also those who have not seen us, those who have not heard us before should also understand us without difficulty.

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- English has many sounds, more than many Indian Asian languages, that are produced with friction, though not with total obstruction. Just as we saw for "v" in "vet" above, one organ of articulation, like lower lip, comes so close to the other, such as upper teeth in this case, that even though there is no complete closure, there is audible friction. So, for instance, "s" as in "sip" and "z" as "zip" are produced by the tip of the tongue coming close to but not touching the alveolar ridge, the line behind and above the upper teeth.



English has lots of sounds that are produced with friction, 'nine', you have 'f' 'v', you have to 's' 'z', you have 'f' 'd', 'f' as in think, 'd' as in this, then you have 's' 'z' as I said, then you have 'sh' as in rush or ship, 'zha' as in pleasure, as in measure. Then you have 'hhh' so you have 9, four pairs, 'f' 'v', 's' 'z', 'f' 'd' and then 'hhh' pharynx that friction.

If you pay attention to the manner in which they are produced, you will learn them in no time, and you will get them right. So for example if you cannot produce 'z' take the tip of your tongue, front of your tongue, behind the upper teeth to the ridge what is called the alveolar ridge, do not touch, go close and say 'ssss' turn voice on and say 'zzzz'. If you have difficulty saying 'ssh' in English 'sh' in ship, draw your tongue backwards a little, then the front of the tongue rises towards the hard palate.

And you produce 'sh' as in ship, you produce 'zh' as in pleasure, as in measure, not difficult because you are not used to it, it may sound strange to yourself in the beginning, but please believe me this is the standard sound. This is how we can teach ourselves, and this is how we can help our friends and family.

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- All the other different sounds are produced by organs of articulation by moving from one position to another. If you have difficulty with any English sound, look up the **Better Spoken English**. It has lists of frequently used and mispronounced words of English. It also says how it can be, and it tells you how you can pronounce them right.



So all the other sounds can be learned in this manner, you can make a list of words where these sounds are frequently heard, do the drill and learn them right. In the book Better Spoken English, as I said a moment ago on the basis of my research with students, I have compiled those lists where students make mistakes even when they occur in frequently used words.

Do the practice with them, you not only get those words right, but you can also get other words on a similar pattern right. You can make your own list; you can make your own list of words frequently used, but mispronounced in this respect. You can look up a dictionary, or you can do so from memory. There also are other books which can help you understand this mechanism and make this list.

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- For still more and greater details you can see the following books:
- Balasubramanian, T : *A Textbook of English Phonetics for Indian Students*
- Gimson, A C: *An Introduction to the Pronunciation of English*
- Kreidler, Charles W : *The Pronunciation of English*
- O'Connor, J D : *Better English Pronunciation*



Some books I have mentioned here, they are easily available, they do not cost a lot, and they are designed for us learners, adult learners of English. Say, for example, the book by Professor Balasubramanian – A Text Book of English Phonetics for Indian Students, look at other books, each is better than the other, they are all good.

You can have copies of them all or going to the nearby library, and you can look them up. You can also buy your own copies, they are not very expensive either, and they give you enough practice, enough explanation and enough confidence to acquire the correct pronunciation of English in no time.

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CONCLUSION

1. Anyone who can speak one language can also speak another language equally well. All they have to do is set their mind to it. We only have to pay attention and to follow the same specific manner to produce the same sound or sounds, almost as we learn to drive a car. Actually, learning to speak another language is simpler, just as many who have learnt speaking another language tell us.



Finally, anyone who knows speaking can learn to speak another language because the trick is the same. Just as you know mother tongue in other languages also, you use some tools to produce some sounds, you should pay attention to how that tool is used, what is the manner, what is the movement, once you recognize that, you can follow the same process, same procedure, same movement and get those sounds. So it is simple; all you have to do is to pay attention and set your mind to it.

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2. Nobody else can learn it for you. Only you can teach yourself, and, thus, learn to speak a language. Enthusiasm can help you learn any language.
3. This course does not pretend to teach you how to speak English, but it seeks to become a guide. .



The second is these things cannot be taught; nobody else can learn for you. It is a skill, no matter who loves you how much, your family, your friends, your teachers, no matter how much they love you, they cannot learn it for you just as they cannot learn walking for you, eating for you, you have to do it for yourself, you make mistakes in the beginning, but if you are determined if you pay attention.

Moreover, if you are enthusiastic, you wish to learn it, and you enjoy learning it, you will learn it, nobody can stop you from learning what you send your mind to. And finally this course, this module of the course as we have done here you may have noticed, we are not trying to teach you how to speak, we are just a guide, there may be better ways, but as far as we are concerned these are simple principles following which you can learn to speak comfortably and quickly.

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Thank You



Good luck, enjoy practicing and enjoy learning and become the great speaker that you are destined to become. Thanks for your attention.

Basic English
Professor Shreesh Chaudhary
Retd. Professor, IIT Madras
Department of Humanities and Social Sciences
Indian Institute of Technology, Madras
Lecture No. 43
Phrase Structure

Good afternoon, and welcome to the module on Grammar in this part of the course. A lot of people say that learning and teaching grammar can be boring. Do you agree? Well, not quite really, if we use a little imagination, and if we use a little intelligence and do some follow up work, then grammar teaching can be, or learning grammar can be fun, actually and it can give you greater confidence in your own proficiency in English.

And wherever there are any doubts or confusions or areas of weakness, like one error here or there, you can overcome these problems by looking at the core principles, looking at the fundamentals of Grammar. We will be talking about these issues in English Grammar. Let us go.

The first unit is called a Phrase Structure. So, long as there is one word only by itself, you do not need a rule, you use that word any way you like. There is no rule for that. If you want to say only yes, fine; only no, fine. But if you want to, yes, sir; no, madam; then you need a rule. Whether madam comes before no or after no; that is a rule, okay?

So in this unit, come back. In this unit phrase structure, we will talk about how words can come together and make the next higher unit in the construction of a sentence or a conversation, which is also called discourse. Next.

(Refer Slide Time: 02:29)



- Any sentence in any language uses a variety of words, such as nouns, verbs, adjectives, adverbs, prepositions, etc.

↳



Any language, any sentence in any language uses a variety of words; nouns, verbs, adverbs, adjectives, prepositions, interjections, conjunctions, articles, all kinds of things.

(Refer Slide Time: 02:53)



- Audio Link: Speech by Indra Nooyi, CEO of Pepsico

https://drive.google.com/file/d/1mkK3CeLGndz6SRUA492u3NeEyz9XVU_p/view?usp=sharing



Listen to this short clip from a talk by Indira Nooyi. She has been the chief executive officer of the PepsiCo and all ladies and all her countrymen proud. Listen to it for its contents first.

Audio: Please be a lifelong student. When we are kids, we ask questions like, why is the sky blue. Why is the bird flying so high? But for some reason, as we get older, that curiosity goes away. And if we are happy with the knowledge we have, then we are actually going to atrophy. So, please remain a lifelong student. Do not lose that curiosity.

Second, whatever you do, throw yourself into it. Throw your head, heart and hands into it. I look at my job, not as a job; I look at it as a calling, as a passion. And I do not care about the hours; I do not care about the hardship. Because to me, everything is a joy. So, whatever you do, please look upon it as a calling and a passion. Not as a job, not as something temporary.

The third and the most important one, please help others rise.

Professor: Okay? We will play it again. But after you have seen the text. This time, we would like you to see it for the words. Can you come to the next screen?

(Refer Slide Time: 04:21)

TRANSCRIPT

First, please be a lifelong student. You know when we are kids we ask questions like, why is the sky blue? Why is the bird flying so high? But for some reason as we get older, that curiosity goes away, and if we are happy with the knowledge we have, then we are actually going to atrophy. So, please remain a lifelong student, don't lose that curiosity.



Look at the words. Next screen also let them see.

(Refer Slide Time: 04:27)



- Second, whatever you do throw yourself into it throw your head, heart and hands into it. I look at my job, not as a job, I look at it as a calling, as a passion and I don't care about the hours, I don't care about the hardship because to me everything is a joy. So, whatever you do, please look upon it as a calling and a passion not as a job not as something temporary.
- The third, and the most important one, please help others rise.
- Try and see which words on this slide are nouns, verbs, etc. Check your work with a dictionary.



Look at the first two bullet points on this screen. Now come back. This time, please listen to Indira Nooyi for the kinds of words that she uses. Do not allow content to distract you. Does she have only nouns, does she have only verbs, are nouns preceded and followed by other nouns or verbs, or X or Y? Please pay attention. You are this time listening for words, not for content.

Audio: Please be a lifelong student. When we are kids, we ask questions like, why is the sky blue. Why is the bird flying so high? But for some reason, as we get older, that curiosity goes away. And if we are happy with the knowledge we have, then we are actually going to atrophy. So, please remain a lifelong student. Do not lose that curiosity.

Second, whatever you do, throw yourself into it. Throw your head, heart and hands into it. I look at my job, not as a job; I look at it as a calling, as a passion. And I do not care about the hours; I do not care about the hardship. Because to me, everything is a joy. So whatever you do, please look upon it as a calling and a passion. Not as a job, not as something temporary.

The third and the most important one, please help others rise.

Professor: Look at the two bullet points on this screen. Take your time and try and see which words on this slide are nouns, verbs; you can do that on your notebook. And after you have marked them, after each word you have set, say, for example, 'second' is it a noun or an adjective or a verb? 'You' is it a noun or a verb? 'Head' is it a noun or a verb? 'Heart' is it a noun or a verb?

So, after the word, within parentheses, within brackets, write N for a noun, V for verbs, A for an adjective, A D V for an adverb, and then check with the dictionary. I am sure you have a dictionary, on your phone, in the hardcopy at your home or in your office. Please check with it and see if your answers are right. We will give you another exercise soon. Go to the next screen, please.

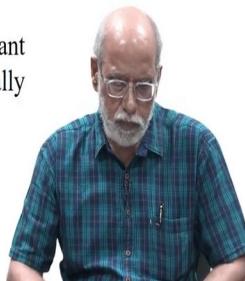
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ACTIVITY

1. Look at the following extract and mark nouns by writing (N) in the parentheses next to them, adjectives by (A), Verbs by (V) and adverbs by (adv.).

It was Monday morning. Swaminathan was reluctant to open his eyes. He considered Monday specially unpleasant in the calendar.



Look at the following sentence and mark each word after that word using parentheses. Whether it is a noun, use N within brackets; if it is an adjective, then after the adjective within brackets, please write A; if it is a verb, write V; if it is an adverb write A D V dot. So, this sentence, for instance. It was Monday morning. Swaminathan was reluctant to open his eyes. He considered Monday specially unpleasant in the calendar. Take your time, mark after each word; noun, verb, adjective, adverb, and then compare with the answers. Compare your work with the answers we have given. Go to the next.

(Refer Slide Time: 08:23)

ANSWERS



It was (V) Monday (N) morning (N).
Swaminathan (N) was (V) reluctant (A) to open
(V) his eyes (N). He considered (V) Monday (N)
specially (Adv.) unpleasant (A) in the calendar
(N).



Here are the answers.

(Refer Slide Time: 08:26)



- “Monday” occurs between “was” and “morning”. Is “Monday”, therefore, equally closely related to both the words? No! “Monday” is first related to “morning” rather than to “was”. Together “Monday morning” is related to “was”. But first “Monday” and “morning” come together.



Now, the question is, of the relationship of these words among themselves, how these words are related, say, for instance, Monday; it was Monday morning? When you have a sentence like, it was Monday morning, as it was on the earlier slide, then Monday occurs between 'was' and 'morning'.

Because it occurs between was in morning, is Monday equally related to both was and to morning? That is the question. The answer is no. Monday is first related to morning rather than two was. Together, Monday and morning make one phrase, Monday morning. And then, together they are related to 'was'. But first, Monday and morning come together to make one meaningful unit. Next.

(Refer Slide Time: 09:34)



- This can be better understood by enclosing words in the sentence within brackets [].

1. S [It was Monday morning.]
NP [It]
VP [was Monday morning]
NP [Monday morning.]



You can better understand it if I put them within brackets. Look at the sentence. Look at the bullet point number one. The sentence 'it was Monday morning'. It has two parts; a noun phrase and a verb phrase. The noun phrase has only one word, 'It'. The rest of the sentence is a verb phrase, VP, which is, 'was Monday morning'. Now within this verb phrase, you also have a noun phrase, which is 'Monday morning'. So, Monday and morning are more closely related together before they relate to 'was', and together they would relate to 'it'.

So, a phrase is a group of words that come together to behave as one unit. I will repeat myself. A phrase is a group of words. It may even be one word or a group of words that come together to behave like one unit; one meaningful, functional unit in a sentence. Go next.

(Refer Slide Time: 10:47)



2. S[Swaminathan was reluctant to open his eyes]

NP [Swaminathan]

VP [was reluctant to open his eyes]

Adj P [reluctant to open his eyes]

Prep P [to open his eyes]

VP [open his eyes]

NP [his eyes]

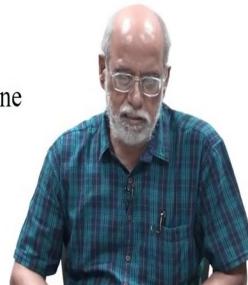


Look at this. Now, I am giving you another example. You can also do it yourself or do it with me. The sentence is, 'Swaminathan was reluctant to open his eyes'. So what is the noun phrase here? 'Swaminathan'. What is the verb phrase here? 'Was reluctant to open his eyes'. Now, within the verb phrase, we have an adjectival phrase; 'reluctant to open his eyes'. Some people might say, this is an adverb phrase because it modifies 'was'. What was Swaminathan reluctant to do? Reluctant to open his eyes. We will discuss that later. But, here is a phrase which begins with reluctant.

Now within reluctant, within this phrase, we have a prepositional phrase; reluctant to do what? To open his eyes. So there is the preposition, 'to', followed by a verb phrase, 'open his eyes'. A verb phrase is followed by another noun phrase, 'his eyes'. After a noun phrase, you cannot break it further. If you just say, 'his', does not mean anything; if you say, 'eyes', does not mean anything, 'whose eyes?' His what? Such questions will arise. Next.

(Refer Slide Time: 12:10)

- A phrase can have only one word, as “It”, or it can have more words, as in “was Monday morning”.
- Here again there is a phrase within a phrase, as in Verb Phrase, verb “was” heads the phrase, but it has another phrase “Monday morning”.
- These two words coming together behave like one word, and complete the meaning of “was”.



A phrase, therefore, can have even one word; can have only one word as, 'it', or it can have more words; more than 1, more than 2, more than 3; it can have many words. But together, they behave like one unit. Here again, there is a phrase within a phrase. When you say, 'was Monday morning', then 'Monday morning' is a verb phrase, where 'was' is followed by a noun phrase, 'Monday morning'. So, these two words coming together make a phrase, that is, verb phrase, 'was Monday morning'. Next.

(Refer Slide Time: 13:00)

- So one word or more, a phrase is part of a sentence that performs a function in it.
- But why can “It” be a phrase by itself, but “his” cannot be a phrase by itself? That is because “his” by itself is incomplete, “eyes” by itself is incomplete; Questions like “his” what?, whose “eyes”? , etc. arise.



So finally, let us get right. So, one word or more does not matter. Whether it is, 'it' or 'was Monday morning'. If a phrase is part of a sentence that performs a function in it, and it has, it works like a unit; it may be one word or more than one word. Go to the next.

(Refer Slide Time: 13:29)



Phrases can be of many kinds. They can be noun phrases headed by nouns and working like nouns; or, there can be verb phrase, adjectival phrase, adverbial phrase and prepositional phrase.



So finally, how do we summarize? The phrase can be of many kinds. They can be noun phrases; behaving like nouns, working like nouns. Or they can be a verb phrase, behaving like a verb; adjectival phrase, behaving like an adjective, qualifying the noun. Or an adverbial phrase, behaviour like an adverb, qualifying either an adjective or a verb. Or a prepositional phrase, which relates to nouns, modifies nouns or is a compliment to a verb. So, these are the functions we will look at them. Next.

(Refer Slide Time: 14:09)

ACTIVITY



2. Look at the following extract from *Swami and Friends*. Let us see how many phrases you can identify. Put related words together within square brackets in the manner shown earlier.

He considered Monday specially unpleasant in the calendar.



To help you understand better, you can do this activity. Look at the following extract; this one sentence actually from 'Swami and Friends'. It is a; it is the first chapter of a novel by RK Narayan. In another unit, we will talk about it. In another module, actually, we talk at length about this book and this author. But here, let us see how many phrases you can identify within this sentence. So, do an exercise, put related words together within square brackets one after another as I have shown you. Go to the next.

