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WEEK 1

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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.

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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

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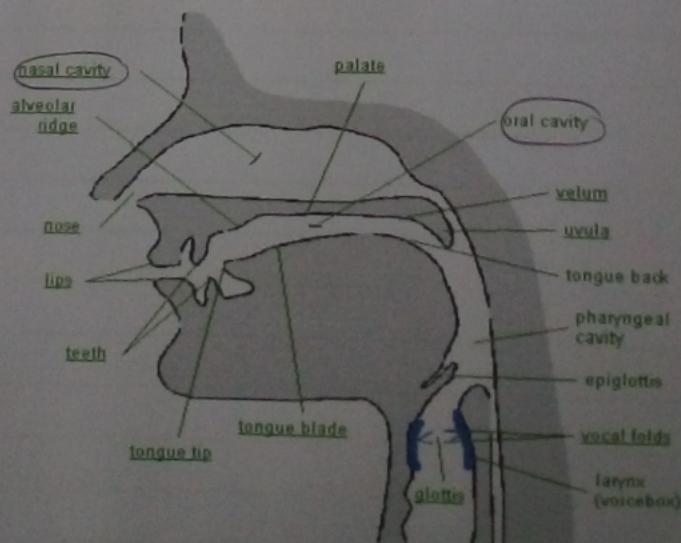
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Articulation of Consonants

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



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.

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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)

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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) (saf-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 !

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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
economic	inexpensive	cheap
exceptional	unusual	strange
slender	thin	skinny
savvy	shrewd	naïve
visionary	inventor	dreamer
illustrious	famous	notorious
prudent	timid	cowardly
up to date	new	new-fangled
assertive	aggressive	pushy
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

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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!

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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.

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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, -CION 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

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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.

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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]

- 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/

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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 our 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-rect-or
 2. OR-deer-ly
 3. MA-nag-er

- (Words ending in consonants & y)

- Stress is placed on the first syllable.

 1. RA-si-by
 2. OP-ti-mal
 3. GRA-di-ent
 4. CON-tain-er

- Words with different endings

- (1) able → Understandable - /un-der-STAND-able/
Durable - /DU-rə-ble/

- (2) ary → Primary - / 'pri-mə-ry /
Diary - / 'daɪ-a-ry /

- (3) ible → Visible - / VIS-*l*-ble /
Terrible - / TER-*r*-ble /

- (4) ical → Magical - / MAG-i-cal/
Critical - / CRIT-I-cal/

- (5) ics → Cendics - / ge-NET-ics/
Paediatrics - / pe-di-AT-rics/

- words ending with ee, ese, ique and etc

- ④ The primary stress is placed on the suffix.

1. ee → agree /ə-GREE/, guarantee /gur-ən-TEE/

- 2- Ique → unique / u-nique / , physique / phy-sique /

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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
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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

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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.

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Agreement

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- ✓ 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 :

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

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- 2. Either my mother or my father (is/are) coming to the meeting.
- 3. The dog or ^{the} cats (is / are) outside.
- 4. Either my shoes or my coat (is/are) always on the floor.
- 5. Rekha and Amala (does not / do not) want to see that movie.
- 6. Rekha (doesn't / don't) know the answer.
- 7. One of my sisters (is / are) going on a trip to France.
- 8. The man with all the birds (live / lives) on my street.
- 9. The movie , including all the previews (take / takes) about 2 hours to watch.
- 10. The players , as well as the captain (want / wants) to win.

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WEEK 5

Negative Sentences

Subject and verb in predicate agree with each other.

Singular subjects agrees 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.

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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 objects
- 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	

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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

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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
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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

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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>
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Phrasal Pause

- Two or more words behaving in a sentence like one word make phrase.
- For example, an apple, a big basket, a committee of experts, etc. all behave in a sentence just like a single noun will.
- You can say "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

Similarity, 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

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

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