

Week 1

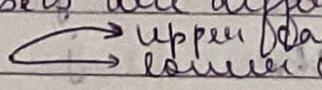
L.1

1/7/21

CLASSTIME Pg. No.

Date / /

1. Sound and Writing Symbols in English

- speak confidently with others
- see that we need to know nuances of lang.
- the nuances show up, when we speak & communicate
- writing alphabets are different when they sound
- 26 alphabets  → ^{upper case} _{lower case}
- æ → a → apple → difference in speaking and writing
- cat - /kæt/, dog - /dɒg/
- consonant (25) and vowel (20) sounds [exhalation of air]

Video 2

2. Speech sounds (Vowels)

- writing symbols are diff. from speech sounds.
- a, aa, i, ii, u, uu → short & longer durations
- vowel sounds are more fundamental for making words than consonant sounds.
- cup → /kəp/, up → /ʌp/ → ^{represent} sounds of word
round → /raʊnd/, book → /bʊk/
- Phonemic distinct → The vowel in first word is short and vowel in next word is long. e.g. Sit & Seat

front	central	back
use	i:	u:

mid

e

ə

I

ɔ:

English
Vowels

A

Positions in

Mouth

open

22

a

20

Video 3 L. 4

3. Consonant Sounds in English

-asp +asp -asp +asp
-voice -voice +voice +voice

+asp +voice

Nasal sounds

Velan	k	kh	g	gh	ng
Palatal	c	ch	j	jh	ny
Retroflex	T	Th	D	Dh	N
Dental	t	th	d	dh	r
Labial	p	ph	b	bh	m

↓
this sound
is not in Eng.

Places

Manner	stop	nasal	bilabial	labio-dental	dental	alveolar	post-alveolar	palatal	velar	glottal
voiced	p b	m			t d	n		k g	ŋ	?
fricative			f v	(θ) (ð)	s z	ʃ ʒ	ʂ ʐ			h
approximant					ɾ ɿ	ɻ ɿ	ɺ ɻ			
lateral "										

- all sounds are produced by modifying the air flow of air.
- stop / plosive sounds (due to explosion)

Video 4

4. Approaches to listening

- Comprehension is possible even if we do not listen to the speaker → F
- Thinking is an imp. aspect of lang. processing. T
- a good listener is a good communicator → T
- Activity → helps to focus and pay attention
- Listening is a major thing that decides success sometimes

- Bottom-up process
 - ⇒ recognise words & clauses
 - ⇒ " key words
 - ⇒ " key transition words (when) / phrase in a speech
 - ⇒ " grammatical relationships b/w. key words
 - ⇒ " order in which words occur in sen.
- listening to +ve & -ve statements and choose an app. response. Statements from larger discourse.
- listen to a discourse ⇒ did you listen to a word?
- top-down process ⇒ thinking on every line you said
- listener develops this ability ⇒ can use key words to construct context, infer the setting for a text, role of participants, infer cause & effects, guessing unsaid details to a situation, anticipate ques.

Video 5

5. Conversational Skills for Basic Communication

- How're you? What's up? → I'm fine, good, pretty good.
Not bad, not great, no so well, etc. [Don't elaborate]
- What do u do? diff from what are u doing? ⇒ at present, what is acⁿ? Kind of asking profession.
⇒ I am a — / I work at a — / I work for — (farmer)
_{visit}
- What do u do for fun? / in a free time? → for asking abt. hobbies → I like to watch movies / watching movie
- Which city / state / country are you from?
↳ I am Indian / I'm from India.
- I am Puneet and (you) → what is your name?
- Use of name in conversaⁿ to show interest
- Could I get your no? / Could I get your email add plz?
/ Are you on (fb) gmail / twitter?)?
- Where do u live?
↳ No - ve comments abt. the area.

- where did you go to school / university? → a good small talk ques / conversaⁿ startis.
↳ I went to (uni.) in (city).
- If somebody say no abt school ⇒ what did u study? / what was your major?

Video b 6. Building Vocab

- lexical word + lexical chunks
- to appear → appearance, difficult → difficulty
- 4 main kinds of word formaⁿ
 - ↳ Prefix, Suffix, Conversion, Compounds
- Prefix - added before stem of a word
 - mono → one (monosyll)
 - multi → many (multipurpose)
 - post → after (posture)
 - un → not / opp. to (unusual)
- suffix - added after word. Shows what class of word it is (noun / adjective)
 - -ism and -ism → nouns (cencism)
 - -er and -or → nouns (actor)
 - -en and -ify → verbs (widens)
 - -able → adjectives (reasonable)
 - -ly → adverbs (unhappily)
- conversion → change of class of word
Google (Noun) → Google the info. (verb)
- compounding → two being together → on words
 - Noun → car park, rock band
 - Adj. → heartbreakin, sugar-free
 - Verbs → baby-sit, chain-smoke
 - Adverbs → good-naturedly, nevertheless
- denotation → dictionary meaning of a word

- connotative → shades of meaning / moods a word carry
- Eg Rose → denotative → a plant with some thorns (literal)
 ↳ connotative → love, romance (the deeper meaning - what we associate with word)
- connota^{tion} can be +ve, -ve and neutral
- Eg. - (+) thrifty Economical - miserly (-ve)
 - economical inexpensive cheap
 - frugality smell stench

Video 11. Enrich your Vocab

- Vocab - it refers to words a person knows, uses
- can be active / passive
- extremely fundamental for any skills
- advantages of learning vocab -
 - catalysts for learning and thinking
 - communicate one's thoughts and feelings
- try to play games with words
- use 1 word to learn many
- Eg. price → Fare, Fee, Fine, Tax, Toll, etc.
- learn to use the right word at right place
- synonym → word which same or nearly same meaning
- antonym → opp. to the meaning
- homophones - same pronunciation, but spelt differently with different meaning. Eg. Tail & tale