(Refer Slide Time: 14:55)

ANSWERS



S[He considered Monday specially unpleasant in the calendar.]

NP [He]

VP[considered Monday specially unpleasant in the calendar.]

NP [Monday specially unpleasant in the calendar.]

Adv P [specially unpleasant in the calendar]

Adj P [unpleasant in the calendar]

Prep P [in the calendar]

NP [the calendar]



See. This is how I expect you to do. So, for instance, your first square brackets will take a sentence. So, outside the square bracket, we write S, meaning sentence. And the sentence is, 'he considered Monday specially unpleasant in the calendar'; close the bracket. This is a sentence.

What is the noun phrase? 'He'; only one word. So we close that within the bracket. What is the verb phrase? 'Considered Monday specially unpleasant in the calendar'; entire thing in one set of brackets, two brackets only. Within this verb phrase, there is a noun phrase. 'Monday specially unpleasant in the calendar'. Again adverbial phrase or adjectival phrase, 'specially unpleasant in the calendar'. Adjectival phrase within the adverbial phrase, 'unpleasant in the calendar because specially' is the adverb which has gone out.

Now, within this adjectival phrase, there is a prepositional phrase, 'in the calendar'; begins with an 'in', in is the head of this phrase. And within this prepositional phrase, there is the noun phrase, the calendar, where there is the modifier and calendar is the head.

(Refer Slide Time: 16:24)

ACTIVITY



- Look at the jumbled words below. Rearrange the words to make a sentence. The first one is done for you.

*calendar considered he in Monday specially the
unpleasant*

He considered Monday specially unpleasant in the calendar.



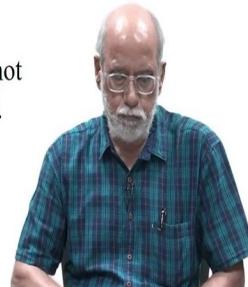
You can do this with another sentence. Let us look at the jumbled words. Given below a sentence actually but have not put them in order, I have jumbled those words. If you put them together, they will go like this. 'He considered Monday specially unpleasant in the calendar. Here, you have known phrase comes first, 'he'; then you have verb phrase as we discussed. So, if you know these things, if you know how words get together to make a phrase, make a sentence, make a clause, you will commit no mistakes, and you will write and speak easily and better. So do this practice. Go to the next.

(Refer Slide Time: 17:09)

- Now try and reassemble the jumbled words below in a meaningful sentence.

*and day eyes day for he his his had on recollect
sat shut stool the to what work*

Remember these words can be put together. Do not use any word more than once, and use every word.



I am now giving you another sentence, jumbled. This time I have not given you an answer. Look at this group of jumbled words highlighted; "and, day, eyes, day, for, he, his, is" etcetera. Remember, these words can be put together as a sentence as they were before I jumbled them. So, the rule of the game does not use any word more than once. But use every word. Now, following these two rules, put them together, make a sentence, and check your work with the answer we have given. Next.

(Refer Slide Time: 18:03)

ANSWERS



He sat on his stool and shut his eyes to recollect what work he had for the day.



This is it. "He sat on his stool and shut his eyes to recollect what work he had for the day." Come back to the other screen. Please, it is so easy for us to cheat ourselves. I can tell myself oh, come on, why bother, look at the answer and do it. In that case, who am I cheating? I am cheating myself because I am denying myself that chance to learn. Please do not do that. Even if there is a temptation, I know that is not, you are a good student, and you will overcome the temptation, and you will look at the given answer only after you have done your work. But after you have done your work, check with the given answer. Go to the next.

(Refer Slide Time: 19:08)

TRANSCRIPT



First, please be a lifelong student. You know when we are kids we ask questions like, why is the sky blue? Why is the bird flying so high? But for some reason as we get older, that curiosity goes away, and if we are happy with the knowledge we have, then we are actually going to atrophy. So, please remain a lifelong student, don't lose that curiosity.



Now, in this manner, we are going to give you more sentences. Look at this from the real-authentic slide given by a successful user of English. Now, to make sure that you have understood the concept of phrase and that you have understood the concept of which word comes together with which word first before as a unit, these two or three words come together with another unit. So, in order to make sure that you have understood and you can do them, do this, do the same exercise with the words on this slide.

You can check with us whether you got them right, that will give you the confidence. You see confidence is, cannot be given by anyone else to you; your teacher, your family, your friends, nobody can give you confidence because confidence cannot be gifted, it can only be acquired. And there is only one way to acquire confidence that is through practice and hard work.

So, do more actually. Why only this? Listen to others, read other good and very good texts and take one or two sentences out of them. Jumble those words and then ask yourself oh God, I do not remember how, in which manner these words were together and then try and do them, check them with the dictionary or with us; mail us, call us, and we will give you the right answer. And that will give you, progressively you will make fewer mistakes or no mistake. Then you can help others. Come to the last screen.

(Refer Slide Time: 21:16)



Thank You!



So, that is the secret of success. That is the key to confidence and key to learning. More work by yourself, exercises of a given kind by yourself, and you learn you succeed. What we have done in this lesson is to tell you how you can teach yourself. Thank you very much. Have a good day.

Basic English
Professor Shreesh Chaudhary
Retd. Professor, IIT Madras
Department of Humanities and Social Sciences
Indian Institute of Technology, Madras
Lecture No. 44
Word Order

(Refer Slide Time: 00:14)



WORD ORDER

SHREESH CHAUDHARY



Good afternoon, welcome to this, the module on grammar as part of this course in English. After talking about phrase structure, we are going to talk today about the order of words in phrases and sentences generally. Next.

(Refer Slide Time: 00:37)

Word order, which word can come after which word, is fixed in English.

- In English, a question sentence, also called “Interrogative Sentence”, begins either only with “Is/Are/Am/Was/Were/Will...”, etc. or with “What / When/ where / which / who / why...?”, etc.



Every time two entities, two units, two things, two words, or two people, come together, a rule applies. That is the case also with word order. What is the meaning of word order? It means which word can come after which word. In many languages, there is a great deal of much flexibility. But in English, generally speaking, word-order is mostly fixed. Actually, English grammar in my opinion has only two rules, that is why it is so easy to learn this language. They do not have rules of gender, that you do not have to worry whether the table is masculine gender or chair is feminine gender.

But this is one problem here. Words can come together in English only in a particular order. Say, for instance, in English, a question sentence also called an interrogative sentence, can begin either with is, are, am, was, with, one of these; or with what, when, where, which, who, why, one of these, etcetera one of these. They cannot begin a question sentence in Standard English, cannot begin with any other word. And then it is followed by; it has rigid rules about what comes after what. Next.

(Refer Slide Time: 02:32)

- You must first have Noun working as subject, then verb followed by object / complement.

English is a Subject – verb – Object (S – V – O) language.

Eg. *John drives a car.*

You cannot say any of the following :

- **John a car drive*
- **A car John drives*
- **Drives John a car.*

*shows ungrammatical sentence.



In a simple sentence, in a normal ordinary sentence, you have first a noun working as a subject, then you have a verb and verb as an object. So, a lot of people say English is the subject, verb, object language; SVO language. You can only say John drives a car. In English, you cannot say it in any other manner. You cannot say 'John a car drive', or 'drives a car John drives'; 'drives John a car'. These sentences are ungrammatical in English because they do not follow the standard word order. But go to the next screen.

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- In many other languages, word order is not so rigidly fixed. In Hindi or Tamil, for instance, one can say SOMETHING LIKE the following :

John a car drives.

A car John drives.

Drives John a car.



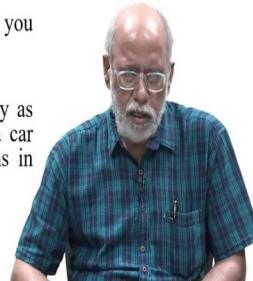
In many other languages, word order is not so rigidly fixed. In Hindi or Tamil, for instance, and in many other Asian and African languages, you can see something like this. In Hindi, you can say something of this kind, 'John a car drives'; ((Hindi me keh sakte hain. John ek car chalate

hain.)) A car John drives. ((Ek car, ek gaadi, John chalate hain.)) Drives John a car; ((Chalate hain John ek gaadi.)). It is possible for us to say similar things in Tamil but not in English. Next.

(Refer Slide Time: 04:19)



- In, phrase, clause, sentence, at all levels, and in all kinds of sentences, word order is almost fixed in English.
- Almost any two words or more come together in English only in a certain order.
- For instance, you can only say "a car"; you cannot say *"car a".
- If you have "a red car", then again the order is fixed; you cannot put these words together in any other way.
- If it takes an adjective after itself, then it can come only as another phrase, such as in "a car of red colour", or "a car coloured red", etc. Ordinarily, adjectives precede nouns in English.



Just as in a sentence, so in a phrase, clause, and at all levels and in all kinds of sentences, interrogative, assertive, imperative, question sentences, statements sentences, sentences giving orders or making requests, etcetera etcetera. In all of these, word order is fixed. Almost any two words or more come together in English only in a certain order. For example, look at this 'a red car' or 'a car'; 'a car' is a phrase. So, you can only say 'a' before car; you cannot say 'car a', not in English.

Or a red car, you cannot say, red a car; you cannot say; car red. In French you can but not in English. In French you can say, a car red but not in English. You have to say a car red. So here also, even at the phrase level the order is fixed. So, at the level of adjective if you have more than one adjective; if you have 2-3 adjectives then which adjectives come first, which adjective comes first, that is also fixed.

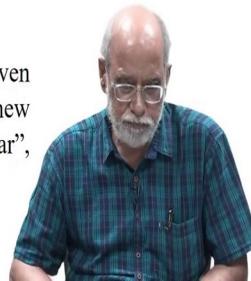
Suppose you have a red car then 'a' before red, 'red' before car. If you have something else, if you want to bring red-letter then you will have to make another phrase, you will have to say 'a car' and then a prepositional phrase of red colour. Or you can say 'a car coloured red'. So, 'coloured red' is another phrase which modifies the car. So, otherwise within the phrase also it is fixed. Ordinarily, adjectives precede nouns. Ordinarily 'red' comes before the car, 'ripe' comes before mango, 'red' comes before apple. Go next.

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Even among adjectives, the order is fixed.

- If you have two adjectives, "costly" and "new" before the noun "car", then you can only say "costly new car", and not "new costly car".
- If you have three or four adjectives before noun, even then the order is fixed. You generally say "costly new Maruti car" you do not say "Maruti new costly car", etc.



So, even among adjectives, the order is fixed. Suppose you have 2 or 3 adjectives, costly new, before car; now, what can you say? Can you say 'new costly car'? No. Generally speaking, in Standard English, you say 'costly new car'. If you have more than 3 or 4, for example, 'new Maruti costly car', then car is the head of the three adjectives new and costly and Maruti which comes first? Generally speaking, it is 'costly new Maruti car'; not 'Maruti new costly car'.

(Refer Slide Time: 07:26)

ACTIVITY 1



The following words have been jumbled.
Reorganize them in the acceptable order for English.

- a. my all books,
- b. teenaged only boys,
- c. rosewood old bookshelves,
- d. the selected all players



Actually, the following words have been jumbled. The principle is you go from major class to a small class, as simple as that. So, for example, look at these phrases, these jumbled phrases, and then use the same principle as I gave you now. When you are confronted with a series of

adjectives like costly, new, car, Maruti, for noun like car then what do you say first? So, costly is a larger class; new is smaller than costly, or Maruti is still smaller. So, you say costly new Maruti car. Following the same principles here, how would you say my all books, how will you reorganize it? How will you reorganize other phases?

(Refer Slide Time: 08:21)

ANSWERS



- a. All my books.
- b. only teenaged boys,
- c. old rosewood bookshelves,
- d. all the selected players



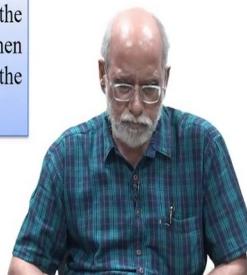
Compare your work with the answers given here. Go next.

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- Word order is fixed also for noun + noun, such as “class room”, “History teacher”, “Stations Master”, “Assistant Station Master”, “Physics Laboratory”, “Boys’ Hostel”, “Night Express”, etc.

The principle is to go from modifier to the modified. So if the “history” is not of the teacher, teacher teaches history, then history modifies “teacher”. You can ask which teacher, and the answer is “history teacher”.



Word order is also fixed in a noun. If you have a noun plus noun such as classroom, can you say room class? History teacher, can you say teacher history? Yes, if you are writing the history of the teacher, then the book can be called teacher history rather than police history. Stationmaster,

if you are talking about master rather than our station; so the station master, assistant station master.

Or physics laboratory, or boys' hostel, or night express, or ladies club, Children's garden. The principle is to go from a noun phrase; the principle is to go from modifier to the modifier. And in one modifier from larger class to the smaller class generally speaking. Of course, there are exceptions. Languages are not like mathematics, so in any case about you can see your dictionary or you can consult us. Next.

(Refer Slide Time: 09:29)

ACTIVITY 2



Words are jumbled in some of the following phrases.
Reorganize them in the acceptable order.

- a. laboratory transfer heat,
- b. spoon coffee,
- c. hockey girls team,
- d. garden children's,
- e. board school secondary education



Here, we have given you some jumbled phrase. Can you put them in order as they ought to be and compare your answer with the one given here? Next.

(Refer Slide Time: 09:43)

ANSWERS



- a. Heat Transfer Laboratory,
- b. Coffee spoon,
- c. Girls' Hockey Team,
- d. Children's Garden,
- e. Secondary School Education Board



If you have done it right, then you have got the insight. You now understand how word order is important in English. We will talk about word order at the sentence level, in question sentence, in the passive voice, and in imperative sentences a little later when we talk about sentence structure. Word order is very, very important there. Next.

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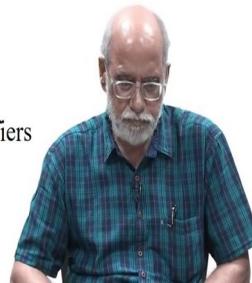


You can also have two nouns joined by a preposition.

For instance,

- King of England
- Captain of the team
- Gun of the soldier
- Biscuit for dog
- Car in the garage

The head of the Noun Phrase comes first. Modifiers joined by prepositions or otherwise follow.



But you can also join two nouns with a preposition. Say, for example, you can say King of England; you have a choice. You can either say England's King, where England comes first. But if you want the king to come first, then there is a preposition in between. We will have to say, King of England, captain of the team, the gun of the soldier, a biscuit for a dog, car in the garage. The head of the noun phrase comes; first, modifiers join the prepositions or otherwise follow. But if they are not joined by prepositions, then they come before. Then it will be England's King, team's captain, soldier's gun, dog's biscuit, garage's car, and does not make sense. Go on.

(Refer Slide Time: 11:17)



Word order is fixed also among verbs.

- If you have two or three words together making verbal group, such as

"John has been driving car since morning", then "has been driving" is a verbal group, where "has" comes first, followed by "been" which shows a time coming from the past, then you can bring main verb, in this case "drive", and to show that the action continues you can attach "-ing" at the end of the main verb, not at its beginning, so you have "has been driving"; you cannot say the following:

*has been ingdrive, or
*been drive hasing, or
*drive beening has, etc.



So, word order is also fixed among verbs or verbal group. A verb necessarily shows you time, tense, aspect whether it is have, has, or had; then mode, is it progressive in; or routine, is goes, does goes, etc. Like that, a lot of these things are shown by the verb. Now, which of these things come first, tense or aspect or mode or something else?

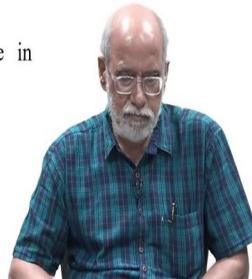
John has been driving car. John has been driving since morning. In this case, John has been driving is the verbal group; has been driving, not John. Has been driving is the verbal group. Now, can we say 'been has driving?' Can we say 'been driving has him?' Can we say 'driving been in has?' No. There is a fixed order. You will have to say has been driving. Go to the next.

(Refer Slide Time: 12:32)



A common general principle is to show time of action unambiguously, so you begin with tense and end it in the present time. For example, see the following:

- a. It has been raining (since yesterday).
- b. Robert has lived in Chennai (for decades).
- c. Crops have been destroyed by floods or droughts.
- d. Moral education had been given an important place in education.
- e. The train is running to time.



A common general principle is there may be exceptions, language as I said is not like mathematics. You sometimes have very glaring exceptions, but generally, nearly 80 per cent of the times, a common general principle is to show the time of action unambiguously. So, you begin with tense and end it in the present time. In between, you can have aspect, mode, and then other things. So, for example, look at this. 'It has been raining.' Even if you do not say since yesterday, it shows that it has been raining since past time.

