



**IIT Madras**  
ONLINE DEGREE

# Online BSc Degree and Diploma Program

## PROGRAMMING AND DATA SCIENCE

### Foundational Level Course

# ENGLISH I NOTES<sup>1</sup>

(Course ID: BSCHS1001)

4 Credits

**Course Objective:** This course aims at achieving fluency and confidence in spoken and written English. This course will use insights from theories of learning and dominant methods of teaching language.

#### What We'll Learn

- Acquiring wide range of vocabulary and linguistic competence that is required for functional performance;
- Building elementary foundations for the knowledge related to conventions and use of language in society, particularly in speaking and listening skills;
- Identifying patterns of basic sentence types and structural accuracy;
- Developing the basic skills for creative reading and writing with precision.

Support: [support@onlinedegree.iitm.ac.in](mailto:support@onlinedegree.iitm.ac.in); 7850-999966

Leave a comment if you find any errors or would like to suggest any improvements. Feel free to share this document as is (but it comes with no responsibility but with lots of best wishes), sharing is caring.

Compiled By: FrogLessPi (🐸 < π)

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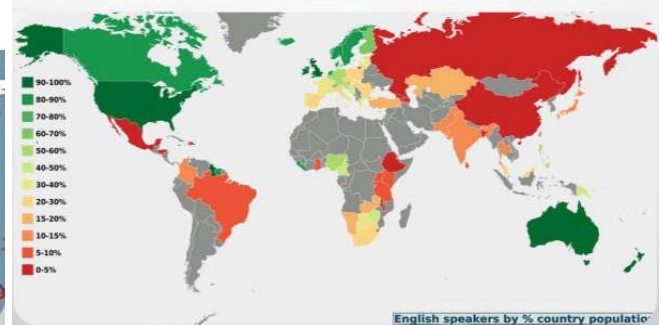
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[illegible]

**Fluency**

**BEFORE** **AFTER**

I can read accurately with expression & understand what I read

Contingent: /kənˈtɪndʒ(ə)nt/ occurring or existing only if (certain circumstances) are the case; dependent on

- Support Team:



**Leena Anil**

Guest Faculty, Department of Humanities and Social Sciences, IIT Madras  
Starting off as a textbook writer, Leena soon discovered that content counts in the classroom, both real as well as virtual. With a PhD in applied linguistics from the University of Madras, her vision is to help learners speak English fluently and confidently.



**Rennet Samson**

Guest Faculty, Department of Humanities and Social Sciences, IIT Madras  
Rennet is a retired professor from Ethiraj College in Chennai. She obtained her PhD in English language and literature from Ethiraj College, Chennai. She has more than 22 years of experience in teaching English.



**Manjula Rajan**

Guest Faculty, Department of Humanities and Social Sciences, IIT Madras  
Manjula is an excellent chalk-and-talk teacher. Her ability to communicate with the learners makes her a unique asset in the academic domain. With a PhD in English Language Teaching, Dr. Manjula Rajan lends her extensive classroom experience into training and development initiatives.



**Sudha Ravi**

Guest Faculty, Department of Humanities and Social Sciences, IIT Madras  
With a sound background in educational theory and extensive classroom experience, Sudha is both a teacher-trainer and content developer. She has a master's degree in English.



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Dr. Mahadevan is a retired professor of English from Hindu College Chennai. She has a PhD from Bombay University and PGDTE from CIEFL Hyderabad. She has been an adjunct faculty at Chennai Mathematical Institute, Chennai and a guest faculty in the Department of Humanities and Social Sciences at IIT Madras. She has about four decades of experience of teaching English Language.



**Karthika Sathyanathan**

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Karthika has an MA in English Studies from IIT Madras. She has worked as a Language & Education Consultant with multiple government departments and non-government organisations. Currently she is working as a project officer with IIT Madras. Her areas of interest include ELT, multilingualism, multiculturalism and second language learning.



**Padmini Vaidyanathan**

Padmini has a bachelors in Journalism & Mass Communication from MOP Vaishnav College, Chennai. She has a Masters' degree in Development Communication from Jamia Milia Islamia University, New Delhi. She has worked as a research officer & project manager with multiple government and non-government organisations. She is currently working as project officer with IIT Madras.

- Consultants:



**DR. OM PRAKASH**

Gautam Buddha University, New Delhi



**DR. SHREESH CHAUDHARY**

Professor (Retd.)  
HSS/IIT Madras



**1.1 LECTURE 1 - Sounds and Writing Symbols in English**

- We sound confident by knowing the **nuances** of language, being patient pays back.<sup>2</sup>
- Writing symbols in English(alphabets) are **different from how they sound**(pronunciation).

We pronounce B as Bee but pronounce BALL as ba-aa-l.

- **26 Characters** A-Z(UPPERCASE), and a-z(lowercase). Pronounce aloud with Rhyme.

IMMA be like A for Apple B for Ball; and my Parents are regretting every penny they spent on my education till now.<sup>3</sup>

- Convention: First word/letter of every sentence/word in Uppercase.

## English Letters

A a	B b	C c	D d	E e	F f	G g	H h	I i
a	bee	cee	dee	e	ef	gee	(h)aitch	i
[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ɛf]	[dʒi:]	[(h)eɪtʃ]	[aɪ]
J j	K k	L l	M m	N n	O o	P p	Q q	R r
jay	kay	el	em	en	o	pee	cue	ar
[dʒeɪ]	[keɪ]	[ɛl]	[ɛm]	[ɛn]	[ou]	[pi:]	[kju:]	[ɑ:/ɑr]
S s	T t	U u	V v	W w	X x	Y y	Z z	
ess	tee	u	vee	double-u	ex	wy(e)	zed/zee	
[ɛs]	[ti:]	[ju:]	[vi:]	[ˈdʌbəlju:]	[ɛks]	[waɪ]	[zɛd/zi:]	

- We **modify Exhaling Flow** of air in our oral cavity to form sounds for speech.
- When there is **Very Little to No Obstruction** we get **Vowels** and vice versa for Consonants.
- There are **20 Vowel Sounds(5 vowels/ a, e, i, o, u)** in English.

And **24 Consonant Sounds(21 Consonants)** in English.

- **PRACTICE:** Pay attention to following words by speaking/vocalizing them and paying attention to the Consonant and Vowel sound in them:

<sup>2</sup> Nuances: /ˈnju:ɑ:ns/ a subtle difference in or shade of meaning, expression, or sound

<sup>3</sup> This is the pun formatting

# Vowel Sounds in English

## Consonant Sounds in words

Vowels			
i	p <u>i</u> t	ɔ:	b <u>or</u> n
e	p <u>e</u> t	u:	b <u>oo</u> n
æ	p <u>a</u> t	aɪ	b <u>i</u> te
ʊ	p <u>o</u> t	eɪ	b <u>a</u> it
ʌ	b <u>u</u> t	ɔɪ	b <u>oy</u>
ʊ	b <u>oo</u> k	əʊ	t <u>oe</u>
ə	m <u>o</u> th <u>e</u> r	aʊ	h <u>ou</u> se
i:	b <u>ea</u> n	ʊə	p <u>oo</u> r
ɜ:	b <u>ur</u> n	ɪə	<u>e</u> ar
ɑ:	b <u>a</u> rn	eə	<u>a</u> ir

1. /p/ -	pit	13. /h/ -	hot
2. /b/ -	bit	14. /l/ -	lad
3. /t/ -	tab	15. /r/ -	red
4. /d/ -	dab	16. /w/ -	wed
5. /k/ -	cab	17. /θ/ -	thought
6. /g/ -	gab	18. /ð/ -	them
7. /f/ -	fan	19. /ʃ/ -	shy
8. /v/ -	van	20. /z/ -	treasure
9. /s/ -	sad	21. /tʃ/ -	chime
10. /z/ -	zoo	22. /dʒ/ -	jam
11. /m/ -	man	23. /j/ -	yum
12. /n/ -	not	24. /ŋ/ -	sing

## Consonant Sounds in English

## Consonant Sounds

p	b	t	d	f	v	θ	ð
/pɪn/	/bæd/	/tɪn/	/dɒg/	/faɪv/	/væn/	/θɪn/	/ðæt/
pin	bad	tin	dog	five	van	thin	that
m	n	ŋ	h	ʃ	dʒ	k	g
/mæn/	/nəʊz/	/θɪŋ/	/hɑ:f/	/ʃə:ʃ/	/dʒæm/	/kaɪnd/	/gʌn/
man	nose	thing	half	church	jam	kind	gun
s	z	ʃ	ʒ	l	r	w	j
/seɪ/	/zu:/	/ʃɪp/	/meʒə/	/leg/	/rʌn/	/wɜ:k/	/jes/
say	zoo	ship	measure	leg	run	work	yes

DICTIONARY PHONETIC SYMBOLS			
B) CONSONANT SOUNDS			
/b/	book	/bʊk/	
/d/	day	/deɪ/	
/g/	give	/gɪv/	
/v/	vast	/vɑ:st/	
/ð/	this	/ðɪs/	
/z/	zoo	/zu:/	
/ʒ/	vision	/ˈvɪʒən/	
/dʒ/	jump	/dʒʌmp/	
/l/	look	/lʊk/	
/r/	run	/rʌn/	
/j/	yard	/jɑ:d/	
/w/	we	/wi:/	
/m/	moon	/mu:n/	
/n/	name	/neɪm/	
/ŋ/	sing	/sɪŋ/	
/p/	path	/pɑ:θ/	
/t/	town	/taʊn/	
/k/	cat	/kæt/	
/f/	fish	/fɪʃ/	
/θ/	think	/θɪŋk/	
/s/	say	/seɪ/	
/ʃ/	she	/ʃi:/	
/tʃ/	cheese	/tʃi:z/	

- PRACTICE writing 4 words with each Vowel sound(aa, i, ii, u, uu, o, au).

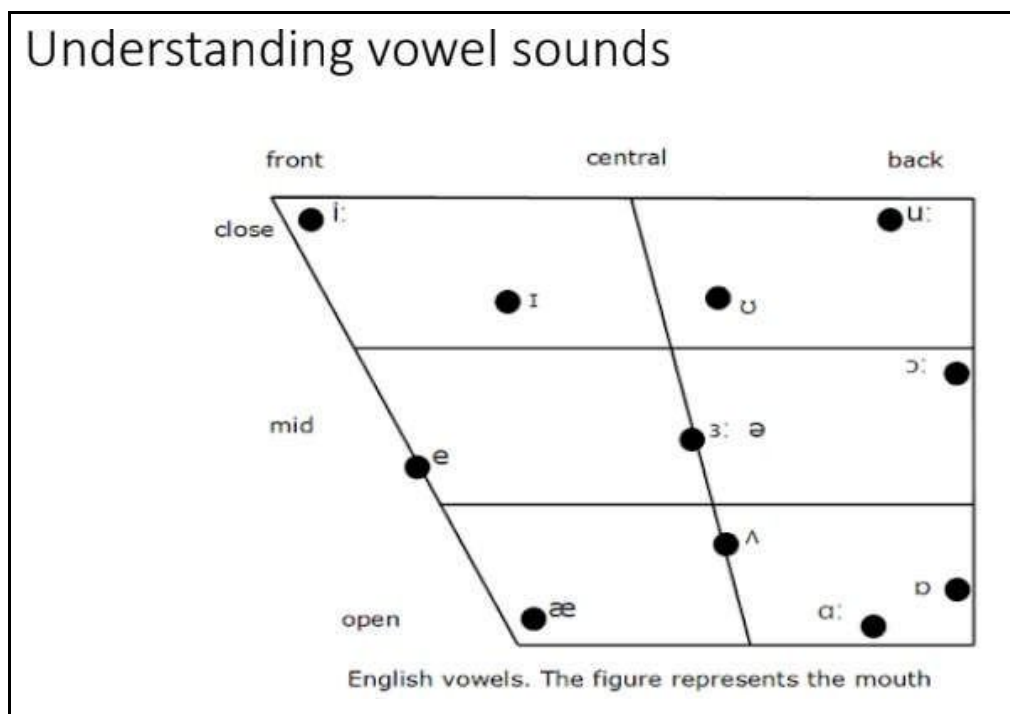
## 1.2 LECTURE 2 - Speech Sounds(Vowels) in English

- Articulation of Vowel Sounds; **Long and Short Vowels.**

a	up, ə	cup /kʌp/		
aa	father, ā	sound,	round /raʊnd/	
i	in,	nk,	sink,	drink
li	clean,	seat,	beat,	feet
u	book,	cook,	look,	
uu	zoo,	boot,	room	

- **Vowels are more Fundamental** in making words than consonants:  
To make a word we **MUST HAVE** at least one vowel sound in any language.
  - **PRACTICE:** Write phonetic respelling of above words for practice.
- When one small sound makes the distinction between two words we call it **Phonemic Distinction**.  
Eg. sit vs seat(3 sounds); i vs ii
- You can represent length in phonetic respelling in this course with doubling of letters /raʊnd/
- Pay attention to where the sounds come from, such as b/w /a/ and /aa/, closed and hollow.

