

Date
October 2, 2020

WEEK 1

classmate

Date _____

Page _____

SOUNDS & WRITING SYMBOLS

Question 1 : Write four words each for the following vowel sounds.

1. aa - shark, garbage, far, sharp, father
2. i - pin, bin, sin, tin, hill, drink, in
3. ii - fee, bee, week, steep, thief
4. u - put, book, look, hook,
5. uu - loop, shoes, boot, hoot
6. o - not, hot, go, show, flow, pro
7. au -

When there is very little or no obstruction in the oral cavity for the flow of air, that is the flow of exhaling air, we get vowel sounds. (20 vowels)

When total or different types of obstructions are created, they are called consonants. (24 consonants)

So, with little or no obstruction, we get vowels.
With little or more obstruction in the flow of air, we get consonants.

Date
October 13, 2020

CLASSMATE

Date _____
Page _____

The formation of clear and distinct sounds in speech

Articulation of Vowel Sounds

a	up, cup /kəp/
aa	father, sound, round <u>/sa<u>u</u>nd/</u>
i	in, ink, drink, sink
ii	clean, seat, beat, feet
u	book, cook, look
uu	zoo, boot, room

Vowels are more fundamental for making a word !!

- # We can make a word with only vowel sounds but with only consonants we can't make a word, we at least need one vowel. That is why vowel sounds are more fundamental.

	Writing symbols	Speech sounds
Vowels	5	20
Consonants	21	24
Total	26	44

October 3, 2020

classmate

Date _____

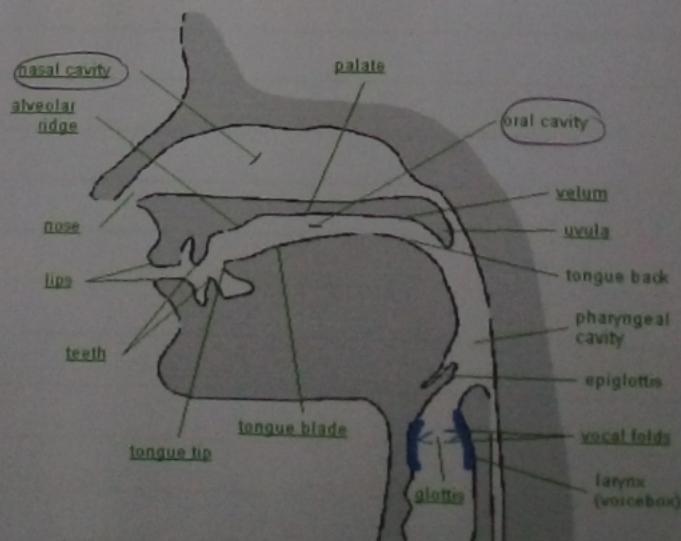
Page _____

Articulation of Consonants

Articulation of Consonant Sounds

	Oral Sounds		Nasal Sounds		
	-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

Articulators



Date _____
Page _____

Places of Articulation →

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

Some specific features of English sounds

→ s sh → z j → f ph

Four Skills

(1) Listening

- Good listeners
- Become good speakers

(3) Reading

- Good readers
- Become good at writing

(2) Speaking

(4) Writing

Why Is Listening Important?

- Only if we listen we can 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 : The First Language Skill

- Most children come to school armed with only one way to learn - **LISTENING**.
- Almost all of us were born doing this.
- Indeed, for the first few years of formal education, listening is an integral part of teaching.
- But something happens around first & second grade, when students learn to read.
- Slowly the read aloud books and story time are phased out, replaced instead by silent reading.

What do We Listen For?

- (1) understanding detailed information for a purpose
→ can understand straight forward factual information about common topics; understand simple technical info
- (2) Understanding & Interpreting a range of features of context
→ can follow the main points of extended discussion

- (3) Understanding the topic & the main points
- can understand the main points of familiar matters ; can understand the main points & information content of news bulletins & TV programmes.
- (4) Distinguishing main points from sub-points
- can identify general messages & specific detail ; can follow a lecture or talk on familiar subject matter detail.

WE LISTEN FOR :

- comprehension
 - listening and listening comprehension are one and the same thing. It is believed that people listen for understanding the spoken language.
- Acquisition
 - When we say listening for acquisition it means listening will provide us inputs for developing our second language skills. In this case English.
- 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 & above all speed of delivery.

Moving From language To Meaning → COMPREHENSION

- Comprehension begins with first understanding ^{of} -----
 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 need to have background knowledge of the topic of discourse.

When we start listening to a language for the first time, we tend to use the 'Bottom Up Approach' to listening. We are looking for familiar 'words' and 'phrases' to get some meaning.

An expert user of the language uses the 'Top Down Approach' to listening.

Most of us are somewhere in b/w these two.

Date
October 18, 2021

Date _____
Page _____

WEEK 2,

Words

SIMPLE WORDS

→ Most of the words are a sequence of consonants and vowel sounds.

• CVCV	papa , daddy , mommy
• CVC	dad , mom
• VCVC	alas ,
• CVV	
• CCVC	what , glass
• CVCC	sink

→ Words only with vowel sounds

• Eye /aai/

→ Clusters are when two consonants sounds come together , i.e, cc . for ex. class .

CONSONANTS

→ Sounds produced by modification of the flow of exhaling air in the vocal tract.

[V]	• /k/ - velar	king , class
[V]	• /g/ - velar	great , glass

[-v]	.	/p/ - bilabial	pink, pure
[+v]	.	/b/ - bilabial	bliss, bless

→ They have an inbuilt vowel sound 'a' with all of them.

→ Sounds from same places of articulation do not come next to each other.

.

· pb · bp · td

CONSONANT CLUSTERS

→ Two consonant sounds together

→ Reduction of the inbuilt vowel sounds from the first one

→ Not in random order

(Words)	(Phonetic Transcription)	
cluster	- /kla:star/	ccVCCVC
Bliss	- /blis/	CCVC
School	- /sku:l/	CCVC
Scooter	- /skutər/	CCVCVC
Blast	- /bla:st/	CCVCC

(IPA → International Phonetic Association)

Oct 23, 2020

classmate

Date _____

Page _____

CLUSTERS OF THREE CONSONANTS

• Spring	/spring/	s p r	cccvc
• stress	/stres/	s t r	cccvc
• screw	/skrue/	s k ^u r	cccvv
• splash	/splash/	s p l	cccvc
• string	/string/	s t r	cccvc
• scrub	/skrab/	s k r	cccvc

More Words :

strand, strict, strip

Scream, scroll, scrutiny, scrap

spring

Syllables

- A syllable is a unit of organisation for a sequence of speech sounds.
- Syllables have nucleus (most often a vowel) with optional initial and final margins (typically, consonants)
- Words can have several syllables : One, Two, Three, Four

WORDS AND SYLLABLES

- One word may have one or more syllables.

→ Words with one syllable :

• sun • life • break • tongue

→ Words with two syllables :

• tiger • police • between • marriage
(ti-ger) (po-lice) (bet-ween) (mar-rige)

→ Words with three syllables :

• energy • capital • heritage • suffering
(e-ner-gy) (ka-pi-tal) (he-ri-tage) (suf-far-ing)

→ Words with four syllables :

• Invisible • Education • Aquarium • Infinity
(In-vi-si-ble) (e-du-ca-shan) (Aqua-rium) (in-fi-ni-ty)

SYLLABLES

→ A syllable consists of three segments -
• nucleus, onset, rhyme, coda

→ 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 , the word ba-NA-na .

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 .

Examples of words : bees , hair , matter , tall etc.

- Words combine to form phrases and sentences . All words belongs 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 below .

- 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
- DETERMINER → a , an , the • INTERJECTION - Hello !

dit
October 23, 2020

Date _____
Page _____

Building Vocabulary

Developing Vocabulary Through Word Formation

There are four main kinds of word formation -

- Prefixes
- Conversion
- Suffixes
- Compounds

PREFIXES

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

- monorail , monolingual mono- means 'one'
- multipurpose , multicultural multi- means 'many'
- post-war , postgraduate post- means 'after'
- unusual , undemocratic un- means 'not' or 'opposite to'.

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 (eg noun or adjective)

→ terrorism, sexism

-ism & -dom are used to form nouns.

→ employer, actor

-er and -or are used to form nouns to describe people who do things

→ widen, simplify

-en and -ify are used to form verbs.

→ reasonable, unprofitable

-able is used to form adjectives

→ unhappily, naturally

-ly is a common suffix used to form adverbs

CONVERSION

Involves the change of a word from one word class to another.

for example, the verbs to email and to microwave are formed from the nouns email & microwave.

- Google → google the information
- See through → see through fabric
- Stand up → stand up comedian

Common conversions

(1) Can you text her? (verb from noun text)

- (2) They are always jetting somewhere (verb from noun jet)
 (3) All companies have their ups & downs (nouns from adjectives)
 (4) OK, so the meeting's on Tuesday. That's a definite! (noun from adj)

COMPOUNDS

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

Nouns : car park, lock band

Adjectives : heartbreakin, sugar-free

Verbs : baby-sit, chain-smoke

Adverbs : grad-naturally, nevertheless

Denotation & Connotation

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

- Denotation → dictionary meaning
- Connotation → the deeper meaning - what we associate with the word.

