

# English-1

- Vowels - a,e,i,o,u
- Consonants - remaining all alphabets except vowels
- Vowel sounds - 20
- Consonant sounds - 24
  - There will be a inbuilt vowel sound 'a' in all consonants
- Articulation of Vowel sounds
  - a, aa, i, ii, u, uu
- Articulation of Consonant sounds

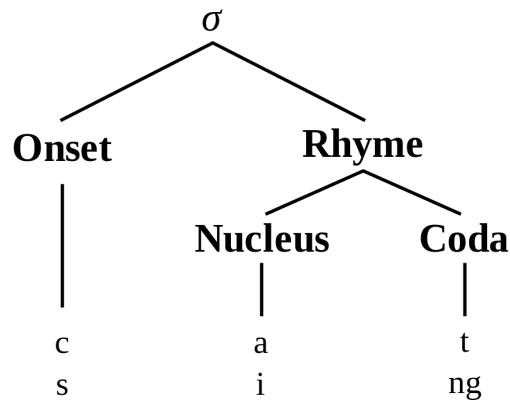
## Articulation of Consonant Sounds

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

- Consonant Clusters
  - Two or more consonant sounds together
  - It reduces the inbuilt vowel sound from the first one
  - Clusters of three consonants will appear only in a sequence of sounds. First 's', then 'p' or 't' or 'k', then 'l' or 'r'

## → Syllable

- A syllable is a unit of organization for a sequence of speech sounds
- A syllable should have a vowel (Nucleus) with one or more consonants.
- A syllable consists of three segments
  - 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



## → Words

- Words are the sequence of consonants and vowel sounds
- Sounds from the same places of articulation do not come next to each other. (pb, td, kg)
- 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.

## → Word Formation

### → Prefixes

→ We add prefixes before the base or stem of a word

### → Suffixes

→ We add suffixes after the base or stem of a word. The main purpose of a suffix is to show what class of word it is (e.g. noun or adjective).

### → Conversion

→ Change of a word from one word class (parts of speech) to other

### → Compounding


→ When we use compounding, we link together two or more bases to create a new word.

## → Phonetics

Consonants	Vowels
<b>p</b> <i>pen, copy, happen</i>	<b>ɪ</b> <i>kit, bid, hymn, minute</i>
<b>b</b> <i>back, baby, job</i>	<b>e</b> <i>dress, bed, head, many</i>
<b>t</b> <i>tea, tight, button</i>	<b>æ</b> <i>trap, bad</i>
<b>d</b> <i>day, ladder, odd</i>	<b>ɒ</b> <i>lot, odd, wash</i>
<b>k</b> <i>key, clock, school</i>	<b>ʌ</b> <i>strut, mud, love, blood</i>
<b>g</b> <i>get, giggle, ghost</i>	<b>ʊ</b> <i>foot, good, put</i>
<b>tʃ</b> <i>church, match, nature</i>	<b>i:</b> <i>fleece, sea, machine</i>
<b>dʒ</b> <i>judge, age, soldier</i>	<b>eɪ</b> <i>face, day, break</i>
<b>f</b> <i>fat, coffee, rough, photo</i>	<b>aɪ</b> <i>price, high, try</i>
<b>v</b> <i>view, heavy, move</i>	<b>ɔɪ</b> <i>choice, boy</i>
<b>θ</b> <i>thing, author, path</i>	<b>u:</b> <i>goose, two, blue, group</i>
<b>ð</b> <i>this, other, smooth</i>	<b>əʊ</b> <i>goat, show, no</i>
<b>s</b> <i>soon, cease, sister</i>	<b>aʊ</b> <i>mouth, now</i>
<b>z</b> <i>zero, music, roses, buzz</i>	<b>ɪə</b> <i>near, here, weary</i>
<b>ʃ</b> <i>ship, sure, national</i>	<b>eə</b> <i>square, fair, various</i>
<b>ʒ</b> <i>pleasure, vision</i>	<b>ɑ:</b> <i>start, father</i>
<b>h</b> <i>hot, whole, ahead</i>	<b>ɔ:</b> <i>thought, law, north, war</i>
<b>m</b> <i>more, hammer, sum</i>	<b>ʊə</b> <i>poor, jury, cure</i>
<b>n</b> <i>nice, know, funny, sun</i>	<b>ɜ:</b> <i>nurse, stir, learn, refer</i>
<b>ŋ</b> <i>ring, anger, thanks, sung</i>	<b>ə</b> <i>about, common, standard</i>
<b>l</b> <i>light, valley, feel</i>	<b>ɪ</b> <i>happy, radiate, glorious</i>
<b>r</b> <i>right, wrong, sorry, arrange</i>	<b>u</b> <i>thank you, influence, situation</i>
<b>j</b> <i>yet, use, beauty, few</i>	<b>ŋ</b> <i>suddenly, cotton</i>
<b>w</b> <i>wet, one, when, queen</i>	<b>ɹ</b> <i>middle, metal</i>
<b>ʔ</b> <i>(glottal stop)</i> <i>department, football</i>	<b>'</b> <i>(stress mark)</i>