The Point when you realize this aint gonna get done without playback speed tweaking?(what's your pace!).



### 1.3 LECTURE 3 - Consonant Sounds in English

- Understanding sound system of a Language is very important to generate better & confident speakers.
- Articulation of Consonant Sounds In **Our Languages**:

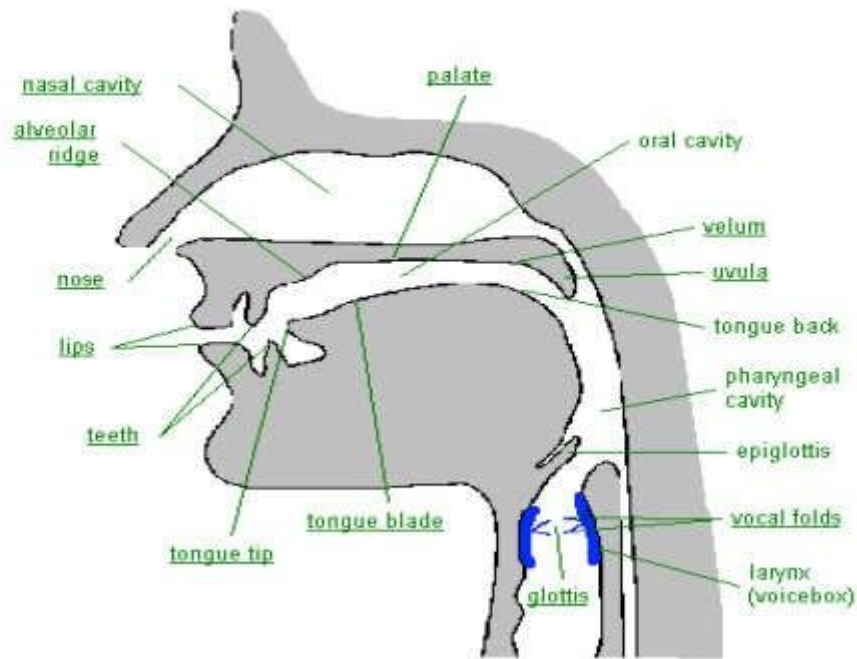
	Oral Sounds				Nasal Sounds
	-asp	+asp	-asp	+asp	
	-voice	-voice	+voice	+voice	
Velar	k	kh	g	gh	ng
Palatal	c	ch	j	jh	ny
<b>Retroflex</b>	<b>T</b>	<b>Th</b>	<b>D</b>	<b>Dh</b>	<b>N</b>
Dental	t	th	d	dh	n
Labial	p	ph	b	bh	m

- We produce speech sounds by modifying Exhaling Flow of air in Oral Cavity.
- **Complete Blockage** leads to **Stop Sounds/ Plosives**.
- **Bi-labial**: Two Lips.
- **Labio-Dental**: Lower **Lips** and Upper **Teeth** f, v.
- **Fricative**: Not complete Blockage/ Release, sort of **friction**.
- **Dental**: Tip of tongue touches teeth, th and d.
- **Voicing**: Vibration in Vocal Chords.
- **Aspiration**: More Aspiration
- **Nasal sounds** produced by passing flow of air in Nasal Cavity.
- **Places vs Manner of Articulation** Chart:

	bilabial	labio-dental	dental	alveolar	post-alveolar	palatal	velar	glottal
stop	p b			t d			k g	ʔ
nasal	m			n			ŋ	
flap				r				
fricative		f v	θ ð	s z	ʃ ʒ			h
approximant				ɹ		j		
lateral approximant				l				



# Articulators



Oral/Nasal Cavity and Tract

- Quite a time we don't sound the way a native speaker sounds; because of some sounds such as
  - **Retroflex Sounds** which are non existent in english or
  - **Tip of tongue + Alveolar Ridge** sounds which are in the form of **Tongue rolling backwards and hitting the alveolar region**(t vs ढ or ठ) which appear in some form or other while we speak.
  - Or Nasal Sounds
  - Or aspirated sounds such as kh ch Th gh

That doesn't have to damage our confidence, but the knowledge about it can make us improve.

- We are already good at many sounds, but there are areas where we need more **attention** such as **Fricatives and Alveolar**. Some specifics being:
  - s vs sh
  - z vs j
  - f bs ph(father vs phather)
- **PRACTICE**: Write words and practice with their places of articulation.

Golden Rule of Graded Assignments: Always save your answers in a safe place. \*PooF\* Vanish on clicking submit. :-D

## 1.4 LECTURE 4 - Listening



- Four skills of Language: **Listening, Speaking, Reading, Writing**
- Good Listeners tend to become good speakers and good readers become good at writing.
- **Why is Listening Important?**
  - Only if we listen can we understand/comprehend and only then can we assimilate ideas/thoughts that are spoken. It is also important because **listening leads to thinking Thinking leads to decision-making.**
  - Research shows that poor listening habits and skills can cause as many failures of communication as ineffective expression of ideas. We have to understand that **successful listening is not a passive act.** It involves active processing, reformulation and revision.
- Listening- First Language Skill
  - Most children come to school armed with only one way to learn – Listening. Almost all of us were born doing it. Indeed, for the first few years of formal education, listening is an integral part of teaching. But something happens around first and second grade, when students learn to read and write. Slowly the read aloud books and story time are phased out, replaced instead by silent reading.
- What do we listen For?
  - Understanding detailed information for a purpose
    - Can understand straightforward factual information about common topics; understand simple technical information.
  - Understanding & interpreting a range of features of context(Might not have required Language)
    - Can follow the main points of extended discussion
  - Understanding the topic & the main points<sup>4</sup>
    - Can understand the main points of familiar matters; can understand the main points & information content of news bulletins & TV Programmes
  - Distinguishing main points from sub points
    - Can identify general messages and specific details.
    - Can follow a lecture or talk on familiar subject matter detail.
- We Listen For:
  - **Comprehension**
  - **Acquisition**
  - Listening and listening comprehension are one and the same thing. It is believed that people listen for understanding the spoken language.
  - When we say listening for acquisition it means listening will provide us inputs for **developing** our second language skills. In this case English.

<sup>4</sup> Jargon: /<sup>1</sup> dʒɑːg(ə)n/ special words or expressions used by a profession or group that are difficult for others to understand.

- It means when we listen we also **acquire vocabulary** of that language, words, phrases and how to use them and where to use them while speaking or writing.
- The **challenge of listening** is the **manner** in which the speaker is **delivering** the spoken language, their **pronunciation, intonation** and above all **speed of delivery**.

- **Moving from Language to meaning- Comprehension**

- Comprehension begins with first understanding sounds--->words--->clauses--->sentence->text till meaning is derived.

- **Moving from Meaning to Language- Acquisition**

- In the second method we move from meaning to language.
- For this the listener needs to have background knowledge of the topic of discourse.

- **Understanding Both Processes-**

**First process (BOTTOM UP APPROACH):**

Let us take an example to understand the processes.

Situation: Visit to a doctor.

Your friend tells you she is going to visit her doctor in the evening as she has been having a stomach ache. She tells you that the pain is severe.

Words and expressions:

Stomach Ache; Visit the doctor; In the evening; Severe pain.

These chunks help us identify the underlying meaning the words express.

**Second Process (TOP DOWN APPROACH):**

Situation: I heard on the TV last night that Japan has suffered an earthquake. As many as 200 people were killed.

The moment the word 'earthquake' is uttered a set of questions come up in the mind of the listener.

Where exactly was the earthquake? How big was it? Did it cause a lot of damage? What rescue efforts are underway?

These questions guide us through the understanding of any subsequent spoken discourse that one will hear.

- When we **start listening** to a language for the first time we tend to use the '**Bottom-up Approach**' to listen. We are looking for familiar 'words' and 'phrases' to get some meaning.
- An **expert user** of the language uses the '**Top-down Approach**' to listen.
- Most of us are somewhere in between these two. If we wish to become an expert user of the language we need to move towards the second approach.

## 1.5 LECTURE 5 - Approaches to Listening

- Audio short talk and **activity** based on developing the brain.
- Bottom Up Process:
  - Recognize:
    - Words and Clauses
    - Key words
    - Key transition words/phrases in a discourse/speech
    - Grammatical relationship between key words in a sentence
    - Order in which words occur in a sentence
  - Tasks that Develop Bottom Up Process:
    - Listening to positive and negative statements and choosing appropriate responses.(True/False Questions)
    - ACTIVITY** in lecture.
- Top Down Process:
  - A listener who develops this ability can do the following: One Can
    - use keywords to construct the ideas involved in a conversation/discourse
    - infer the setting for a text
    - infer the role of the participants and their goals
    - infer cause and effect relationship
    - guess unsaid details of a situation/ guess
    - guess/anticipate questions related to a given topic
  - Prepare a set of questions before attending a discourse.
  - ACTIVITY** in lecture.

Maahn, Does the Intro Music soothe me into watching the Lectures! Sometimes the only soothing thing in the Lectures.

## 1.6 LECTURE 6 - Conversational Skills in Basic Communication



- How are you? What's up?
  - I am fine. Not bad.
  - I am good. Not great.
  - I am pretty good. Not so good.
  - I am okay. Not so well.

**While asking this question, not everyone wants an elaborate answer.**

- What do you do?(**Rude/ Impolite to directly ask for a person's job**)
  - What are you doing? - sounds similar to "what do you do?", but means different. (your action right now or this minute).
  - I am presenting a video on English.
  - I am cooking/ dancing/ singing/ working on my computer. (answer with –ing verb).
  - What is your job? – **too direct and awkward.**
  - What do you do?
  - I am a teacher /engineer / farmer / student.
  - I work at a school/hospital.
  - I work at a law firm.
  - I work for IIT Madras / Microsoft / The Indian Express (a famous institution/ company name)

**Response(must sound genuine, dont fake):-**

- How interesting!
- Oh..That must be exciting!
- Really? That is nice.
- Asking about hobbies(**native speakers don't directly ask!**)

○ Do you have any hobbies?	What are your hobbies?
○ What do you do for fun?	What do you do in your free time?
○ I like to watch movies/read books/play tennis.	I like watching movies/cooking/reading.
○ I really like watching movies.	I kind of like watching movies.
○ I like hanging out with my friends, and stuff like that.	
- Where are you from?

○ Which city are you from?	What state are you from?
○ What country are you from?	I am (your nationality).
○ I am Brazilian/ Indian.	I am from (the country you are from).
○ I am from Brazil/ India.	I am from New Delhi.
○ I am from Mumbai.	Are you from New York? – polite expression
○ Are you from Tamil Nadu? – polite expression	I am from the South/North/West/North-east
- What is your name? - **Native speakers do not ask this question directly. They are often direct.**
  - I am Karthika and you?(**encompasses the subtle question, polite**)
  - I am Veena (his/her name)
  - I am sorry. What was your name again? – you remember meeting them.



- Riya, what do you do ? – **use of name in conversation to show interest.**
- What do you do for fun, Riya? – **Do not use the name too often as it may sound strange.**
- Getting contact details
  - What is your phone number? – **too direct (particularly with the opposite sex)**
  - For Formal and official purposes, people prefer to connect by emails over phone calls.
  - Could I get your number? – **less direct / softens the request.**
  - Could I get your email-address?
  - Sure, my number is 987654321.
  - Sure, my email address is xyz@gmail.com.
  - Sure it's (your phone number/email id).
  - Are you on (facebook/linkedin/twitter/skype)
  - Yes, I am/No, I am not.
  - No, but you can contact me on (email/phone number).
- Where do you live ?
  - So where do you live?
  - Do you know Adyar/ Mylapore in Chennai?
  - Landmark : I live near IIT campus.
  - I live near the Cancer Institute/Anna University.
  - Train line: I live on the yellow line, near Patel Nagar metro station.
  - I live near Guindy railway station.
  - Oh yea! I know it. I live near there!
  - Oh, no! I am afraid, I don't know it.
  - Oh really?
  - So where do you live? How about you?
  - Comments about the area if you are familiar.
  - That is a really nice area.
  - No negative comments about the area.
- Where did you go to school?
  - A good small talk question/conversation starter.
  - Past 23 – Where did you go to college/school?
  - Where did you go to university?
  - I went to (university) in (city).
  - I went to New York University in America.
  - Wow! That is a really famous university.
  - I didn't go to college.
  - Do not act surprised.
  - Make a positive comment.
  - Oh really? Did you go straight into a job?
  - Follow up question: What did you study?
  - What was your major?