L. 1 - Learning Language

- Lang. is a sophisticated prod. of human mind
- child → learn automatically → Early learning
 - ↳ Acquisition → automatic and effortless
- > 15 yrs → learning → cog. efforts → late learning
- Early → Input → Output
 - movement of articulators
- Input → Human mind → Output
(fuzzy & old) LAD / UG (gramma. & co)
- Late → another lang. exists
 - conscious efforts → obs. pattern
 - specific and directed motives
 - easy to work on struc.
 - not possible to do vocal conditioning
- listening, speaking, writing, reading

L. 7 Language learning and Use

- behaviourist model - children learn lang. by merely imitating what they hear
- mentalist model - role in human brain in lang. acq* and use Input → Mind → Output
- LAD - lang. acquisition device
- UG - certain set of struc. rules are innate to humans, indep. of sensory experience
- E - lang. → society speaks, I - lang. → int. lang. in mind
- cug → babble → 8 → 10 m → 16 m → 2½ yr → $\frac{II}{3}$ → $\frac{III}{5}$ yr
- children know much more than they imitate. They prod. novel utterances (proof for mental grammar).
- 2nd lang. learner - mother tongue influence, principle of economy
- Inter-lang. - form of learner lang. by children. It is a lang. governed by sys. rules and has its own life

- to improve the lang. skills → the more the input, the better the output (expose more to lang.)

L-6 Telephone English

- make a call → person picks up = taking a call
 - ↳ F → Hi/Hello, Inter. (from whom)
 - ↳ IF → How is it going? / How u u? / Good/Great Thks.
- ask for someone -
 - ↳ F → May I speak? / Could I speak... / I'd like to ... plz.
 - ↳ IF → Is — there? / Is — Absent / Can I talk to — ?
- purpose of the call -
 - ↳ F → calling to ask abt...? / Could you tell me?
 - ↳ IF → I just wanted to ask
- Availability -
 - ↳ F → When would be good.. / when will she be back?
 - ↳ IF → do u know when she'll be back.
- leave a msg. -
- take a call (picking up a call)
- asking who is calling - May I know... / Who is calling / Who am I speaking to? / Hello.. Is that? /
- asking to wait - could you hang on? ... / Can I buzz...
- on receiving a second call - (ring → call)
- conf. call - Can I get — with us? / Let's swap in... / I'm patching u in...
- not sure if other person is on the line - u u there? / am I audible / Can u hear me? / Is my voice too low?
- u're running out of charge - Eg. lose u soon
- cannot hear the other person - I can hear on/off / your voice is breaking / ^(vibrating noise) jarrig / but in bits & pieces / your voice is echoing / surfaces back.
- very rd. → end a call (might lose u soon)

L1.5 How to improve lang. skills?

- why can't we understand native eng. speaker
- 1. accent → eng. is a global [asp → etcetera puff lang., no. of non-native > native speaks lang.]
- 2. speed → native speaker reduce - reduce" & contract"
- 3. vocab & grammar
- how to listen well in a conversa" -
- relax and focus
- do not translate it into mother tongue
- tend to understand the context
- listen to diff. dia. of Eng., to men, women, etc
- listen to as many diff. formats and sources
- listening material ⇒ 50% < understanding < 90%

Week 2L1 Consonant clusters in Eng. Words

- specific feature of words
- words have specific seq., word isn't possible w/o vowel sound, syllable < word
- simple words - words have seq. of C & Vsound
 - CVCV - papa, daddi, mommy ; CVC - dad
 - VC - am, is, on, at ; CVV - the /dii/, sea /si:/
 - CCVCC - what, grass ; CVCC - sink ^{cluster}, link
- words with only vowel sounds - eee / aai /
- sounds prod. by the modifica" of the flow of exhaling air in vocal tract /k/ /g/ → bellar
- they have an inbuilt 'a' vowel sound in
- sink → cluster → only for consonants them.
- we do not have words only with consonant sounds

- vowels do not make clusters
- in clusters, the first consonant drops its inbuilt vowel sounds \rightarrow 2 c sounds in seq. (glass)
- observe this phenomenon around you.
- lang. learning is a sub-conscious process
- cluster of 2 c can occur at final and initial pos
- cluster \rightarrow /klaes्टər/
- no 2 sounds from same place of "articula" (other than nasals) will form cluster \rightarrow m̄m̄ mb̄ pb̄
- Assimilaⁿ \rightarrow ~~Impossible~~ negative prefix \rightarrow bilabial p
~~Incomplete~~ \rightarrow negative prefix \rightarrow velar k
- Accident \rightarrow is not a cluster

L-2 3 consonant clusters in English words

- clusters are specific to consonants²⁴ [44 sounds]
- words \rightarrow no random seq. of sound
- first consonant should leave the inbuilt 'a' sound
bliss /blis/ CCVC scooter /skutər/ CCVCVC
school /sku:l/ CCVVC
- CCCV - only possible for initial posⁿ; CCCC X
spring /spriŋ/ stress /stres/ Screw /skrew/
Splash /splash/ CCCVC
 $\begin{array}{c} s(p) \\ \oplus \\ t(k) \end{array}$ stop sound
- specific symbols to identify sound in Eng. \rightarrow TPA symbols

L-3 Syllables & Words

- words are definite unit of any lang.
- syllable is a part of word
- words - single distinct meaningful element of

speech/writing, used with others to form sentence. → unit of speech / writing. e.g. b6

Noun - book, cat, Ram

Personoun - she, him, that

Adj. - tall, red

Verb - play, sing

Adverb - very, loudly

Pereposin - on, at, in

Conjuncin - but, for, if

Determiner - a, an, the

Interjeic - hello! wow!