'Robert has lived in Chennai.' Even if you do not say for decades, once you say has lived in Chennai, it means he has lived for a period of time from the past. 'Crops have been destroyed by floods or droughts.' So, once you say crops have been destroyed, it means by some agent. Since pastime, 'moral education had been given an important place in education.' Once you say had been given, it implies that you are talking about a time much in the past. Has or have it immediately past but had is long ago much in the past.

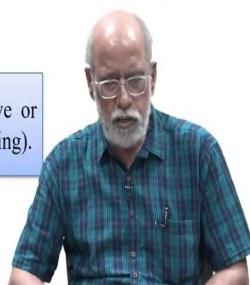
'The train is running on time.' The moment you see is or are and verb plus -ing, you know the action is in progress; action is in progress, it is not over yet. The train has not arrived at the destination, it is running through time, which means it was scheduled to arrive at Secunderabad at 10:30, it arrived at Secunderabad at 10:30. Next halt is Vijayawada; it arrives at Vijayawada at 12:30. So, it is running to time; the action is still in progress. It has not reached Delhi yet, which is the destination.

(Refer Slide Time: 14:50)



- Even without words like "since yesterday" and "for decades", we know that the speaker means to say that it has been raining since some time in the past, and that John has lived in Chennai for a period of time.
- Word order is generally fixed even in the verbal group of words.

You have tense (present/past) followed by aspect (has/have or had), voice (active/passive), and then simple/progressive (v+ing).



So, even without words like since yesterday, for decades, you understand, and that is the function that verb particles or verbal group do. This is how it is fixed. What is the principle? The principle is, you have tense, present or past first; followed by aspect, has, have; followed by a voice, active, passive; followed by mode, either progressive for with -ing or simple does, goes, etc. Next.

(Refer Slide Time: 15:25)



ACTIVITY 3

Reorganize the sentence from the jumbled words given below:

- a. served are treats
- b. exchanged presents are
- c. houses flowers adorn
- d. be brilliantly could he It not said shone that



Answers

- 3)
- a. Treats are served.
 - b. Presents are exchanged.
 - c. Flowers adorn house.
 - d. It could not be said that he shone brilliantly.

To understand it better, do this activity. We have given you a very simple verbal group, reorganize them, unjumble them, and compare your answers with the ones given here.

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- An adverb qualifies adjectives and verbs, such as in the following sentences.

Swaminathan is a very good boy. He gets up early in the morning, and begins his studies immediately.

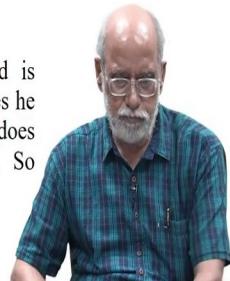


So with an adverb, so with an adjective, an adverb qualifies adjectives and verbs such as the following. Swaminathan is a very good boy. Now, 'very' is an adverb here, which qualifies good. He gets up early in the morning. So, 'early in the morning', qualifies time, when; qualifies the verb gets up. 'Begins his studies immediately'. 'Immediately' is an adverb, which qualifies the verb 'begins', begins immediately without waiting, without feeling more lazy or so. Next.

(Refer Slide Time: 16:30)



- In the sentences above, underlined words are adverbs.
- They qualify either adjectives, as “very” before “good”.
- In the first sentence, or they qualify verbs, as “early in the morning” qualifies “gets up”, and “immediately” qualifies “begins”.
- The first adverb intensifies goodness; how good is Swaminathan? He is very good. Similarly, when does he get up? The answer is “early in the morning”. When does he begin his studies? The answer is immediately. So adverb qualifies adjectives and verbs.

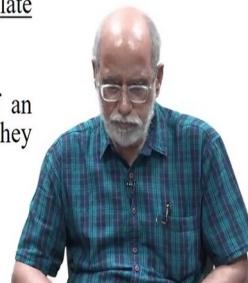


So, in a sentence above, underlined words are adverbs as explained. Go on.

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- For adjectives, an adverb is an intensifier. You can, for instance, say, "Radha is very pretty." One might ask "how pretty?", the answer is "very".
- For verbs, it indicates manner, purpose and/or reason, place and many shades of time, like duration, frequency, etc. You can imagine a sentence such as follows. "The night mail from New Delhi arrived late at Secunderabad due to fog this morning."
- All the underlined words perform the work of an adverb, just as very does in the first sentence. They indicate manner, reason/purpose, place and time.



For all adjectives and adverb can be an intensifier. You can say 'Radha is very pretty'. The question is how pretty, somebody says, Radha is pretty, and somebody asks, how pretty or how much pretty? You can say, oh, very pretty. So very is an intensifier. You can say Virat Kohli is a player. Is he a good player? Of course, he is a very good player. Pele is a player; he plays football. Is he a good player? Of course, he is a good player; he is a very good player. So, 'very' here intensifies the adjective.

For verbs, adverbs work to indicate the manner of the verb, purpose of the verb; time, how often, in which period, an actual place, many shades of time like duration, frequency, etc. Imagine a sentence says as follows. The night mail from New Delhi arrived. So, 'arrived' is the verb. Late at Secundrabad. Where, when? Late. Where? Secundrabad. Why? Due to fall. When? This morning.

Once again, you know adverb performs these functions. It tells you about the verb, when, how; frequency, time, place, manner, these parts or these information about the verb, these pieces of information, these bits of information about the verb is indicated by the group of adverbs. So, for example, in this sentence, the night mail from New Delhi arrived late at Secundrabad Junction due to fog this morning.

Now, what is doing what? The main, the night mail from New Delhi arrived. So, arrived is the verb. Now, this verb is modified. First, when? It arrived late. Or how? It arrived late. Where? At Secundrabad. Why was it late? Due to fog. When? This morning. Usually, the time comes at the end, manner comes first, place and reasons come in-between usually; there may be exceptions, there may be exceptional situations.

So, all the underlying words above perform the work of an adverb just as the "very" does in the first sentence, very pretty. They indicate, here, this long adverbial phrase indicates manner,

reason or purpose, place, and time. You can do some exercise with a sentence that you might select yourself. Go next.

(Refer Slide Time: 19:59)



ACTIVITY 4

Look at the following sentences. Identify verbs/verbal group within them. Verbal group includes all those words and parts of words that indicate tense, time, aspect, etc.

- a. Patients wait outside.
- b. Doctors work inside.
- c. Patients go inside when called.
- d. Doctors hardly speak to the patients.
- e. Sometimes they speak to the patients very briefly.
- f. They are very busy, they are always short of time.
- g. Nurses answer patients' questions more elaborately.
- h. Hospitals work non-stop in India to comfort the suffering and to answer emergency without delay.



Do this activity. Look at the following sentences. Identify verbs and verbal group within them. The verbal group includes all those words and pairs of words or parts of words, that indicate tense, time, aspect, etcetera.

(Refer Slide Time: 20:20)



ACTIVITY 4

Look at the following sentences. Identify the adverb within them. Adverb includes words that indicate manner, place, purpose, time etc.

- a. Patients wait outside.
- b. Doctors work inside.
- c. Patients go inside when called.
- d. Doctors hardly speak to the patients.
- e. Sometimes they speak to the patients very briefly.
- f. They are very busy, they are always short of time.
- g. Nurses answer patients' questions more elaborately.
- h. Hospitals work non-stop in India to comfort the suffering and to answer emergency without delay.



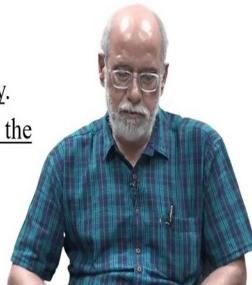
Look at the following sentences. And you can take more extracts from books or audio, a video that you may watch. We have also suggested some books. They have exercises, do those exercises but here, look at the following sentences. In each of these sentences, we have words which perform the function of an adverb, which modify the verb in some way. Now, identify the adverb and just see what function they do. Is it, is this an adverb of manner or a place or purpose, reason or of time, etc. Go to the next.

(Refer Slide Time: 21:04)

ANSWERS



- a. Patients wait outside.
- b. Doctors work inside.
- c. Patients go inside when called.
- d. Doctors hardly speak to the patients.
- e. Sometimes they speak to the patients very briefly.
- f. They are very busy, they are always short of time.
- g. Nurses answer patients' questions more elaborately.
- h. Hospitals work non-stop in India to comfort the suffering and to answer emergency without delay.



So, here answers are given for you. Next.

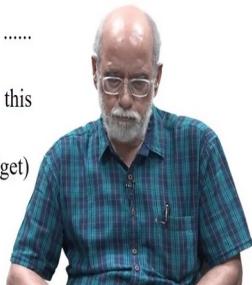
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ADDITIONAL EXERCISE



Put the verb into the correct form, -ing or to. Either form is also possible:

- a. The curtain is dirty. They need (clean)
- b. Whenever I see this comedian, I can't help..... . (smile)
- c. Reena never wears sunglasses. She doesn't like sunglasses.(wear)
- d. I regret..... that we are going to have a cyclonic storm this evening. (say)
- e. Ananya has been ill but now she's beginning better. (get)



Here are some additional exercises, please.

(Refer Slide Time: 21:18)



ANSWERS

- a. cleaning
- b. smiling
- c. wearing/to wear
- d. to say
- e. to get



The clue is once again; we expect you to teach yourself by doing more exercises of this kind on your own. Take a book, listen to a radio broadcast, or watch a television clip or a film or a documentary clip and take 1 or 2 sentences out frequently. And ask yourself what is the word order here? Why is it? Is it all right? Jumble them at times and redo them. And you will find and whenever you have doubt or compare your work with a dictionary, or you can also mail us, call us. And we will also try and help you.

But the more work you do on your own, the better you will get. And that is the best way to learn and become perfect. In time, you can only teach yourself; you can also help your friends and family and can be a resource person all along. This is the way. Thank you. Thanks for your attention.

English I (Basic English)
Professor Shreesh Chaudhary
Retd. Professor, IIT Madras
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Lecture 45

Clause Structure

Today, we are going to talk about Clause structure, you know in nature all natural entities are built with units, some units are large, they include smaller units, and a small unit has a further a smaller unit and a smaller unit has further still smaller unit. So, we have already seen that there are in the language, the sounds are themselves made of many units, then there is syllable, there is a word, words get together in phrases, phrases get together in the clause, the clause is the higher-level unit. Today, we will talk about kinds of the clause, how to identify your clause and what functions do clause do in a language like English. Here we go.

(Refer Slide Time: 01:26)

- Clause is a higher level structure than phrase.
- Just as a phrase has one or more words, a clause has one phrase or more.
- For instance, see the following sentence.



It was Monday morning.

It has two phrases:

- NP [*It*]
- VP [*was Monday morning*]
- NP [*Monday morning*]



A clause is, of course, a higher-level structure than a phrase, just as two words come together. At least two there could be more, they come together to make a phrase. Similarly, at least two phrases, there could be more come together to make a clause. So, it is a higher-level unit. In the construction of language, then the phrase is.

So, for instance, 'it was Monday morning' is a clause. It is also a sentence; we will talk about that later. But just now we are talking about the clause. It is a clause. It has two phrases. The first is a noun phrase; a noun phrase has only one word it, then it has a verb phrase, was Monday morning. Verb phrase, of course, includes another noun phrase 'Monday morning'.

So, there can be phrased within the phrase; there can be a noun phrase within verb phrase, verb phrase within noun phrase that is all possible. But for the clause to be, there must at least be two phrases, noun phrase, verb phrase. That is why it is a higher-level structure.

(Refer Slide Time: 02:56)



- But a clause is a higher structure than a phrase. A clause has at least one verb with tense. See the following.

He recollects what work he had for the day.

- There are two clauses in this sentence.
 - *He recollects*
 - *what work he had for the day.*



Please, look at another example. He recollects what work he had for the day, without looking at the bottom part of the slide, can you say how many clauses this sentence has? It has two clauses, there are two clauses in this sentence, first is 'he recollects' and the second is 'what work he had for the day'. Next.

(Refer Slide Time: 03:38)



- You may note that both the clauses have at least one verb each with tense. In clause (4), "recollect" is in past tense, making it "recollected".
- In clause (5), "had" is also a past tense auxiliary verb.



Now, you may also note that both the clauses have at least one verb, each with tense, not without tense, either present or past. So, both the clauses have a verb, which has tense in clause 4, recollect is in the past tense, he recollects. So, recollect plus -ed that is the past tense, making it recollects.

In the next clause, 'what he had', so had is the verb which is in the past tense, of course, it is an auxiliary verb, its present tense is has or have, but this verb is in the past tense, had. So, there are two clauses because there are two verbs with tense in this sentence. Next.

(Refer Slide Time: 04:42)



- The following sentence has only one clause.

It was Monday morning.

Why does it have only one clause?

Because it has one verb only, "was", and it is in past tense



But, the following sentence has only one clause. Now, it should be easy for you to say why, why it has only one? Why does it have only one clause? The answer is obvious now because it has only one verb. What is the verb? 'Was' and this is the past tense, it does not matter what tense it is so long as there is a tense you cannot have a clause without a verb with some tense either present or past. Next.

(Refer Slide Time: 05:18)



- The following sentence, on the other hand, has three clauses.

Swaminathan left his seat, jumped on the platform, and placed his note-book on the table.

- Can you say which clauses?
 - a. *Swaminathan left his seat,*
 - b. *jumped on the platform,*
 - c. *and placed his note-book on the table.*



The following sentence, on the other hand, has more than one clause, it has three clauses without going down the second half in the bottom part of the slide. Can you say, what clauses there are in this sentence? We said there are three clauses in this sentence; what are those? If you look carefully at it, you will see that the first clause is Swaminathan left his seat, what is the verb here? 'Left'.

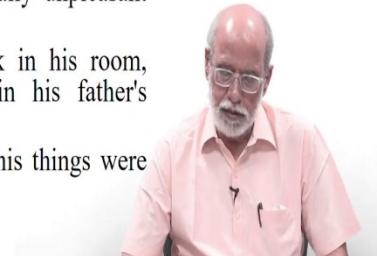
Next, jumped on the platform, what is the verb here? Jump in the past tense so 'jumped', jumped on the platform and the third and the final clause is and placed his notebook on the table. So placed, placed plus ed, place plus past tense is placed. So this sentence, Swaminathan left his seat jumped on the platform and placed his notebook on the table has three clauses because there are three verbs with tense incidentally, all the three happened to be in the past tense. Next.

(Refer Slide Time: 06:47)



ACTIVITY

1. Can you say how many clauses each of the following sentences has. You can also make a note of these clauses separately and compare your work with answers given at the end.
 - a. Swaminathan was reluctant to open his eyes.
 - b. He considered Monday specially unpleasant in the calendar
 - c. By eight he was at his desk in his room, which was only a corner in his father's dressing-room.
 - d. He had a table on which all his things were thrown in a confused heap.



Let us do something. Now, I think you have got the point that there is a clause so long as there is a verb with tense if that is clear to you, you should be able to do this activity very easily. Look at the sentences given here and then can you say, which part of this sentence forms a clause? Or how many clauses are there in each sentence? Make a note on your notebook or on your computer and compare your work with answers given at the end of this unit.

So first, for example, Swaminathan was reluctant to open his eyes, we have already done it for you, it should not be difficult. So, how many clauses here equal to the number of verbs? So, like that, ask yourself that question every time you are confronted with a task like this, ask yourself, how many verbs I find in this sentence that have a tense? And it will not be difficult for you to find correct answers.

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ANSWERS

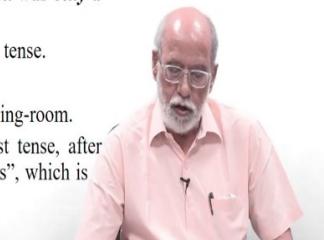


Activity 1 :

- a. *Swaminathan was reluctant to open his eyes.* – One clause only, only one verb, “was”.
- b. *He considered Monday specially unpleasant in the calendar* – one clause only because it has only one verb “consider” which has an +ed and , therefore, is in the past tense.
- c. *By eight he was at his desk in his room, which was only a corner in his father's dressing-room.*

It has two clauses, because it has two verbs with tense.

- 1. By eight he was at his desk in his room,
 - 2. which was only a corner in his father's dressing-room.
- It has two clauses, one in c.1 with “was”, past tense, after “eight”. The other in c.2 has only one verb, “was”, which is past tense auxiliary verb.



Go to the next screen, compare your answers. So, number one, Swaminathan was reluctant to open his eyes; it has only one clause because it has only one verb with tense that is 'was'. Next sentence, he considered Monday, specially unpleasant in the calendar, how many clauses, again only one clause, because it has only one verb consider, which has past tense, so it is considered.