## → Parts of speech

# Parts of Speech



<b>NOUN</b> <i>Name of a person, place, thing or idea.</i> Examples: Daniel, London, table, hope - <i>Mary</i> uses a blue <i>pen</i> for her <i>notes</i> .	<b>PRONOUN</b> <i>A pronoun is used in place of a noun or noun phrase to avoid repetition.</i> Examples: I, you, it, we, us, them, those - I want <i>her</i> to dance with <i>me</i> .
<b>ADJECTIVE</b> <i>Describes, modifies or gives more information about a noun or pronoun.</i> Examples: cold, happy, young, two, fun - The <i>little</i> girl has a <i>pink</i> hat.	<b>VERB</b> <i>Shows an action or a state of being.</i> Examples: go, speak, eat, live, are, is - I <i>listen</i> to the word and then <i>repeat</i> it.
<b>ADVERB</b> <i>Modifies a verb, an adjective or another adverb. It tells how (often), where, when.</i> Examples: slowly, very, always, well, too - <i>Yesterday</i> , I ate my lunch <i>quickly</i> .	<b>PREPOSITION</b> <i>Shows the relationship of a noun or pronoun to another word.</i> Examples: at, on, in, from, with, about - I left my keys <i>on</i> the table <i>for</i> you.
<b>CONJUNCTION</b> <i>Joins two words, ideas, phrases together and shows how they are connected.</i> Examples: and, or, but, because, yet, so - I was hot <i>and</i> tired <i>but</i> still finished it.	<b>INTERJECTION</b> <i>A word or phrase that expresses a strong emotion. It is a short exclamation.</i> Examples: Ouch! Hey! Oh! Watch out! - <i>Wow!</i> I passed my English exam.

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## → Building Vocabulary

### → Denotation

→ A literal meaning of the word (Dictionary meaning)

### → Connotation

→ An association (emotional or otherwise) which the word evokes (Suggestive meaning)

→ It can be Positive, Negative, Neutral

### → Synonyms

→ A synonym is a word which has the same or nearly the same meaning

- Antonyms
  - An antonym is a word that is opposite in meaning to that word
- Homophones
  - These are words with the same pronunciation, but they are spelt differently and have different meanings.
- Homonyms
  - These are words spelt and pronounced alike, but have different meanings

## → Stress patterns

- A word can only have one stress.
- Only vowels are stressed, not consonants.
- For mono-syllabic Noun or Adjective words, stress is on the syllable of the word.
- For di-syllabic Noun or Adjective words, stress is on the first syllable.
- For di-syllabic Verbs and Preposition words, stress is on last syllable
- For the same spelling of a Noun and a Verb, we differentiate the word with stress position.
  - For Noun, stress is on the first syllable.
  - For Verbs, stress is on the last syllable.
- For the words starting with prefixes un-, in-, pre-, ex-, mis-, stress is on the prefix.
- For the words ending with suffixes -able, -ary, -cian, -cial, -ery, -graphy, -ial, -ian, -ible, -ic, -ical, -ics, -ion, -ity, -ium, -imum, -logy, -tal, stress is on the syllable right before the suffix.
- For the words ending with suffixes -ee, -oo, -ese, -ique, -ette, stress is on the suffix.
- For the words ending with -er, -or, -ly, -consonant suffix, -y, stress is on the first syllable.
- For Compound Nouns, stress is on the first part.
- For Compound Adjectives, stress is on the second part.

## → Plural Marking sounds (/z/, /iz/, /s/)

- Words ending with /p/, /t/, /k/ (voiceless stop sounds) followed by 's', then it sounds as /s/. Remaining all plural words, sounds as /z/ or /iz/

## → Aspiration in English words

- /p/, /t/, /k/ are voiceless stop sounds
- 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
- Voiced stops are never aspirated. They're always unaspirated.

## → Determiners

- A determiner is a word placed in front of a noun to specify quantity (e.g., "one dog," "many dogs") or to clarify what the noun refers to (e.g., "my dog," "that dog," "the dog").
  - An article (a/an, the)
    - "the" is the **definite article** which define its noun as something specific
    - "a" and "an" are **indefinite articles** which define its noun as something unspecific
    - "a" precedes the consonant sound
    - "an" precedes the vowel sound
  - Demonstratives (this, that, these, those)
  - Possessives (my, your, his, her, its, our, their, whose)
  - Quantifiers (many, more, much, some, any)

## → Sentences

- A **phrase** is a group of words which conveys some meanings but does not make complete sense by itself.
- A **sentence** is a group of words that makes complete sense.
- Order of a words in a sentence  
[[subject] + [verb + object + adverbs]]

First part is known as **Subject** and the second part is known as **Predicate**.