DENOTATION

CONNOTATION

- A literal meaning of the word.
- Dictionary meaning.
- Explicit meaning.
- Definition
- An association (emotional or otherwise) which the word evokes.
- Suggestive meaning.

* Connotations can be → Positive, Negative, Neutral

Example :	+ve	-ve	Neutral
Thrifty	(Jay is very careful about spending money.)	Miserly	(Jay's brother is miserly. He doesn't share profits with the team.)
Economical	(Jay moved to a smaller apartment as it was more economical in the long run.)		

More Examples

POSITIVE	NEUTRAL	NEGATIVE
1. economical	inexpensive	cheap
2. exceptional	unusual	strange
3. slender	tall	skinny
4. sene	stale	hoard
5. visionary	inventor	dreamer
6. illustrious	famous	notorious
7. prudent	timid	cowardly
8. up to date	new	new-fangled
9. assertive	aggressive	pushy
10. strategy	plan	scheme

Question: Rank the words in order from +ve to -ve.

- (1) Thin Slim Lanky Skinny Gaunt Slender
 (2) Aggressive Assertive Downbeating Dynamic Pushy Forceful
 (3) Shrewd Egghead Bright Clever Brilliant
 Curning Smart Intelligent Brainy

Date _____
Page _____

Enrich your Vocabulary

(Handwritten note: October 23, 2020)

- Vocabulary refers to the words a person knows & uses.
- Vocabulary can be passive or active.

Why should you improve your vocabulary?

- Words are catalysts for learning and thinking.
- More words one can command, the more accurate one's thinking is.
- Wide vocabulary improves academic scope.
- Words allow one to communicate one's thoughts & feelings.
- Words help you to persuade and influence others.
- A good repertoire of vocabulary reflects the personality of the speaker.

How should you improve your vocabulary?

- Play games ... - root words, foreign words
- Preferring games, sufficing, synonym, antonym games.
- Use one word to learn many.

Ex: Price refers to the amount of money for which something may be bought or sold.
 There are other words related to payment of money.
 • Fare • Fee • Fine • Tax • Toll

Likewise there are words related to travel, but a journey is not a voyage!

Date _____
Page _____

SYNONYMS

- A synonym is a word which has the same or nearly the same meaning. In one or more senses as another word.
- Use the right word - not almost the right word.
- "The Difference Between The Right Word And The Almost Right Word Is The Difference Between lightning and The Lightening Bug." - Mark Twain
- A student who knows a lot of synonyms will have the ability to use the right word in the right context.

Eg (I) Vigorous / lively / Energetic

1. Elderly people who are frail should refrain from vigorous exercise.

(II) Wrecked / Demolished / Ruined

1. The old mansion was demolished to make way for an expressway.

ANTONYMS

- An antonym is a word that is opposite in meaning to another word.

Look at the following examples:

- (1) Beating a smaller person is not something brave.
In fact it is a gullible act.
- (2) Some people are optimistic about the country's economy while others are quite pessimistic about it.
- (3) Mr. Sharma's frugality is in sharp contrast to his son's.

HOMOPHONES

These are the words with the same pronunciation, but they are spelt differently and have different meanings.
Most of them are short & monosyllabic:

- | | |
|-------------|-------------|
| Tail - Tail | Blue - blew |
| Bow - Bough | Bear - bare |
| Hail - Halt | Fare - fair |
| Pail - Pale | |

HOMONYMS

These are words spelt and pronounced alike, but have diff. meanings.

- | | | | |
|-------|--------|---------|------|
| Bear | Charge | bow | Fine |
| Stalk | Row | swallow | |

WORDS WITH CLASSICAL ROOTS

- cide, -phile, -phobia are parts of words which can help you to multiply your vocab. They are words with Greek or Latin origins.
- Cide is an act of killing
 - suicide, genocide, patricide, matricide, insecticide, regicide, ecocide
- Phobia is a strong unreasonable fear about something
 - claustrophobia, astrophobia, xenophobia, aerophobia, sociophobia, astrophobia, ornithophobia
- Phile refers to fondness for, affinity towards a particular thing
 - anglophile, -bibliophile, -pedophile, -Hellenophile

IDIOMS AND SLANGS

- Knowing idioms & slangs can give a boost to your confidence.
- They can't be understood literally.
- They can give you an edge over others who are not familiar with these phrases.
- Example -
 - sick as a dog → keep your chin up
 - under the weather → lickety split

Use New words. Do not repeat ^{some} words.

Date _____
Date _____
Page _____

WEEK 3

Stress in Words

STRESS PATTERNS

Stress patterns in words are mostly unpredictable in English. However, some general rules can be applied to many words.

- When a noun or adjective stems from a one-syllable word (for example break and friend), the stress usually stays on the syllable of the original word.
- With most of the disyllabic nouns or adjectives, stress is on the first syllable.
- With most disyllabic verbs, stress is on the last syllable.

Example: break - BREAKable
 friend - FRIENDly

Example: nouns PRE-sent adjectives HAND-some
 TI-ger EA-sy
 BREAK-fast HA-ppi

Example: in-CREASE, be-GIN

To differentiate between a noun and a verb with same spelling, stress position changes

Example: a DEcrease (noun) to deCREASE (verb)
 an OBJECT (noun) to obJECT (verb)

In compound nouns, the stress is on the first part.

Example: BOOKshop, NOTEbook

The words ending in -TION, -SION, -CIAN are usually stressed on the second last syllable.

Example: e-du-CA-tion, per-MIS-sion, phy-SI-cian

Words usually ending with -IC are usually stressed on the second last syllable.

Example: sea-LIS-tic, stra-TE-gic

Words ending with -ce or -ee are usually stressed on the last syllable.

Example: gau-sent-BE, shampOO

Date _____
Page _____

Plurality in English

NOUNS

- nouns are naming words
- All words denoting / referring to names are nouns.
- They could be: SINGULAR or PLURAL

Singular & Plural Nouns

		Plural Marking sound
Dog	- Dogs	/z/
Friend	- Friends	/z/
Judge	- Judges	/iz/
Bench	- Benches	/iz/
Baby	- Babies	/ɪ/
Book	- Books	/s/
Cap	- Caps	/s/

MORPHEMES

- sit • seats • sits

→ Five instances of the sound /s/

→ Two types :

- in [seats], the first /s/ does not mean anything, whereas the second /s/ is a plural marker.
- in [sits], the first /s/ does not have any meaning, whereas the second /s/ is a singular marker.

Date _____
Page _____

Understanding Plurals In English

- In words ending in sounds /pl/, /t/ & /k/, the plural markers sound as /s/
- Everywhere else the plural marker in English is /z/.
- There does not seem to be much difference between /z/ and /iz/.
- The reason for this is, /pl/, /t/ & /k/ are voiceless sounds, where /z/ is a voiced sound. In the environment of voiceless sound, a voiced plural marker becomes voiceless.

Aspiration

Aspirated	Non Aspirated	
Pi	Spy	→ [p], [t], [k] are voiceless stop sound
Pan	Skan	
Pin	Spin	
Pot	Spat	- [p] [pʰ]
Top	Stop	- [t] [tʰ]
Cot	Scot	- [k] [kʰ]
Cat	Cube	
Tame	Happy	
Kite	ducky	

Rules :

- 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 are 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 are always unaspirated.

Aspiration at the Syllable Tritial position

Elements of Words

- ASPIRATION : A feature of sound
- SYLLABLE : A unit of words
- STRESS : A feature of vowels in a syllable

[p], [t], [k] Voiceless Stop sounds

→ -asp, -voice	→ +asp, -voice
[p]	[pʰ]
[t]	[tʰ]
[k]	[kʰ]

- ↳ voiceless
- Cry /kʰ/ • Tie /tʰ/
 - Try /tʰ/ • Town /tʰ/
 - Plot /pʰ/ • Tank /tʰ/
 - Clock /kʰ/

Aspiration in Stress syllable

- Potato /pʰəTʰAEtəʊ/
- Hotel /həTʰEL/
- Nepal /nəpʰAL/
- Intense /ɪnTʰENS/
- Intension /ɪnTʰENʃən/
- attention /ætTʰENʃən/
- retain /ri:TʰAEN/
- retention /ri:TʰENʃən/
- impossible /ɪmPʰOSiBəl/
- impatient /imPʰAEshənt/

Stress on 1st syllable - 2nd syllable ↳ unstressed and unaspirated

- Purple /PʰARpəl/ • Turtle /TʰARtl/
- Practice /PʰRAKtɪs/ • Sample /SAMpəl/
- Circle /SARkal/ • Happy /HAPpi/

2nd syllable stressed - first sound aspirated

- Platonic /plaetTʰONik/ • Compassion /kəmPʰAEʃən/
- Iconic /aɪKʰONik/ • Complete /kəmPʰLIT/
- Atomic /ætTʰOMik/

Date _____
Page _____

Syllables

(Handwritten notes from October 26, 2020)

- A syllable is a unit in which the word is divided while pronouncing it.
- A syllable should have vowel with one or more consonants.
- One syllable words : cat, buy, force, drink, walk etc.
- Two syllable words : begin, busy, equal, happy, funny etc.
- Three syllable words : mosquito, september, department, camera, vitamin etc.
- Four syllable words : information, january, american, discovery, dictionary etc.