Next, by eight, he was at his desk in his room, which was only a corner in his father's dressing room. How many clauses here, two clauses. Why? Because there are two verbs here in the past tense. One is by eight he was. So, as is the verb this is in the past tense. Next is, which was only a corner of in his father's dressing-room. The verb again is was, it is again in the past tense, but there are two verbs, therefore two clauses. Next.

(Refer Slide Time: 09:28)



- On these lines you can create for yourself more exercises and check them with a dictionary. Once you identify a verb with tense, you have identified a clause, no matter how big or small.



On these lines, you know, take any sentence from any book, any audio video listen to it carefully. Make a note and ask yourself how many clauses there are in this sentence for us to be able, for us to be able to write you know, for us, for whom English is not the mother tongue. So, for us to be able to write and speak English correctly, grammatically, it is important that we understand the structure of a sentence.

And to understand the structure of a sentence, it is extremely important that we understand concepts like phrase and clause. So, on these lines just as I have told you, take some lines, paragraphs from an audio clip or from a book and ask yourself how many clauses are there in this, once you identify a verb with tense you have identified a clause no matter how big or small that clause might be. Next.

(Refer Slide Time: 10:38)



- A sentence must have at least one clause with complete information, without having to depend on elements outside itself.
- But each clause is not a sentence. If that clause does not have both subject and its Verb inside, then it cannot be a sentence by itself, though it is still a clause.

He had a table on which all his things were thrown in a confused heap.



No matter how big or small it is, a clause is a clause only when a group of words actually is a clause, only when it has at least one verb with tense either present or past. But, now comes the second point. So, the first point is how do we identify a clause, a clause has a verb with a tense, no exception at all. Second thing, now we are going into types of clause.

So, is each clause a sentence? If that clause does not have both subject and its verb inside, if it has to depend upon some information outside the clause, then it is not a sentence then it cannot be a sentence by itself though it is still a clause. So, for example, look at this sentence, he had a table on which all his things were thrown in a confused heap, how many clauses here? Two, number one he had a table, number two, on which all his things were thrown in a confused heap.

Why is this long string one clause only? Because it has only one verb with tense that is 'were' on which all his things were thrown in a confused heap? Can they both do the, do they both have the status of a sentence? Let us see. Next.

(Refer Slide Time: 12:26)



- So, “He had a table” is both a clause and a sentence. But “on which all his things were thrown in a confused heap” is incomplete for meaning. Without going outside the clause, you do not know what noun “which” refers to.



So, here a table is both a clause and a sentence, it can be by itself it is independent, it does not need to extend upon anybody else's shoulder you know, it can be by itself, but the other part of this sentence on which all his things were thrown in a confused heap is incomplete for meaning, without going outside the clause, you do not know what noun which refers to, on which all the things, what which, who is that which.

So, this is incomplete, and therefore, it has only one clause, which is capable of becoming a sentence by itself. You can chop the sentence there, and you can say he had a table full stop. It is a sentence, but you cannot do so with the later part of it. You cannot chop the sentence and say, on which all his things were thrown in a confused heap is also a sentence, no. Next.

(Refer Slide Time: 13:42)



- The following sentence has only one verb with tense, and therefore has only one clause and that clause is a sentence.

There were huge windows on the left showing vast open grounds bound at the other extreme by the railway embankment.



The following sentence has only one verb with tense and therefore has only one clause, and that clause is a sentence, long sentence, so many words, but only one verb with tense and what is that? There were huge windows on the left, you know 'were' all others are additional phrases.

There were huge windows on the left, adverbial clause. Showing vast open grounds, manner, bound at the other extreme once again you know showing location bound at the other extreme by the railway embankment agent, but only one, only one verb with tense that is where. Therefore, no matter how long this clause is, it has, it is still only one clause. Next.

(Refer Slide Time: 14:40)

ACTIVITY



2. How many clauses are there in the following sentence? Identify them. You can also say which of these clauses can be a sentence, and which others cannot be.

Mani replied that he had a pair of wooden clubs at home with which he would break the backs of those that dared to tamper with him.



So, you know it is very easy, you can identify. You can say for example, in this case, you have been asked to say 'Mani replied that he had a pair of wooden clubs at home with which he would break the backs of those that dare to tamper with him' how many clauses are there in this sentence? The answer is easy. Ask yourself how many verbs does this sentence have with tense? And the answer will be obvious to you. Go to the next.

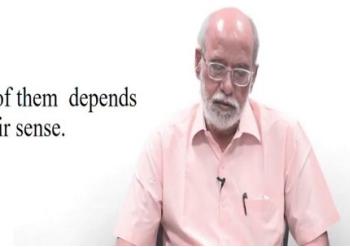
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ANSWERS



- a. Mani replied
- b. that he had a pair of wooden clubs at home
- c. with which he would break the backs of those
- d. that dared to tamper with him.

- a. can be a sentence.
- b. b. is a sentence any way.
- c. c-d are sentences but a part of each of them depends upon other elements to complete their sense.



Here is the answer. Mani replied it could also be a sentence, but other things from b to c to d there cannot become, they depend upon something else that he had a pair of wooden clubs at home. What does that qualify, what does that refer to that is the object of reply.

Similarly, with which he would break with what you would break the heads, so which qualifies something else somewhere else, that dared to tamper with him once again who is that. So, you know, you have to go outside the clause and therefore, complete information and that is why these clauses are only merely clauses, they are not potentially sentences. Next.

(Refer Slide Time: 16:11)



- Those clauses that can make a sentence by themselves are called “Principal Clause”, or “Main Clause”, or “Independent Clause”. Others are called “Subordinate Clause”.
- Look at the following sentence again.

Mani replied that he had a pair of wooden clubs at home with which he would break the backs of those that dared to tamper with him.



So, those clauses that can by themselves become a sentence can variously called some grammar books, some books of grammar called such clauses principal clause or main clause or independent clause. All other clauses are called subordinate clause; no subordinate clause

can be there unless it is preceded or followed by a main clause also called principal clause, also called an independent clause within that sentence.

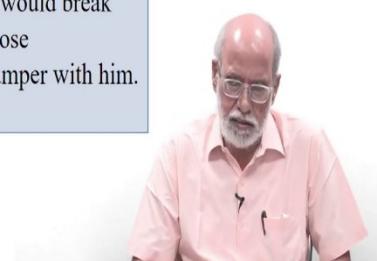
A sentence may or may not have a subordinate clause; it must have a main clause, it must have an independent clause or a principal clause, the subordinate clause is optional, you have it, you do not have it, it will still be a sentence if you have the main clause. So, look at the following sentence again 'Mani replied that he had a pair of wooden clubs at home with which he would break the backs of those that dare to tamper with him', how many clauses and which of these are main and which of these are subordinate?

(Refer Slide Time: 17:32)



- Main and subordinate clauses in this sentence are as follows:

Main Clause	Subordinate clause
• Mani replied	<ul style="list-style-type: none">• that he had a pair of wooden clubs at home• with which he would break the backs of those• that dared to tamper with him.



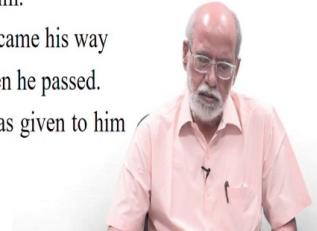
Look at the chart, Mani replied is the main clause, and it has three subordinate clauses, what are those, see the right-hand column.

(Refer Slide Time: 17:50)



ACTIVITY

3. Look at the following sentence and then identify main and subordinate clauses there.
 - a. Those were the four that he liked and admired most in his class.
 - b. No teacher ever tried to prod him.
 - c. Mani bullied all strangers that came his way
 - d. People usually slunk aside when he passed.
 - e. He solved any problem that was given to him in five minutes



Next, now, if you so like, do the following sentences look at the following sentences and identify main and subordinate clauses there.

(Refer Slide Time: 18:00)

ANSWERS



	Main Clause	Subordinate Clause
a.	Those were the four	that he liked and admired most in his class.
b.	No teacher ever tried to prod him	
c.	Mani bullied all strangers	that came his way
d.	People usually slunk aside	when he passed.
e.	He solved any problem in five minutes	that was given to him



We have done it, for you can compare your work with the answers given here. Now, if you got the answers right, then even then, you can go and do some additional exercise provided as an additional input to this unit of this module of the course. But if you did not get them right, take more examples from language more of this sort and once again, the trick is to ask yourself, how many verbs are there? Then ask yourself, does this verb have a tense?

If the answer to both these questions is yes, there is a verb here, and it has a tense, then it is a clause. Next, you ask, is it the main clause the principal clause? The independent clause? The answer is, can it stand by itself? Does it have complete information? Yes, then it is the main clause. No, for something it depends upon information not available within this clause, then no matter how long, no matter how short, it is not the main clause, it is a subordinate clause.

So, you can take examples of language, identify clauses, marked type of clauses, and compare them with work already there in the grammar books or you know, we have suggested some books of grammar to you or you can mail us, call us, and we will try and help you. Thank you very much. Have a good day.

English I (Basic English)
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Lecture 46
Simple Sentences and Agreement Rules 1

Good afternoon, today having after talking about phrase structure, word order, clause structure. Today we will talk about the structure of simple sentences in English and the most fundamental rule of English grammar. Actually, if I were asked to advise students to learn most important two rules first, then I would say learn the rule of word order in English and then learn the rule of subject-verb agreement or agreement rules in this language.

Today, we are going to look at the fundamental principles, the basic principles of the structure a simple sentence and how the rule of the agreement applies here to both nouns and verbs, as far as number of, as far as singular or plural is concerned. Here we go.

(Refer Slide Time: 01:38)



- A simple sentence has only one clause.
- Therefore, that is the main clause of the sentence.

For instance, see the following.

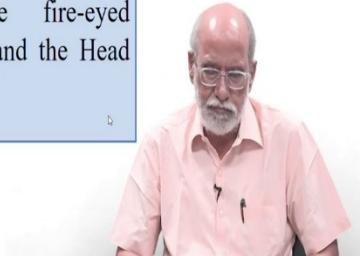
- a. It was Monday morning.
- b. Swaminathan was reluctant to open his eyes.
- c. He considered Monday specially unpleasant in the calendar.



A simple sentence as we saw in the earlier unit has only one clause, and therefore, that clause is also the main clause of the sentence. Say, for instance, look at the following. 'It was Monday morning.' It is a clause and a simple sentence. 'Swaminathan was reluctant to open his eyes' it is a clause, and it is also a simple sentence, 'he considered Monday specially unpleasant in the calendar', the same thing again. Next.

(Refer Slide Time: 02:16)

- d. After the delicious freedom of Saturday and Sunday, it was difficult to get into the Monday mood of work and discipline.
- e. He shuddered at the very thought of school: that dismal yellow building; the fire-eyed Vedanayagam, his class teacher; and the Head Master with his thin long cane.



But, look at these two, after the delicious freedom of Saturday and Sunday, it was difficult to get into the Monday mood of work and discipline. He, next sentence, 'He shuddered at the very thought of school: that dismal yellow building; the fire-eyed Vedanayagam, his class teacher; and the headmaster with his thin long cane'.

(Refer Slide Time: 02:56)

The sentence:

- a. has only four words,
- b. has six words,
- c. has eight words,
- d. has 22 words, and
- e. has 28 words.



Now, sentence you know has only four words, b has only six words, you see words, the number of words varies from sentence to sentence, you can have four you can have 6, you can have a sentence only with two words, birds fly. You can have a sentence only with one word, come, go. So, you know number of words. a has 4, b has 6, c as 8, d has 22 and e has 28 words and yet, regardless of the number of words, all as I said in the earlier unit, if you

have only one verb with tense, then it is only one clause, and if it does not need to depend upon information outside the clause, then it has an independent clause, or it is a main clause of the sentence. Next.

(Refer Slide Time: 04:01)



They have only one verb each with a tense. In

- a. we have “was”,
- b. has “was” once again,
- c. has “considered”,
- d. has “was”, and
- e. the last, has “shuddered”,



As I said, so for example, a has only one verb was, b again has was, c considered and d, again was, e shuddered, one verb, one verb only with tense and therefore, only one clause, one sentence. Go on.

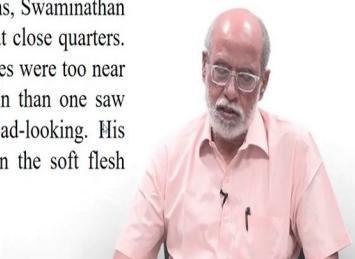
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ACTIVITY



1. Look at the following paragraph. Identify simple sentences by underlining them.

He droned on monotonously. Swaminathan was terribly bored. His teacher's voice was beginning to get on his nerves. He felt sleepy. The teacher called for home exercises. Swaminathan left his seat, jumped on the platform, and placed his note-book on the table. While the teacher was scrutinizing the sums, Swaminathan was gazing on his face, which seemed so tame at close quarters. His criticism of the teacher's face was that his eyes were too near each other, that there was more hair on his chin than one saw from the bench, and that he was very very bad-looking. His reverie was disturbed. He felt a terrible pain in the soft flesh above his left elbow.



Now, you can look at the following paragraph and try and identify simple sentences here. Say, for example, the first sentence is a simple sentence. He droned on monotonously. Why is it a simple sentence, because it has only one verb with tense and it can stand by itself, it does not need information from outside. He droned on monotonously.

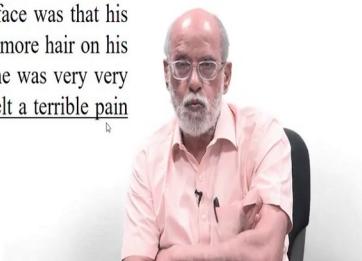
Now, look at other sentences within this paragraph and ask yourself which of these is a simple clause, underline that simple clause. So that later you can check your work with the given answers in this unit.

(Refer Slide Time: 05:19)

ANSWERS



He droned on monotonously. Swaminathan was terribly bored.
His teacher's voice was beginning to get on his nerves. He felt
sleepy. The teacher called for home exercises. Swaminathan
left his seat, jumped on the platform, and placed his note-book
on the table. While the teacher was scrutinizing the sums,
Swaminathan was gazing on his face, which seemed so tame at
close quarters. His criticism of the teacher's face was that his
eyes were too near each other, that there was more hair on his
chin than one saw from the bench, and that he was very very
bad-looking. His reverie was disturbed. He felt a terrible pain
in the soft flesh above his left elbow.



Next here is the answer take a look, go on.

(Refer Slide Time: 05:30)



- All simple sentences have more than or only one Noun Phrase (NP) working as subject, but only one Verb Phrase (VP).
- They occur in a certain order in English, as we saw in an earlier unit of this module.
- They are also bound together by a rule of agreement. Verb (V) in VP should agree with Noun(N) in NP in terms of number.



So, coming back to the main point, all simple sentences are more than or only one noun phrase, the number of a noun phrase can even be larger, you can say all students and all teachers enjoy coming to school. So, you know you can have two noun phrases here all students and all teachers, you can have it differently.

'All day scholars along with those who live in the hostel enjoy school.' So, you can have two noun phrases, but within one clause you cannot have two verbs with tense. So, therefore, all simple sentences have or may have, only one or more than one noun phrases, working as subject generally, but they have only one verb phrase, this is important for us to remember.

And this noun phrase and verb phrase occur in a simple sentence in a certain order, as we saw in the earlier unit of this module, you know 'It was Monday morning'. So, it before was Monday morning, noun phrase before verb phrase. You cannot say 'was Monday it morning'. No. They are also bound together noun phrase, and verb phrase are also bound they do not only occur in an order, but they are also bound together by a rule of agreement, and this is what we will talk about in the rest of this lesson.

You know, they are also bound together by a rule of agreement that is what keeps them together and makes a sentence out of them. What is that rule, what is the rule of agreement, it says a verb that is v, in verb phrase that is VP, should agree with a noun that is N, in noun phrase that is NP, in terms of number, that is pretty simple. It says the verb should agree with the noun in number, noun comes first in a simple sentence. So, verb should follow the number of noun. Go.

(Refer Slide Time: 07:53)

- If Noun is in singular number, the verb must necessarily be in singular number. You can only say the following :

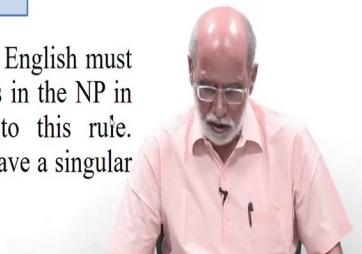
Devadutt cooks rice.



You cannot say the following:

**Devadutt cook rice.*

- This is ungrammatical. All verbs in English must agree with, must match, their nouns in the NP in number. There is no exception to this rule. "Devadutt", a singular noun, must have a singular verb "cooks", not cook.