### Sounds and Words(Continued)

#### 2.1 LECTURE 7 - Words

- Composition of Words(Underlying Rules, not random)

A word is a combination of sequence of consonant and vowel **sounds**.

- CVCV           papa/paapaa/, daddy, mom
- CVC           dad, mom
- VCVC
- CVV
- **CCVC**       **what, glass**
- **CVCC**       **sink**



- Sounds from the **same places of articulation do not come next to each other.**<LEC 8>

pb    bp    td

- Every **consonant** sound has a **built in vowel sound 'a'** in it

- Words **only with vowel sound: Eye /aai/ VV**

- **CLUSTERS:** When two consonant sounds come together while **losing the inbuilt vowel sound/a/** CC

EG:- GLASS = CCVC = /g/ +/l/ = /gl/                      SINK = CVCC = /n/ + /k/ = /nk/

- /k/ - velar       [-asp, -voice] ki**ing**, **class**    /klaas/ CCVC /king/ CVC
- /g/ - velar       [-asp, +voice] **great**, **glass**
- /p/ - bilabial    [- asp, -voice] **pink**, **pure**    /pink/ Cluster
- /b/ - bilabial    [- asp, +voice] **bliss**, **bless**   /b/ Cluster

- **Assimilation**

Impossible

Incomplete (Nasal sound becomes velar in "in" part)<NOT /incomplete/ rather /ink/>

Accident

\* **Clusters are not formed across SYLLABLES** like in 'accident'.

## 2.2 LECTURE 8 - Clusters in English Words

- Consonant Clusters

- Two consonant sounds coming together
- **and Reduction of the in built vowel sounds** from the first one
- Not in random order

Cluster        /klastar/ (**Phonetic Transcription**)    CCVCCVC

Bliss        /blis/        **CCVC**

School        /skuul/        **CCVC**        SCHOOL not SAKOOL

Scooter        /skutar/        **CCVCVC**        uu = ū = u:    SCOOTER not SAKOOTAR

Blast        /blast/        **CCVCC**

- **\* IPA CHARTS:- International Phonetic Association/Alphabet**

That moment when you realize that the word CLUSTER itself is a cluster \*MIND = BLOWN\*

- Mono-syllabic: words with only one syllable.

- Cluster of Three Consonants

- Spring        /spring/        s        p        r        **cccvc**
- Stress        /stres/        s        t        r        **cccvc**
- Screw        /skrue/        s        k        r        **cccvv**
- Splash        /splash/        s        p        l        **cccvc**
- String        /string/        s        t        r        **cccvc**
- Scrub        /skrub/        s        k        r        **cccvc**

- For clusters of three Consonants, they necessarily need their first second and third sounds as:

**First Sound: S**

**Second Sound: p, t, k**

**Third Sound: l, r**

**Dental Fricative**

**Stop/plosive Sounds**

**Liquid Sounds**

And hence there are very limited 3 C clusters...

- Eg: Scream    Scroll    Scrutiny    Stress    Scrap    Strand    Strict    Strip    Spring

- Clusters with more than three Consonants don't exist or at least here in the examples are not present.

## 2.3 LECTURE 9 - Syllable and Words

- **Words:** A single distinct meaningful element of speech or writing used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed.
- **Syllable** is a unit of organization for a sequence of speech sounds having nucleus(most often vowel) with optional initial and final margin(typically, consonants)  
For syllabification don't look at spelling or even phonetics, look at the **breaks in the flow of pronunciation or how many puffs or number of jaw drops.**
- There are no hardcore rules, but when we pronounce knowing the syllables we sound impressive and are confident in our speech.

- Words can have multiple syllable(syllable are smaller than a word but bigger than a sound):-
  - Mono-Syllabic/ 1- syllable: SUN, LIFE, BREAK, TONGUE
  - 2- Syllable: Ti-ger, Po-lice, Bet-ween, Mar-riage
  - 3- Syllable: E-ner-gii, ka-pi-tal, he-ri-tez, saf-far-ing
  - 4- Syllable: In-vi-si-ble, e-du-ke-shan, a-qua-rii-am, in-fi-ni-tii

- Segments of Syllables:- \* <be familiar but not necessarily need to memorize this>

INITIAL MARGIN(typically consonant)	NUCLEUS(vow)	FINAL MARGIN
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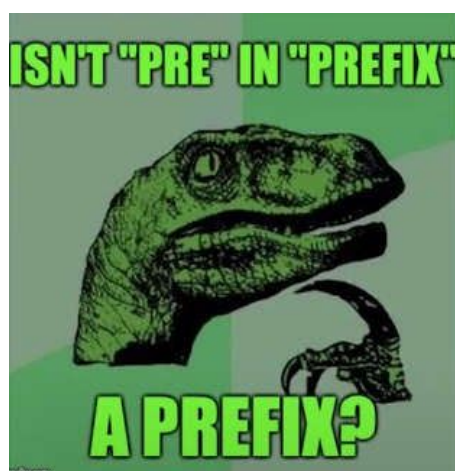
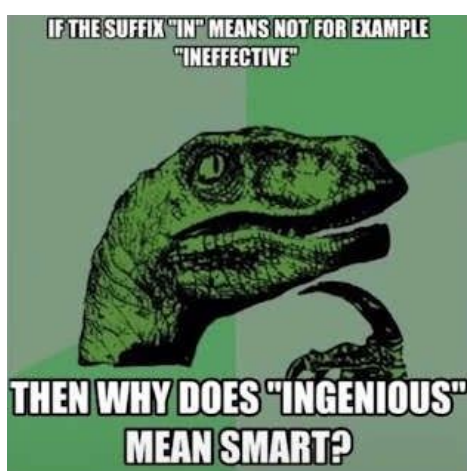
- **Nucleus:** a vowel or syllabic consonant, obligatory in most languages.
- **Onset:** a consonant or consonant clusters.
- **Rhyme:** contrasts with onset and splits into nucleus and **coda**.
- **Coda:** a consonant, optional in some languages, highly restricted or prohibited in others.
- Whenever words in English have more than two syllables, **one of them is more accentuated**. For example ba-**NA**-na. \* Stress
- Grammatical Categories of Words(**Parts of Speech**)<sup>5</sup>:-  
Words combine to form phrases and sentences. All words belong to categories called word classes(or parts of speech) according to the part they play in a sentence. The main word classes in English are listed:-
  - **Noun:** Book, Cat, Ram
  - **Verb:** Play, sing, cry
  - **Adjective:** tall, beautiful, red
  - **Adverb:** loudly, really, very
  - **Pronoun:** She, him, that
  - **Preposition:** on, at, in above
  - **Conjunction:** but, for, if
  - **Dereminer:** a, an, the
  - **Interjection:** Hello!

<sup>5</sup> Robust: /rəʊ(ʊ)l bʌst/ strong and healthy; vigorous

## 2.4 LECTURE 10 - Building Vocabulary



- Lexical Chunks/ Units<sup>6</sup>/ Vocab Building is a natural process to be done consciously, and its importance can never be underestimated.
- Developing vocab through **Word Formation(four main kinds)**:
  - **Prefixes**: are added **before the base** or stem of a word<sup>7</sup>  
Eg: **un**-happy, **multi**-cultural, **over**work, **cyber**space, **super**market; mono= one, multi=many, post=after  
**Monorail**, **monolingual**, **multi**-, **post**-, **un**- = not/opposite
  - **Suffixes**: added **after the base** or stem of a word. Main purpose is to show what class of word is it(Noun, Adj)  
Eg: Measurement, Inflatable, Woolen, Beautiful, Flexible, **-ism**(noun), **-er/-or**(people), **-en**, **-ify**(form verb), **-able**(adjective), **-ily**(adverbs)



- **Conversion**: involves the **Change in grammatical form**, from one class to another,  
Eg: See-through adj(material), to appear-->appearance, to improve--> improvement, effective --> effectiveness, difficult--> difficulty, to email(v), and to microwave from email(n) and microwave, google, see through, standup, text, downloads, jetting, ups and downs



- **Compounds**: **link together two or more bases** to create a new word.  
Eg: living room, ice cream, full moon, high school, N: car park, rock band, chain smoke, V: baby sit, Adj: heart breaking, sugar free, Adv: good naturedly nevertheless.

<sup>6</sup> Lexical: /'lɛksɪk(ə)/ relating to the words or vocabulary of a language

<sup>7</sup> Polyglot: /'pɒlɪɡlət/ knowing or using several languages.



- **Denotation(dictionary)** and **Connotation(association, emotion)**: there is more to a word than dictionary meaning. Shades of meanings(connotative).

"I know what you said, but what did you mean."

ROSE: Denotation- The plant with flower

Connotation- Love, passion, romance, death, duality

Positive Connotation	Neutral Connotation	Negative Connotation
thrifty	economical	miserly
economical	inexpensive	cheap
exceptional	unusual	strange
youthful	young	childish
illustrious	famous	notorious
slender	thin	skinny
prudent	timid	cowardly
laid-back	inactive	lethargic
persevering	persistent	stubborn
overwrought	nervous	High strung
Up to date	new	newfangled
visionary	inventor	dreamer
Save	store	hoard
hilarious	laughable	ludicrous
assertive	aggressive	pushy
employment	work	drudgery
strategy	plan	scheme
fragrance	smell	stench

- **Exercise**, rank from positive to negative:

Thin, slim, lanky, skinny, gaunt, slender

Aggressive, assertive domineering, dynamic, pushy, forceful

Shrewd, egghead, bright, clever, brilliant, cunning, smart, intelligent, brainy

- One has to deliberately acquire new vocabulary and then slowly make it a lifestyle when it is a process that happens autonomously.

## 2.5 LECTURE 11 - Enrich your Vocabulary



- Vocabulary refers to the words a person knows and uses and it can be:
  - **Passive(Receptive)**
  - **Active(Productive)**
- Why improve:
  - It's a fundamental tool to improve LSRW skills, words are catalysts for learning and thinking.
  - The more words one commands, the more accurate is one's thinking.
  - Wide vocabulary improves academic scope, and getting better grades.
  - Words allow one to communicate one's thoughts and feelings and helps one persuade and influence others.
  - A good repertoire reflects the personality of the speaker.(demagogue)<sup>8</sup> **HOW?:**
- **Prefixes and Suffixes:** Disgruntled, Infancy(not not fancy), Encourage
- **Use One word to learn many:** Eg: price=> Fare, Fee, Fine, Tax, Toll;  
Travel=> voyage, journey, excursion, tour
- **Synonyms and Antonyms:** Same or Nearly Same(opposite) meaning in one or more senses as another. Use the right word, not almost. Watch=> see, monitor, observe. Vigour=> lively, energetic
- **Homophones and Homonyms:** **Homophones** are words with the same pronunciation but spelt differently and have different meanings. Most of them are short and monosyllabic:  
Tail and tale; Bow and bough ; Hail and hale; Pail and Pale; Blue and Blew  
While **homonyms** are words spelt and pronounced alike but having different meanings:  
Bear; Stalk; Charge; Row; Bow; Swallow; Fine
- **Words with classic Roots:** -cide; -phile; -phobia; Greek or latin origins.  
Cide is killing, Phobia are unreasonable fear, phile fondness/ affinity towards a particular thing.  
Foreign Borrowed words: Bon Voyage, Viva-voce
- **Idioms and Slangs**  
You can't learn them, familiarize yourself, to get the edge/ confidence. American Slang?
- **Semantic Fields:**  
Medicine/Law/Journalism: Ballot, Witness, Correspondent, Prosecutor, Anesthetics
- **Learn Foreign/Loan Words:**  
Dumb vs literal dumb, Candy, Apartment vs Condo, Bill vs Cheques,
- **Use new words:** Do not repeat the same words.(Also a programming concept DRY)

Don't be lousy, I rather suggest be Awesome. :-D

<sup>8</sup> Repertoire: /ˈreɪpərtwaː/ the whole body of items which are regularly performed.