SYLLABIFICATION

One syllable words	Two syllable words
1. Cat - /kat/ 2. Buy - /buh/ 3. Force - /fohrs/ 4. Drink - /dringk/ 5. Walk - /wahk/	1. Begin - /bih-gin/ 2. Berry - /ber-ee/ 3. Equal - /ee-quul/ 4. Happy - /hap-ee/ 5. Funny - /fun-ee/

Three syllable words

1. Mosquito - /muh-skee-boh/ 2. September - /sep-tuhm-buh/ 3. Department - /dih-pahrt-muhnt/
--

Four Syllable Words

- 1. Camera - /cam-er-a/
5. Vitamin - /vi-tuh-min/

Stress - Points To Know

Syllables uttered with greater degree of force is said to be stressed. The three golden rules of stress are :

1. A word can only have one stress.
2. Only vowels are stressed, not consonants.
3. There are many exceptions.

Two-syllable nouns and adjectives

- Rainy, samples, cartoon, content.
- In most two syllable nouns and adjectives, the first syllable takes off the stress.
- RAI-ny
- JAM-ples
- CAR-toon
- CON-tent

Two-syllable verbs and preposition

- In most two syllable verbs and prepositions, the stress is on the second syllable.
 - re - LAX
 - re - CEIVE
 - di - RECT
 - a - MONG

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 & prepositions usually get stress placed on the second syllable, but there are exceptions to this too.

Suffix - (Word ending in -er; -or and -ly)

- Stress is placed on the first syllable:
 1. DI-set-tor
 2. OR-deer-ly
 3. MA-nag-er

- Words ending in consonants & y

- Stress is placed on the first syllable.
 1. RA - el - by
 2. OP - tu - minal
 3. GRA - di - ent
 4. CON - tain - er

- Words with different endings

- words ending with ee, ese, ique and etc

- ③ The primary stress is placed on the suffix.

 - ee → agree /ə-GREE/, guarantee /gaur-ən-TEE/
 - Ique → unique /u-NIQUE/, physique /fɪzy-SIQUE/

Date: October 27 / 11
Page: 2

WEEK 4

Words & Phrases

DETERMINERS & NOUNS
(a, an, the)

- The postman
- A policeman
- An architect
- The boy
- A boy
- An hour
- A man

ADJECTIVES & NOUNS
(describing words)

- Big Box
- Brown Monkey
- Thick Book
- Nice person
- Pretty Girl
- Good Guy

PREPOSITIONS & NOUNS

- On the table
- In the classroom
- About a book
- In an empty box
- In a big brown empty box

PHRASES

- The student of English
- Students from Chennai
- The student of English from Chennai
- The student of English from Chennai with long hair

SAR
October 27, 2020

Sentences

- only sentences have full stops.
- Imperative sentences have subjects.
- All sentences will have subjects and predicates.
- Order of words in a sentence.
[→ [subject] → [verb] → [object] → [adverbs]]

Imperative sentences

- Come here.
- Sit down.
- Drink a glass of water.

Subjects and Predicates in sentences

- John ^{Verb} ~~Loves~~ Mary.
Subject Verb Predicate
- John ^{Verb} ~~Likes~~ pizza with his friends.
Subject Verb Predicate

IMPERATIVE SENTENCES Command or Request?

Order of words (place of verb) in a sentence:
[Verb - Medial]

- Raju likes pizza from the pizza hut.
Subject Verb Object

CLASSMATE
Date _____
Page _____

CLASSMATE
Date _____
Page _____

Phrases to sentences

[subject] [verb] [object] [adverb] → predicate
↓ ↓ ↓ ↓
sentence

- [The student of English] is working in a printing press.
subject
- [Students from Chennai] love music.
subject
- [The student of English from Chennai] works hard in the institute.
subject
- [The student of English from Chennai] [with long hair] came to meet with me yesterday.

Command or Request?

- Please (you) sit down.
- (You) get up.
- Come home tomorrow.
- Please give me a glass of water.
- Please bring a pen for me.

Subject in Imperative sentences.

- (You) come here.
- (You) sit down.
- (You) drink a glass of water.

classmate
Date _____
Page _____

Agreement

✓ Subject and Verb in predicate agree with each other.

- something between the subject and the verb in predicate is obvious.
- This is called agreement.

How does this work?

Number → Person	Singular	Plural
I	I	We
II	You	You
III	(He, She, It) verb+s/es)	They

Examples:

- I am/was a doctor. I like-0 pizza.
- We are/were students. We like-0 pizza.
- You are/were a teacher. You like-0 pizza.
- He/she is/was a teacher. He like-s pizza.
- They are/were teachers. They like-0 pizza.

Question: Underline the correct one :

- Rekha and her brothers (is / are) in Dehli Delhi.

Date: January 5, 2021

Page:

classmate

WEEK 5

Negative Sentences

Subject and verb in predicate agree with each other.

Singular subjects agree with singular verbs.

No., person and gender are important concepts to understand.

- * Negative Sentences
 - John does not like pizza.
 - I do not like pizza.
 - We do not like pizza.
 - They do not like pizza.
- * Imperative Sentences & Negation
 - Come Here. → Don't Come Here.
 - Sit Down. → Don't Sit Down.
 - Drink a glass of water. → Don't drink a glass of water.

Date: January 7, 2021

Page:

classmate

Direct & Indirect Objects

Verbs & Objects

- Some verbs do not have objects → Intransitive
- Some verbs have one object
- Some verbs have two objects
- Some verbs must have something but they aren't objects

Examples : 1. I sleep early. → Intransitive
 2. I like mangoes. → Transitive
 3. I teach English to college students. → Transitive
 4. I go home every week. → Intransitive

F Note : If you question 'What' and get an answer, then that is Transitive Verb, but if you don't get an answer, that is Intransitive Verb & the ans. is object.

Why Objects & 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) I gave my book.
 I gave ~~my~~^A books to my friend.
~~to~~^{to}

ii) I teach English.
 I teach English to college students.
~~to~~^{to}

Verb 'be' in English

- * 'BE' in English - Auxiliary verbs?

'Be' has different forms in modern English.

(Present Tense)	(Past Tense)
→ IS (singular)	→ WAS (singular)
→ ARE (plural)	→ WERE (plural)

→ AM (used only with 'I') present tense

- * Will / Shall - Future Tense Marker

- will - would	will be
- shall - should	shall be
- can - could	
- may - might	

Phrases 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 euphemism, a saying or a proverb, a fixed expression, a figure of speech etc.
- Euphemism : It is a polite word or expression that is used to refer to things which people may find upsetting or embarrassing to talk about, for ex., sex, the human body, or death.
- Proverb : It is a simple, concrete, traditional saying that expresses a truth based on common sense or experience.
- Saying : It is any concisely written or spoken expression that is especially memorable because of its meaning or style.
- Idiom : It 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.

COMMON PHRASES

- (1) A dark horse : unexpected winner
- (2) Break a leg : Good luck

- (1) Bite a bullet : to force yourself to do something that is unpleasant or difficult, or believe in difficult situation.
- (2) Make a mountain out of a molehill : to exaggerate a minor difficulty
- (3) Kill two birds with one stone : achieve two aims with single effort.
- (4) Move heaven and earth : to make maximum efforts
- (5) Keep the ball rolling : to continue the work
- (6) Be in the driving seat : bearing all responsibilities
- (7) Out of my league : the other person is superior, better or at a higher level
- (8) Blessing in disguise : a good thing that seemed bad at first
- (9) A piece of cake : very easy
- (10) Money burns a hole in (one's) your pocket : to spend money quickly
- (11) Cut ones coat according to ones cloth : to live within ones means
- (12) Once in a blue moon : rarely
- (13) Put in cold storage : to keep a work pending
- (14) Look for a needle in haystack : to seek what is impossible to find
- (15) To miss the boat : to miss the opportunity to do something
- (16) Pull yourself together : calm down & act normally
- (17) To hear of the grapevine : to hear a rumour of an ~~to~~ unconfirmed story
- (18) Cut corners : to do something in the fastest and the cheapest way.
- (19) Between the devil & the deep sea : between 2 diff. situations
- (20) Beat around the bush : avoid saying what you mean usually because it's uncomfortable
- (21) Out of order : not working properly
- (24) 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.
- (25) Out of place : to feel or look different from other people in a specific place
- (26) Flog a dead horse : waste ones effort
- (27) Actions speak louder than words : what someone actually does means more than what they say they will do
- (28) Bite off more than you can chew : try to do something that is too difficult or too much for you
- (29) Out of character : behaving differently than usual
- (30) To get a taste of your own medicine : get treated the way you've been treating other people
- (31) Add insult to injury : to act in a way that makes bad situation worse
- (32) At the eleventh hour : at the last moment
- (33) Out of shape : Not physically strong, not fit, not in a healthy condition
- (34) Out of the loop : uninformed, not having the information that everyone else has