Look at this thing, you know, if noun is a singular number, if noun is not plural, then no matter what your verb will also have to be in singular if the noun is singular. Look at this sentence, for instance, Devadutt cooks rice, one singular subject noun that is Devadutt, if it were two, Devadutt and Vijay Kumar then you cannot say cooks rice, then you will have to say cook rice, you will have to say Devadutt and other boys cook rice, you cannot say cooks rice.

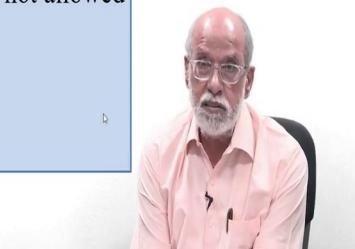
So, that is the rule of agreement. Singular noun, singular verb, plural noun, plural verb you cannot rather than say Devadutt cooks rice, you cannot say something like the following. Devadutt cook rice, cook rice Devadutt. No. Rice cook Devadut. No, that is not possible. The only thing that is, possible is this order and this rule of agreement. If the noun is singular, the verb has got to be singular.

(Refer Slide Time: 09:18)

Look at the following sentences.



- a. The sun rises in the east.
- b. Water freezes at zero degrees celcius.
- c. Man is mortal.
- d. Many birds fly together.
- e. Many girls in Africa and Asia are not allowed to go to school.
- f. Children love to play.
- g. Dogs are fighting.



Look at some sentences. Let us analyse them. Let us see if we got the hang of it. The sun, should it be rise or rises? Rises? Why? Because the sun is singular only one. If it were stars, then shall we say twinkles or twinkle? We will say twinkle, stars twinkle in the sky, stars twinkle at night. But because you know only one noun singular, the sun rises in the east.

Water again singular, water freezes at zero degrees Celsius. A man is mortal. If it were men, then you will say are mortal. If it were men and women or women and men, then it would be

are mortal. What if it is a single woman, a woman then is, is mortal. Many birds fly together, birds? Singular or plural? Plural, therefore, verb also plural.

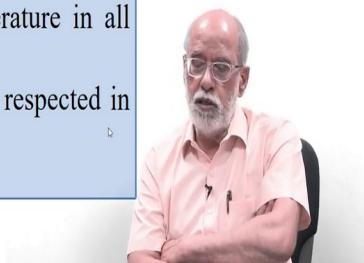
This is an exceptionless rule in the grammar of English. Look at other examples, 'many girls in Africa and Asia is not allowed to go to school' will be wrong, you cannot say girls and then say 'is' that is not allowed, there is no combination of that kind. The only way you can say that is the way given here, many girls that is more than one in Africa and Asia are not allowed to go to school. Children, what is the singular form of children? Child. So, it is not, if it were child what would we have, child loves to play, but because it is plural, children, so what do we say 'children love to play'.

Because you know children is plural and therefore the verb should also be plural, which is love in this case. 'Dogs are fighting', who are fighting? 'Dogs are fighting', complete in themselves. Dogs is in plural. So, the auxiliary there has been selected is not is you cannot say, 'dogs is fighting'. That will be ridiculous, that will be funny. You know, it would not look standard, it would not sound standard, the only way you can say that is the way given here, dogs are fighting.

(Refer Slide Time: 12:05)



- h. Freedom fighters were ordinary people with great love for the country.
- i. Very young babies sleep for up to 16 hours a day.
- j. Mahatma Gandhi was popular also among the British.
- k. India has a history of great literature in all languages.
- l. All kinds of prophets have been respected in India.



Next, freedom fighters, singular or plural? Plural, freedom fighters. So, therefore, the auxiliary verb that will attach there is also plural. Auxiliary verbs, 'freedom fighters who were ordinary people with a great love for the country'. It is this love that drove them. So, if I

have a sentence like, it is this love that drove them, then it has two clauses, it is this love the next that drove them.

So, you know, count the number of simple sentence, tenses with present and you will know the number of clauses and once you know the number of clauses, ask yourself second mechanical question. Do I have two sentences, but only two clauses? Or three clauses? How would you know?

Again, very simple, you know, you look at the sentence, see how many verbs, how many of these verbs making a clause, do not need information from outside the clause, then that is the main clause. Otherwise, it is a subordinate clause, and you know, you have it would not go without the main clause.

Next is very young babies, very young babies, singular or plural? Plural, obviously excuse me, and therefore, the verb is also plural sleep. So, very young babies sleep for up to 16 hours a day. Mahatma Gandhi, no matter what a big man, what a big prophet, he is still one person. So, what do we do, we use the singular verb for him Mahatma Gandhi was popular not only among the Indians but also among the British.

India has a history of literature or literatures in all languages. So, the letter complements are in plural, literatures, languages, but because the subject of the noun India is in singular, so the verb in this case was, is in the past tense, making it a sentence. All kinds of prophets have been respected in India.

Once again, the subject noun phrase is all kinds of prophets; it is, of course in plural. Then, the following verb must also be plural. You cannot say all kinds of prophets has been respected in India. No, that may be ungrammatical it has to be all kinds of prophets have been respected in India. Next.

(Refer Slide Time: 15:10)

In all of these sentences, the underlined verb above matches its noun in number; the verb is in singular number, if its noun is in singular number.

- d. Birds fly
- e. Girls... are
- f. Children love....
- g. Dogs are...
- h. Freedom fighters were...
- i. Very young babies sleep...
- l. ...prophets have...



Now, in all of these sentences as I said, you know earlier the underlined verb ever matches its noun in number, the verb is in singular number if it is noun is in singular number. So, for example, birds singular therefore fly, you cannot say birds flies or flies bird. No, that will be incorrect. 'Girls are' correct girls plural are plural, 'children love', 'children' plural what is the singular form of children, child. So, children love, but if it were child, then you would say child loves.

Dogs are, freedom fighters were, very young babies sleep, prophets have. All of these people might or might not have been there without the English, but the point here is India and many other countries in Africa, and Asia have learners who began learning this language, English language not in their early childhood, but a little later when many people say language learning faculty start atrophying no use and therefore no health.

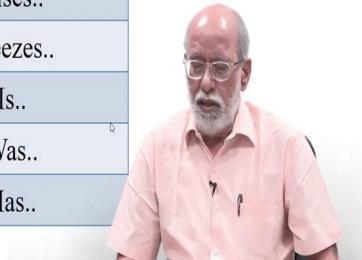
So, what you can do is, for those learners like us, who have begun learning late, we can do plenty of these exercises, take nouns and verbs out and see if they match, how they match and once you have done this kind of thing, you will have a perfect grip on the language, you will make no mistake at all because there are no other rules other than these two, where you cannot take liberty. Next.

(Refer Slide Time: 17:20)

Nouns in English are plural generally when they take "s", or "es" after them, but verbs become plural when they take no "s" or "es" after them.

See the following table for better illustration.

Singular Nouns	Singular Verbs
The sun	Rises..
Water	Freezes..
Man	Is..
Mahatma Gandhi	Was..
India	Has..



You know to help you, we have made it easier by putting them in the top and in the form of a table. The only peculiar thing is, or the one difficult thing here is, how do you know that noun is plural, you know because generally speaking 's' or 'es' is added boys, ladies, dogs, cats. So, either s or es are added, there may be a word exceptionally one or two other things. But by and large, you know plural noun as s es attached to it.

Singular noun has no such thing, you cannot say suns you just say the sun, but you say stars you add s, you say loaves of office, prophets of office. So, loaf becomes plural as loaves, and then f changes to v, f changes to v and es is added, s es.

So, you know in nouns s, es is a plural marker. But in verbs, s, es is a singular marker. That is why you do not say 'the sun rise', you say 'the sun rises'. The sun is in singular, and singular verb takes s water is in singular, and the singular verb takes s or es. So, you say 'water freezes' you say 'man is', you do not say 'man are', you say man has you do not say man have, these are the tricks. Why do we do so? Because when the noun is singular, the verb is also compulsorily becoming singular.

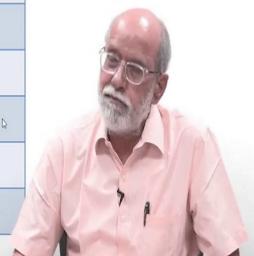
Mahatma Gandhi, as I said earlier, no matter how big a man, but is still one unit. Mahatma Gandhi, regardless of social status, in language, in sciences, one person is singular, even if he is God. So, we say God was, God is, God is great. We do not say God are great. But when we add s to it and make plural, which is gods, then we say 'our'.

So, you know these are pretty simple rules. The only thing is that whereas s and es make a singular verb, they make a plural noun. This part you have to understand through some exercise, look at the next table.

(Refer Slide Time: 20:17)

- Plural nouns take “:s”, “es”, “have”, but plural verbs just go in their neutral form as given in dictionaries. See the table below for better comparison.

Plural Nouns	Plural Verbs
Birds	fly
Girls..	are
Children	Love..
Dogs	Are..
Freedom fighters	Were..
Very young babies	Sleep..
...prophets	Have..



Plural nouns have taken s then verbs do not take s, es. So you have birds, girls children, but you know you have fly, are, Love, Are, dogs Are, freedom fighters were, young babies sleep prophets have, you know this is how it goes, we are going to give you additional exercises.

(Refer Slide Time: 20:42)



- **Note:** There is, however, an exception. Pronouns like “I” and “You”, even when singular, take plural verbs in English. They take verbs without “s”, “es”; they take “have”. In the past tense, however, you say “I was”, but “you were”.



There is however and a small a little exception you know, box which we have not talked about, that is the pronoun I and You, I for me is only one person it is singular, the plural of I

is we. You can be both singular and plural. Earlier about 100 years ago, you used to be only plural, but now in English, you is both singular and plural.

So, even if it is singular with I and You, we use a plural verb. We say, 'I have a book', 'you have an appointment', 'I come daily to take lessons in grammar', 'you come daily to give me lessons of grammar'. So, you know though I and You, I definitely a one only singular number, you can be both singular and plural but even when it is singular, you and I take plural verbs that is without s or es.

They take have, they do not take has, you say John has, Mary has, Ruth has, Radha has, Shri Krishna has, but you do not say 'I has', you say, 'I have an appointment', 'I have a train to catch', 'I have a talk to give'. So, in the past and similarly, you know, you with I you have to say was but with you, you can see where because you know you is both singular and plural.

(Refer Slide Time: 22:35)

ACTIVITY



2. Look at the following sentences. Verbs have been removed and placed in brackets after each sentence. In each sentence, there is, therefore, a blank. Fill in these blanks with the correct form of the given verb.

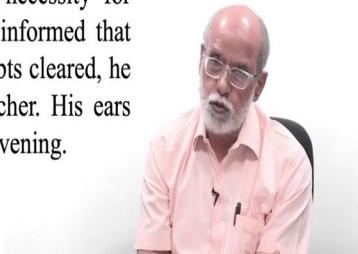


Not very difficult to do take a text somewhere gap it and see if you are able to do it right. We have done some exercise for you here go next. Next.

(Refer Slide Time: 22:47)

a. I to inform you that my son Swaminathan of the First Form, A section, was assaulted by his Scripture Master yesterday in a fanatical rage.(beg)

b. I ... that he is always most insulting and provoking in his references to the Hindu religion. (**hear**) It is bound to have a bad effect upon the boys. This is not the place for me to dwell upon the necessity for toleration in these matters. I am also informed that when my son got up to have a few doubts cleared, he was roughly handled by the same teacher. His ears were still red when he came home last evening.



I have removed all verbs after I and put them in the brackets at the end of the sentence. Now, how will you fill them in? Would you say, 'I beg to inform you' or would you say, 'I begs to inform you' that is what you have to do. Similarly, in B, what do you say I hear that he is always most insulting or I hears that he you know, this is the exercise here.

(Refer Slide Time: 23:21)

c. If it is so, you may kindly inform us as we are quite willing to withdraw our boys and send them elsewhere. I may remind you that Albert Mission School is not the only school that this town, Malgudi,..... .(possess)

d. I..... you will be kind enough to inquire into the matter and favour me with a reply. (**hope**)

e. If not, I to inform you, I shall be constrained to draw the attention of higher authorities to these Unchristian practices. (**regret**)

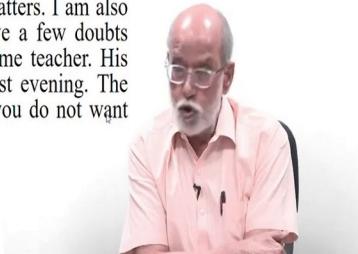


Now, look at this sentence. Once again, what kind of verb would you give singular or plural or the verb we take s or es, look at the sentence. 'I may remind you that Albert Mission School is not the only school that this town Malgudi' possess or possesses. Look at the answer later. I hope or hopes? Hope. If not I regrets or regret, regrets or regret. To inform you etc etc. Go next.

(Refer Slide Time: 24:11)

ANSWERS

- a. I **beg** to inform you that my son Swaminathan of the First Form, A section, was assaulted by his Scripture Master yesterday in a fanatical rage.
- b. I **hear** that he is always most insulting and provoking in his references to the Hindu religion. It is bound to have a bad effect upon the boys. This is not the place for me to dwell upon the necessity for toleration in these matters. I am also informed that when my son got up to have a few doubts cleared, he was roughly handled by the same teacher. His ears were still red when he came home last evening. The one conclusion that I can **come** to is that you do not want non-Christian boys in your school.



See the answer. So, you can say, you should say I beg to inform you. I hear that he is always.

Next.

(Refer Slide Time: 24:23)

- c. If it is so, you may kindly inform us as we are quite willing to withdraw our boys and send them elsewhere. I may remind you that Albert Mission School is not the only school that this town, Malgudi **possesses**.
- d. I **hope** you will be kind enough to inquire into the matter and favour me with a reply.
- e. If not, I **regret** to inform you, I shall be constrained to draw the attention of higher authorities to these Unchristian practices.



Malgudi possesses, not possess. I hope not hopes. I regret not regrets. You know, so easy. Next, actually, like I have been saying you know same thing here. These principles are very easily learnt and more easily forgotten. To remember them for eternity. The only thing you have to do is, do plenty of exercises.

Take a paragraph randomly from any book, any audio text, any video clip and remove all verbs from there and replace them, you know bring them back. If you are able to do, have for I, has for he, she, it, you got it. If you are able to say hope with I and hopes with he, you got

it. You do not have to do anything, and that will give you a kind of confidence, a perfection which only those can enjoy who have got it. Good luck, and thank you.

English I (Basic English)
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Lecture 47
Complex Sentence- Part 1

Good afternoon, today we are going to talk about the structure of complex sentences in English and about their fundamental, very basic requirement, anything in nature, any phenomenon, any entity that we see in nature is built of units, block by block, box by box. So, a large unit has smaller units, a small unit has still a smaller unit inside, you know so form a little atom molecule to the entire cosmos.

You know, it is a combination of units in a certain order. That is true of physics. That is true also of linguistics. That is true also of the English language. So, so far, we have seen how sounds are produced, how words are formed, how phrases are formed, how clauses are constructed. Today, we will see, we looked at simple sentence, principal clause the other day. Today, we will look at the structure of complex sentences we will take about two or three units. Today in this unit, we talk about the first basics. What is a complex sentence? Next.

(Refer Slide Time: 02:06)

**Agreement Across Phrases &
Clauses**



- A “Complex Sentence” has a main clause and at least one subordinate clause.
- In the earlier units of this module we learnt how to identify a clause.



Well a complex sentence has a main clause and at least one subordinate clause, it could have more than one subordinate clause, but it definitely has at least one subordinate clause and a main clause. You know, in the earlier units, we talked about that. If you have any confusion, please go back to the earlier units. Do not be shy of revising. Lots of people do not learn everything in the first go itself.

So, they go back, and they help themselves there is nothing wrong about that. Neither is it a matter of shame or to feel embarrassed. You can also look at the books that we have recommended in this part of the course; they also have exercises; they also have guides and explanations, please look at them and please become familiar with concepts like principal clause, main clause, subordinate clause, simple and complex sentences, phrases, etc.

Otherwise, you will not have the kind of grip on the language that you ought to have and that you wish to have. So, a complex sentence has a main clause and at least one subordinate clause.

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- Following is an instance of a complex sentence:



He was the only boy in the class who wore socks and shoes.

Main Clause	Subordinate Clause
He was the only boy in the class	who wore socks and shoes

- Together these clauses make it a complex sentence.



Next, look at the example. Look at this sentence. 'He was the only boy in the class who wore socks and shoes.' What is the main clause here? As you can see in the table done here, 'he was the only boy in the class'. This is the main clause. What is the subordinate clause? 'Who wore socks and shoes.' Together these two clauses make it a complex sentence without either of them. If you do not have a subordinate clause, it would not be a complex sentence. If you do not have the main clause, it would not be a sentence; it will remain you know only a clause. Next.