- subj. & obj. → grammatical relations
- nouns & pronouns → " categories
- one word may have > 1 syllable
- 1 syllable → sun, life, break, tongue
 - 2 " → tiger / taj-ger /, police / pol-is /
- each part should at least be used to make a syllable
- syllable is a unit of organization for seg. of speech sounds
- have a nucleus (v), optional initial & final margins (c) → 1, 2, 3, 4 syllable word
- 3 syllable → energy / e-ner-jii /, heritage
capital / kap-pi-tal /, sufficing
- 4 syllable - invisible / in-vi-si-bl /
aquarium / ak-qua-ri-um /
educa", infinity
- syllable has diff. segments
- Nucleus - v/c sound, obligatory
- Onset - a consonant / consonant clusters
- Rhyme - contrasts with onset and divides into nucleus & coda

L4 What is good vocab? (Part 1)

- our vocab has all words we know
- all words that we know is another vocab
- people know 1, 2, 3 lang., but no one knows the count of words
- vocal is good / bad acc. to
 - no. and variety of words
 - no. of similar & diff. words
 - may word go with other words
- mother & fathers → parents, siblings (bro & sis)
- some know essential words, some more than
- food - supper, sausages, stuffed
- friends - secondc, classmate, faces, chum, set
- opp " - enemy / rival / competitor, foe
- synonym of word - avenue, alley, lane, thorough
- " of home - adobe, nest, residence
- opp. words antonyms
- Thesaurus - lists words acc. to meaning
- synonym / antonym activity —
 1. ask - ascertain, enquire, examine, get, investigate
ques., tell
 2. bad - dirty, evil, harmful, low, poor
 3. good - agreeable, desirable, fine, great, beneficial

L5 What is good vocab? (Part 2)

- words are related by form
- words that sound alike but mean diff. things are called homophones Eg. right ~ write
- for every word it is fixed which words it can follow and followed by, this rule among the words are collocations

L6What is good vocab? (Part - 3)- Inflections

verb remains verb; present → past tense
 noun remains noun; singular → plural
 verb → nouns; nouns → verbs; adj → adverb

- derivations

adj → noun; noun → adj; verb → noun
 noun → verb; noun → adverb

~~Week 3~~L1Stress in words

- words → single, distinct, meaningful element of speech, used to form a sentence
- syllable - unit of words ; 1, 2, 3, 4 syllable words
 - 1 syllable - sun, life, break, Tongue
 - 2 syll. - tiger, between, police, marriage
 - 3 syll. - energy, capital, heritage, suffering
 - 4 syll. - invisible, education, aquarium, etc
- stress patterns are mostly unpredictable
- when a noun / adj. stems from 1 syllable word, stress lies on original word
 break - BREAKable; friend - FRIENDly
- with disyllabic noun & adj. → stress is on 1st syllable - present, tiger, breakfast, handsome, easy, happy
- with disyll. verb, stress is on last syllable
 increase, begin
- to differentiate btw. verb and noun, pos " of stress Δs to decrease a decrease

- in compound nouns, stress is on the 1st part
book shop, note book
- words ending with -tion, -sion & cian, stress is on 2nd last syllable
education, permission, physician
- words ending with -ic, stress is on 2nd last syllable; realistic, strategic
- words ending with -ee, -ea, stress is on last syllable; govern*ee*, shamp*ea*

Caution → when in doubt, do not stress. It is better not to stress than on wrong syllable.

L2 Plurality in English

- nouns are naming words
- all words referring to names are nouns → singular
dog dogs |z|
friend friends |z|
judge judges |iz|
bench benches |iz|
baby babies |z|
book books |s|
cap caps |s|
- Morphemes — sit/sits/sat/sit
- words ending /p/, /t/, /k/ have /s/ plural, everywhere else is /z/ & /z/ ~ /iz/
- /p/, /t/, /k/ are voiceless sounds, where /z/ is a voiced sound, so in the environment of voiceless sound, the plural marker becomes voiceless.

13. Aspⁿ in Eng. Words

- Asp in eng words

 - /k/ velar non-aspirated; /kh/ velar aspirated
 - add noise from of air → aspiration
 - pen /pʰen/ ph + asp can /kʰæn/
 - pin can
 - pan king
 - voicing - add nasal vibration in neck
 - asp occurs only at initial pos
 - /p/, /t/, /k/ → stop sounds get asp. at initial pos voiceless
 - [p] → [pʰ]; [t] → [tʰ]; [k] → [kʰ]
 - if 2 syllables → at this pos' /p/, /t/, /k/ again gets asp.