- Date _____
Page _____
35. Apple of one's eye : lovable
36. Crocodile tears : false tears
37. Hold one's tongue : remain silent
38. White Elephant : A costly but useless possession
39. Out of touch : not communicating with each other
40. Barking up the wrong tree : to be wrong about the way to achieve something or the reason for something
41. To call it a day : to stop what you were doing because you think that you have done enough or do not want to do anymore
42. Take the law into one's hand : to punish someone according to one's own idea of justice
43. Take the bull by horns : to face difficulties in a direct way (difficult & dangerous situations)
44. Burn the candle at both ends : to work extremely hard
45. Break the ice : to make people who have not met each other feel more relaxed & comfortable
46. of nine days' wonder : short-lived
47. Cost an arm and a leg : to be very expensive
- classmate
Date _____
Page _____
48. The ball is in your court : it is your turn to make the next step or decision
49. Put the cart before the horse : to do things wrongly
50. Get your act together : to organise yourself so that you can do things in an effective way
51. Put all your eggs in one basket : to depend for success on a single person or plan.
52. Every cloud has a silver lining : every negative has a positive side
53. To get out of hand : become difficult to control
54. To cry wolf : to call for help when you don't need it
55. It takes two to tango : actions or communication needs more than one person
56. 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.
57. To sit/be on the fence : undecided / taking a neutral stand / not take sides
58. To step up one's game : to start performing better
59. To sell someone out : to snitch on someone or let their secret out
60. To be all Greek : be not understood

Date
January 12, 2021

classmate

Date _____

Page _____

WEEK 6

Spoken English Prelimin.

INTRODUCTION

In learning to speak, remember the following :

1. Have something to say.
2. Politeness is more important than even pronunciation and grammar.
3. Slow Tempo is a marker of politeness
 - slow tempo helps both, speakers and listeners
 - English is a slow tempo language
 - English speakers pause after phrase, clause & sentence
 - In English, different words are stressed differently
 - Vowels sounds in English are very long or very short

SPEAK SLOWLY

- English is a slow tempo language.
- English speakers pause after groups of words, after each clause, after each sentence.
- Pause is like the punctuation mark of spoken language.

<p>"A woman without her man is nothing." This sentence can have different meanings depending upon how you pause. Find other examples.</p> <ul style="list-style-type: none"> → 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. - Slow speech is easy for the listener to understand. - It is a mark of politeness - Slow speech gives the speaker time to think and use correct words in a correct manner. - It may not be easy to learn to speak slowly; changing habit of a life time can be difficult. But it's not impossible. - If we learn one thing about Spoken English, we must learn to speak slowly, comfortably. All else will follow. <p>ACTIVITY QUESTION</p> <ul style="list-style-type: none"> → Record a minute long speech on your favourite topic. → Count the no. of words. 	<p>Now take another minute, and record your speech again. On the same topic. But this time speak slowly. Count the no. of words - you may have fewer words. Check with a listener. Who is understood better?</p> <p>→ Listen to some "good" speakers on television. Are they slow or fast?</p>
---	--

Date: January 13, 2021

Phrasal Pause

- Two or more words behaving in a sentence like one word make phrase.
- For example, an apple, a big basket, a committee of experts, etc. all behave in a sentence just like a single noun will.
- You can say "four swans", you can also say "an apple sells", "a big basket has been kept at the temple", and "A committee of experts has been formed".
- Speakers of standard English pause also after a phrase, just as they pause after a clause and a sentence.
- This pause is not long, but it is noticeable. It is the punctuation of speech. Speakers 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,

94 # 03 # 66 # 78 # 92

Date: _____
Page: _____

- Similarly, when you tell your address, pause after every noun level, e.g., door no., street, area, city, state.
- After words like "so", "therefore", "but", "thus", "of course", "indeed", "by all means", etc. also you should take a pause. For instance,
 - Without good health # there is no happiness ##
 - so # trust in your health ##
- After every word in a series, you should pause. So for instance, you can say,
 - For breakfast # I take some cereals # milk # eggs # bread # butter # fruits # and tea. ##
- Ordinarily, the rule is: after every noun phrase, verb phrase, Adjectival phrase, and Adverbial phrase for instance,
 - Rose # is a lovely flower #
 - The black rose # is the loneliest of 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,
 - He # that is down # needs fear no fall ##
 - Strike the iron # while it is hot ##
 - Only the wearer knows # where shoe pinches ##

ACTIVITY

Question: For practise, mark and speak the following sentences:

1. May I come in sir?
- May I come in # sir ##
2. Stars twinkle Planets do not.
- Stars twinkle # planets do not ##
3. Fault dear Brutus is not in our stars.
- Fault # dear Brutus # is not in our stars ##
4. long year ago we made a betwit with destiny.
- long year ago # we # made a betwit with destiny ##
5. Given a chance everyone would like to go to school.
- Given a chance # everyone # would like to go to school.

Do you have something to say?

- We speak to give or get information, answer, news, knowledge, job, to hint, 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?
- How much? Quantification.
- What?
- Its effects.

In all 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

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

- consult search engine on the Net "Google, Wikipedia", etc.
- consult local sources, libraries, Archives, etc.
- consult local folk-lore, songs, etc.
- consult 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

Date _____
Page _____

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.

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.
- We must be well-turned out: washed, groomed and 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.

→ 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.

- Greet your audience with a friendly manner.
- Use your hands in a meaningful manner.
- Eye-contact keeps the listener with the speaker.
- 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.

"Effective Presentation requires an intelligent combination of creativity, language and data"

Structure of Spoken Word

- 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 no. of "spoken" vowels in it.
- For instance,
- "cat" has one vowel & one syllable
 - "mokey" has two spoken vowels & two syllables
 - "elephant" has three vowels & three syllables.
 - "university" has five vowels & 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, here it is talked about SPOKEN English and not written English"

ACTIVITY 1

Ques: Look at the foll. words: How many syllables do they have?

act - 1	book - 1	divide - 3
actor - 2	bookish - 2	division - 3
action - 2	certain - 2	elimination - 5
active - 2	certainly - 3	fertilizer - 4
activity - 4	distanc - 2	furious - 3
actionable - 4	beauty - 2	

- Other sounds merge around vowels. For instance, we cannot produce any no. of consonants, one or more, without a vowel.
- Try saying "ct" without 'a' b/w them; or, "mnk" without 'o' b/w 'm' and 'n'; or "lphant" without 'e' and 'a' among them.
You can't 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" etc.
- 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 vowel, but 2 after vowel. There are syllables in English with up to three consonants before vowel.
Example: spread, strike, screw

*Date
January 19, 2021*

WEEK 7

Word Stress

- 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.
 - The most prominent syllable in a word is also generally called stressed syllable.
 - Stressed syllable is much louder, and 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 syllable with main or prominent stress.

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

• In all the words in French language, for example, that have two or more syllables, the last syllable has the most prominent stress. So, in pairs in French, the second syllable is stressed.

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

• In many words in English, 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 1 consonant is stressed

ac'count a'dept a'ford a'nounce
a'mend ap'pend a'scend at'tend

STRESS ON VERBS & ADJECTIVES

Just as in nouns, Verbs & Adjectives also follow some patterns. Verbs and Adjectives are mostly stressed on the final or pre-final syllable.

Stress on English Verbs

VERBS STRESSED ON PRE-FINAL SYLLABLE	VERBS STRESSED ON FINAL SYLLABLE
a'bolish	a'bide
as'benue	ac'cept
con'sider	ad'just
con'tinue	ad'mit
de'liver	a'gree
de'posi't	ar'range
de'velop	ar'rest
di'minu'sh	be'gin
dis'cove'r	be'hare
de'termine	com'mit

Stress In English Adjectives

On prefinal syllable

a'bundant
ad'jacent
'blatant
con'versant
cons'istent
a'nother
'bankrupt
con'sistent
in'sistent
im'portant
se'vere

on final syllable

a'brupt
ab'surd
a'frid
cor di'vergent
cor'rect
di'sect
di'verse
e'nough
poe'ric
cule'lime

Question : See the following list and decide if they are nouns, verbs or adjectives and where each them should be stressed.

'absolute (A)	'arsenic (A)	aca'demic (A)
'Arabic (A)	'catholic (N)	ca'reer (N)
a'ronymous (N)	cer'tificate (N)	chande'lic (N)
'cosmopolitan (A)	cos'metic (A)	de'gree (N)
de'gree (N)	engli'neer (N)	Jap'anese (N)
fai'ratio'nic (A)	'ilu'natic (A)	'scientif (N)
sin'cere (A)	'unity (N)	va'cation (N)

Sat
January 28, 2021

classmate
Date _____
Page _____

classmate
Date _____
Page _____

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 or similar sounds, or letters while 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 grammar, existing word is called 'Root Word'.