(Refer Slide Time: 04:35)

- Let us look at another example.

There were vague rumours that he had come from some English boys' school somewhere in Madras.

Main Clause	Subordinate Clause
There were vague rumours	that he had come from some English boys' school somewhere in Madras.

- So, this is also a complex sentence.



Look at another example; you can actually without looking at the table you can do it yourself. 'There were vague rumours that he had come from some English boys school somewhere in Madras.' How many clauses? I told you how to identify clauses. Every time there is a verb with a tense, that is a clause.

So, here the first verb with the tense is 'were', 'there were', 'there were vague rumours', this is the main clause then the remaining the remainder of the sentence is the subordinate clause, 'that he had come from some English boys school somewhere in Madras', this is the subordinate clause. So, these two clauses together make this a complex sentence. Next.

(Refer Slide Time: 05:40)

ACTIVITY

- Look at the following paragraph, and underline complex sentences there. By using square brackets, also show main clause and subordinate clause, or clauses within the sentence.



Well, you know, as I said earlier, these things are learned best by doing, you know by soiling your hands. So, I am going to give you some sentences, some examples, try and see if you are

able to identify the main clause and then in the remaining part of the sentence, are you able to identify a subordinate clause, if you are able to do that, you have learned it, if you have not, if you are not able to do that, that means you are yet to learn.

(Refer Slide Time: 06:22)

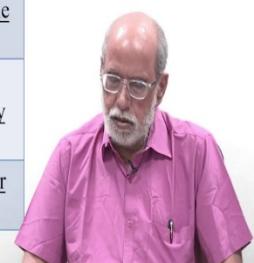
This Rajam was a rival to Mani. In his manner to Mani he assumed a certain nonchalance to which Mani was not accustomed. If Mani jabbed, Rajam jabbed; if Mani clouted, he clouted; if Mani kicked, he kicked. If Mani was the overlord of the class, Rajam seemed to be nothing less. And add to all this the fact that Rajam was a regular seventy percenter, second only to Sankar. There were sure indications that Rajam was the new power in the class.



ANSWERS



Main Clause	Subordinate Clause
In his manner to Mani he assumed a certain nonchalance	to which Mani was not accustomed
Rajam jabbed	If Mani jabbed,
he clouted	if Mani clouted
he kicked	if Mani kicked
Rajam seemed to be nothing less	If Mani was the overlord of the class
And add to all this the fact	that Rajam was a regular seventy percenter, second only to Sankar.
There were sure indications	that Rajam was the new power in the class.



So, let us look at it, so the main clause is 'in his manner to Mani he assumed a certain nonchalance', subordinate clause here is 'to which Mani was not accustomed'. Go on, you know, do your own work and then compare and you will learn better rather than look at it and copy it takes a couple of minutes.

(Refer Slide Time: 06:51)

- Rules of agreement of number apply across the clauses. Any reference to noun or pronoun of the main clause in a noun, or pronoun or verb in the subordinate clause will have to have the same number.
- If noun in the main clause is singular, then reference to it must be in singular. See the following, for instance:

These are the senior girls from this school who have been selected for training in life saving skills.



Having identified now that we know what is the subordinate clause? What is the main clause, and now that we know how a complex sentence is made? Namely, a complex sentence is formed when you have the main clause followed or preceded by within the same sentence as a subordinate clause. Are there any rules that apply across the clauses to make it a sentence?

Why do we not call it two clauses rather than one sentence, we do not call it two clauses, we call such sentences one sentence, because there are some rules that apply across clauses and one of these rules is, the rule of agreement of number, across phrases, across clauses.

Any reference to a noun or pronoun he, she, it, they, we, you know one or two others, any reference to noun or pronoun of the main clause in a noun or pronoun or verb in the subordinate clause will have to have the same number. If that noun in the main clause is plural, then any reference to it in the subordinate clause will also have to be in plural.

On the other hand, if the noun or the pronoun to which we refer in the subordinate clause, is in singular in the main clause, then in the subordinate clause also, all references to it will have to be in singular. I will explain it to you with an example. If a noun in the main clause is singular, then reference to it must be in singular in the later clauses.

See the following example, for instance, 'these are the senior girls', this is the main clause, and in the main clause, what is the principal noun, senior girls is it singular or plural? Of course, it is plural, of course, it is plural. So, these are the senior girls. Now, next comes the point where we have to decide whether we use singular or plural. That point comes in half from the school who have, from the school who have been selected for training in life-saving skills.

'These are the senior girls from this school, who have been selected for training in life saving skills.' So, your main clause is 'these are the senior girls from this school'. Now, what is the noun here, noun phrase here? 'Senior girls', that is also the subject of the noun, is it in singular or plural it is of course in plural.

So, what is going to be the number of the verb or other reference to it in the subordinate clause, of course, it is going to be plural. So, you say who have been selected for training in life-saving skills; you do not say who has been you know, you cannot say these are the senior girls from this school who has been selected.

No, that is ungrammatical, or if on the other hand, this was the case, now this is the senior girl, this is the senior girl one only, this is the only girl from this school, then you cannot have, then you will have to have has, who has been selected for training in life-saving skills. So, this is what makes these two clauses you know, this is what puts these two clauses together, and they become a sentence. Without this binding force, without this binding phenomenon, you will not have a sentence, you may add the best only have clauses or not even that. Go to the next.

(Refer Slide Time: 11:38)



Main Clause	Subordinate Clause
These are the senior girls from this school	who have been selected for training in life saving skills

- But in the subordinate clause, you cannot write *who has been... That is ungrammatical, because "who" in this sentence refers to "girls", a plural noun, in the earlier clause. Therefore, it takes "have", not "has".
- Any verb or noun in the subordinate clause referring to a noun in the main clause must agree with the noun in the main clause in number.



So, look at it, 'these are the senior girls from this school' that is the main clause, subordinate 'who have been selected for training in life-saving skills'. But in the subordinate clause, you cannot say who has been you do not have that freedom, because that then becomes ungrammatical. Why? Because who he or refers to the plural girls who here is not singular, 'these are the senior girls who', if it were 'this is the junior girl or this is the senior girl' that is one, you will still have who but who will be followed by has.

But in this case, because girls is in plural, you use a plural pronoun you know you use the plural verb marker have alright. So, you know the same thing here, that is ungrammatical because who in this sentence refers to girls, which is a plural noun in the earlier clause therefore it takes have, not has, if it was singular it will take has.

But because it is plural, it takes plural. So, we agree that a rule across the clauses is any verb or noun in the subordinate clause referring to a noun in the main clause must agree with the noun in the main clause in number. This will be true also of at present also of English, once you say, 'this is the pen', then you cannot say which are, you will have to say which is, 'this is the pen which is making miracles', 'this is the pen which is available', you cannot say, 'this is the pen which are available'.

No, that is wrong, because singular in the main clause will also get only a singular verb or reference to it relative word to it in singular. So, that is an exceptionless rule. There are no exceptions to this, yet a lot of people make mistakes concerning these things because they do not pay adequate attention. Once you pay adequate attention, you will realise that these things are nothing, all you have to do is to be little careful, use a lot of you know relevant material and do the practice and you will never go wrong.

So, the rule here is any verb or noun in the subordinate clause, referring to a noun in the main clause must agree. That is why it is called agreement, must agree with the noun in the main clause in numbers. Alright. With whom? With a noun. Where? In the main clause. In what respect? In number. Once again with which should it agree? With the noun. Where can I find that noun? In the main clause. What does it have to agree with? Not in everything, nobody can agree with everything, but you know in number. Go next.

(Refer Slide Time: 15:18)

ACTIVITY



2. Look at the following sentences and add appropriate verb in the blank space in keeping with the number, singular or plural, of the noun.
 - a. *I would keep out of the way of policemen who an awful lot,' said Swaminathan. (is/are)*
 - b. *The packet has potatoes that supplied by Amazon this morning. (was/were)*
 - c. *As far as Swaminathan could remember, he never been within three yards of Rajam. (has/had)*
 - d. *His father fussed about a little for his tiny silver snuff-box and the spotted kerchief, which the most unwashed thing in that house. (was/were)*



Look at the following sentence, and you can add an appropriate verb in the blank space in keeping with the number singular or plural of the noun. Say for example, in a, I would keep out of the way a policeman who ---- an awful lot said, Swaminathan. Now between who and an, what would you say is or are? That is the question once you do it right, you will start understanding and start getting it right, take a look.

(Refer Slide Time: 15:56)

ANSWERS



- a. I would keep out of the way of policemen who are an awful lot,' said Swaminathan.
- b. The packet has potatoes that were supplied by Amazon this morning.
- c. As far as Swaminathan could remember, he had never been within three yards of Rajam.
- d. His father fussed about a little for his tiny silver snuff-box and the spotted kerchief, which was the most unwashed thing in that house.

Here are the answers.

(Refer Slide Time: 16:03)

ACTIVITY



2. Look at the following sentences and add appropriate verb in the blank space in keeping with the number, singular or plural, of the noun.
 - a. *I would keep out of the way of policemen who an awful lot,' said Swaminathan. (is/are)*
 - b. *The packet has potatoes that supplied by Amazon this morning. (was/were)*
 - c. *As far as Swaminathan could remember, he never been within three yards of Rajam. (has/had)*
 - d. *His father fussed about a little for his tiny silver snuff-box and the spotted kerchief, which the most unwashed thing in that house. (was/were)*



So, do all the sentences actually more. So, that you become not only correct, you become also confident in. A lot of people are correct. But for want of enough exercise, they are not always confident. I like you not only to be correct but also to be confident. So, all of these sentences that done there, go next, go next.

(Refer Slide Time: 16:37)

ADDITIONAL EXERCISE



1. Maldives is a beautiful destination. Many people there for a vacation. (go/goes)
2. I don't enjoy winters. Two degrees too cold for me. (is/are)
3. Sushmita know how the incident occurred? (does/do)
4. A lot of natives here Hindi. (speak-speaks)
5. Tennis my favourite sport. (is/are)
6. Economics my favourite subject at school. (was/were)



Some additional exercises. You have done this kind of grammar, even before, even at our school and we have given you exercises here. We have given you materials here, books, etc. here; these books are not meant to be kept forever, only in the library. These books are meant to be used frequently as often as you need to use them. Quite a lot of people, quite a lot of

learners, quite a lot of students postponed the learning task; they have a doubt. What's the pronunciation of nonchalance and you say, come on I will look at it later.

Do not do that; do not do that. You know that is a learning opportunity that you are missing. If somebody tells you to come to play would you miss that chance, it is just like that. It is a learning opportunity. Once you have a doubt in your mind, immediately go to the dictionary or consult, contact your teacher or in the least contact us and we are duty-bound to answer you, no matter where we get the answer from.

So, look at this sentence. Maldives is a beautiful destination. It is indeed so; I am sure you know where it is. It is in the south-western tip of India, a group of islands a little away from the Arabian Sea coast of India. It is a beautiful destination, definitely. Many people would say go there or go there.

We know that nouns become plural by taking s es, how do verbs become plural or singular. Verbs become plural by not taking s and es, verse become singular by taking s and es. So, that is the case here. In the first occurrence of Maldives is plural. Maldives is a beautiful destination. Now, all references to it will have to be in plural.

So, you say many people go there. You do not say, 'many people goes there'. 'Many people go there for a vacation.' Look at the next, 'I do not enjoy winters'. 'I do not enjoy winters', why? 2 degrees because 2 degrees, too cold for me, each person has his or her tolerance, threshold level, how much can you take?

If you look at degrees, then there are two nouns it is plural, you will have to see are, but if you look at 2 degrees as a unit, then it is a singular, So, what it says is enough for you 2 degrees is too cold for me. You say is, why do you say is? Because it makes a unit? Would you say? 'Do Sushmita know' or 'does Sushmita know'? Obviously, you know I am quite confident, no one has made a mistake here.

Sushmita is a singular person, only one person, and therefore we know we will have to tell her sorry Sushmita you are a singular number, and therefore, you should say a singular verb, you should use a singular verb, and that is why we get, does Sushmita know how the incident occurred?

Next, a lot of natives here speak Hindi. That means who is the noun here? A lot or here or natives it is natives. Is it singular or plural? Or no, it is plural, and then, you know the

sentence goes. A lot of natives here, speak Hindi. But if it were only one person, only one native here speaks Hindi then it becomes 'speaks'.

So, that is the rule. Tennis looks like apparently a plural noun. But it is not actually a plural noun. It is a very false impression. It is a singular noun Tennis. Tennis is my favourite sport. Economics once again, it looks like a plural because of s at the end, but it is not so you cannot say, 'economic was' or 'were' my favourite subjects.

So, you let s come in economics and then you know, it is a single subject. So, you will say, 'economics is my favourite subject at school' or if it were I mean anything like that where you have a false s, you do not have to be guided by that; you have to ask yourself, what does it represent? Does it represent many units or one it represent one, it is the name of a subject, and the subject is singular.

Therefore, we will say economics was, or economics continues to be, or you know my favourite subject, you cannot say, you do not say, 'economics were my favourite subject at school'. Summarising there are lots of exercises of this kind, everywhere, all you need to do is to pay a little attention.

You have any number of websites we will give you reference to some sites. But there are any number of references to websites, where you get a lot of exercises, even in this kind of thing and doing you can do those exercises, check your answers with the answers given wherever you are wrong, please relearn that part.

Whenever you are right, pat yourself on the back and move on. That is the way to learn. All we are doing here is to try and tell you how you can teach yourself, nobody else can learn from you. It is only you who has to learn for yourself, and this is the road. This is how it goes, namely.

Look at sentences in a paragraph. Remove the verbs from there and then ask yourself now I am going to fill it in and fill it in. Ditto for you know, other kinds of a phenomenon you know other just as other things are also learned through practice. So is language. Thank you very much. Good luck and have a good day.

English – 1 (Basic English)
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Lecture No. 48
Complex Sentence – Part 2

Good afternoon, we began talking about complex sentences in the previous unit, and we spoke about rules that apply in complex sentences across clauses. Here, today we will talk about kinds of complex sentences and how to identify one kind, in this unit once again we will talk about how to identify different kinds of complex sentences and how to identify one unit among these sentences, let us go.

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NOUN CLAUSE



- We know that a complex sentence has a main clause and at least one sub-ordinate clause.
- A main clause necessarily has a noun phrase and at least one verb phrase , which has a verb in either present or in past tense.



We know that a complex sentence has a main clause and at least one subordinate clause, a main clause necessarily has a known phrase and at least one verb phrase which has a verb in either present or in past tense but sometimes even in the main clause the governing noun the noun that is most important may not be visible. Next.

(Refer Slide Time: 1:38)

- But subordinate clause can be of many kinds, and may function in the sentence like a noun phrase, or noun, a verb phrase, or verb, an adjectival phrase, or an adjective, adverb or an adverbial phrase, etc.



Next. But subordinate clauses can be of many different kinds, main clause may not be of many different kinds because you have rigid rules that hold them together, a subordinate clause can be of many different kinds and may function in the sentence like either a noun phrase or noun, a verb phrase or verb and adjectival phrase or an adjective or as an adverbial phrase or an adverb.

All these possibilities exist so that in practice, you notice so many more elements; you have to ask yourself whether we are talking about adjective or adjectival phrase or about adjectival clause. The good thing is no matter what you ask yourself, the good thing is an adjectival clause works like an adjective, it does qualify a noun somewhere else in some other clause, that is why it is called an adjectival clause.

It is called an adverbial clause because somewhere else that clause identifies or modifies a verb, otherwise it will not be an adverbial clause, or it modifies an adjective so that it becomes an adverbial clause. Without these functions, we would not get a main clause or subordinate clause who have different functions and different types. Go next.

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- In other words, a clause can also function like a phrase, or a word, performing the function of its class, like an adjective, or an adverb, or a noun, or verb. In the following sentence, for example, the subordinate clause works like an adjective.

Only the wearer knows where shoe pinches.

Main clause	Subordinate clause
Only the wearer knows	where shoe pinches



In other words, a clause can also function like a phrase or a word, it can work like a sentence, it can work like a clause, a clause can also function like a phrase and a word, performing as a word and as a noun would perform the function of noun, so this entire clause can perform the function of a particular clause, it can either become an adjective or it can become an adverb or it can become a noun or a verb, noun, adjective, adverb, verb, they can become anything, any slot they can take depending upon exigencies of the situation of speech.

All right, for example, now look at the subordinate clause in the following sentence, how it works. Here you have a sentence, 'only the wearer knows', of course, this is the main clause, 'only the wearer knows where the shoe pinches'. What is the wearer know? Go to the next.