Demagogue: /ˈdɛməɡɒɡ/ a political leader who seeks support by appealing to the desires and prejudices

Cynic:

Frugal:

Pedophile:

Semantic:

Lousy:

Unpalatable:

## 2.6 LECTURE 12 - Get it right- Pronunciation of Common Words

Practice, Practice and Practice: Use google and Dictionaries

Pr-nun-cia-tion	Wo-men
Comfort-table /kam-f-tbl/	Says /sez/
Jewellery Jool-uhl-ree	Comment ko-ment
Interesting In-ter-est-ing	Almond Aa-muhnd
Hotel How-'tel	Suite Sweet
Et Cetra /ɛt ˈsɛt(ə)rə/	Garbage /ga-big/
Cloth/s K-law-th/Kloz	Often Of-en
Onion uh-nion	Restaurant Rest-ta-ront
February Feb-yoo-ary	Degue Deng-ee
Data Day-ta	Vehicle Vi-e-kl
Pizza Peet-'se	Breakfast Brehk-fuhst
Genre Jhaun-re	Video Vi-di-o
Debris Dei-bree	Tomorrow Tuh-mo-row
Wednesday We-nz-day	Cucumber Kyoo-kuhm-buh
Lettuce Letus	Chocolate Chok-let
Receipt Ri-seet	Debt 'Det
Sword 'Sawd	October 'Ok-tow-b
Singer Sing-er	Plumber Plum-er
Tomb 'Toom	Arctic Ark-tuhk
Bowl Baul Hole, Cold	Chaos Keius
Wide/Width Waid/With	Picture Pic-ture
Famous Fai-mes	High Hai/Hait



Monk Mah-nk  
Police Pah-lees  
Coupon Koop-on  
Dessert Di-zuht  
Bury Be-ree  
Vegetable Veh-ta-ble  
Asthma Aesma  
Sour Sa-wuh  
Pasta Pass-tah  
Mortgage Mow-gij  
Climb/Thumb/Comb Klaim  
Mischievous Mis-chi-vas  
Develop Divelep  
Tourist Tuerist

Prof Rajesh: 'where the stress is exactly located in the words?' Le Me: All over the place :'-)



- 🐸  $< \pi$

### 3.2 LECTURE 14- Plurality in English

- Plurality in English Nouns(naming words, could be singular/one or plural/more than one)

Dog	Dog <b>s</b>	/z/	Friend	Friend <b>s</b>	/z/
Judge	Judge <b>s</b>	/z/	Bench	Benche <b>s</b>	/iz/
Baby	Babie <b>s</b>	/z/	Book	Book <b>s</b>	/s/
Cap	Cap <b>s</b>	/s/	Tooth	Teeth *Archaic--->	
Ox	Oxen		Child	Children	

- Ends in** /p/
- /t/ (stop sounds) => **add sound /s/ स**
- /k/
- Else** **add /z/ or /iz/ ज**(breaks continuity by inserting vowel)
- /s/ and /z/ are both fricative sounds but /z/ is voiced(throat vibration)**

I Sincerely request you, I URGE you, please..... Practice. :-P





### 3.4 LECTURE 16 - Aspiration at the Syllable Initial Position in English Words

- Recap: Aspiration: Additional flow of air(puff) on sounds.  
Syllable: A unit of sound/ sounds in a word.  
Stress: A feature on vowel sounds in a syllable.
- RULES:-
  - **Voiceless stops [p, t, k] are aspirated at the beginning/initial position of a word.**  
Monosyllabic Eg: pen, pin, pan, park, tan, **truck**, **trick**, team, car, can, king, **crush**  
Cry /k<sup>h</sup>raai/ r is voiceless; try; plot; clock; crime; tie; town; tank
  - **[p, t, and k] are aspirated at the beginning of the stressed syllable.**  
Potato /p<sup>h</sup>oT<sup>h</sup>AEto/ hotel /hoT<sup>h</sup>EL/ Nepal/ne<sup>h</sup>PAL/ intense/inT<sup>h</sup>ENS/
  - **Voiceless stops remain unaspirated at the beginning of an unstressed syllable. They're also aspirated in any other position, like at the end of a syllable or the end of a word.**  
Intension /inT<sup>h</sup>ENshan/ deeper /DIIPer/ institute /IN stii tute/  
Attention /aet T<sup>h</sup>EN shan/ retain/riiT<sup>h</sup>AEN/  
Impossible /imP<sup>h</sup>OSsi bal/ impatient /imP<sup>h</sup>AE shant/ department /diP<sup>h</sup>AARTment/  
Competition /kom oii T<sup>h</sup>II shan/ institution/in sti T<sup>h</sup>YU shan/  
Decrease /DI kriz/ (V vs N)  
Purple /P<sup>h</sup>AR pal/ practice /P<sup>h</sup>RAKtis/ circle/SAR kal/  
Turtle /T<sup>h</sup>AR tal/ sample / SAM pal/ Temple /T<sup>h</sup>EM pal/  
happy /HAP pi/  
Platonic /plae T<sup>h</sup>ON ik/ iconic / aai K<sup>h</sup>ON ik/ atomic /ae T<sup>h</sup>OM ik/  
Compassion /kom P<sup>h</sup>AE shan/complete/ com P<sup>h</sup>LIIT/
  - **Even if a syllable is stressed, a voiceless stop is unaspirated if it follows [s]**
  - Voiced stops are never aspirated. They're always unaspirated.  
Eg: T(h)ake a p(h)iece of c(h)ake. (imperative)

### 3.5 LECTURE 17 - Syllables and Stress in Words



- Syllable is a unit on which the word is divided while pronouncing it, one must have a vowel in it.
- One informal test for syllables: Keep your **hand under your jaw** and see how many times it **drops**.

#### ONE SYLLABLE WORDS

1. Cat - / kat /
2. Buy - / bahy /
3. Force - / force /
4. Drink - / dringk /
5. Walk - / wahk /

#### TWO SYLLABLE WORDS

1. Begin - / bih-gin /
2. Bury - / ber-ee /
3. Equal - / ee-qwul /
4. Happy - / hap-ee /
5. Funny - / fun-ee /

- Three golden rules of stress:
  - A word can have ONLY one stress.
  - Only vowels are stressed, not consonants.
  - There are many exceptions to this rule.

**Wa-** ter

**peo-**ple

**tel-**e-vi-sion

to-**geth-**er

Po-**ta-**to

ba-**na-**na

be-**gin**

- In most two syllable nouns and adjectives, the first syllable takes on the stress.

RAI-ny

SAM-ples

CAR-ton

CON-tent

- Two syllabled verbs and prepositions take stress on the second syllables.

re-LAX

re-CEIVE

di-RECT

a-MOND

\* About 80% of two-syllable words get their stress on the first syllable. There are exceptions to this rule, but very few nouns and adjectives get stress on their second syllable. Verbs and prepositions usually get stress placed on the second syllable, but there are exceptions to this too.

- **Suffix:** Word ending in -er -or -ly, Stress is placed on the first syllable

DI-rec-tor

OR-der-ly

MA-nag-er

- **Suffix:** Words ending in consonants and y: Stress is placed on the first syllable.

RA-ri-ty

OP-ti-mal

GRA-di-ent

CON-tain-er

- **Suffixes** ending in -able -ary, cian, ery, graphy, ial, ian, ible, ic, ical, ics, ion, ity, ium, imum, logy, tal, take stress on the syllable right before the suffix.

/un-der-STAND-a-ble/ /DU-ta-ble/ PRI-ma-ry DI-a-ry VIS-i-ble TER-ri-ble  
MAG-i-cal CRIT-i-cal ge-NET-ics pe-di-AT-rics

- **Suffix:** words ending in -ee, ease, ique, and ette- primary stress is placed on the suffix  
a-GREE gaur-en-TEE u-NIQUE phy-SIQUE
- **Prefix:** usually don't take stress, except- UN, IN, PRE, EX, MIS  
IN-side IN-efficient, IN-terest, PRE-cede, PRE-ar-range, PRE-li-min-ary
- **Compound Words**
  - **Compound noun:** noun made out of two nouns in order to form one word, first word usually taking the stress  
SEA-food TOOTH-paste
  - **Compound Adj:** adj composed of at least two words, usually the stress placed within the second word  
rock-SOLID sparkling-RED
- **Phrasal Verbs:** are words made from a verb and preposition. In them the second word gets the stress(preposition)  
Black OUT break DOWN look OUT
- **Reflexive Pronouns:** show that the action affects the person who performs the action. Eg: I hit myself  
Second syllable usually takes the stress.  
my-SELF them-SELVES our-SELVES

\* DICTIONARIES are great to learn word stress, apostrophe showing the stressed syllable.

Animation /anɪˈmeɪʃ(ə)n/

### 3.6 LECTURE 18 - Aspiration, Stress and Syllabification

- Syllabification How many syllables?
  1. Lek-si-ko-gra-fe (5 syllables) /lɛk-sɪ<sup>1</sup>-kə-grə-fi/
  2. Ma-gis-treit (3 syllables) /<sup>1</sup>ma-dʒɪs-treit/
  3. Ci-vi-laiz (3 syllables) /<sup>1</sup>sɪ-vɪ-ləɪz/
  4. Is (One syllable) /ɪz/
  5. Boiz (One syllable) /bɔɪz/
  6. Know (One syllable) /nəʊ/
  7. Lin -gwis-tics (Three syllables) /lɪŋ<sup>1</sup>-gwɪs-tɪks/
  8. So-ri (2 syllables) /<sup>1</sup>sə-ri/
  9. e-pi-sode (3 syllables) /<sup>1</sup>ɛ-pɪ-səʊd/
  10. Nu-ro-lo-gi (4 syllables) /<sup>1</sup>njʊə-<sup>1</sup>rə-lə-dʒi/

\* Make sure **Every syllable has one vowel** and every syllable has **only one vowel**.
- Consonant clusters, Give three examples of each of the following consonant clusters:
  1. Initial – CC  
Place (pl), tray (tr), dwell (dw)
  2. Final – CC  
Pump(mp), help (lp), adopt (pt)
  3. Initial – CCC  
Spring (spr), straight (str), scream (scr)
  4. Final – CCC  
Hands(nds) , solves (lvz), adopts (pts)
- Word stress, Mark the stress on the appropriate syllable
  1. 'Object - When a two syllable word is used as a noun or an adjective, the stress is on the first syllable.
  2. Ob'ject - When a two syllable word is used as a verb, the stress is on the second syllable.
  3. Exami'nation – Words ending in –ion have stress on the penultimate syllable. (the last but one syllable)
  4. Me'morial – Words ending in –ial have the stress on the syllable preceding the suffix.
  5. 'Dining room – Most compound words have primary stress on the first element.
- Aspiration, Which among the following words have aspirated sounds?  
Pot, cot, oppose and tame are aspirated.
  - **Rules to remember:**
    - Voiceless stops are aspirated at the beginning of a word, and at the beginning of a stressed syllable.
    - Voiceless stops are unaspirated at the beginning of an unstressed syllable. They're also unaspirated in any other position, like at the end of a syllable or the end of a word.
    - Even if a syllable is stressed, a voiceless stop is unaspirated if it follows [s].
    - Voiced stops are never aspirated. They're always unaspirated.



#### 4.1 LECTURE 19 - Words and Phrases in English



- When more than one word comes together, before they can make a sentence, they make phrases and in that process a word in itself a phrase.
- **Determiners(Articles) and Nouns**
  - Definite Determiner  
The postman(Det+Noun),
  - Indefinite Determiner  
A policeman(consonant sound), An architect(vow sound VCV)

\* Determiners proceed ONLY a noun phrase(identifying feature)
- **Adjectives and Nouns(Phrase):** Gives more information/speciality about nouns.  
Big box, Brown Monkey, Thick book, Nice Person, Pretty girl, Good guy
- **Preposition and Noun(Phrases)**  
**On** the table      **In** the classroom      **About** a book  
[PREP(DET+NOUN)] = P + NP = Prepositional Phrase  
In an [empty box]. = Phrase  
In a big brown empty box(2 adj 'big, brown, empty' talking about same noun)
- Several Categories of words coming together to form a phrase  
The [student [of English]]  
**NUCLEUS NOUN**  
\***Ungrammatical**→ The student from [Chennai] [of English].(order of prepositional phrase)  
The [student of English [from Chennai] [with long hair]].  
\* Compliments of the nouns remain close(what is required); two other prepositional phrases which can change the sequence are called **adjuncts**.

## 4.2 LECTURE 20 - Sentences in English

- **Phrases:**

[The [student [of English]]]. {Noun Phrase in side Prepositional Phrase}

{Structure Building} <STUDENT is the NUCLEUS>

The student [of English] [from Chennai with] [long hair]

- Compliments:

- Adjuncts:

- Sentences:

- As small as 2 words above might be sentences but as long as "the student..." might not.

- Some **important factors to recognize a sentence**:

- Sentences(only) have full stops(pauses).
- Imperative sentences have **subject** (hidden **you**)

Please (**you**) sit down.