An added part to a Root Word is called 'Affix'

- 'Affixes' can be of two types :

PREFIX → added before root word (un+, im+, un+)

SUFFIX → added after root word (+al, +ly, +ness)

- 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 Some Root & Derived Words

ROOT WORD	DERIVED WORD
'alter	alter'a'tion
'beauty	beau'tician
'circulate	circu'la'tion
'drama	dra'matic
'engine	engi'neer
'family	famili'ar
'hospital	hospi'tality
I'magine	imagi'nation
'judgement	judge'mental
'labour	labori'ous

Some Derived Words With Specific Suffixes

+ ate / ade / ise ...	+ ian / ical / ogy	+ ea / ee / er ...
ac'comodate	artificial	addres'see
'ad'vertise	gram'marian	ag'ree
'adequate	bi'ology	ap'pear
'alter'ate	a'bility	ch'reer
'analyse	aca'demic	engi'neer
'attitude	con'dition	pys'chosis
cer'tificate	sci'entific	sub'cere
'candidate	sympa'thetic	ee'rete
con'gratulate	congratu'lation	Idea

→ Words ending in these suffixes: -ate / ade / ice, etc. are necessarily stressed on the third syllable from the end, or two syllables before the suffix. There are other suffixes in this class.

+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.

→ Words ending in these suffixes: -ian / ical / ogy, etc. are necessarily stressed on the syllable immediately before. There are other suffixes in this class:

+tic, ical, ion, ity, ogy, omic, etc.

All of these suffixes cause stress to be assigned to the syllable immediately before them.

→ Words ending in these suffixes: -ea / ee / ecr, etc. are necessarily stressed on the suffix itself. There are other suffixes in this class:

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

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

→ Finally, there are suffixes like -al, able, ary, ative, ator, cry, ible, ary, ous, utive, y, etc. These suffixes do not affect stress on root words in a particularly fixed manner.

Phonetics

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.

Vowels are voiced sounds produced without any obstruction in the oral passage, in the mouth. This is how vowels are produced in all languages.

Though mouth does not create any obstruction in the production of vowel sounds, it can still manipulate their length and type by changing the shape of lips, opening of jaws, and raising the tongue to different heights. All these things create various kinds of vowels.

'Pill' and 'pull' are different words because vowel in one is produced by stretching the f blade or the front of the tongue towards the molar teeth, whereas in 'pill' back of the tongue rises towards but does not touch the soft palate.

English has more vowel sounds than many other languages. Std. British English has 20 vowel sounds. American English has one or 2 fewer.

Like all other languages, English has also both long & short vowels.

Many long vowels in English make minimal pairs with short vowels.

Look at the full list of words made distinct from each other only by the length of the vowel:

Short Vowel	Long Vowel	Short V.	Long V.
bit	beat	fill	feel
bet	bait	fit	feet
bell	bale	fell	fail
bid	bide	get	gate
cell / sell	sail / sale	hit	heat
debt	date	let	late
did	deed		

called 'Diphthongs', that is two bursts of ^{voice} vowel sounds or extra long (XL) vowels.

We have diphthongs in English words like

'bite', 'boat', 'bait', 'boat' etc.

SHORT VOWELS	LONG VOWELS	DIPHTHONGS
live	leave	live
pull	pool	pile
fill	feel	file
mill	meal	mile
hit	heat	height
let		late
kit		kite
hill	heal	hole
lick	leak	like
pill	peel	pile
sit	seat	sight
tell		tale / tile

Short vowels are produced mostly with tongue in the neutral position.

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

Phonetics

SOME CONSONANT SOUNDS

Vowels are voiced sounds produced without obstruction.

But almost all consonants are produced after some obstruction.

Only 'w' as in 'weet' 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 oral passage.

Whereas all vowel sounds in all languages are voiced sounds, produced through the vibration of vocal chords, some consonants may also be voiceless, may be produced when vocal chords are wide apart, air from the lungs flows through the glottis freely without vibrating the vocal chords.

For instance, 'h' in 'hip' and 's' in 'sip' represent voiceless sounds, but 'z' in 'zip' is a voiced sound.

Words with Voiceless consonant

uncle
banking
content
hanker
intent
simple
temple

Words with Voiced consonants

angle
banging
contend
hanger
indent
symbol
tumble

Many students have difficulty producing sounds like 'v' in 'van' and 'w' in 'wan'.

They are both voiced sounds, but 'v' as in 'van', 'eve', 'move', etc. is pronounced 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', 'green', 'quick', you should round your lips before you begin pronouncing them. You will produce 'w' sound in these words quite correctly.

Words with 'v'

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

Words with 'w'

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

Wat
Feb 16, 2021

CLASSMATE

Date _____
Page _____

CLASSMATE

Date _____
Page _____

WEEK 8

Phase Structure

- * Any sentence in any language uses a variety of words such as nouns, verbs, adjectives, adverbs, prepositions etc.

Quest - Look at the foll. extract and mark nouns by writing (N), adjectives by (A), verbs by (V) and adverbs by (adv).

It was (V) Monday (N) morning (N). Swaminathan (N) was (V) reluctant (A) to open (V) his eyes (N). He considered (V) Monday (N) set specially (adv) unpleasant (A) in the calendar (N).

1. S [It was Monday morning]

NP [It]

VP [was monday morning]

NP [Monday morning.]

2. S [Swaminathan was reluctant to open his eyes]

NP [Swaminathan]

VP [was reluctant to open his eyes]

Adj P [reluctant to open his eyes]

Prep P [to open his eyes]

VP [open his eyes]

NP [his eyes]

- * A phrase can have only one word, as "It", or it can have more words, as in "was Monday morning".

Here again there is a phrase within a phrase, as in Verb Phrase, verb "was" heads the phrase, but it has another phrase "Monday morning".

These two words coming together behave like one word, and complete the meaning of "was".

So, one word or more, a phrase is part of a sentence that performs a function in it.

But why can "It" be a phrase by itself, but "his" cannot be a phrase by itself? This is because "his" by itself is incomplete, "eyes" by itself is incomplete; Questions like "his" what?, whose "eye", etc. arise.

* Phrases can be of many kinds. They can be noun phrases headed by nouns and working like nouns; or, there can be verb phrase, adjectival phrase, adverbial phrase and prepositional phrase.

Word Order

Word order, which word can come after which word, is fixed in English.

In English, a question sentence, also called "Interrogative Sentence", begins either only with "Is / Are / Am / Was / Were / Will ... etc. or with "What / When /

Where / who / which / why .. ? " etc.

- # You must first have noun working as subject, then verb followed by object/complement.

English is a Subject-Verb-Object (S-V-O) language.

Eg. John drives a car.

You can't say any of the following:

- *John a car drive.
- *A car John drives
- *Drives John a car.

* Shows ungrammatical sentence.

- # In phrase, clause, sentence, at all levels, and in all kinds of sentences, word order is almost fixed in English.

- # Almost any two words or more come together in English only in a certain order.

- # For instance, you can only say "a car", you cannot say * "car a".

- # If you have "a red car", then again the order is fixed; you cannot put these words together in any other way.

- # If it takes an adjective after itself, then it can come

only as another phrase, such as in "a car of red colour" or "a car coloured red", etc. Ordinarily, adjectives precede nouns in English.

- * Even among Adjectives, the order is fixed.

If you have two adjectives, "costly" and "new" before the noun "car", then you can only say "costly new car", and not "new costly car".

If you have three or four adjectives before noun, even then the order is fixed. You generally say "costly new Maruti car" you do not say "Maruti new costly car", etc.

Activity 1: Rearrange the following jumbled words.

(a) → * my all books

(b) → teenaged only boys

(c) → losewood old bookshelves

(d) → the selected all players

Word order is fixed also for noun + noun, such as "class room", "History teacher", "Station Master", "Assistant Station Master", etc.

* The principle is to go from modifier to the modified. So if the "history" is not of the teacher, teacher teaches history, then history modifies "teacher". You can ask which teacher, and the answer is

"history teacher".

Activity 2: Rearrange the foll. jumbled phrases.

(a) laboratory transfer heat
→

(b) spoon coffee
→

(c) hockey girls team
→

(d) garden children's
→

(e) board school secondary education
→

You can also have two nouns joined by a preposition.
For instance,

- King of England
- Captain of the team
- Gun of the soldier
- Biscuit for dog
- Car in the garbage

The head of the Noun Phrase comes first. Modifiers joined by prepositions or otherwise follow.

* Word Order is fined also among verbs.

If you have two or three words together making verbal group, such as

"John has been driving car since morning", then "has been driving" is a verbal group, where "has" comes first, followed by "been" which shows a time coming from the past, then you can bring main verb, in this case "drive", and to show that the action continues you can attach "-ing" at the end of the main verb, not at its beginning, so you have "has been driving"; you cannot say the following:

- * has been ingdrive, or
- * been drive hasing, or
- * drive beening has, etc.