L4 Asp. in Eng. Wsords 2

- | - | asp. in stressed syllable | | |
|-----------|-----------------------------|-----|------------------------|
| potato | /pa T ^h AT to/ | (3) | deə · (v) |
| hotel | /ho T ^h EL/ | (2) | di k ^h RIIZ |
| Nepal | /Ne p ^h AL/ | (2) | dəc. (n) |
| Intense | /In T ^h E NS/ | (2) | DI kniɪŋ |
| intension | (in T ^h E NShən) | (3) | |

- both vowels do not work simultaneously
 - stress on 1st syll - 2nd syll unstressed & unaspirated

- L5 Syllables & Stress in Words
- syllable → should have a vowel
 - jaw - dropping experiment
 - syllables with greater degree of force
 - ↳ one word - one stress
 - ↳ only vowels have stress, not consonants
 - disyllabic nouns & adj., first syllable has stress
 - " verbs & prepos", 2nd syllable has stress
 - word ending ee, ou & ey → 1st syl. stress
 - " " with consonant & y → 1st syl. stress
 - other endings → penultimate syl. stress
 - ending ee, oo, ie, ique, ithe → suffix stress
 - gen. prefix don't have stress. Exc. → un, in, per, ex & mis have stress
 - comp. noun → 1st word has stress
 - " adj. → 2nd " "
 - phrasal verb → verb + prepos"
 - (stress is on this)
 - reflexive pronouns → I hit myself
 - 2nd syl. stress (reflexive)
 - ⇒ anima" /a'ni'meif(c)n/ apostrophe before the stress

L6 Aspira", Stress & Syllabifica"

- only 1 vowel in a word (hiht)
- CC in initial, final ; CCC in initial, final

L7 Fundamentals of Eng Learning

- learning is a subconscious cognitive enterprise
It's not always (n+1)

- basic blocks - sound, word, sentences
 - use of lang. - read, listen, write
 - words - plurals, cluster, syllable, stress, comp.
 - phrases & sentences
 - determiners & nouns A boy, the boy
(Indef.) (Def.)
 - A, An → Indef. ⇒
The → Definite
 - Adjectives & Nouns big box
 - Prep. & Nouns in an empty box
 - sentences must have subj.

Agreement Sub v. Obj.

Tenor Am is also present

I'm so ~~the~~ ~~present~~ past

meas. nine. ~~inches~~. past.

count 2 men over 6 yrs old

and below π_1 \hookrightarrow near forms

and a short downy wing.

100) 66

~~12~~ 13 command - division

Digitized by srujanika@gmail.com

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isarr (imp) arrives

of partage

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10. The following table shows the number of hours worked by 1000 employees.

"difficult to count," except

Dear [Name], we believe you are

Aspidiotus *lateralis* sp. n.

2022-03-22

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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

wanted first for determination?

Amphibolites & *metavolcanics*

L4.1 Spoken English Preliminaries

- English - global lang., in all domains, many accents, global std. are needed
- listen good things (Mother Teresa) → ^{Nobel} Gosh Sterling (Indira Nooyi) → Asia Society → Asia Society VP
- have sth. to say, politeness is more imp. than even pronunciation & grammar
- slow tempo is marker of politeness, it helps both speaker & listener.
- Eng. is a slow tempo lang., speakers pause after phrase, clause & sentence
- diff. words are stressed differently, vowel sounds in Eng. are very long or short
- good spoken eng. is a prod. of good listening habits
- better spoken eng. - Shreesh Chaudhary

L4.2 Speak slowly

- eng. is slow tempo lang., pause after grp. of words after clause, each sentence.
- pause is like a "punctuation" mark of spoken lang., sentence can have diff. meaning depending upon how u pause
- rapid speech causes distortion in sound, they merge, dropped, loss form & shape
- slow speech makes it easier for the listeners
- Long habit of life time can be difficult, we must learn to speak slowly, comfortable
- 3-4 syllables / sec
- Int. civil aviaⁿ eng. → < 100 / min for pilots

L3 Phrasal pause

- 2 or more words behaving as a sentence like need make a phrase. Eg. a committee of experts
- speakers of std. eng. pause even after a phrase
- this pause is not long but noticeable, it's punctuation of speech. Speaker pauses every few sec.
- pause after every phrase, or every gap. of words within a phrase
- pause after a word of address is essential
- " " pair of nos., in gaps. of 2/3
- when u tell your address, pause after every new line
- pause after → so, therefore, but, thus, of course, indeed; by all means
- after every word in a series, pause
- noun phrase, adjectival phrase, verb & adverb phrase & clauses are all followed by a pause in speech

L4 Do u have sth. to say?

- we speak to give or get info., ans., news, knowledge, joy, heat, heat, entertain, etc.
- all the great speakers whom we know because of what they had to say
- 2 min. talk on "Civic Problem" → When? What?, How much?, Its effects
- if you do not have enough to say, find out whatever u say must be interesting to the listeners
- while talking abt. a problem, u can ☺ use data in diff. manner

- whatever u say must be "relevant" to the listener, "flying to fish" → irrelevant
- there can be different angles of same -thing

L5

Effective Presentaⁿ

- stage manners → all conversaⁿ are presentaⁿ, . . . , all presenters are performers
- we should be - well trained out : washed, groomed and dressed
- an effective presentaⁿ when listeners give u attention
- relax, be comfortable, people see more than they listen, take care of sitting postures
- relaxed standing postures
- greet your audience, use your hands in a meaningful manner
- eye contact keeps the listener with speaker
- w/ loose eye contact, u loose audience
- voice is an imp. tool for presentaⁿ, must learn to modulate your voice
- never overload PPT slides, they lack adequate display time, only add few words in each line
- Effective presentaⁿ e.g. an intelligent combination of creativity, lang. & data

L6

Studs. of spoken word

- Speech sounds are produced mostly by lung air going out them vocal cord, pharynx & mouth
- Sounds come together in a certain manner to

- form a higher unit c/d syllable
- syllable has at least 1 vowel, w/o vowel there can't be a syllable

Week - 5

L6:

Words & Phrases in Eng.