(**You**) get up.

**Drink** a glass of water

- All sentences have **subjects** and **predicates** (**verbs**)

[**Raju**] [**likes** pizza with friends at the pizza- hut].

\* predicate must have a verb

**John** **loves** **Mary**.

In the evening **John** **likes** pizza with his friends.

- Order of words in a sentence:

**[Subject] [Predicate(Verb    Object    Adverbs)]**

English is verb medial; **our languages are verb final(SOV) languages.**

[(subject) (adv (obj vb))], i.e. mirror image relationship.

Eg: Raju ko pizza hut meN pizza **pasand** **hai**

### 4.3 LECTURE 21 - Command or Request?

- Phrases(subject) to sentences:

The student [of english] [from Chennai] [with long hair] came to meet with me yesterday.

- Command or Request/**Imperative sentences?**

(You) get up.

Please(you) sit down.

Come home tomorrow.

Please give me a glass of water.

Please bring a pen for me

- Use of the word 'Please' does not necessarily mean a Request and Vice versa. The intention is figured out from the context using linguistic intuition.

Our languages have structure (aap/tum/tu) for (you) request or commands, so quite often folks refrain from use of please. Please is redundant in Hindi. Eg:-

(aap) baith jaie; andar aaie;      You please sit;

Ningaa pongaa; ninga wanga      ni po; ni waa

Ningal poikollu; ningal wannakollu      ni po; nii waa

- **Use the word please all the time in imperative sentences.**

## 4.4 LECTURE 22 - Agreement in English Sentences

- Accuracy brings fluency and fluency builds confidence.
- **Subject and Verb in predicate agree with each other.**
  - **Singular Subject => Singularity on Verb** (\*singularity markere NOT singular)
  - **Plural Subject => Plurality on Verb**

I are                                  John like  
We is                                  I likes  
They is                                We likes/They Likes

- **Markers:**  
John loves **s** Mary.  
I like **0** pizza.  
We like **0** pizza.  
John likes **s** pizza with his friends.  
John and Mary like **0** pizza.
- **Imperative sentences:**  
(You) come **0** here.  
(You) sit **0** down

- **Agreement: when subject and predicate in sentences agree with each other.**

Number	SINGULAR	PLURAL	
Person	FIRST	SECOND	THIRD
Gender	MASCULINE	FEMININE	

PersonV Number →	SINGULAR	PLURAL
I	I	We
II	You	You
III	He, She, It	They

- First Person Singular I → am(not is); rest we → are; they → are  
EG:-
  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. <close to verb cat>
  4. Either my shoes or my coat (**is**, are) always on the floor.
  5. Rekha and Amala (doesn't, **don't**) want to see that movie.
  6. Rekha (**doesn't**, don't) know the answer.
  7. One of my sisters (**is**, are) going on a trip to France.
  8. The man with all the birds (live, **lives**) on my street.
  9. The movie, including all the previews, (take, **takes**) about two hours to watch.
  10. The players, as well as the captain, (**want**, wants) to win.

Never been more confused. O.o

## 4.5 LECTURE 23 - How to Improve Your Language Skills?



- Why (are the varieties of) English of native speakers hard to understand?
  - ACCENT  
Influence of natives
  - SPEED  
Reductions: shoulda, woulda, coulda, wanna, gonna  
Contractions: i'll; you'll
  - VOCABULARY AND GRAMMAR<sup>9</sup>
- How to listen well in a conversation ?
  - Relax and focus.
  - Do not translate English into your mother tongue (in your head) while listening.
  - Tend to understand the context.
- How to improve your listening & speaking skills?
  - Listen to different varieties of English.
  - Listen to men, women, and children.
  - Listen to as many different formats and sources as possible – songs, news, films, TV shows, plays, audiobooks, podcasts, textbook exercises etc.
  - Listen to something every day. Listen to some different every day. Listen without getting bored.  
The more you listen, the better you get at it.
  - Listen when you do other activities which doesn't require much attention.
  - How do you choose the material? – Understand more than 50% and less than 90% of the content.
- A few good sources
  - News – BBC, CNN, Fox News, Indian News Channels in English etc.
  - Radio – BBC Radio Service, available online - free of cost.
  - Podcast – Radio shows that are available only on the internet.
  - Movies – 2 Hollywood movies per week (Do not watch with subtitles)
  - TV shows – Better than movies because they are longer.
  - Songs – Opportunity for repetition.
  - Audiobooks – YouTube, Audible, Blinkist, etc. (2X natural speed).
  - TED talks – speeches and informational videos, professionally produced, highly suitable for listening.
  - Use dictionaries – pronunciation.
  - Grammar books and worksheets ( beginner, intermediate, and advanced) - available online free of cost.
  - Talk to your friends in English.

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<sup>9</sup>Conspicuous:  
Extraneous:  
Anecdotal:  
Levity:

## 4.6 LECTURE 24 - Tips for Reading Comprehension

- **READING SKILLS**
  - Reading improves your vocabulary. Vocabulary is most important in learning a language.
  - By actively reading or observing the text (structure of sentences) , you can improve your grammar.
  - This also leads to better writing and speaking (English for academic and business purposes).
- **THE RULES FOR COMPREHENSION**
  - Read out loud (at times) – reading and listening
  - Read a book with a pen.
  - Do a quick scanning of the book/passage for important key passages/ points.
  - Read the entire paragraph or the passage before you highlight something.
  - Pay attention to summary words – therefore, as a result, hence, in short, in conclusion etc.
  - Circle key words or difficult jargons in a passage.
  - Paraphrase what you read.
  - Interact and engage with the text (who is the main character, what issue does this article address? What is the author trying to tell you? Does she make compelling points? Does the author show any bias? ) Look for answers while you read.
- **READING COMPREHENSION FOR TESTS - TIPS**
  - **Budget your time**
    - How many passages? How many exercises? How much time?
    - Less time on short/easy passages and more time on difficult/ longer passages.
    - Time yourself and stick to the plan.
  - Reading plan
    - 1. **Skim the text** : Reading the surface of the text to understand the overall message.
      - - heading, subheading (subject of the text)
      - - read the first few sentences of each paragraph.
    - 2. Go ahead with the **easiest exercises** :
      - - read the questions and fully understand them.
      - - understand the keywords or their synonyms (help you identify the answers).
    - 3. Read the text and find the answers.
    - 4. Move on to the next exercise.
      - \* Challenges while reading – Lack of rich vocabulary and practise.
- **HOW TO IMPROVE YOUR READING SKILLS?**
  - Read more and read widely Read and read as much as possible – newspapers, magazines, books, articles etc. Read something you like in the beginning) – history, films, sports, editorials etc. Read something different everyday (different themes and genres).
  - Note down and review new vocabulary. Keep a notebook and pen handy while you read.
  - Practise makes reading perfect – read it more than once.



- CRITICAL READING

- 1. **Separating facts from opinion.**

- **Facts:** information that can be proved true through objective evidence. Facts can be checked for accuracy and thus proved true. Here is a fact: China is the most populous country in the world.
    - **Opinion:** belief, judgement or conclusion that cannot be objectively proved true. Here is an opinion: the best treatment for thyroid is homeopathy. (There is no consensus in the scientific community that it is true)
    - Note: Much of what we read is a mixture of fact and opinion.

- 2. **Detecting propaganda.**

- **Propaganda** – information, especially of a biased or misleading nature, used to promote a political cause or point of view. (politicians and advertising agencies) Part of being a critical reader is also to recognise propaganda techniques for the emotional fluff they are.
    - The most common type of propaganda technique is **transfer**, in which products or candidates try to associate themselves with something that people admire or love. Politicians trying to use a) national symbols (flag for example to invoke patriotism) or b) famous film actors (our love and liking for the actor) to promote their political campaign – our feelings we have towards the actor and the patriotism stirred in us by the national flag will get transferred to the politicians, who gets us to vote for him.

- 3. Recognizing **errors in reasoning.**

- **Valid point** – supported by rocklike foundation of solid support.  
Fallacious point - based on a house of cards that offers no real support at all.
    - One common fallacy is **circular reasoning** – the supporting reasoning is really the same as the conclusion. It is illogical. For example: Mahesh is a great swimmer, because he is so wonderful at swimming. Supporting reason: he is so wonderful at swimming; Conclusion: Mahesh is a great swimmer. We still do not know why he is a great swimmer. No real reasons have been given.
    - **False cause** – a fallacy that oversimplifies the issue. That is, to assume that because event B follows event A, event B was caused by event A. For example: Every day, I eat paratha for breakfast. One time, I had a dosa instead, and there was a major earthquake in my city.

- EXERCISE – READ THE RHYME AND THINK CRITICALLY

*Jack and Jill went up the hill  
To fetch a pail of water;  
Jack fell down and broke his crown,  
And Jill came tumbling after.*

Questions to ponder: Who is Jack? Who is Jill? Is Jill a boy or a girl? Are they kids? Teenagers? Adults? How is Jack and Jill related? Are they friends? Are they siblings? Are they lovers? Have you ever imagined them as an old grandpa and grandma? Why would anybody go uphill to fetch water? (because natural water sources like rivers and streams flow downhill). What happened after the fall? Did they die?

## Parts of Speech



### PART 1

#### Lexical Categories/Word Classes/ PARTS of SPEECH:

- **Noun:** is a word that refers to a thing, a person, an animal, a place, a quality or an idea (Largest Group):

Nouns	Features	Examples
Proper Noun	Names of people and locations. Used with Capitals	Meena, Prem, Bangalore, Red Fort, Ganga
Common Nouns	Generic. Not capitalized.	Man, girl, school, city, river, mountain
Abstract Nouns	Ideas and concepts (can't see/ touch)	Joy, pride, boredom, love, happiness
Concrete Nouns	Things you can see, hear, taste, touch or smell	Book, pencil, window, fan

**A test for Nouns:** A good way to identify a noun is to ask, **Can I have it?** You can have *success* but you can't have *succeed*. This means *success* is a noun and *succeed* is a different part of speech, in this case, a verb.

- **Verb:** A verb is a doing word that shows an action, an event or a state:

Kind of Verbs	Examples
Action	The children <b>play</b> in the park in the evening.
Occurrence	She <b>graduated</b> last year.
State of being	The flowers <b>are</b> bright.

**Test for verbs:** A good way to identify a verb is to ask, **"Can I do it"** *I can succeed (do it)* is correct but *I can success* is incorrect. This means *succeed* is a verb. *Success* is not a verb in this case, *success* is a noun.

- **Adjective:** is a word that modifies (describes) a noun or pronoun (Second Largest Group ~23%):  
They are like the toppings of the pizza (noun). 🍕
  - **Excited, first:** Seema was excited when she won the first **prize**.
  - **Brave, helpless:** The brave **soldiers** saved the helpless **civilians**.
  - **Delicious, special:** Mother cooked some delicious **dishes** for the special **guests**.
  - **Exciting, unforgettable:** Our trek to the Himalaya was an exciting and unforgettable **experience**.

**A test for adjectives:** A good way to identify an adjective is to ask about the modified noun, **What kind of(noun) is it?** When you ask the question *what kind of dishes did mother cook?* If the answer is some delicious dishes, then delicious is an adjective that describes the dish.

- **Adverbs:** are words that we use to give more information about a verb, an adjective, another adverb, or a whole sentence:

Manner- <b>how?</b>	The lady walked <b>slowly</b> .	Quickly, happily, carefully, slowly, sadly
Place- <b>where?</b>	The electrician lives <b>somewhere around here</b> .	Here, there, somewhere, at school, around here,
Time- <b>when?</b>	They called the police <b>immediately</b> .	Now, then, immediately, later, afterwards, last week
Frequency- <b>how often?</b>	He <b>never</b> goes for a walk.	Always, occasionally, now and then, often, usually, sometimes, seldom, never
Degree- <b>how much?</b>	The building was <b>completely</b> destroyed in the fire	Quite, rather, very, completely, just
Whole sentence- <b>under what circumstances?</b>	<b>Luckily</b> , nobody was hurt in the fire.	(un)fortunately, shockingly, luckily, obviously, perhaps, surprisingly

**A test for adverbs:** A good way to identify an adverb is to ask one of the questions presented in bold in the adverb type table above. If the word or phrase answers the question, then it functions as an adverb.

- **The Interjection:** An interjection is a word or expression that conveys a strong emotion such as surprise, joy or disgust.(not used in formal writings), they all come with an exclamation mark.  
**Eg:**    **Brrrh!** What an adventure!    **Alas!** We missed the bus!    **Phew!** That was a narrow escape!  
             **Oh dear!** We lost the match by a run!                                **Wow!** How beautiful she is!