A common general principle is to show time of action; unambiguously, so you begin with tense and end it in the present time. For example,

- (a) It has been raining (since yesterday).
- (b) Robert has lived in Chennai (for decades).
- (c) Crops have been destroyed by floods or droughts.
- (d) The train is running to time.
- (e) Moral education had been given an important place in education.

Even without words like "since yesterday" and "for decades", we know that the speaker means to say

That it has been raining since sometime in the past, and that John has lived in Chennai for a period of time.

- # Word order is generally fixed even in the verbal group of words.
- * You have tense (present/past) followed by aspect (has/have or had), voice (active/passive), and then simple/progressive (v+ing).

Activity 3: Reorganize the sentence from the jumbled words given below:

(a) served are treats

→

(b) exchanged presents are

→

(c) houses flowers adorn

→

(d) be brilliantly could te It not said shore that

→

An adverb qualifies adjectives and verbs, such as in the following sentences.

Swaminathan is a very good boy. He gets up early in the morning, and begins his studies immediately.

- # In the sentences above, underlined words are adverbs.
- # They qualify either adjectives, as "very" before "good".
- # In the first sentence, or they qualify verbs, as "early in the morning" qualifies "gets up", and "immediately" qualifies "begins".
- # The first adverb intensifies goodness; how good is Swaminathan? He is very good. Similarly, when does he get up? The answer is "early in the morning". When does he begin his studies? The answer is "immediately". So adverb qualifies adjectives & verbs.
- # For adjectives, an adverb is an intensifier. You can, for instance, say, "Radha is very pretty." One might ask "how pretty?", the answer is "very".
- # For verbs, it indicates manner, purpose and/or reason, place and many shades of time, like duration, frequency, etc. You can imagine a sentence such as follows. "The night mail from New Delhi arrived late at Secunderabad due to fog this morning."
- # All the underlined words perform the work of an adverb, just as very does in the first sentence. They indicate manner, reason/purpose, place & time.

EXCERCISE

Put the verb into correct form, -ing or to. Either form is possible.

- (a) The curtain is dirty. They need _____ (clean).
- (b) Whenever I see this comedian, I can't help _____ (smile).
- (c) Reena never wears sunglasses. She doesn't like sunglasses (wear).
- (d) I regret _____ that we are going to have a cyclonic storm this evening. (say).
- (e) Ananya has been ill but now she's beginning better. (get)

Clause Structure

- # Clause is a higher level structure than phrase.
- # Just as a phrase has one or more words, a clause has one phrase or more.
- # For instance, see the following sentence:
It was Monday morning.

It has two phrases:

- NP [It]
- VP [was Monday morning]
- NP [Monday morning]

But a clause is a higher structure than a phrase. A clause has at least one verb with tense. See the following:

He recollects what work he had for the day.

There are 2 clauses in this sentence:

- He recollects
- what work he had for the day

You may note that both the clauses have at least one verb each with tense. In clause(1), "recollect" is in past tense, making it "recalled". In clause(2), "had" is also a past tense auxiliary verb.

The following sentence has only one clause.
"It was Monday morning."

Why does it have only one clause?
Because it has one verb only, "was", and it is in past tense.

The following sentence, on the other hand, has three clauses.

"Swaminathan left his seat, jumped on the platform, and placed his notebook on the table."

Can you say which clauses?

- Swami Nathan left his seat
- jumped on the platform
- and placed his notebook on the table.

A sentence must have at least one clause with complete information, without having to depend on elements outside itself.

But each clause is not a sentence. If that clause does not have both subject and its Verb inside, then it cannot be a sentence by itself, though it is still a clause.

"He had a table on which all his things were thrown in a confused heap."

So, "He had a table" is both a clause & a sentence. But "on which all his things were thrown in a confused heap" is incomplete for meaning: without going outside the clause, you do not know what noun "which" refers to.

The following sentence has only one verb with tense, and therefore has only one clause and that clause is a sentence.

"There were huge windows on the left showing vast open grounds bound at the other extreme by the railway embankment."

Those clauses that can make a sentence by themselves are called "Principal Clause", or "Main Clause", or "Independent Clause". Others are called "Subordinate Clause".

Look at the following sentence:

"Mani replied that he had a pair of wooden clubs at home with which he would break the backs of those that dared to tamper with him."

Main Clause: Mani replied

Subordinate Clause: • that he had a pair of wooden clubs at home

- with which he would break the backs of those
- that dared to tamper with him

Simple Sentence & Agreement Rules

A simple sentence has only one clause.

Therefore, that is the main clause of the sentence.

For instance.., see the following:

- a. It was Monday morning.
- b. Swaminathan was reluctant to open his eyes.
- c. He considered Monday specially unpleasant in the calendar.
- d. After the delicious freedom of Saturday and Sunday, it was difficult to get into the Monday mood of work and discipline.
- e. He shuddered at the very thought of school : that dismal yellow building; the fire-eyed Vedanayagam, his class-teacher; and the Head Master with his thin long cane.

The sentence :

- (a) has only 4 words
- (b) has 6 words
- (c) has 8 words
- (d) has 22 words
- (e) has 28 words

- They have only one verb each with a tense. In,
- (a) we have "was"
 - (b) has "was" once again,
 - (c) has "considered",
 - (d) has "was", and
 - (e) the last has "shuddered".

- # All simple sentences have more than or only one Noun Phrase (NP) working as subject, but only one Verb Phrase (VP)
- # They occur in a certain order in English, as we saw in an earlier unit of this module.
- # They are also bound together by a rule of agreement. Verb (V) in VP should agree with Noun (S) in NP in terms of number.
- # If Noun is in singular number, the verb must necessarily be in singular no. You can only say the following:
Deradutt cooks rice.
You can't say:
Deradutt cook rice.
- # This is ungrammatical. All verbs in English must agree with, must match, their nouns in the NP in number. There is no exception to this rule. "Deradutt", a singular noun must have a "singular verb "cooks", not cook.
- # Nouns in English are plural generally when they take "s" or "es" after them, but verbs become plural when they take no "s" or "es" after them.

Singular Nouns	Singular Verbs	Sing. Nouns	Sing. Verbs
The sun	Rises	Mahat Gandhi	Was
Water	Freezes	India	has
Man	Is		

- # Plural nouns take "s", "es", "have", but plural verbs just go in their neutral form as given in dictionaries.

Plural Nouns	Plural Verbs	Plural Nouns	Plural Verbs
Birds	fly	Freedom fighters	Were
Girls	are	Very young babies	Sleep
Children	Love	... prophets	Have
Dog	Are		

Note : There is, however, an exception. Pronouns like 'I' and 'you', even when singular, take plural verbs in English. They take verbs without 's', 'es'; they take 'have'. In the past tense, however, you say, "I was", but "you were".

Complex Sentence - 1

AGREEMENT ACROSS PHRASES & CLAUSES

- # A 'Complex sentence' has a main clause and at least one subordinate clause.

Eg. He was the only boy in the class who wore shoes.

MAIN CLAUSE : He was the only boy in the class.

SUB. CLAUSE : who wore shoe.

- # Together these clauses make it a complex sentence.

- # Rules of agreement of number apply across the clauses. Any reference to noun or pronoun of the main clause in a noun, or pronoun or verb in the subordinate clause will have to have the same number.

- # If the noun in the main clause is singular, then reference to it must be in singular.

Eg. These are the senior girls from this school who have been selected for training in life saving skills.

Main Clause : These are the senior girls from this school.

Sub. Clause : who have been selected for training in life saving skills.

- # But in the subordinate clause, you can't write 'who has been' -- That is ungrammatical because "who" in the sentence refers to "girls", a plural noun, in the earlier clause. Therefore, it takes "have", not "has".

- # Any verb or noun in the subordinate clause referring to a noun in the main clause must agree with the noun in the main clause in number.

COMPLEX SENT. - 2 : Noun Clause

- # We know that a complex sentence has a main clause and at least one subordinate clause.

- # A main clause necessarily has a noun phrase and at least one verb phrase, which has a verb in either present or in past tense.
- # But subordinate clause can be of many kinds, and may function in the sentence like a noun phrase, or noun, a verb phrase, or verb, an adjectival phrase, or an adjective, adverb or an adverbial phrase, etc.
- # In other words, a clause can also function like a phrase, or a word, performing the function of its class, like an adjective, or an adverb, or a noun, or verb. In the following sentence, for example, the subordinate clause works like an adjective.
- 'Only the wearer knows where shoe pinches'.
- Main Clause : Only the wearer knows
 Subordinate Clause : where shoe pinches
- # The sub-ordinate clause here works like a noun. It is the object to the verb "know" in the main clause. What do you know - you know "where shoe pinches".
- # Let us look at another example.
 "That the river is in spate here at this time of the year is well known."
- # Here [That the river is in spate here at this time of year]

classmate
 Date _____
 Page _____

sub-noun clause functions like a noun which is the subject to the verb "is" within the main clause.