- determiners & nouns → the postman, a policeman
an architect, a/the boy, a man, an hu.
a, an ⇒ indefinite the ⇒ definite
c v (articles)
- determiners only precede nouns
the / a postman → idk postman
↳ when we're talking, we know the postman is
- adj. + nouns - big box, brown monkey, thick book, nice person, pretty girl, good guy
- prep. + nouns - on the table, in the class, abt. a book, in an empty box
- phrases → (i) the [student [of eng.]]
(ii) students [from Chennai]
(iii) [the student [of English] [from chennai] [in long hair]]
- 2 or > 2 phrases in 1 big phrase
- what is eng. (complement of noun) should be near the nucleus & other elements
(adjectives should be within the phrase)
- but, the student from Chennai of English is wrong! X

L5.2 Sentences in English

- sentences are basic units in speech conveisa".
- please (you) sit down; (you) get up; this is a book
[Raju] [Likes Pizza with funds at the Pizza Hut.]
- Subj. & Predicatis in english
 - ↳ (there must be a verb)

John likes Many ; John like, Pizza with his funds.
- Imperative sentences → come here, sit down
 - ↳ subj. → you (not visible) only predicatis, no subj.
- sentences end with a full stop,
- imperative sentences have subj. (you)
- all sentence will have a subj. + predicate
- [subj. verb object adverb]
 - ↳ order of words in sentence

L5.3 Command / Request

- imperative sentences → execute command / req.
- order of words in an Eng. sentence
 - [[subj.] [[verb obj.] adverbs]]]
- English (verb medial)
 - Raju like pizza
- Hindi (verb final)
 - Raju ~~chi~~ Pizza ~~ki~~ ~~se~~
- all imperative sentences have subj. 'you'.
- intent of the speaker - only intentions can make them it
- (you) come here, (you) sit down
- as a rule of thumb, use pfg with imperative sen

L 5.4

Agreement in English sentences

- subj. & verb in predicate agree with each other

- John likes Puja X

I likes Puja X

We likes Puja X

They likes " X

They is teachers X

We is a doctor X

I are a doctor X

- John loves Mary ✓

I like Puja ✓

We like Puja -

- in all imperative sentences, the agreement markers as O \Rightarrow come & here

- NUMBER Singular Plural

PERSON

First

Second

Third

Singular

Plural

Person I

I

We

II

You

You

III

He, She & They

- Subj. \rightarrow singular ; verb \rightarrow singular (-s)

- when plural \rightarrow the agreement marker is O.

- first - person singular 'I' is an excepⁿ.

- The dog ~~an~~ eats ~~an~~ ~~an~~ outside

- Either my shoes or my coat is on floor

- Rakha & Amala do not want to see movie.

- Rekha knows the answer

- Rekha doesn't know the answer.

- One of my sisters is going on a trip.

- The man with all the birds lives on street.

- The players, as well as the captain, want to win.

LG-1 Tips for reading comprehension

- reading impious vocab., vocab is most impt. while learning a lang.
- rules for comprehension
 1. read out loud
 2. read a book with a pen
 3. do a quick scanning to find impt. pts
 4. read the entire para before highlighting
 5. pay attenⁿ to summary words
 - 6.圈出 key word or difficult jargons
 7. paraphrase what u read
 8. interact & engage with the text
- in exams — budget the time, skim the text (read at surface level to understand)
- read as much as possible, read sth. diff every day
- prac. makes reading perfect
- critical reading
 1. separate facts from opinion
 2. detect propaganda
 3. recognize errors in reasoning

LG-2 Reading - I

- benefits of book-reading - numerable
- discipline cuts freedom
- words that occur - pronouns, determiners, conjunctives
- words that do not occur - nouns, verbs, adj.
- words whose meaning can be easily described fall into open and vice-versa in closed
funnel - prepositions & lexical words - nouns
- nouns - name, place, things, etc.
- verbs - typically actions

L6.3

Reading - I

- MP of Shimoga → Aerasula railway sta" → Malgudi railway sta
- heads of cattle, number of cows & parade of elephants
- dangle - hang, bough - branch, jab - below, saunter - stroll, knicker - breezers, nonchalance - calm, clout - hit
- period / full stop (.), exclama" mark (!), a ques" mark (?)
- misused commas - mostly used to quote someone

L6.4

Reading - II

- read slow in the beginning & aloud
- adjective precede nouns, since, adj. describe nouns
- there is a ristic" of occurrence of two (adj & noun) which not structural, it is semantic
- 'er', 'est' → this ending is used for adjectives → (superlative comparison)
↳ (out of the 2 things)

L6.5

Reading - IV

- spelling of words is different from the way we pronounce them.
- conventional standard spelling helps to make things look easily
- some of words have more than 1 meaning and belong to >1 category

L6.6 Reading - V

- etcetera
- somehow, whatnots, ill-clad
- try to paraphrase of what you read
- lang. develops in us by the help of such vocal activities
- 'ecstatic' is the feeling of happiness

Week - 7L7.1 Negative sentences in Eng.

- subj. & verb in predicate agree with each other
- singular subj. agrees with singular verbs
- no. person & gender are imp. concepts to understand
 John doesn't like Pajja. } the tense should
 I do not like " . } be shown before
 We do not like " } the neg.
 plural marker
- (You) come here \Rightarrow Don't come here.
- (You) Sit down \Rightarrow Don't sit down.