## PART 2

- **Pronoun:** is a word that replaces a noun or refers to it.

Pronoun Type	Example	Examples
personal	Subject- I, you, he she, it, they Object- me, you, him, her, it, us, and them	<b>She</b> gave <b>them</b> <b>her</b> car. <del>Radha gave Mina</del> <del>and Ram Radha's car.</del>
demonstrative	This, these, those and sometime we include none and neither	<b>These</b> food packets are for <b>those</b> people sitting in <b>that</b> room.
reflexive	Myself, himself, herself, itself, yourself, yourselves, ourselves	We <b>ourselves</b> made all the arrangements for the party.
interrogative	Whom, whose, who, what, and which	<b>Where</b> is the meeting?
relative	Which, that, whose, whoever, whomever, who, and whom	Nobody knows <b>who</b> has taken the money <b>which</b> she had kept in the cupboard.
reciprocal	Each other, one another	We help <b>each other</b> with the house work.
indefinite	Everyone, someone, nobody, nowhere, nothing, something, somewhere	<b>Everyone</b> wants to be happy in life.
possessive	Subject- I, you, we, they, he, she, it Possessive- mine, yours, ours, theirs, his, hers, its	That is <b>our</b> mother.

- **Determiner:** is a word that accompanies a noun phrase and determines whether it is general or specific, it's quantity, who it belongs to and more:

Determiner Type	Examples
articles	I bought <b>a</b> book at <b>the</b> book fair
demonstrative	<b>These</b> students can wait in <b>that</b> room
quantifier	After the floods <b>many</b> people left the city, <b>some</b> stayed back and a <b>few</b> are reported missing.
interrogative	<b>What</b> did you do yesterday?
numerical	Suraj is the <b>first</b> student from his village to enter college.
possessive	<b>His</b> mother and <b>my</b> cousin are schoolmates.

- **Preposition:** is a word that conveys the relationship between other words, usually in time, place or direction:

time	I will meet you on Sunday <b>at</b> 5 pm.
------	---

	The train leaves at 5 in the morning.
place	The cat loves to sleep <b>under</b> the table. The post office is <b>between</b> the hospital and the pharmacy. There is a garden <b>in front of</b> the house.
direction	The child ran <b>towards</b> his mother. I poured the coffee <b>into</b> the cups. There is a bridge <b>over</b> the river.

- **Conjunctions:** are words that join together other words or groups of words:

Conjunction Types	Examples	
<b>Coordinating conjunctions</b> (connect two elements of equal weight)	For, and, nor, but, or, yet, so FANBOYS	You can have some coffee <b>or</b> tea. I can't cycle, <b>nor</b> drive.
<b>Subordinating conjunctions</b> (introduce subordinating clauses)	Because, since, while, after, if, altogether, whether	She was late <b>because</b> she missed the bus. Raj has played cricket <b>since</b> his school days
<b>Correlative conjunctions</b> (are parallel or similar in length and grammatical form)	Not only...but also, either...or, neither...nor, both...and	She can <b>not only</b> dance <b>but also</b> paint. I want <b>either</b> a cheesecake <b>or</b> a fruitcake.

- EXERCISE:

## Answers

- Arjun is from Delhi.
- He now lives in London and works as a successful cryptographer.
- He visits his family in India regularly.
- He loves to meet his old school and college friends.
- He goes back to London happily with beautiful memories

Parts of speech	Sentence a	Sentence b	Sentence c	Sentence d	Sentence e
nouns	Arjun, Delhi,	<u>London</u> , <u>cryptographer</u>	family, India	friends	London, memories
pronouns		he	he, his	he, his	he
determiners		as a			
adjectives		successful		old, school, college	beautiful
verbs	is	lives, works	visits	loves, to meet	went
adverbs		now	regularly		back , happily
prepositions	from	in	In		to , with
conjunctions		and			



## Sentences(Continued)

**5.1 LECTURE 25 - Negative Sentences in English**

- Use of negation reveals several underlying intricacies to learn the Lang.
- **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.

- **Tense(do/does) + Agreement(sg/pl) before the negation(verb).**

John **does not** like pizza. <John likes pizza>

I **do not** like pizza. <I like pizza>

We **do not** like pizza. <We like pizza>

They **do not** like pizza. <They like pizza>

**\*See agreement(number/person) chart/table in LEC 4.4 notes**

- Imperative Sentences and Negation:

Do not(don't) come here. (You) come here.

Do not(don't) sit down. (You) sit down.

Don't drink a glass of water. (You) drink a glass of water.

- Negation and Verb - be(is/am/was/were- according to tense):

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.

- **Negation precedes the verb in English, but it comes after the tense, following its rules.**

- More **examples** with negation in agreement:

Rekha and her brothers (is, **are**) not in Delhi.

The dog or the cats (is, **are**) not outside.

Neither my shoes nor my coat (is, **are**) always on the floor.

Rekha and Amala (doesn't, **don't**) want to see that movie.

Rekha (**doesn't**, don't) know the answer.

One of my sisters (**is**, are) not going on a trip to France.

The man with all the birds [ ? **doesn't** ] (live, **lives**) on my street.

The movie, including all the previews, [ ? **doesn't** ] (take, **takes**) about two hours to watch.

The players, as well as the captain, [ ? do not ] (**want**, wants) to win.



## 5.2 LECTURE 26 - Direct and Indirect Objects

- Things to notice ...(revision)
  - Sentences end with a full stop.
  - 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.

- **Subjects** and **Objects** in Predicates

John loves Mary

I like pizza.

We like pizza

John likes pizza with his friends.

John and Mary like pizza.

- **Verb and Objects**

- Some verbs **do not have objects**.  
I sleep(vb) early. **<Intransitive>**
- Some verbs **have one or two objects**. **<transitive verb>**  
I like(vb) mangoes.  
I teach(vb) English to college students.
- Some verbs must **have something but they are not objects**.  
I go(vb) home every week. **<Intransitive>**

**\* Asking the que "WHAT?"(i like what) gives an answer, then the verb associated is transitive.**

The question "WHAT?" must return a valid/grammatically correct answer.

- Why objects and why not? It depends on the nature of verbs.
  - **Intransitive verbs - 0 objects**
  - **Transitive verbs - 1 object**
  - **Ditransitive verbs - 2 objects**

- When we have two objects ...

1st is called **Direct Object (DO)**

2nd is called **Indirect Object (IO)**

I gave my book.

I gave a book to my friend.

I teach English.

I teach English to college students.

**\* The object that gives answer to the question WHAT? Is the Direct Object and other is Indirect Object.**



### 5.3 LECTURE 27 - Verb 'be' in English

- From past lectures we know that "**Subject and Verb in predicate agree with each other.**"
- See Number(Singular) and Person(first, second, third person) table in Lec 4.4

- Be in English – Are they Auxiliary verbs?(not really) **Be has different forms :**

<b>IS</b>	sg	<b>present tense</b>
<b>ARE</b>	pl	<b>present tense</b>
<b>AM</b>		
<b>WAS</b>	sg	<b>past tense</b>
<b>WERE</b>	pl	<b>past tense</b>

- Will/Shall – **Future Tense Marker**(no singular plural)

Will	Would
Shall	Should
Can	Could
May	Might

- Examples of verbs '**be**'

I <b>am/was</b> a doctor.	I st Person
We <b>are/were</b> students.	
You <b>are/were</b> a teacher.	II nd Person
He/She <b>is/was</b> a teacher.	III rd Person
They <b>are/were</b> teachers.	

- Verb **be** and agreement in English ...

Rekha and her brothers (is, **are**) in Delhi.  
Either my mother or my father (**is**, are) coming to the meeting.  
The dog or the cats (is, **are**) outside. <cst is closer, hence pl>  
Either my shoes or my coat (**is**, are) always on the floor.<coat is nearer>  
One of my sisters (**is**, are) going on a trip to France.

- Use of **Will/Shall**

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

- Auxiliary Verb(sometimes called) and Be

Tense + v+ing  
I **am coming** from Madurai.

I am doing well.

I was going to tell you.

\* Prof suggests to see above aux verb examples as markers of tense and how they carry agreement.

## 5.4 LECTURE 28 - Phrase and Idioms



- 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(make love), the human body, or death(kicked the bucket).
  - A **proverb** is a simple, concrete, traditional saying that expresses a truth based on common sense or experience.(Eg: An apple a day keeps the doctor away)
  - 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.(Break a leg:good leg)

### COMMON PHRASES:

**A dark horse** – *unexpected winner*

**Bite a bullet** – *to force yourself to do something that is unpleasant or difficult, or be brave in a difficult situation.*

**Break a leg** – *Good luck*

**Make a mountain out of a molehill** – *to exaggerate a minor difficulty*

**Kill two birds with one stone** – *achieve two aims with single effort*

**Move heaven and earth** – *to make maximum efforts*

**Keep the ball rolling** – *to continue the work*

**Be in the driving seat** – *Bearing all responsibilities*

**Out of my league** – *the other person is superior, better, at a higher level*

**Blessing in disguise** – *a good thing that seemed bad at first*

**A piece of cake** – *very easy*

**Money burns a hole in your (one's) pocket** – *to spend money quickly*

**Cut one's coat according to one's cloth** – *to live within one's means*

**Once in a blue moon** – *rarely*

**Put in cold storage** – *to keep a work pending*

**Look for a needle in a haystack** – *to seek what is impossible to find*

**To miss the boat** – *to miss the opportunity to do something*

**Pull yourself together** – *calm down and act normally*

**To hear on the grapevine** – *to hear a rumour or an unconfirmed story*

**Cut corners** – *To do something in the fastest and the cheapest way*

**Between the devil and the deep sea** – *between two difficult situations*

**Beat around the bush** – *avoid saying what you mean usually because it is uncomfortable*

**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*

**Out of order** – *not working properly*

**Out of place** – *to feel or look different from other people in a specific place*

**Flog a dead horse** – *waste one's effort*

**Actions speak louder than words** – *what someone actually does means more than what they say they will do*

**Bite off more than you can chew** – *try to do something that is too difficult or too much for you*

**Out of character** – *behaving differently than usual*

**To get a taste of your own medicine** – *get treated the way you have been treating other people*

CHOOSE LIFE NOT ENGINEERING

## **5.5 LECTURE 29 - Make Your Expressions Impressive**

### **COMMON PHRASES:**

**Add insult to injury** – to act in a way that makes bad situation worse

**At the eleventh hour** – at the last moment

**Out of shape** – Not physically strong, not fit, not in a healthy condition

**Out of the loop** – uninformed, not having the information that everyone else has

**Apple of one's eyes** – lovable

**Crocodile tears** – false tears

**Hold one's tongue** – remain silent

**White elephant** – A costly but useless possession

**Out of touch** – Not communicating with each other

**Barking up the wrong tree** – to be wrong about the way to achieve something or the reason for something

**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.

**Take the law into one's hand** – to punish someone according to one's own idea of justice

**Take the bull by horns** – to face difficulties in a direct way (difficult and dangerous situations)

**Burn the candle at both ends** – to work extremely hard

**Break the ice** – to make people who have not met each other before feel more relaxed and comfortable.

**A nine days' wonder** – short-lived

**The ball is in your court** – it is your turn to make the next step or decision

**Cost an arm and a leg** – to be very expensive

**Put the cart before the horse** – to do things wrongly

**Get your act together** – to organise yourself so that you can do things in an effective way.

**Put all your eggs in one basket** – to depend for success on a single person or plan

**Every cloud has a silver lining** – every negative has a positive

**To get out of hand** – become difficult to control

**To cry wolf** – to call for help when you don't need it

**It takes two to tango** – actions or communication needs more than one person

**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

**To sit/ be on the fence** – undecided / taking a neutral stand / not take sides

**To step up one's game** – to start performing better

**To sell someone out** – to snitch on someone or let their secret out

**To be all Greek** – be not understood

## 5.6 LECTURE 30 - Telephone English

- **Making a call:**

Hi/ Hello. This is Megha from Airvoice services.

My name is Megha. I am calling from Airvoice services.

**Informal:**

How is it going? Good, thanks. What about you? How are you? Great, thanks. What about you?

What's up? Not much. The usual.

- **Asking for someone:**

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

**Informal:**

Is Padmini there?

Is Padmini around?

Can I talk to Padmini

- **Purpose of the call:**

I'm calling to ask about... <your software consulting services>

Could you tell me....? <how much it costs?>

I just wanted to ask...? <if you're free to meet sometime this week>

- **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?

- **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.

- **Taking a call**

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?

- **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?

- **Asking to wait**

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 hour's 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?

- **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.