All sentences will have subjects and predicates.

- The sentence which is used to convey a command, a request, or a forbiddance is called an **imperative sentence**. This type of sentence always takes the second person (you) for the subject but most of the time the subject remains hidden.

## → **Direct and Indirect Objects**

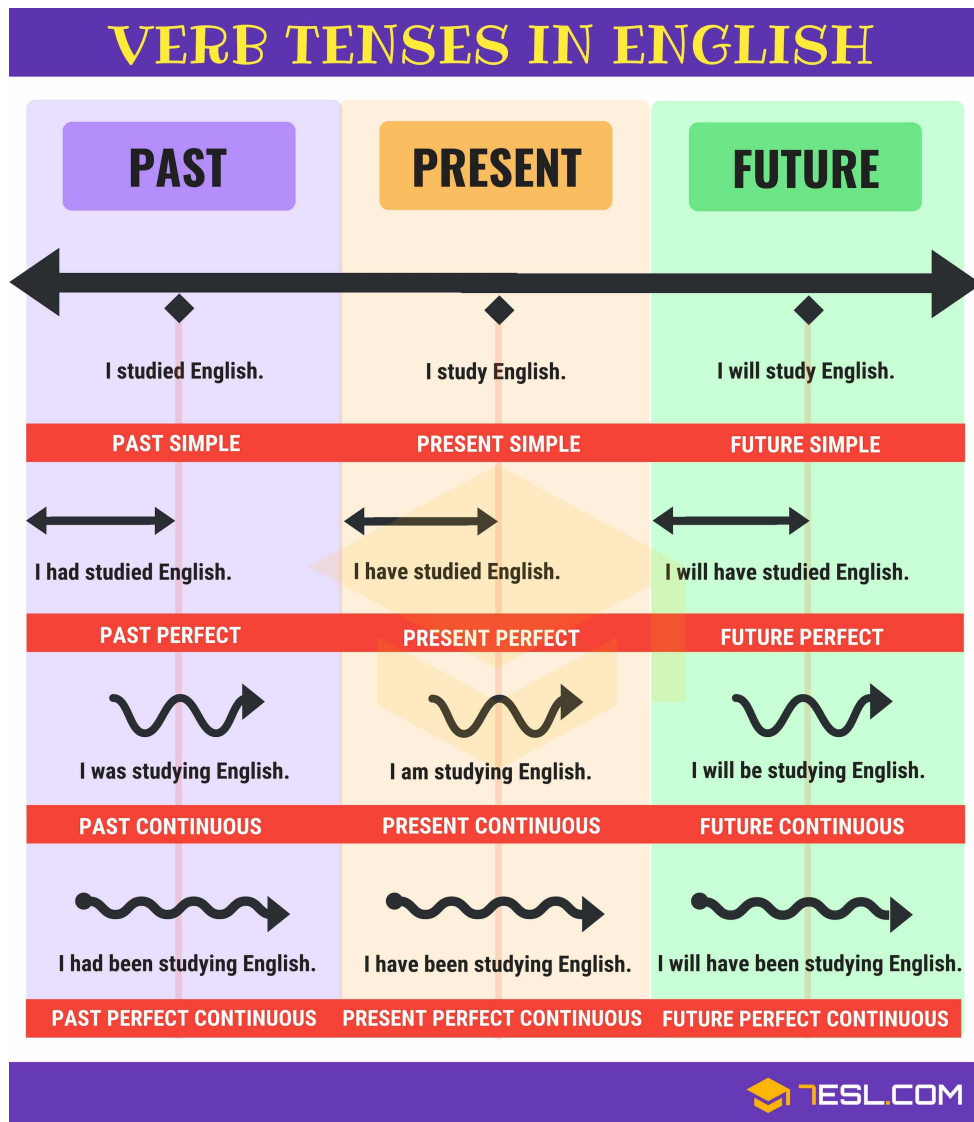
- Some verbs do not have objects (Intransitive verbs)
- Some verbs have one object (Transitive verbs)
- Some verbs have two objects (Ditransitive verbs)
- Some verbs must have something but they are not objects (Intransitive verbs)
- When we can question the Verb with “what” the answer be the “Object”
- When we can question the Verb with “what” and if there is no answer, then there will be no object
- When we can question the Verb with “what” and we get the **First object** and we again if we can question that sentence till first object, the answer be the **Second object**
- First object is called **Direct object**
- Second object is called **Indirect object**

## → **Phrasal Pause**

- Pause after every phrase.
- Pause after every group of words within a phrase, if the phrase is a big group of words.
- Pause after a word of addressing someone is essential
- Pause after a pair of numbers, or three numbers.
- Pause after every new level while telling the address
- Pause after the words like ‘so’, ‘therefore’, ‘but’, ‘thus’, ‘ofcourse’, ‘indeed’, ‘by all means’ etc
- Pause after every word in a series like (For breakfast# I take some corns# milk# eggs# bread# butter)
- Pause after every Noun phrase, Verb phrase, Adjectival phrase, Adverbial phrase



## → Tenses



## → Clause Structure

- Clause is a higher structure than phrase.
- A clause has one or more phrases
- A clause has at least **one verb** with tense
- A sentence must have at least one clause with complete information, without having to depend on elements outside itself.