- # The entire subordinate clause here functions like a simple word 'It' which has become the subject of the sentence "[It] is well-known". The entire sentence could also be written or spoken as
- "It is well known that the river is in spate here at this time of the year".
- # So, the subordinate clause [That the river is in spate here at the time of the year] is a noun clause which is the subject of the main clause "[] is well known". It like a noun, or like a noun phrase, noun clause can also perform the function of a noun by becoming either subject or object of a subordinate clause.

Date
Feb 17, 2021

classmate
Date _____
Page _____

classmate
Date _____
Page _____

Know Your Sentence

ADJECTIVES

1. Common Adjective Mistakes

(a) I'm not interesting in the movie.

Correction: I'm not interested in the movie.

(b) That is a French white old house.

Correction: That is an old white French house.

[Determiner, opinion, size, age, shape, color, origin, material and purpose]

(c) He's more stronger than his opponent.

Correction: He's stronger than his opponent.

(d) You're the most perfect person I've ever seen.

Correction: You're the perfect person I've ever seen.

[Examples of Absolute Adj: supreme, wonderful, horrible, brilliant, final, obvious, unique, absolute, complete, ideal, preferable, dead, etc.]

(e) Which is the shortest of these two routes?

Correction: Which is the shorter of these two routes?

PREPOSITIONS

Common Preposition Mistakes

1. My birthday is on July!

CORRECTION: My birthday is in July!

2. Ram often goes out in the night.

CORRECTION: Ram often goes out at night.

3. I've been working for this company since three years.

CORRECTION: I've been working for this company for 3 years.

4. Ram is married with Sita.

CORRECTION: Ram is married to Sita.

5. Where is my phone at?

CORRECTION: Where is my phone?

6. She looked like she was tired.

CORRECTION: She looked as though she was tired.

7. They arrived to the school.

CORRECTION: They arrived at the school.

8. We went at the mall.

CORRECTION: We went to the mall.

9. I am afraid sharks.

CORRECTION: I am afraid of sharks.

10. I made sure to study my exam.

CORRECTION: I made sure to study for my exam.

11. I slept before sun.

CORRECTION: I slept before running.

ARTICLES

Common Article Mistakes

1. I am doctor specialised in neurology.

Correction: I am a doctor specialised in neurology.

Rule: Always put a/an before a singular, common noun.

2. Ravi studies at an university.

Correction: Ravi studies at a university.

Rule: Use 'a' before consonant sounds, 'an' before vowel sounds.

3. Savithri has best voice I've ever heard.

Correction: Savithri has the best voice I've ever heard.

Rule: Always put 'the' before superlative degrees.

4. I need a advice from you about joining yoga classes.

Correction: I need advice from you about joining yoga class.

Rule: Do not put 'a' or 'an' before uncountable nouns.
[Idea - countable, advice - uncountable]

5. The teachers should not punish their students.

Correction: Teachers should not punish their students.

Rule: Use no article when generalizing with plurals.

6. Mount Everest is the highest mountain in the world.

Correction: The Mount Everest is the highest mountain in the world.
Rule: Use 'the' with oceans, rivers, valleys, deserts, mountain ranges, points on globe

NOTE: Do not use 'the' with the following places.

1. I'm going home.

2. She's at work.

3. He's in jail.

4. My kids went to bed.

5. My brother is in high school.

6. My sister is in college.

NOTE: Use 'the' following places:

1. I went to the bank.

2. He gets home from the office around 7.

3. I'll stop by the post office.

4. I'll pick you up at the train station.

5. We took my son to the doctor.

6. Let's go to the movies.

7. My grandfather is in the hospital.

8. I got a taxi to the airport.

9. We're waiting at the bus stop.

10. I'm going to the dentist this afternoon.

Feb 18, 2021

WEEK 9

Complex Sentences - 3

ADJECTIVAL CLAUSE

- # Some clauses work like nouns, and can be subject, or object of verbs in another clause.
- # Some subordinate clauses, in a similar manner, can also function like adjectives. These are called **adjectival clauses**. For example,
'He that is down needs fear no fall.'
- # There are two clauses in this sentence, as shown through brackets below.
[He [that is down]^{adj c} needs fear no fall^{main c}.]
- # In the sentence above, we have two clauses, as follows.

MAIN CLAUSE	SUBORDINATE CLAUSE
He needs fear no fall	that is down

- # This subordinate clause is an **adjectival clause** as it qualifies the ~~the~~ subject of main clause "He". What is the test? If you ask who needs fear no fall, the answer is "He that is down..."

- # Let us look at another sentence.
'All that glitters is not gold'
Main clause : All is not gold
Sub Adj. Clause : that glitters
 - it qualifies "All", the subject of main clause.
- # So, any clause that qualifies a noun in another clause is an **adjectival clause**.
- # You should do some exercise

Complex Sentence - 4

ADVERBIAL CLAUSE

- # A subordinate clause can function like a noun clause and an adjectival clause.
- # A subordinate clause can also function like an adverbial clause.
- # For Example:
"The fairy was so charming that all the noisy children became silent as she began singing."
→ Main clause : The fairy was so charming.

Sub. Cl. 1 : that all the noisy children became silent

Sub. Cl. 2 : as she began singing.

- # Subordinate clause 1 is actually an adjectival clause modifying the adjective "charming" in the main clause
- # Subordinate clause 2 is also an adverbial clause modifying the verb "became" in the subordinate clause 1.
- # So just as adverbs do, adverbial clause also modifies, gives additional information about, adjectives & verbs.
That is why it is called adverb. Adverbs can be one word, like "very" in an adjectival phrase like "very good", can be "so" as in "so charming", etc.
They intensify adjective.
- # Adverbs can also be a phrase, as in:
"The Rajdhani Express is always on time".
- # In this sentence, "always on time" is a phrase, where "always" indicates frequency of time, and "on time" indicates manner. Incidentally, "on time" itself is a phrase within a phrase.
- # So we know that besides intensifying the adjectives, adverbs also indicate the following about verbs.
See the foll. table:

Some Functions of Adverb

	Answers	Example
Manner of Verb	How	Policemen arrived <u>very late</u> .
Reason	Why	They wanted to arrest (the thief)
Purpose	What for	They wanted to stop (time).
Place	Where	They came to the right place.
Time	Duration: How long	They took much time.
Time	Frequency	They are always late.
Condition	If... Then...	If it rains, cricket match will be cancelled.

All of these functions of adverbs are also usually done by adverbial phrase and by adverbial clause.

Eg : 'Strike the iron while it's hot.'

'Strike the iron' is the main clause, but 'while it is hot' is the sub-adverbial clause indicating time of the verb "strike" in the main clause.

"As you sow, so you reap."

- # 'So you reap' is the main clause, but "As you sow" is the adverbial clause of manner qualifying the verb 'sow'.

"This is the night mail crossing the border."

- # 'crossing the border' is the adverbial phrase indicating the place of verb "is".

"The mail is bringing the cheques and the postal order."

- # The adverbial phrase indicates the purpose of the verb 'is'.

"Kate you are always late."

- # The adverbial phrase, "always late", indicates frequency and manner of verb "are" within the same clause.

"If you are not on time, you will miss the bus."

- # A result is indicated for a certain condition

"I removed the pendant when your father was born".

- # Here "when your father was born" is the subordinate adverbial clause indicating time of the verb "removed" in the main clause. "I removed the pendant"

Structure of Question Sentences

In many languages that we know of, there are no special rules for forming questions! In English, however, question sentences are formed in only one of the two ways.

Either, they start with "Is / Was / Am / Are / Were" or some other auxiliary verb, such as :

- Is he joining the university this year?
- Are they going on a holiday together?
- Was the shop here last year?
- Have you paid the last instalment for this house?
- Did they not know the rules?

Or, they start with some "wh -" word, for like "how, what, when, where, which, whose, whom, why" and a few other "wh -" words such as :

- How are you going to pay for this car?
- What is your name?
- When is the cargo likely to be delivered?
- Where do you live?

Notice that "How" does not begin with "wh -", yet it is grouped with question words of this class. That is only for the sake of convenience. since, all

other words here begin with "Wh-", this word is also clubbed with them.

- # What is the difference between questions beginning with "Is/are" and the question beginning with "Wh-".
- # Depending upon what they begin with, they are either called "Wh-" questions, or 'yes/no' questions. This seems arbitrary.
- # Questions beginning with "Is/Are/..." are almost always answered with either 'yes' or 'no'. Actually, they should rather be called 'yes/no' answers than 'yes/no' questions. But popular psychology and rule of convenience put them that way.
- # "Wh-" questions, on the other hand, expect specific answers. You can not say 'yes' when you are asked "What is the time, please?" or "What is your name, please?". You will have to answer these questions with specific words like "It is 10:10 now" or 'I am weak', etc.

'Yes/No' Questions

- All questions of this kind begin with the first auxiliary verb in that sentence. See the following, for instance.
- Are you coming to the class tomorrow?
- Have you been coming to the class these days?