No. \leftarrow Singular Plural

Person	I	I	We
	II	You	You
	III.	He, She, It	They

- we were students \Rightarrow we are not students

L7.2 Direct & Indirect Objects

- Obj. is a part of predicate
[Subj.] [verb object adverb]
- verbs may have no obj. / 1 obj. / 2 obj. / they must have sth. but they ~~are~~ not obj.
no obj. → intransitive } verb sleep, go
1 / 2 obj. → Transitive, like, teach
- what? ques. → reply gives transitive verb
- 2 obj. → ditransitive verbs (part of transitive)
- why obj's and not obj.? → depends on the nature of the verb
- if you have 2 obj. → 1st is Do (direct obj.) → (what) ques.
2nd is Io (Indirect obj.) - (to whom)
Eg I gave a book to my fund.
Do Io ques.
- Eg. I teach Eng. to college students
Do Io

L7.3 Verb 'be' in English

- is - singular am → was - sing.
are - plural → were - plural
present past
- will would can could
shall should may might
↳ Future tense marker
- I am / was a doc.
- We are / were students
- He / she is / was a teacher
- You are / were a teacher

Rakha and her betas are in Delhi at -

- Either my father or mother is coming -

- The dog or the cat are outside.

- One of my sisters is going for a trip at -

- The monkeys of Tennessee are -
now too good

thinking & with - see what I did at - and -

L7.4 Phrases and Idioms

- phrase - gap of words with some sp. idiomatic meaning, saying, proverb, etc

- euphemism - polite word or expression, which

proverb - concrete, traditional saying expresses

- idiom - metaphorical meaning which shouldn't

be taken literally - take it literally

- dark horse - unexpected winner

- bite a bullet - force yourself to do sth.

- break a leg - good luck

- make a mountain out of a molehill - exaggerated

- kill 2 birds with 1 stone - achieve 2 aims

- move heaven and earth - max. efforts

- keep the ball rolling - conti. the work

- be in the driving seat - bearing all responsibility

- out of my league - other person is superior

- blessing in disguise - good thing that seemed

bad at first

- a piece of cake - easy

- money burns a hole in pocket - to spend quickly

- cut ones coat acc. to ones cloth - to live in mean

- put in cold storage - to keep a work pending

- look for a needle in haystack - to seek that is impossible

- to miss the boat - to miss the opportunity
- pull yourself together - calm down & act normally
- to hang on grapevine - to hang a curse
- cut corners - to do sth. in fast & cheap way
- b/w. the devil & deep sea - b/w. 2 difficult situations
- beat around the bush - avoid saying directly
- better late than never
- out of order - not working properly
- out of place - to feel diff. from other people
- flog a dead horse - waste ones effort
- actions speak louder than words
- bite off more than you chew - try to do more than one can do - sth. which is hard
- out of character - behaving differently
- to get a taste of your own medicine - get treated the way you treat others - either people will be afraid & will stay away - others will be angry & will never want to meet with them - will not feel good

L7.5 Make your impression impressive.

- add insult to injury - to act in a worse manner at the first help - compare in mind -
- out of shape - not physically strong
- out of loop - uninformed
- apple of one's eyes - lovable person -
- crocodile tears - false tears come too -
- hold one's tongue - remain silent -
- white elephant - a costly but useless

- out of touch - not communicating
- banking up the wrong tree - to be wrong abt. the way to achieve sth.
- to call it a day - to stop what u're doing
- take the law in one's hand - to punish someone
- take the bull by horns - to face difficulties
- burn the candle at both ends - working very hard
- nine days' wonder - short lived.
- ball is in your court
- cost an arm and a leg - to be very expensive
- put the cart before the horse - to do things wrong

cart { hitting never → honest
toot never → dishonest

never → always being fair or just -
and never → dishonesty
is honest or dishonest - always honest & fair -
always dishonest &

Week - 8

CLASSTIME Pg No.

Date / /

L 8.1 Word Stress - ~~comes now - what for the
the person playing, activities used. Sounds in any
manner are mixed at your will~~

- in natural lang, no 2 sounds are equal
- equally loud / long, one sound / syllable
is more prominent than other.

- it is true for all lang.

- in Eng., the stressed syllable has much
more attention \rightarrow most prominent syllable
~~it is louder / longer / higher pitch~~

~~being treated - between speech time
trees sweep in a wind -
puzzled at - put a bus moves no now -
surprised~~

L 8.2 Word Stress & Market Trees and Two

- use ' ' to show stressed syllable
- in French, ≥ 2 syllable words, last syllable
is gen.

- Tamil \rightarrow near initial } stress
Hindi \rightarrow near last }

- Eng. is not fixed for only a particular
syllable in a particular posn

- nouns \rightarrow first syllable is stressed in
 ≥ 2 syllable words

L 8.3 Word Stress - 3

- drill \rightarrow boxes (helps) \rightarrow with frequently
occurring mispronounced word
- drill becomes habitual for us
- some Eng. nouns are stressed on first
syllable

- verbs and adj. are mostly stressed on the final or pen-final syllable.
- heavy syllable → stress on long vowel followed by 1 consonant

L8.4 Stress on derived words

- god + ly = golly + ness → goldness
↳ derived " of words
- + in grammar, existing word is → Root.
An added part is affix

prefix (begin)	suffix (end)
un+, im+, in+, il+	+al, +ly, +ness

- after adding suffix to the root, stress can move from 1 syllable to another
- + ate/ade/ise → 2 syllables from end
- + ion/ical/ogy → pre-final syllable
- + ea/ ee/ eur → last syllable
- + ate/ ade/ ise/ yel/ idy/ ify/ ote/ ute/ ude
↳ third syllable from the end
- ic/ ical/ ion/ ity/ egg/ ony
eau/ eau/ eeu/ esch/ esque/ etter/ ieu/ itis/ otis

L8.5 Phonetics of Eng. - Part - I

- most sounds fixed → lungs → glottis → pharynx
→ mouth → speech air
- vowels — voiced + w/o closure" + non-nasal sounds + oral sounds