- **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.

- **Situation 1:** Geeta cannot hear the other person. She is not sure if the other person is on the line.

Hello, are you there?

Hello. Can you hear me?

Hello. Am I audible?

Hello. Is my voice clear enough?

Can you hear me loud and clear? Is my voice too low?

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

Please be quick. My battery is about to die.

I might lose you soon, as I am on 1% battery.

My battery is about to drain. Please text me.

Can I call you after charging my phone?

Let me grab a charger and call you back.

- **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.

- **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.

- **Before ending a call**

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 has 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.

#### 6.1 LECTURE 31 - Spoken English Preliminaries

- English is no more a Country's/ Continent's Language.  
It has become a Global Language.
- Accordingly we should set our expectations about the language; considering who we are trying to communicate with, what is their accent, slangs, vocab.
- [Mother Teresa Nobel Prize Acceptance Speech](#)
- [Indira Nooyi- Game Changer of the Year](#)
- In learning to speak, remember the following:
  - Have something to say(**content**).
  - **Politeness** is more important than even pronunciation and grammar. Learn how to be polite in English, use of please, the tonal variations.
  - **SLOW TEMPO** IS A MARKER OF POLITENESS, it helps both, speakers and listeners.



**WATCHING LECTURES AT 1.25/1.5x: WHOA! EMINEM! RAP GOD! PROF SHREESH CHAUDHARY [CLICK](#)**

- English is a slow tempo language. **Pauses** in between sentences too(in contrast with Hindi etc)
- English speakers pause **after phrase, clause & sentence**.
- In English, different words are **stressed** differently.
- **Vowels sounds** in English are **very long or very short**.
- Good spoken English is a product of good listening habits.
- [Audio Clip- Manhattan Song](#)(note pronunciation)
- See the following books and sites for more . .
  - Better Spoken English by Shreesh Chaudhary, Vikas Publishing Co., New Delhi
  - Advanced Learner's Dictionary of English, any edition
- [I Have a Dream](#)
- [Count to 100000](#)
- [Speaking to one or thousand](#)



## 6.2 LECTURE 32 - 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.](#)
  - [Link 2: Colin Firth Winning Best Actor at Oscars](#)
- 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.
- 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 para jump
  - I can never forget my first para jump.
  - I can never forget # my first para jump # There were seven of us # each more scared # than the others #
- 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](#)
  - [Link 2: Slow Speech](#)
- Slow speech gives the speaker time to think and use correct words in a correct manner.
  - **We can hardly know what the other person perceives, though we can know all the other things in the world, so we can just try and be slow so as to give time to comprehend.**
- It may not be easy to learn to speak slowly; changing habits of a lifetime 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.
- Activity:
  - Record a minute long speech on your favourite topic.
  - Count the number of words.
  - 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?
  - Listen to some “good” speakers on television. Are they slow or fast?

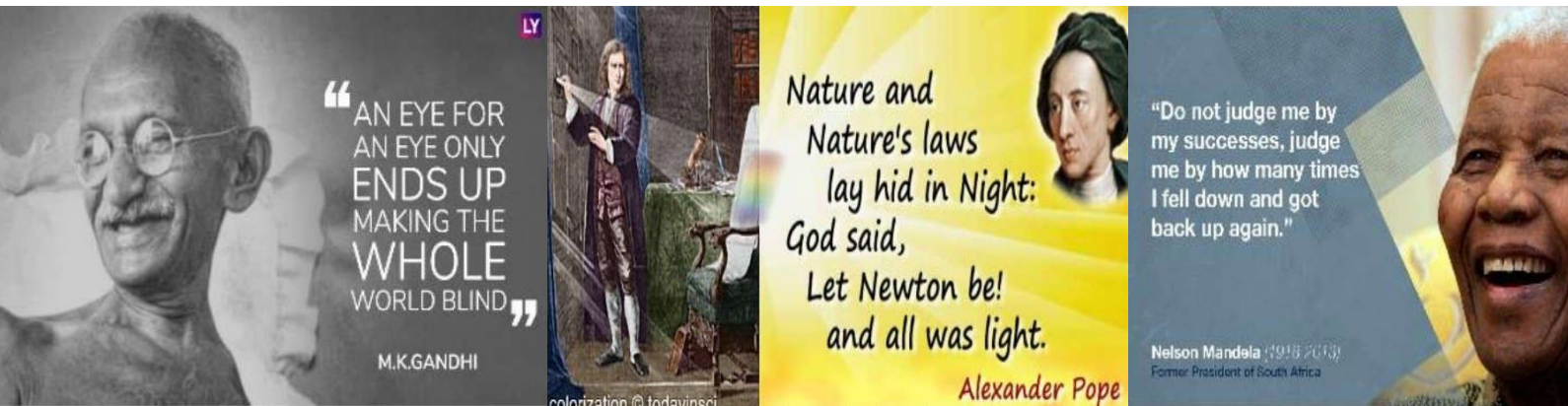
### 6.3 LECTURE 33 - Phrasal Pause

- **Two or more words behaving** in a sentence **like one word make a 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.”
- English is unique in this manner that,
- 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](#):
  - " 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.... "
- 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.**
- **Pause after a word of address** is essential. For instance,
  - May I borrow this book # professor#
  - Do you #doctor # know why I got fever?##
- **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 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
- **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##
- **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 ##
- Ordinarily, the rule is : **after every Noun, Verb , Adjectival 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# extra-ordinarily lovely flowers##
- 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##
- ACTIVITY: For practice, mark and speak the following sentences:
  - 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.
  - 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.
  - For more practice and self-test, see page nos. 51- 62 in the book, Better Spoken English
- ANSWERS
  - 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.
  - 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.

## 6.4 LECTURE 34 - 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...
- All the great speakers whom we know because of what they had to say.



- 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
- 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
- Suppose you mention "Waterlogged road" in your area.
  - Problem: Waterlogged 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
- If you do not have enough to say, you may find out and consult:
  - search engines on the Net: Google, Wikipedia, other sites;
  - local sources, Libraries, Archives, etc.
  - local folk-lore, songs, etc
  - elders, knowledgeable local senior people, etc.
- Whatever you say must be "interesting" to the listener. What makes anything interesting to the listener:
  - Good News
  - Good Word
  - Entertainment

- 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.
- You can also **back it up with a photograph**.
- 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.
  - See Dictionary, Roget’s Thesaurus for the appropriate word for “water-logging”.
  - Check the kinds of harmful effects possible from such spots.
  - Check how engineers measure the quantity of water in such places, and decide how you will convey this information.
  - 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.
- 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.
- **ACTIVITY**
  - Gather information about a civic problem, i.e. a man- made problem, in your area.
  - 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.
  - 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.
  - Do a similar thing with another listener once again!

## 6.5 LECTURE 35 - Effective Presentations

- **STAGE MANNERS**

- All conversations are presentations.
- All presentations are stage performances.
- All presenters are performers.
- Whether talking to a friend or a crowd, you perform an act.
- So like all “actors”, you have to follow some stage manners.

This World is a stage, We are all actors, assigned our roles. - [Shakespeare](#)

- We must be well-turned out: washed, groomed and dressed.
- You need not be overdressed, you must not be under-dressed, you should be appropriately dressed.

- 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.

<appropriately dressed image>

- 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.

<correct sitting and standing posture image>

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

<obama hand gesture images>

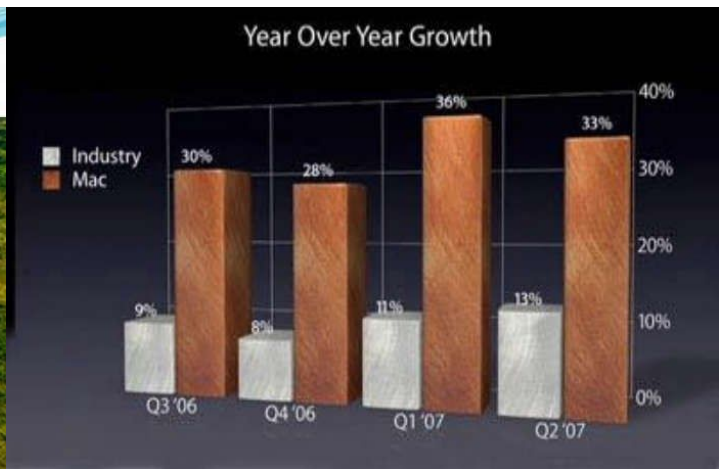
- Eye Contact keeps the listener with the speaker.
- You lose eye contact, and you lose your audience.
- Look at all your listeners with a friendly and unhurried attention.
- And then move to another group, repeat this triangular movement of your eyes.
- Voice is an important tool for presentations.
- 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.
- Listen to the [following](#); and [examples](#) of rapid speech.
- Listen to the following example for slow and confident speech. [Nobel Lecture by Malala Yousafzai](#):
- Do not overload your PPT slides.
- They lack adequate display time.



- **Structured and Unstructured Presentations:**

## How Rivers Are Formed

- Rivers start as very small streams and gradually get bigger as more and more water is added. Heavy rains and spring meltwater add so much water to some rivers that they overflow their banks and flood the surrounding landscape.
- The water in rivers comes from many different sources. Rivers can begin in lakes or as springs that bubble up from underground. Other rivers start as rain or melting snow and ice high up in the mountains.
- Most rivers flow quickly in the steeply sloping sections near their source. Fast moving water washes away gravel, sand and mud leaving a rocky bottom.
- Rivers flowing over gently sloping ground begin to curve back and forth across the landscape. These are called meandering rivers.
- Some rivers have lots of small channels that continually split and join. These are called braided rivers. Braided rivers are usually wide but shallow. They form on fairly steep slopes and where the river bank is easily eroded.
- Many rivers have an estuary where they enter the ocean. An estuary is a section of river where fresh water and sea-water mix together. Tides cause water levels in estuaries to rise and fall.



- 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.
- **Colour combinations** are not unwelcome in PPT slides

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

References:

Eye contact: <https://eye.keckmedicine.org/what-eye-contact-tell-us-political-candidates-others/>



## 6.6 LECTURE 36 - Structure of Spoken Word

### Syllable(Unit coming out in one breath exhale pulse)

- 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 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.
- 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.

- ACTIVITY 1
  - Look at the following words act, actor, action, active, activity, actionable, book, bookish, certain, certainly, distance, divide, division, elimination, fertilizer, beauty, furious
  - 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 **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
- ACTIVITY 2
  - Make a list of words that have syllables only with vowels, and no consonants.
  - But syllables can have other sounds before and/or after vowels. In “act”, you have one vowel followed by two consonants; in “best”, you have one consonant before the vowel, but two after the vowel. There are syllables in English with up to three consonants before vowels. See the following, for example: spread, strike, screw
  - These words have three consonants each before the vowel, and only one or none after the vowel.
  - 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**.
- ACTIVITY 3
  - Find words with one, two, three and four consonants after the vowel.

## Listening Skills(Contd..)

**7.1 LECTURE 37 - Word Stress - I**

- In plays, films and theatres, artists 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.
- 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](#). Theresa May, is a British Politician who served as Prime Minister of the UK from 2016 to 2019.
- **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.
- **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."

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

- Similarly the following words have **stress on the first syllable**

actor	artist	after	barber
-------	--------	-------	--------

certain	basket	doctor	father
garden	hostel	market	

- On words longer than one syllable, all English dictionaries show syllables 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'nomie	e'conomy

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

<u>a</u> ctor	ab <u>o</u> t	co <u>m</u> petence
com <u>p</u> onent	eco <u>n</u> omic	e <u>c</u> onomy

- In another dictionary, stressed vowels are **highlighted**, such as shown below.

<b>a</b> ctor	ab <b>o</b> t	co <b>m</b> petence
com <b>p</b> onent	eco <b>n</b> omic	e <b>c</b> onomy

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

ACtor	aBOU	COMpetence
comPONent	ecoNOmic	eCONomy

- **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.

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

<b>'abdomen</b>	<b>ac'countant</b>	<b>'advocate</b>	<b>af'fectionate</b>
<b>bene'ficial</b>	<b>di'vinity</b>	<b>e'liminate</b>	<b>fortifi'cation</b>
<b>'finalize</b>	<b>'government</b>	<b>'governor</b>	<b>hospi'tality</b>
<b>'industry</b>	<b>ju'dicial</b>	<b>la'boratory</b>	<b>ma'chinery</b>
<b>mountai'neer</b>	<b>natio'nality</b>	<b>'orphanage</b>	<b>'president</b>
<b>'questionable</b>	<b>'reasonable</b>	<b>scien'tific</b>	<b>termi'nation</b>
<b>um'brella</b>	<b>'verify</b>	<b>'womanhood</b>	

- 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.