- Can the classes be conducted online for primary students?
- Could people have been told about the pandemic last year?
- In all of these sentences there are many auxiliary verbs (helping verbs)
- If sentences mentioned above were to be written as assertive sentences, or as sentences making statements, they would be rewritten as follows:
 - "You are coming to the class tomorrow."
 - # The verbal group has two full words, and "+ing", but because the order is fixed, the question sentence here begins with the first of them, that is "Are".
 - "You have been coming to the class these days."
 - # The verbal group has three words, "have been coming", but the question sentence begins with "Have", which comes first.
 - There are some "yes/no" questions which begin with "Do/does/did" even when they are not obviously there in the declarative sentence.
For instance:
 - a) + Devdutt rises with the sun every morning.
 - b) + Devdutt does not go to bed with the sun every evening.
 - Questions for the sentences given above can be of the following kind:

- a) Does Devdutt rise with the sun every morning?
 b) Does Devdutt not go to bed with the sun every evening?

- In (b), the first word of the verbal group is 'does', so it is all right if the question for this sentence begins with "Does". But questions sentence for (a), will also begin with "Does".
- So the second rule for the construction of question sentences is that a sentence that does not have a stand alone auxiliary verb can use "do / does / did" as appropriate to begin a "yes/no" question with.

For Example: (a) Pindaruch gets rains between June & October every year.

- (b) It rains in November & December in Chennai.
 (c) The Bagmati river is flooded every year in July.
 (d) But the Bay of Bengal can never be in flood.
- Helping verbs, "is" and "can", are seen in (c) and (d). But in (a) & (b) no such verb is seen. To change them into question sentences, therefore, English uses "do / does / did", as appropriate.
- (a) Does Pindaruch get rains between June & Oct. every year?
 (b) Does it rain in November & December in Chennai?

- (c) Is the Bagmati river flooded every year in July?

- (d) But can the Bay of Bengal never be in flood?

- So we see that sentences that do not have a helping verb can be taken the front of the sentence use "do / does / did", as appropriate for this purpose.

→ How does English make negative questions, such as:

- (a) Do Eskimos not live near the North Pole?
 (b) Does a man not go out for morning walks in cold countries?

- Ordinarily, in their neutral, declarative form sentences as above, are like those given below:

- (a) Eskimos do not live near the North Pole.
 (b) A man does not go out for morning walks in cold countries.

So the Rule of Forming Question Sentences remains unchanged, namely,

- (1) To form "yes/no" questions, the first helping verb is taken to the beginning of the sentence.
- (2) Where there is no visible helping verb, an appropriate form of "Do / Does / Did" is used.

'Wh-' Questions

- (a) What is your name?
- (b) Where did Hanuman find Sita?
- (c) Which road leads to Mathura?

Each "Wh-" word does a specific function, as given in the table below:

Wh- Word	Function	Example
How	Manner	How do you go to college?
What	Question about Noun	What is your name?
When	Question about Time	When can you meet the students?
Where	Question about Place	Where does the sun go after ^{sun} set?
Which	Question about Noun	Which road do you take to town?
Why	Reason, purpose	Why do you want to buy another flat?

Structure Of Sentences in Passive Voice

In active voice, Agent or cause of action is at the beginning of the sentence. But passive voice is done the other way around. Here the agent comes last, victim, result, effect, etc. comes first as follows:

- 1) A.V : 1. Tour operators provide guides on the bus.
 P.V : Guides are provided on the bus by tour operators.
- 2) A.V : Fire is destroying vast tracts of forests in America.
 P.V : Vast tracts of forests are being destroyed by fire in America.

RULES for making passive voice sentences :

- (a) Subject & Object switch places.
- (b) Subject, or agent, or cause, is moved to the end of the verb phrase, or to the end of the sentence.
- (c) Object moves to the front of the sentence.
- (d) Object is followed by "am / are / is / were / was ..." some tense bearing helping verb.

- (e) If a helping verb is not there, then "is/am/are..." is inserted.
- (f) otherwise, 'be' is inserted in a suitable form.
- (g) Main verb is used in the participial, the 3rd form like "done" for 'do'.
- (h) Then the rest of the sentence follows with a "by" before the subject.

The following examples show how these rules apply :

1. Fire destroys everything

	CHANGES TO
Everything	fire.
Everything is	by a, b, c
Everything is destroyed	fire.
Everything is destroyed by fire.	by e
	by g
	by h

2. Fire is destroying everything.

	CHANGES TO
Everything	by a
Everything	fire.
Everything is	by b, c
Everything is being	fire.
Everything is being destroyed	by d
Everything is being destroyed by	fire.
	by f
	by g
	by h

Common Errors in Engl.

PART 1

- # Some nouns have no plural; you use them only in the singular number as given in the dictionary.
- # So, for instance, words like equipment, meat, oil, rice, wheat, milk, information, fish, furniture do not have a singular or plural form.
- # They are uncountable and are shown in the dictionary with a "u". So, for instance, for "milk", the dictionary cites milk as follows :
"Milk (Noun) U", meaning uncountable.
- # Uncountable nouns do not take a/an, neither do they have a plural form. When milk is used as a noun, you cannot say "milks".

For Eg : You cannot say, "I like cows and buffalo milk."

You can only say, "I like both cow milk and buffalo milk."

- # How do you then talk about small and large quantities of them?

So, for instance, you can say as follows :

- some information
- a little knowledge
- a news item / all the news
- a loaf / slice / morsel of bread
- a head of fish
- a portion of meat
- a gallon of petrol
- a grain of rice / wheat
- a litre of water

Some Verbs, such as following, are not used in progressive mode, with +ing.
appear, feel, have, look, seem, stand, etc.

You can use this verb in the simple present or past tense form, but not in the progressive present or past tense form, as indicated below:

Cannot say

- 1) You are appearing to be tired.
- 2) I'm feeling all right.
- 3) I'm having a meeting.
- 4) You are looking angry.
- 5) It is seeming correct.

Can say

- 1) You appear to be tired.
- 2) I feel all right.
- 3) I have a meeting.
- 4) You look angry.
- 5) It seems correct.

- # But "have" in the sense of "eat" can be used in the progressive mode. For eg, "I am having breakfast".
- # Similarly, in the sense of 'contest', 'stand' can be used in the progressive mode. you can say, 'Gopal is standing for election to the parliament'.
- # "Feel" can also be used in the progressive mode, when a doctor, eg., says, "I am feeling the patient's pulse".
- # Similarly, some verbs, such as following, for example, have the same form in all tenses.
cast, cost, cut, put
- # You can use these verbs only in the given form in all situations, because they have no other form, so, we can say:
'Votes have been cast, result is awaited.'

But you cannot say:

"Votes have been casted, result is awaited."

Common Errors in English - 2

Some sentences with a very common type of errors are given below:

- (1) a. Some boys of Rajendra Hostel is making all the noise.
- b. Only one of the six scheduled trains are running late this morning.
- c. Only one of the requested items were delivered late.
- d. The entire team with all its star players have been found guilty of doping.
- e. We ordered six copies of this book, but it is yet to be delivered.
- f. Puurna's collection of old folk songs are likely to be published soon.
- g. All excepting one sailor was stranded on the island.

All sentences above are ungrammatical because of non-agreement of the verbs in them with their subjects.

Correct statements :

- a. Some boys of Rajendra Hostel are making all the noise.
 - b. Only one of the six scheduled trains is running late this morning.
 - c. Only one of the requested items was delivered late.
 - d. The entire team with all its star players has been found guilty of doping.
 - e. We ordered six copies of this book, but they are yet to be delivered.
 - f. Puurna's collection of old folk songs is likely to be published soon.
- # In all the sentences in (1), verb does not agree with the no. of the subject. Here verb is influenced by the noun Nearby, and is incorrectly assigned the same number as that of the noun Near it.
- # In 1.a, the subject is "boys", not the hostel. Since "boys" is a noun in plural number, the

verb here also must be so.

- # In 1.b., on the other hand, the subject of the sentence, "one of the trains", happens to be in the singular number. Therefore, the verb must also be in the singular number, saying "...is running".
- # The case in 1.c. and 1.d. is also the same. But in 1.e., the subject is in plural number, so the correct pronoun here is "they" and the correct verb here is "are", together making the clause "...they are ...".
- # In 1.f., the noun, "collection", is in the singular number, and therefore the appropriate verb is "is", rather "are".
- # Since we know about the phrase structure now, we should look at the head of the phrase. Regardless of how many modifiers there are, it is always the head to which the verb agrees in number. So find the head.

Look at the following sentences:

- (2) a. The Geography Master was absent.
- b. The boys of the First A had leisure between three and three - forty - five on Wednesday.
- c. The noise that they make, sitting on their benches

and swinging their legs, gets on his nerves.

- d. No one, except Rajan and Mani, was there.
- e. Trucks full of water are now brought to cities from ^{the} villages.

In a noun + noun combination, ordinarily the second noun is the head. See the following for example:

[History Teacher, State Department, Home Minister, Housewife, Cinema Hall, etc.]

But in a noun phrase created with a preposition, it is a noun before the preposition that is usually the head.

[Inspector of Police, Captain of Guards, House of Cards, Head of Department, Secretary to the Director, etc.]