- as speech air passes thru them, these organs manipulate
- pull → lips in neutral pos + front tongue
pull → " " round " + back "
- Eng. has more vowel sounds, ~20 vowel sounds, like all lang. have both short/long vowels sounds
- Eng. has 12 long vowel sounds → 900-1100 nans ec.
- Diphthongs — XL vowels
 - time (long) = lime (long) + time (short)
 - bit, bout, bait, boat
- Short vowels - 100-200 nanosec.
- Speaking is a skill

L 8.6 Phonetics of Eng. - Paired

- almost all consonants are paired with some obstruction in the oral passage - obstruents → consonant sounds → voiced, voiceless
- hip } voiceless zip } voiced
skip } (no vibration) (vocal chords vibrate)
- distinct "blue" & "we" → rounded lips
lower lip coming closer to upper teeth
- refer to Better Spoken English → gen. mistakes → with patterns, others also get eight

expressions → what Badami said → A text book of English phonetics
more + mouth open + bigger nose + shorter lower

L 9.1 Phrase, Structure

- any sentence in any lang. uses a variety of words → nouns, verbs, adj., adverbs, prep.
- try and check with the dictionary
- 'Monday morning' is related to 'was'
- Noun P. [It] Verb P [was[Monday morning]]
 (S) word next required is noun
 Num P
- NP [Subramanian]
 VP [was (Adj.P) [unlucky (Prep P) [to open his eyes]]]
- phrase can have 1 word or ≥ 1 words, phrase can be within a phrase
- Aphrase is a part of sentence that performs a function in it. \rightarrow Verb Phrase, adjectival, adverbial, etc. phrase

L 9.2 Word Order

- Interrogative Sentence \rightarrow a ques. sentence \rightarrow "Is/Are/Am/Was/Were/Will..." "What/When/Where?"
- S - V - O \Rightarrow Subj. - Verb - Obj. \Rightarrow Eng. Lang.
- word order in Eng. is fixed
- adjectives precede nouns in eng.
- "costly New Maanti car"
- word order is fixed from modifier noun to modified noun
- we can join 2 nouns by a preposition
- time of action unambiguously, so you begin with tense and end it in the \ominus time \rightarrow Verb Tense (Present | Past) + aspect \rightarrow voice \rightarrow simple/progressive

- adverb qualifies adj. & verb, for adj
adverb is an intensifier
(manner, reason, place & time)

L9.3 Clause Structure

- clause is higher than phrase (32)
clause → [It was Monday morning]
a clause has at least one verb
- had → is a past tense auxiliary verb
- a sentence must have at least 1 clause
- but each clause is not a sentence
- clauses which are in itself a sentence
 - ↳ Principal / Main / Independent clause
 - ↳ other are called subordinate clause

L9.4 Simple sentence & agreement rules -1

- simple sentence, has 1 main clause
- in simple sentence have ≥ 1 NP working as subject, but only 1 verb phrase
- V in VP should agree with N in NP in terms of number. \Rightarrow Rule of Agreement
- If N is singular, Verb is singular
- Verb plural, if its noun associated with it are also plural
- nouns are generally take s/es \rightarrow plural but verb become when they don't take s/es in plural

Sun \rightarrow rises

water \rightarrow freezes

man \rightarrow is

- On the other hand, birds → fly
- Possessives → 'I & You', even when singular take plural verbs in English.
- However, in past tense, 'I was' but 'You were'

Step Two is [writing tent] part 3

L9.5 Complex Sentence - Part 1

- a complex sentence → has a main clause + 1 subordinate clause (at least!)
- Eg. (He was the only boy in class) (who were sock in shoes) → complex sentence
 main clause → subordinate clause
- rule of agreement of no. apply to clauses.
 Any ref. to noun of main clause, pronoun or verbs of subordinate clause will have same no.,
 Eg. These are the senior → who have been selected

L9.6 Complex Sentence - Part 2

- main clause → noun phrase + verb phrase
- subordinate clause - has diff. kinds → noun, verb, adj., adverbial phrase, etc.
- clause can also function like a phrase
 Eg. Only the weaver knows where shoe pinches
- the entire subordinate clause can act as a simple word object
- sub noun clauses → know, asked, said
 → follow this order
 Determiner, opinion, size, age, shape, colour, origin, material and purpose

L10.1 Complex Sentence 3 - Adjectival Clause

- some subordinate clauses, functioning like adjectives → adjectival clauses

Eg. [He [that is down] needs ^{main}_{sub-adj.} few no fall.]

Eg. [All [that glitters] is not gold.] ^{main}_{sub-adj.}

- any clause that qualifies a noun in another clause is an adjectival clause

(main verb) basis is past tense int. aux. st. p. -
main verb → main verb in st. p.
main verb → main verb in st. p.
main verb → main verb

L10.2 Complex Sentence-4 Adverbial Clause

subordinate clause as an adverbial clause
main clause easily identifiable for an adverb clause

Eg. [The fairy was so ^{main}_{noisy} charming] (that all
noisy children became silent). [as she
started singing.]

- Adverbs qualify adjectives & verbs

Eg. very, so → one used adverb
(intensifying the adjective)

Eg. The big island is always sometimes.