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- The sub-ordinate clause here works like a noun. It is the object to the verb "know" in the main clause. What do you know – you know "where shoes pinches".



What does the wearer know? It definitely requires a noun after that, you have knowledge, you know a person, you know a solution, you know an address, you know your work, you know how to make others happy, you know a variety of things, but all of those variety of things together constitute a noun, so this is not enough to say that I know and therefore I do not have to go further.

"Know" in the main clause is a verb that requires an object, that object comes to it in the next clause. The next clause is, "where shoe pinches" in place of that clause "know" can also take something else, the speaker who says, 'I know', he need not say where shoe pinches or only the wearer knows the sentence need not be completed as wearer, where shoe pinches, the sentence can be completed even with a word, 'only the wearer knows mathematics', 'only the wearer knows his shoes', 'only the wearer knows where to buy this shoe from'.

So, "know" is a verb that requires an adjective without fail, it is a must requirement, it is a definite requirement, and because it is a definite requirement here, also you have to supply it with a relevant noun, a noun or a pronoun which fits the context. So, you can say only the wearer knows, what does the wearer know? "Where shoe pinches". Alright, go to the next.

(Refer Slide Time: 7:12)

- Let us look at another example.

That the river is in spate here at this time of the year is well known.

- Here [That the river is in spate here at this time of the year] sub. noun clause functions like a noun which is the subject to the verb "is" within the main clause.



Let us look at another example that the river is in spate here at this time of the year is well known, everyone knows. What does everyone know? In this case, everyone knows that in the month of August in Bihar, all rivers swell, that is the same thing being said here, 'that the river is in spate here at this time of the year is well known'.

Now, what is the main clause here? Main clause here is, 'it is well known'. So, there is a slot, go to the next screen, there is a, come back please, there is a slot, there is a box which says box is well known, in the box you can put anything, you can say mathematics, you can see music, you can say film, you can songs, songs are well known, film is well known, magician is well known, but you will have to have something which is well known.

In this case and this should also function as the subject to the verb "is". So, in this case, what the speaker has done is, the speaker has taken a lot of words together in one clause, 'that the river is in spate here in this time of the year', so many words, roughly more than a dozen, more than a dozen words put together for one sentence, but it is put together for a purpose that this entire clause, that the river is in spate here at this time of the year is itself a clause which works like a word to become the subject of the verb "is" within the main clause.

You could as well have said it is well known rather than say it is well known; you are saying that the river is in spate here at this time of the year is well known. So, a clause can take the place of a word, a word can take the place of a clause, but so long as it is clause, it will be named after the part of speech of the word which it replaces. Because it replaces a noun because noun alone can

be the subject so here we have said that the river here, a river is in spate here at this time of the year is well-known.

(Refer Slide Time: 10:11)



- The entire subordinate clause here functions like a simple word "It" which has become the subject of the sentence "[[It] is well-known]". The entire sentence could also be written or spoken as

If it is well known that the river is in spate here at this time of the year.

That this happens is well known.
It is well known that this happens.



So, you can say that the entire subordinate clause here. What is this entire subordinate clause here? It is, 'it is well known that the river is in spate here at this time of the year'. So, this together will form the subject which I would say, 'it is well known' as I have written here, you could have, you could also put it this way rather than say, 'that this happens is well known', you can say, 'it is well known that this happens'. You could as well have said that this happens is well known.

We can as well say, we can you know put the sentence properly rather than emphasize. So, we can say it is well known, and then you can see that this happens. So, a word can become the subject; a phrase can become the subject, a clause can also become the subject of an entire clause, that a clause can become the subject of another a full sentence, so rather than say it is well known here we say, 'that this happens is well known'.

What happens? 'It is well known that the river is in spate here at this time of the year.' We can as well say, 'that the river is in spate here at this time of the year is well known'. So, this entire string of this the words this clause that the river is in spate here at this time of the year has been moved forward, and it replaces, it comes in place of "it", and because it comes in place of "it" which could have been the subject, so we say this is a noun clause, subordinate noun clause

which functions like the subject of "is", you always are subject of a verb, object of a verb so here subject is missing. Where is the subject? Subject is an entire clause here. Alright next.

(Refer Slide Time: 13:14)



- So the subordinate clause [That the river is in spate here at this time of the year] is a noun clause which is the subject of the main clause
↳ "[] is well-known]" So like a noun, or like a noun phrase, noun clause can also perform the function of a noun by becoming either subject or object of a subordinate clause.



So, the subordinate clause, 'that the river is in spate here at this time of the year' is a noun clause. What function does it do? It functions as the subject of the main clause; if we were using brackets we will say sentence bracket here, sentence, this is, these two outer brackets are brackets indicating sentences, and within the sentence, we have a noun or a noun phrase that works like the subject.

So, we could have said, "it is well known", this is an important point rather than say "it", please make a note of this point, this is an important point, that rather than use one single word "it" because of this exigencies of speech because of the situation there we have to give an entire clause, and we say, 'it is well known', rather than 'it is well known' we say 'that this happens, that the river at this time of the year swells', origin spate is well known that occupies the place of the subject, so you have clauses that can become subject of verb, that can become the object of verb, that can simply draw a match. All you have to do is to see if it is a subject which verb does it had; it is the subject of which verb.

Similarly, if you find it as an object, then you should ask yourself you know it is an object of which word, which word is qualified by this if you ask yourself these questions, the answer will be pretty simple because they are there. So, finally like a noun or like a noun phrase, a noun

clause can also perform all the functions of a noun by becoming either subject or object of the subordinate clause, alright next.

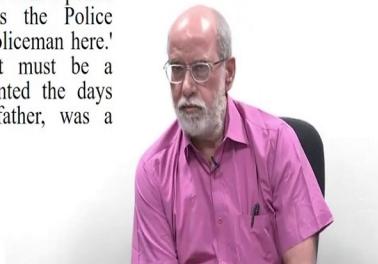
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ACTIVITY 1



Look at the following paragraph, and underline all subordinate clauses that work like a noun, whether subject or object of a verb.

'...You don't know what a great fellow Rajam is.' He told her the story of the first enmity between Rajam and Mani and the subsequent friendship. 'You know, he has a real police dress,' said Swaminathan. 'Is it? What does he want a police dress for?' asked granny. 'His father is the Police Superintendent. He is the master of every policeman here.' Granny was impressed. She said that it must be a tremendous office indeed. She then recounted the days when her husband, Swaminathan's grandfather, was a powerful Sub-Magistrate.

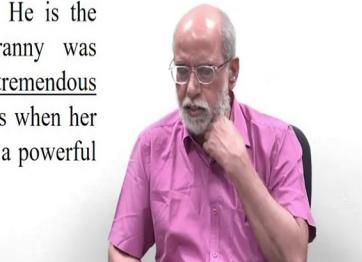


You can do this activity to become sure that you have understood it, you have got it, look at this sentence, look at the sentences in this paragraph and do the exercise, ask yourself which of these nouns, which of these clauses, I am sorry, which of these clauses is the main clause and which other clauses are subordinate clause? If you find a noun clause within the subordinate clause, please mark that. Today we have tried and done a survey of subordinate noun clause. Go to the next slide.

(Refer Slide Time: 16:30)

ANSWERS

'.....You don't know what a great fellow Rajam is.' He told her the story of the first enmity between Rajam and Mani and the subsequent friendship. 'You know, he has a real police dress.' said Swaminathan. 'Is it? What does he want a police dress for?' asked granny. 'His father is the Police Superintendent. He is the master of every policeman here.' Granny was impressed. She said that it must be a tremendous office indeed. She then recounted the days when her husband, Swaminathan's grandfather, was a powerful Sub-Magistrate.



Here, in this manner, so 'you do not know what a great fellow Rajam is.' Here, what is the principle clause? Principle clause is, main clause is you do not know. What is the subordinate clause? What a great fellow Rajam is, you know of this principle clause you do not know, "know" is a verb which requires some noun. So, you can say you do not know, look at another sentence. 'You know he has a real police dress'. 'You know' you know is not a kind of a sentence, though it is small, only two words but it is not the kind of sentence which would be happy with you know x, you can say x, but you know by themselves do not constitute a good and comprehensive sentence.

So, we say, 'you know he has a real police dress.' What is the object of "know?" That he has a real police dress, said Swaminathan, 'what does he want a police dress for?' asked granny. So, you know the first part, what does you want a police dress for is the subordinates clause, which is object to a noun object to a verb. Which verb? Granny asked. Granny asked what? She asked, what does he want a police dress for, after all, he is a boy, he could play with other things, granny has never heard any boy wearing police dress, so that is why this question.

Look at another complex sentence with a nominal subordinate clause, noun coordinate clause. He says, 'granny was impressed, and after that, this is where the subordinate clauses are.' She said, the main clause, that it must be a tremendous office; indeed, this becomes a complex sentence. She said, now said requires an object, you said what to whom. So, she said that it must

be a tremendous office indeed. So, only up to said that she said something. What is that something? The space of that particular room.

She then recounted the days when her husband Swaminathan's grandfather, this is not, in my opinion, a subordinate nominal clause. But the point here, the idea here is you become perfect in anything only by doing exercises so I would suggest, strongly suggest do it once yourself and check with the given units and it will be obvious, next.

(Refer Slide Time: 19:34)

ANSWERS



	Main clause	Sub Noun clause	Object to
1.	you don't know	what a great fellow Rajam is	know
2.	You know,	he has a real police dress	know
3.	asked granny	What does he want a police dress for?	asked
4.	She said	that it must be a tremendous office indeed	said



We have done it in the table for you. You do not know what a great failure Rajam is object to "know". So, it requires an object, "know" requires an object. Where does it come from? Here, he has a real police dress. Next, is, asked granny, what does he want a police dress for? Asked granny, asked granny is the main clause, the subordinate clause is what does he want a police dress for?

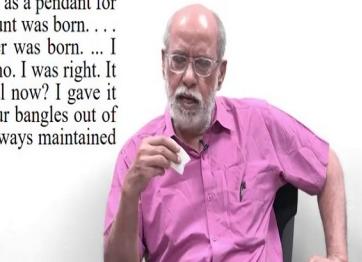
Here is the clause, what is the main clause? Asked granny. What is the subordinate clause? What does he want a police dress for, which is a subordinate noun clause object to the verb asked in the main clause. Next, she said that it must be a tremendous office. Indeed, she said what, say is again a verb which requires a noun, in this case, so same thing with the next example.

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ACTIVITY 2

Do you know how many marks he gets in Arithmetic? 'He gets all the marks, does he, child?' asked granny. 'No, silly. He gets ninety marks out of one hundred.' 'Good. But you must also try and get marks like him. . . You know, Swami, your grandfather used to frighten the examiners with his answers sometimes. When he answered a question, he did it in a tenth of the time that others took to do it. And then, his answers would be so powerful that his teachers would give him two hundred marks sometimes. . . When he passed his F.A. he got such a big medal! I wore it as a pendant for years till—When did I remove it? Yes, when your aunt was born. . . No, it wasn't your aunt. . . It was when your father was born. . . I remember on the tenth day of confinement. . . No, no, I was right. It was when your aunt was born. Where is that medal now? I gave it away to your aunt—and she melted it and made four bangles out of it. The fool! And such flimsy bangles too! I have always maintained that she is the worst fool in our family.



You can again look at it and ask yourself to split the, ask yourself if is a complex sentence, what is a complex sentence? A complex sentence may or may not have other things it definitely has at least two clauses, one of which is a main clause, and the other is a subordinate clause. Subordinate clause depends upon other clauses for completion of meaning main clause does not that is about the only difference.

Main clause is also called therefore independent clause or principle clause where a subordinate clause is always called subordinate clause the reason is that the subordinate clause by itself cannot stand. Look at the activity and do it, we hope that you will, you are doing the activities because nothing else can make you knowledgeable in your subject.

(Refer Slide Time: 21:49)

ANSWERS

	Main clause	Sub Noun clause	Object to
1.	Do you know	how many marks he gets in Arithmetic?	know
2.	asked granny	He gets all the marks	asked
3.		does he, child?	asked

Main clause	Sub Noun clause	Complement to
It was	when your father was born	was



So, compare your answer with the answer given here.

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Thank you



So, before I say thank you, let me summarize. The point I have tried to make is that language like any other natural entity has also been made up of small units, a big unit taking a smaller unit that small unit taking something still smaller, that something is small takes something else which is still smaller, you go on as somebody says said it is turtles all the way, you will get, you will go as deep or as high as you please to with the help of answers those are, that are waiting to be discovered by you.

But, today we have tried and said what is a complex sentence, what is a noun clause, how does it go along with the subordinate clause, how we can rectify ourselves, where there is a mistake, if not how we can keep happy and going. Thank you very much. Have a good day.

English – I (Basic English)
Karthika Sathyanathan
Department of Humanities and Social Sciences
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Lecture No. 49
Know Your Sentence

Hello all. I welcome you to this module, and today's module is titled know your sentence. So, in this module, we are going to solve a few questions on Adjectives, Articles and Prepositions. Let us get started.

(Refer Slide Time: 00:31)

ADJECTIVES



1. Common Adjective Mistake #1: I'm not interesting in the movie.

Correction: I'm not interested in the movie.

origin color origin ing X

2. Common Adjective Mistake #2: That is a French white old house.

Correction: That is a old white French house.

(Determiner, opinion, size, age, shape, color, origin, material and purpose) ✓

3. Common Adjective Mistake #3: He's more stronger than his opponent.

Correction: He's stronger than his opponent.



So, we will first look at a few common mistakes that we make in using adjectives in a sentence. So, let us check the first sentence 'I am not interesting in the movie', and that is a wrong usage, the right sentence is, 'I am not interested in the movie'. Let us check the explanation. Why is it interested and not interesting? So, many adjectives are formed by adding 'ed' and 'ing' to a verb.

So, when an adjective ends with 'ing', it describes the effect of a thing or a person. Likewise, when an adjective ends with 'ed', it describes how the person feels. In the example above the movie is a thing that does not interest you. Therefore, the movie is not interesting to you. In other words, you are not interested in the movie. I hope I made that clear. The next sentence is, 'That is a French white, old house'. So, the right answer is, 'That is an old white French house'.

Why is that so? Because this is the order that we must follow when you have multiple descriptions about a noun. So, house is the noun here and these adjectives when you have multiple adjectives in front of a noun to describe that noun; you follow this order, that is you first place determiner, then opinion then size, then age, then shape, color, origin, material and purpose.

So, therefore, see, all we have 'an' which is a determiner, then we have old, which is an opinion, or we can also get it as the age old, well it is an old house. Then you have white, which is the color, then you have French, which is the origin and then you have the noun. So, this is how you describe it. So, this is the order in which you describe a noun. Whereas, if you see the first sentence, what they have done is French is origin. White is colour. Old is someone's opinion or you can also say age. And then you have the noun. So, this is the wrong order. This is not the right order.

This is the order that we must follow. The next sentence is, 'He is most stronger than his opponent'. What is the right sentence? What is the right usage? 'He is stronger than his opponent'. Why is that so? Because you do not add more or less to a comparative degree. In previous classes or modules, you would have already learned about adjectives and its comparative degrees; you have comparative degree and superlative degree, the various degrees of adjectives. You must have learned that.

So by now, you should know that you do not compare a comparative degree, so you do not say more stronger or less stronger. So, if you want to use more, make sure that you do not use a comparative degree or a superlative degree in front of that. I mean after that. So, you either say more strong, or you say stronger because stronger means more strong. So, let me repeat that point. Again, the explanation is that you do not add more or less to comparative degrees. So, you either say more strong or stronger, but not more stronger. So, if you use 'more stronger' that will be around usage. I hope I made that clear. Now, the next sentence.

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ADJECTIVES

4. Common Adjective Mistakes #4: You're the most perfect person I've ever seen.

Correction: You're the perfect person I've seen.

Here are some examples of absolute adjectives:

Supreme, Wonderful, Horrible, Brilliant, Final, Obvious, Unique, Absolute, Complete,
Ideal, Preferable, Dead etc.

5. Common Adjective Mistakes #5: Which is the shortest of these two routes?

Correction: Which is the shorter of these two routes?



'You are the most perfect person I have ever seen'. What is the right usage? 'You are the perfect person I have seen'. Why? Because some adjectives are complete and absolute by itself. So, you do not have to compare it again. Or there is no further degree to that. So, we call such adjectives, absolute or non-gradable adjectives. So, you cannot add any words to intensify or grade them further, because they are already in their superlative degrees.

And what are the examples of such words? So, 'perfect' is one such example. There are a few more examples. Please make a note of that. Supreme, wonderful, horrible, brilliant, final obvious, unique, absolute complete, ideal, preferable, dead, etc. So, with these words, you do not add most in front of that. Why? Because it is already in its superlative degree. It is already in its absolute form. So, I hope I made that clear.