## 7.2 LECTURE 38 - Word Stress - II

- Stress on words in many languages is fixed; a syllable in one or another part of the word is stressed.
- 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.
- **We will use a single inverted comma ' to show stress on the syllable.**
- 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.
- 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.
- **ACTIVITY**
  - Listen to the audio recording played here, and mark stresses on all words of two or more syllables. Link to the [audio](#):  
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.

- **TRANSCRIPT**

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'd be giving a commencement speech with no live audience from my backyard. But it's giving me a much deeper understanding for what our YouTube Creators go through!

And I certainly never thought I'd be sharing a virtual stage with a former President ... a First Lady, a Lady Gaga, and a Queen Bey ... not to mention BTS.

I don't think this is the graduation ceremony any of you imagined. At a time when you should be celebrating all the knowledge you've gained, you may be grieving what you've lost: the moves you planned, the jobs you earned, 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's not really the end of the speech, so don't get too excited. The reason I know you'll prevail is because so many others have done it before you."

- **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'vail	'really	ex'cited	'reason
'many	'others	be'fore	

- 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.

- In many words in English also, **a syllable with a long vowel is stressed**

a'go	a'vow,	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

- **ACTIVITY**

- Make a list of words of two syllables with at least one long vowel, and see if it is stressed on the long vowel.
- 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.
- Also, practice pronouncing these words with given stresses.

- **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'nalysis	de'corum	'argument	'husband

- **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			

- **ACTIVITY**

- If you stress these words differently, you should learn to stress them in the manner indicated.
- 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.
- 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.

### 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.
- **ACTIVITY**
  - 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](#)  
Victory Speech by Kamala Harris. She is an American politician and attorney, and the Vice-President elect of the United States.

#### 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.

#### ANSWERS

'Congressman      'Lewis      be'fore      'passing      De'mocracy      'act  
A'merica's      de'mocracy      guaran'teed      'willingness      'granted      pro'tecting  
'progress      Be'cause      'people      'power      'better      'future

- With the book, Better Spoken English , do the drill also with words given in Chapter 7, Page Nos. 90-96.
- **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

- **ACTIVITY**
  - Do the drill to learn to pronounce the nouns given above correctly. Add to this list by finding more nouns with many syllables, i. e. poly-syllabic nouns, that are given most prominent stress on their final syllable.
- 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.
- **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

• **ACTIVITY**

- 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.
- Like verbs, most adjectives in English are also stressed on the final or pre-final syllable. See following examples.

<b>On pre-final syllable</b>	<b>On final syllable</b>
a"bundant	ab"surd
ad"jacent	ac"cept
„blatant	a"fraid
con"versant	di"vergent
cons"istent	cor"rect
a"nother	di"rect
„bankrupt	di"vine
con"sistent	e"nough
in"sistent	be"have
se"vere	a"brupt
im"portant	pre"mise

- 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 given above follow the pronunciation given above.
- You can add to this list by looking up dictionaries 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 of them should be Stressed.
- Check with the stress marks given below. In case of any differences, relearn to speak that word correctly with proper stress, etc.

„absolute (A)

„catholic (N)

chande"lier (N)

de"gree (N)

„lunatic (A)

va"cation (N)

„arsenic (A)

ca"reer (N)

„cosmic (A)

engi"neer (N)

„scientist (N)

aca"demic (A)

a"nonymous (N)

cos"metic (A)

Japa"nese (N)

sin"cere (A)

„Arabic (A)

cer"tificate (N)

de"gree (N)

fa"natic (Adj)

„unity(N)



## 7.4 LECTURE 40 - Stress on Derived Words

- So, for instance, to the word “God” you can add +ly  
God +ly = Godly
- To “Godly”, you can add +ness,  
Godly + ness = Godliness
- Or before “Godly”, you can add Un+,  
Un + Godly = Ungodly
- Adding these and/ or similar sounds, or letters when writing, to existing words, you can make many new words.
- 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.
- In grammar, the 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.
- 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”**.
- ACTIVITY
  - Listen to the audio. Play the audio clip on Girls’ Education.
- TRANSCRIPT
  - 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 (U“NESCO). 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	re“port	U“NESCO	Orga“nization	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			

- 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.

### Stress on Root Word

„alter  
„beauty  
„circulate  
„drama  
„engine  
„family  
„hospital

### Stress on Suffixed Word

alte“ration  
beau“tician  
circu“lation  
dra“matic  
engi“neer  
fa“miliar  
hospi“tality

Im"agine  
„Judgement  
„labour l

imagi"nation  
judge"mental  
a"borious

- **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.

- **Some Derived Words with Specific Suffixes**

**With +ate/ade/ise...**

„absolute  
ac"commodate  
„advertise  
„adequate  
„alternate  
„analyse  
„attitude  
cer"tificate  
„candidate  
Con"gratulate

**With +ian/ical/ogy...**

a"bility  
aca"demic  
arti"ficial  
gram"marian  
au"thority  
bi"ology  
con"dition  
congratu"lation  
scien"tific  
sympa"thetic

**With +ea/ee/eer...**

addres"see  
ag"ree  
ap"pear  
ca"reer  
engi"neer  
psy"chosis  
Sin"cere  
se"vere  
Sin"cere  
l"dea

- 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.

- 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. 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.

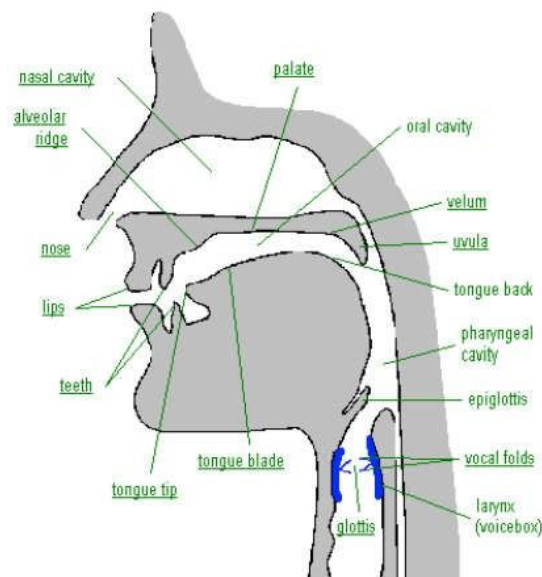
**+ean, ear, ere, esce, esque, ette, ier, itis, otis, etc.**

- All of these suffixes cause stress to be assigned to themselves. If they are a suffix like **+it is/otis**, then the **stress is given to their own first syllable**.
- 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.**

### SOME VOWEL SOUNDS

- Most sounds in all languages are produced with air going out flowing out of lungs through the glottis, pharynx and mouth.
- 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.
- 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.
- Nothing much happens to the speech air in the pharynx.
- Once it enters the mouth, the oral passage, uvula and the tongue manipulate it. If Uvula is raised, then all speech air passes through the mouth; but if it is lowered, then some air can also pass through the nose, the nasal passage.
- In the mouth, tongue and lips and the opening between jaws mainly contribute to variety in the production of sounds.
- To know more about the production of speech sounds, you can see some books suggested in the desired reading list of this course.
- 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 the 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.
- “Pill” and “pull” are different words because the **vowel in one is produced by stretching the blade or the front of the tongue towards the molar teeth**, whereas in “pill” the **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**.
- 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.

### Organs of Articulation



- But English long vowels are:
  - **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 nanoseconds.
  - Very many. Whereas Hindi has barely six or seven vowel sounds that may sound long, English has at least 12 long vowels.
  - 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

<u>Short Vowel</u>	<u>Long Vowel</u>
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

- **ACTIVITY**
  - 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.
  - 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.

- We have **diphthongs** in English words like  
     “bite”, “bout”, “boat”, “bait”, etc.

**Diphthongs:** a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another (as in coin, loud, and side ).

- 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:

<u>Words with Short Vowels</u>	<u>With Long Vowels</u>	<u>With Diphthongs</u>
live	leave	live
pull	pool	pile
fill	feel	file
mill	meal	mile
hit	heat	height

let  
Kit  
hill  
lick  
pill  
sit  
tell  
wit

heel  
leak  
peel  
seat

late  
kite  
hole  
like  
pile  
sight  
tale/tile  
wait

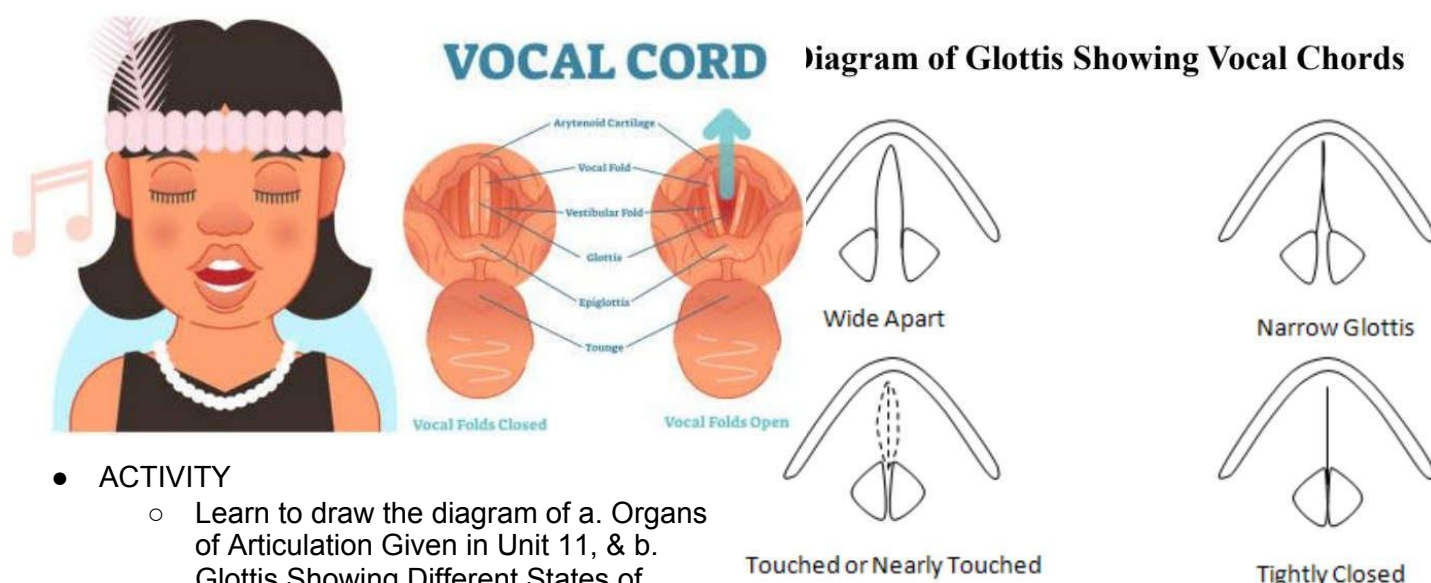
- ACTIVITY

- 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.
- **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.
- 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.

## 7.6 LECTURE 42 - Phonetics of English - II

- 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.
- 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 cords are wide apart, air from the lungs flows through the glottis freely without vibrating the vocal cords.

### Diagram of Glottis Showing Vocal Chords



- **ACTIVITY**
  - Learn to draw the diagram of a. Organs of Articulation Given in Unit 11, & b. Glottis Showing Different States of Vocal Chords.
- For instance, “h” in “hip” and “s” in “sip” represent voiceless sounds, but “z” in “zip” is a voiced sound.
- **ACTIVITY**
  - 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?
- 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.
- **ACTIVITY**
  - Speaking slowly, produce the first syllable “sim” of “simple” followed by a very short pause before you go to the second syllable “ple”.

- 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.
- 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**

uncle  
banking  
content  
hanker  
intend  
simple  
temple

**with Voiced Consonant**

angle  
banging  
contend  
hanger  
indent  
symbol  
tumble

- 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.

- 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. “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.

● **ACTIVITY**

- Look at the following pairs of words and produce them slowly and carefully as advised above.

**Words with “v”**

van  
vet  
vest  
veil  
very  
every  
liver  
never  
river  
live  
give  
love  
move  
prove  
weave

**Words with “W”**

wan  
wet  
west  
wail  
weary  
dwell  
quell  
quit  
queen  
quick  
question  
quality  
quantity  
query  
qualm

- You can add to this list and do the drill in the manner suggested above.

- 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 the



lower lip, comes so close to the other, such as the 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.

- 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.
- 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
- CONCLUSION
  - 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.
  - 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.
  - This course does not pretend to teach you how to speak English, but it seeks to become a guide.