- some functions of adverbs
↳ how, why, what for, whenever, during,
whenever, if, then

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

→ targets

break, spine

L10.3 Structure of Ques. Sentences

- In English, ques. sentences are formed in only one of 2 ways

ways, what, where, how, which, whenever,
whether and neither

- Either, start neither 'Is/ Was/ Am/ Are/ Were' or some other auxiliary used
- Or they start with 'Wh-' words. Ex. How
- Depending upon what they begin, they are
 - Wh- ques
 - Yes/ No ques / Helping word / Auxiliary
 - Wh- ques expect specific answers
 - Yes/ No ques \Rightarrow begin with 1st auxiliary verb in that sentence. \Rightarrow Helping verbs
They can be written as assertive sentences, the verbal gap comes inside
 \hookrightarrow it has 1, 2, 3, 4... words
 - There are some yes/no ques that begin with 'Do/ Does/ Did', even when there are not these in the declarative sentence. (If there is no stand alone auxiliary verb)
 - We can make negative questions as well.
 - Being 'Wh' used before the auxiliary verb
 - Function
 - Manner
 - Ques. abt Noun
 - When
 - Where
 - Which
 - Why

- L10.4 Structure of sentences in passive voice
- We know police arrest criminals. We can say, 'Criminals have been arrested.'
 - If agent is obvious, then agent is not req. \rightarrow passive

- the doer / cause / agent is well-known or need not be known at all
- passive voice sentences have a specific structure. They are in a particular order.
 - verb will be necessarily in participial form in a passive sentence
 - Rules to make passive voice sentence.
 1. subj. & obj. switch places
 2. subj. / agent moves to the end of sent.
 3. obj. moves in front of sentence
 4. Obj. is followed by am / were .. some tense bearing helping verb
 5. If verbs isn't there, insert it
 6. Otherwise, 'be' is inserted
 - 7. Main verbs, convert to participial form.
 - 8. Then, rest of sentence follows with a 'by' before sentence
 - eg. Fire destroys everything
 - Everything is destroyed by fire
 - eg. Fire is destroying everything
 - Everything is being destroyed before

L10.5 Common Errors in Eng. Part - 8

- we was got some info. X } Informa"
I want some information. → (sing.)
- Information → it is a uncountable noun
- U Noun → equipment, meat, oil, rice, what, milk, fish, furniture (Dictionary citation)

- U Nouns → not take 'a/an' & they do not have plural form
- Lang. is not always logical. Lang. are not alike
- how to talk abt. small & large amt. of uncountable nouns? → qualifiers
position, grain, some, little, etc
- verbs are not used in progressive mode with +ing → appear, feel, have, look, seem, stand, etc. → use them in simple past / simple present
- 'have' in sense of 'eat' → having
- 'stand' in sense of 'contest' → standing
- 'feel' in sense of 'pulse checking' → feeling
- Cast, cost, cut, put → also always same in all 3 forms

- L10.6 Common Errors in Eng.
- agreement of the verbs ~~are~~ with the subject w.r.t. numbers
 - find the head of noun and put verb acc. to it.
 - In noun + noun combination, ordinarily the 2nd noun is the head.
 - In noun phrase with preposition, it is noun before the preposition that is usually the head.

L11.1 Listening note about tar - amish U -

- abt. lang. & speakers used tar
tar was great. Special speech tar is good -

L11.2 listening

- Feely → Satyajit Ray → Collected short stories → honorary oscars in year 1992
- VK Online Guru (YT) in 3.11 minutes
- try to retain things in mind

L11.3 listening

- Satish Dhawan → ISRO, Chairman, prime minister → 'tar' for some in 'mer'
private → 'tar' for some in 'knots'

L11.4 Basics of writing → same in 'tar'

- writing lasts long & goes far, fast
- a written text - easy to read, re-read, revise & re-write.
- It is a business of communication
- most imp. part is content → have sth. to say
- Kabir das → Illiterate
- Shakespeare → primary school kid
- be not mechanical, research & write
- small words, and sentences + more
- writing is a skill. Regular practice is imp.

L11.5 How to write bio-notes?

- very briefly, w/o particular, what sort of person u are
- mission, vision statement
- don't use cliché word → overused words

- are not efficient until they are effective
- Name - basic add - early educa" - any notable went - College - fav. subj. - achievement - plans for the future
- avoid redundant words & phrases

L11.6 Describing a photo

- description of ladies' compartment
- picture presents a view → is not needed
- we write more than needed and it makes more mistakes
- use words that show unifica"
- may be they do not mind falling! → do not use such sarcastic statements
- a second class ladies compartment X
a ladies second class compt. ✓

L11.7 Writing for public purposes

- on problems, safety issues
- reqd for precision, brevity, fact
- import. of being formal and factual
- this store is not open today becuz it is closed → not good

Week - 12

- L12.1 Note - Writing
- think abt. phone, etc. → describe it when bought - phys. descripⁿ — colour, shape, size, etc. — any spe. features — what u like abt. it & any associated event / incident, spe. features
 - perfecⁿ comes from best pursuit
 - try to keep negligible redundancies

L12.2 Power of Simplicity - Words & Sentences

- simplicity works best everywhere
- This is true of lang.
- best books & talks have happened via simple words & sentences
- William Shakespeare → simple school
- composed upon Westminster Bridge by William Wordsworth
- most of them are — monosyllabic words of common use
- Charles Dickens → Novel writing

L12.3 Data Interpretation

- those in engineering, management, and other disciplines write abt. statistical data
- bar chart, pie chart, etc
- TOEFL, GRE, IELTS, access, entrance test

L12.4 Business Writing

- most business writing contain a great

- deal of factual details
- it is imp. in business writing to keep the order in which things occur, both by form & contents
- organisational ability
- not a good idea to Δ the format of business writing unnecessarily
- contents must be ordered sequentially
- so a crank order should be followed

L12.5 Household Survey

- what this data is abt.
- how they are presented
- imp. highlights
- significant details / noteworthy inter-nodal relaⁿs
- concluding remarks
- first draft \rightarrow mechanical representaⁿ of data
- one need to look at the chart carefully
- Eg. Who are India's Farmers

L12.6 Business Trip