- But each clause is not a sentence. If that clause does not have both subject and its Verb inside, then it cannot be a sentence by itself, though it is still a clause.
- Those clauses that can make a sentence by themselves are called "Principal Clause", or "Main Clause", or "Independent Clause". Others are called "Subordinate Clause".

## → Interrogative sentences

- Interrogative Sentence begins either only with "Is/Are/Am/Was/Were/Will...", etc. or with "What/When/where/which/who/why...?", etc.
- Questions beginning with "Is/Are/..." are almost always answered in either "yes" or "no".
- There are some "yes/no" questions which begin with "Do/does/did"
- "Wh-" questions, on the other hand, expect specific answers.

## → Complex sentence

- A "Complex Sentence" has a main clause and at least one subordinate clause.
- Any reference to a noun or pronoun of the main clause in a noun, or pronoun or verb in the subordinate clause will have to have the same number.
- If the noun in the main clause is singular, then reference to it must be in singular.
- A main clause must have a Noun phrase or Noun and a verb phrase or a verb
- The subordinate clause can have Noun phrase, Adverbial phrase, Adjectival phrase etc

## → Active Voice and Passive Voice sentences

- In active voice, Agent or cause of action is at the beginning of the sentence.
- But in passive voice is done the other way round. Here the agent comes last., victim, result, effect, etc. comes first.
- Subject and object switch places.
- Subject, or agent, or cause, is moved to the end of the verb phrase or to the end of the sentence.

- Object moves to the front of the sentence.
- Object is followed by "am/are/is/was/ were..." some tense bearing helping verb.
- If a helping verb is not there, then "is/am/are..." is inserted.
- Otherwise, "be" is inserted in a suitable form.
- Main verb is used in the participial, the 3rd form, like "done" for "do".
- Then the rest of the sentence follows with a "by" before the subject.

## → Subject Verb Agreement (SVA)

- If the subject is singular, the verb must be singular too.
- If the subject is plural, the verb must also be plural.
- When the subject of the sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.
- When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.
- When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.
- When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.
- When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.
- The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.
- Uncountable nouns take a singular verb.
- Some countable nouns in English such as earnings, goods, odds, surroundings, proceeds, contents, and valuables only have a plural form and take a plural verb.

- In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.
- Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

## Number and Person in Agreement

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

Examples:

- |                                   |      |                |        |
|-----------------------------------|------|----------------|--------|
| • I <b>am/was</b> a doctor.       | I    | like- <b>0</b> | pizza. |
| • We <b>are/were</b> students.    | We   | like- <b>0</b> | pizza  |
| • You <b>are/were</b> a teacher.  | You  | like- <b>0</b> | pizza. |
| • He/She <b>is/was</b> a teacher. | He   | like- <b>s</b> | pizza  |
| • They <b>are/were</b> teachers.  | They | like- <b>0</b> | pizza. |

## More on agreement in English ...

1. Rekha and her brothers (is, **are**) in Delhi.
2. Either my mother or my father (**is**, are) coming to the meeting.
3. The dog or the cats (is, **are**) outside.
4. Either my shoes or my coat (**is**, are) always on the floor.
5. 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.

# Negation, Tense, and Agreement

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

## → Common errors in English

- [Lec 12.pdf](#) (Pronunciation of common words)
- [Lecture 29.pdf](#) (Common phrases)
- [Lecture 49.pdf](#) (Common errors in sentences)
- Some nouns have no plural; you use them only in the singular number
- Words like equipment, meat, oil, rice, wheat, milk, information, fish, furniture do not have a singular or plural form and they are uncountable.
- Uncountable nouns do not take a/an and plural form -s/es
- Some verbs, such as appear, feel, have, look, seem, stand, etc., are not used in progressive mode, with + ing.
- You can use this verb in the simple present or past tense form, but not in the progressive present or past tense form.

→ Some verbs, such as cast, cost, cut, put, have the same form in all tenses.

## → Listening

→ Comprehension

→ Moving from Language to Meaning

→ It is called Bottom-up Approach

→ Acquisition

→ Moving from Meaning to Language

→ It is called Top-down Approach