The fifth sentence is, 'Which is the shortest of these two routes?' What is the right answer? What is the right sentence, 'which is the shorter of these two routes?' Why? Because when comparing two things, you do not use a superlative degree, but instead, you use a comparative degree. So, for 'short', the comparative degree shorter and superlative degree is shortest. So, when there is when there are two things, you use a comparative degree that is shorter and not shortest. So, therefore, the right answer is, 'which is the shorter of these two routes?'

(Refer Slide Time: 06:59)

PRACTISE EXERCISE

Can you fix the following adjective errors?

1. The pizza today tastes more better than it did yesterday.
2. That's the most impossible challenge yet.
3. Your voice is very unique.
4. I want a simplistic life away from the busy city.
5. He walked into a pole because he was distracted by a(n) _____ dog. Choose the right option.

adorable, tiny, brown

tiny, adorable, brown

tiny, brown, adorable



So now, to make sure that you have understood the concepts I am giving you a small practice exercise, can you fix the following adjective errors? The first one is, 'The pizza today tastes more better than it did yesterday'. That is the second is 'that is the most impossible challenge yet.' Third, sentence is 'Your voice is very unique.' Fourth sentence is, 'I want a simplistic life away from the busy city'. Fifth sentence is, 'He walked into a pole because he is distracted by a or an ---- dog. Choose the right option. Adorable, Tiny, Brown; Tiny, Adorable, Brown; Tiny, Brown, Adorable. So, pause the video work on this, and then I will show you the answer. So, you can check it with yours.

(Refer Slide Time: 07:49)

ANSWERS

1. The pizza today tastes better than it did yesterday.
2. That's an impossible challenge.
3. Your voice is unique.
4. I want a simple life away from the busy city.
5. Adorably, tiny, brown



You can check it with yours. If you have any doubts, please feel free to post your queries in the discussion forum we will be more than happy to help you with that.

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PREPOSITIONS

1. **Common Preposition Mistake #1 :** My birthday is on July!
Correction: My birthday is in July!
2. **Common Preposition Mistake #2 :** Ram often goes out in the night.
Correction: Ram often goes out at night.
3. **Common Preposition Mistake #3 :** I've been working for this company since three years.
Correction: I've been working for this company for three years.



Now, the next section, so we are going to discuss a few common mistakes. That second language learners of English often make when they use prepositions in a sentence. So, the first sentence is 'My birthday is on July?' Well, the right answer is 'my birthday is in July'. Why? Because for days and dates in English language, you always use a preposition 'on'. For example, 'it is my birthday on June second.' So, when you are using a specific date, let us say second of June, then you add 'on' before the date. Because they have been specific there. So, it is to use 'on'.

Whereas, if you little vague about it, like for instance, it is in June. So, you are only specifying you are not specifying it is just referring to the month. So, in that case, you use 'in'. So, here the right answer is my birthday is 'in July' and not 'on July'. However, if you want to say that my birthday is on second of July, you use the preposition 'on'.

If you are going to use the date you are going to add 'on' before the date and it is not in you do not say My birthday is in second of July. But you say. My birthday is on the second of July. I hope I made that clear. The second sentence is 'Ram often goes out in the night.' The correct sentence is, 'Ram often goes out at night.' Well, people wake up in the morning. Go shopping in the afternoon. Meet their families in the evening. But things happen at night. You can use in the morning, in the afternoon, in the evening, but you do not say in the night, but you say at night. I hope I made that clear.

The next sentence is 'I have been working for this company since three years' and the right sentence is 'I have been working for this company for three years.' So, to describe periods of time the preposition 'for' is usually used you can still use since to describe the specific time. For example, 'I have lived in Boston since March'. But here you are not being specific right. So, and particularly when you are going to refer to a time period., then you use 'for' instead of 'since'. We can use we can also say another example is 'we have not talked since our last meeting.'

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PREPOSITIONS



4. Common Preposition Mistake #4 : Ram is married with Sita.
Correction: Ram is married to Sita.

5. Common Preposition Mistake # 5 : Where is my phone at?
Correction: Where is my phone?

6. Common Preposition Mistake # 6 : She looked like she was tired.
Correction: She looked as though she was tired.



The next sentence is 'Ram is married with Sita.' what is the right sentence? 'Ram is married to Sita.' So, if people have plans to get married, the preposition 'to' will be used. For example, 'my friend Lena is getting married to Anil next month.' However, you just marry someone. Example. 'Geeta is marrying her fitness coach.' You do not say 'Gita is married with her fitness coach.' What is the right sentence there? 'Geeta is marrying her fitness coach.' And 'Lina is getting married to Anil.'

The next sentence is 'Where is my phone at?' What is the right answer? What is the right sentence? 'Where is my phone?' So, it is considered poor grammar to end a sentence with a preposition. So, while this point has been argued at length, since it may sound better to end a sentence with a preposition, in some cases, it is still considered grammatically incorrect. So, the golden rule is that you do not end a sentence with a preposition. So that is generally considered poor grammar.

The next sentence is, 'She looked like she was tired.' And what is the right answer? Or what is the right sentence? 'She looked as though she was tired.; So, using the phrase like very liberally will make your writing sound very sloppy. So, instead, you may use pronouns such as, as say for as though. So, instead of using she looked like she was tired you may use, she looked as though she was tired.

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PREPOSITIONS



6. Common Preposition Mistake # 6 : They arrived to the school.

Correction: They arrived at the school.

7. Common Preposition Mistake # 7 : We went at the mall.

Correction: We went to the mall.

8. Common Preposition Mistake # 8 : Incorrect: I am afraid sharks.

Correction: I am afraid of sharks.



The next sentence is 'they arrived to the school.' The right answer is 'they arrived at the school.' So, 'arrived' is always followed by the preposition 'at'. You say 'arrived at' you do not say 'arrived to'. Similarly, seventh sentence if you see it is, 'We went at the mall.' What is the right answer? Or what is the right sentence 'we went to the mall.' So, went is followed by 'to', you do not say went at you say went to. So, you say arrive at and went to.

So, misusing the word 'at' and 'to' is another preposition error that happens very frequently. At refers to where things are and to describes another location. So, mixing these two up can result in a very confusing sentence. I hope I made that clear, both 6 and 7. So, the eighth question is, 'I am afraid sharks' and the right sentence is, 'I am afraid of sharks.'

(Refer Slide Time: 14:26)



PREPOSITIONS

9. Common Preposition Mistake # 9 : I made sure to study my exam.

Correction: I made sure to study for my exam

P → V + ing

10. Common Preposition Mistake # 10: I slept before run.

Correction: I slept before running.



Similarly, we will check the next sentence as well, and then I will give you the explanation. The ninth sentence is 'I made sure to study my exam.' What is the right sentence 'I made sure to study for my exam. So, in the previous question, and this question from this, one can say that prepositions most often follow a noun or a pronoun to create a cohesive sentence. However, there are exceptions that also require a preposition in order to make sense.

For example, you say afraid of, love of, concern for, study for, and worry about. If you do not follow these with a preposition, your sentence will sound very absurd and may not make any sense. The tenth sentence is 'I slept before run.' And what is the right sentence? 'I slept before

running.' Right one of the less common errors people make when using a preposition is following it with a verb.

If you follow a preposition with a verb, it must have an 'ing' added to it at the end. So, therefore, you do not say I slept before run. You say I slept before running. So, the verb here is 'run', and the preposition is 'before' so after the preposition before the verb ran comes, right. So, this is the verb; this is the preposition. So, if preposition is followed by a verb, it will have 'ing' form. I mean it must be used in its 'ing' form. Therefore, you say I slept before running and not I slept before run.

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PRACTISE EXERCISE

Can you fix the following prepositional errors?

1. For her daughter's birthday, she made a(n) _____ doll house.
cute, wooden, yellow
wooden, yellow, cute
cute, yellow, wooden
2. His car is superior **than** mine.
3. John was just **on** time to catch the taxi.
4. Meet the board members **in** the office.
5. The player died **from** leukemia.



So, now comes a quick practice exercise. So, from so far, whatever we have learned from both adjectives and articles, I have framed five questions. Please answer them, pause the video answer them, and then I will show you the answers. So, the first question is 'For her daughter's birthday she made a or an ----- doll house.' Option A, cute wooden yellow. Option B, wooden, yellow, cute. Option C, cute, yellow, wooden.

The second sentence is, 'His car is superior than mine.' The third sentence is 'John was just on time to catch the taxi.' The fourth sentence is, 'Meet the board members in the office.' The fifth sentence is, 'The player died from leukemia.' Work on these questions, pause the video.

(Refer Slide Time: 17:25)

ANSWERS

1. Cute, yellow, wooden
2. His car is superior **to** mine.
3. John was just **in** time to catch the taxi.
4. Meet the board members **at** the office.
5. The player died **of** leukemia.



Now the right answer is cute, yellow, wooden. His car is superior to mine. You do not say superior than but superior to. John was just 'in' time, you do not say 'on' time here. Meet the board members at the office. We had discussed a similar question. When we use 'at' in a sentence yes we have discussed. The player died of leukaemia, you do not say died from. So, if you have any doubts and if you need explanations to these, please put your raise your doubts in the discussion forum, and I will be more than happy to clear them.

(Refer Slide Time: 18:12)

ARTICLES

1. Common Article Mistake # 1: I am doctor specialised in neurology.

Correction: I am a doctor specialised in neurology.

Rule: Always put a/an before a singular, common noun.

~~y~~ ^y - consonant sound

2. Common Article Mistake # 2: Ravi studies at an university.

Correction: Ravi studies at a university.

Rule: Use a before consonant sounds, an before vowel sounds

1° 2° 3°
good better best

3. Common Article Mistake # 3: Savithri has best voice I have ever heard.

Correction: Savithri has the best voice I have ever heard.

Rule: Always put the before superlative degrees.



Let us now go to the section on Articles. So, the first question or the first sentence is 'I am Doctor specialized in neurology.' What is the right sentence? 'I am a doctor specialized in

neurology.' What is the rule? Why is that so? There is a rule, and the rule says always put 'a' or 'an' before a singular common noun. So, doctor is a singular common noun and therefore, you cannot say 'I am doctor', 'I am teacher.' You say 'I am a teacher' or you say 'I am a doctor.' So, this is the rule this is important. Always put 'a' or 'an' before a singular common noun.

Now the second sentence 'Ravi studies at an university.' What is the right answer? Or what is the right sentence? 'Ravi studies at a university.' Why so, because you always use a before a consonant sound and, an before a vowel sound. So here, please do not go by the vowel letters. So, if you go by vowel letters, you will get confused you will. So, the general rule you know that we have studied in schools school is to see if the word starts with AEIOU if that is the case you use an before that, but that is not that is not the right way to look at it.

Because if you go by that rule then 'an' is supposed to precede University. But that is wrong. Here you need to make a distinction between vowel sound and consonant sound. So, here University what is the first sound of the word university? It is not. O, it is U. y, y, is the sound. So y, is a consonant sound. It is not a vowel sound. So, 'an' follows 'an' comes before vowel sounds, and 'a' comes before consonant sounds. And because University starts with the consonant sound y you use 'a'. It is a university and not an university. I hope I made that clear.

The next sentence is 'Savithri has best voice I have ever heard.' What is the right sentence? 'Savithri has the best voice I have heard.' Why? Why? Because you should always put the before the superlative degree. So, therefore. See what is the superlative degree here? Best, Good, Better best, these are the two degrees. So, best is a superlative degree here. So, you should put the before the superlative degree. So, therefore you say Savithri has the best voice I have heard and not Savithri has best voice I have ever heard. I hope I made that clear.

(Refer Slide Time: 22:05)

ARTICLES

- uncountable noun*
4. Common Article Mistake # 4: I need ~~a~~ advice from you about joining yoga class.
 Correction: I need advice from you about joining yoga class.
 Rule : Do not put a or an before uncountable nouns. (Idea- countable; advice- uncountable)
- need idea X*
5. Common Article Mistake # 5: ~~The~~ teachers should not punish their students.
 Correction: Teachers should not punish their students.
 Rule : Use no article when generalizing with plurals.
- need an idea ✓*



The next sentence is 'I need advice from you about joining yoga class.' What is the right sentence? 'I need advice from you about joining yoga class.' Why? Because advice is a uncountable noun. What is an uncountable noun? Something that cannot be counted so advice cannot be counted and in English, it is classified under uncountable nouns. So, you do not use 'a' before an uncountable noun. So, therefore, you say I need advice from you about joining yoga class. Do not put 'a' or 'an' before uncountable nouns; this is the rule.

However, one important point that I want you to note is that 'idea' is considered countable in English language. 'Advice' is classified as uncountable, whereas 'idea' is classified into countable nouns. Therefore, you may say I need an idea. You do not say; I need idea. Need idea will be wrong, whereas need an idea will be the right sentence. So, keep that in mind.

The next sentence is 'the teachers should not punish their students.' And what is the right sentence? 'Teachers should not punish their students. So, when you generalize plurals, make sure that you use no article. So, you are generalizing here, so, therefore, you do not use this article, the so you are generalizing you are talking about teachers as a collective union. So, teachers should not punish their students. You do not say 'the teachers should not punish their students.' Here you are generalizing the plural. You do not use an article before generalizing plurals.

(Refer Slide Time: 24:54)



ARTICLES

6. Common Article Mistake # 6: Mount Everest is the highest mountain in the world.

Correction: The Mount Everest is the highest mountain in the world.

Rule: Use the with oceans, rivers, valleys, deserts, mountain ranges, points on globe

Note : Do not use the with the following places:

1. I'm going home. ✓
2. She's at work. ✓
3. He's in jail. ✓
4. My kids went to bed. ✓
5. My brother is in high school. ✓
6. My sister is in college. ✓



The next sentence is 'Mount Everest is the highest mountain in the world.' What is the right sentence? 'The Mount Everest is the highest mountain in the world.' Why? Because you use 'the' with oceans, rivers, valleys, deserts, mountain ranges and points on globe. But please make a note of this that you should not use the with the following places. I am going home; you do not say I am going to the home. I am going she is at work.

You do not say she is at the work. He is in the jail. You do not say he is in the jail. It is a very common error. He is in the jail. You do not say that. He is in jail. My kids went to bed. You do not say my kids went to the bed. My brother is in high school. You do not say my brother is in the high school. My sister is in college. So, remember these words homework, jail, bed, high school, college, you do not use the in front of these places.

(Refer Slide Time: 26:05)

ARTICLES

Note: Use *the* with the following places:

- I went to the bank.
- Let's go to the movies.
- He gets home from the office around 7.
- My grandfather is in the hospital.
- I'll stop by the post office after lunch.
- I got a taxi to the airport.
- I'll pick you up at the train station.
- We're waiting at the bus stop.
- We took my son to the doctor.
- I'm going to the dentist this afternoon.



Great. Now, now make a note of the places where you should use the compulsorily. Now, make a note of the words where you should use the. I went to the bank. Let us go to the movies. He gets home from the office around 7. My grandparents is in the hospital. I will stop by the post office after lunch. I got a taxi to the airport. I will pick you up at the train station. We are waiting at the bus stop. He took my son to the doctor. I am going to the dentist this afternoon. So, you use 'the' in front of bank, movies, office, hospital, post office, airport, train station, bus stop, doctor, dentist. Please make a note of this.

(Refer Slide Time: 27:11)

PRACTISE EXERCISE

Can you fix the following errors?

1. The spiders have eight legs.
2. We live in village.
3. She is fastest runner.
4. The Paris is a big city.
5. The iron is a useful metal.



Now, from what we have learned. Let us quickly do a practice exercise. Can you fix the following errors? First sentence is 'The spiders have 8 legs.' Second, 'we live in village.' Third, 'She is fastest runner.' Fourth, 'The Paris is a big city' Fifth, 'the iron is a useful metal.' Pause the video, work on these sentences, and I will show you the answers.

(Refer Slide Time: 27:45)

ANSWERS



1. Spiders have eight legs.
2. We live in a village.
3. She is the fastest runner.
4. Paris is a big city.
5. Iron is a useful metal.



What is the right answer to the first sentence? Spiders have 8 legs. Second is we live in a village. Third sentence is she is the fastest runner, the fastest runner. Fourth sentence is, Paris is a big city. Fifth sentence is iron is a useful metal. I hope you got them right. If not just go back to the basics and quickly revise the rules. If you have any doubts, please put, put up your doubts or please raise your queries in the discussion forum. We will be more than happy to help you out with those questions. So, with that, we come to the end of the session, I will meet you with a different module on a different date. Until then, stay safe, take care. Bye.

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