

DETERMINERS

Determiners are nothing but what the traditional grammar recognizes as ‘articles’. The new grammarians recognize them as ‘determiners’ with the addition of a few more items. The items added **some, any, these, those, little, a little, few, a few because they perform the same a or an would perform in a sentence. Look at the following sentences:**

There is **a** man at the door.

There is **some** man at the door.

Do you have **a** book on punctuation mark?

Do you have **any** book on punctuation mark?

There is **a** concern for quality.

There is **little** concern for quality.

here is **a little** concern for quality.

the book, **these** books, **those** books

The use of a and an depends upon not on AEIOU as thought by the traditional grammarians, but it is decided by the sound at the initial position of the word.

If the initial sound is a vowel sound, it's ‘an’

If it is a consonant sound, it is ‘a’

a or an?

■ usual	unusual
■ European	Englishman
■ M A in history	RIE student
■ history book	honour
■ hotel	hour

■	year	young
■	Eliot poem	Yeats poem
■	elbow	yell
■	year	ear
■	a natural	an unusual
■	a necessary	an unnecessary
■	a history	an history (both
■	a harbour	an honour
■	a humorous	an hour
■	a master batsman	an MA in English
■	a European	an Englishman
■	a year /jiə/	an ear /iə:/
■	a yellow journal	
■	a Regional College Student	an RIE student

THE is used when there is only one of its kind

In a narrative, explaining which one is meant

- An old man and an old woman were crossing the road.
- The old woman slipped and the old man supported her to cross the road.
- The CD shop at the end of the road.
- The way she talks, you think she is an expert.
- The children are in the play field.
- Did you enjoy the match?

Used before the ordinal, superlative

- You are the fourth batsman to score a hundred.
- The eighteen century model
- He is the best singer in the town
- She was the last to arrive.

Used with the adjective to mean the group or the community

- The rich, the poor, the unemployed, the backward classes.
- Used with the singular countable noun to mean the whole species
- The cow is a holly animal in India.
- Used to refer to objects in general.
- The computer has changed our way of teaching in the classroom.

- Learn how to use the mobile
- He hasn't got the intelligence (not enough)
- I want to buy it but I don't have the money
- My scooter does 50 kms to the liter
- See the difference in meaning here
- He is paid by the hour
- He is paid by the Manager
- The more you delay, the greater the damage you cause.

Used to indicate a period of time

- I'm usually out during the day.

Proper nouns don't take definite article

KNOW SOUND PATTERN TO LEARN AN L2

- Speech is the most important aspect in learning a new language.
- Speech is made of sounds not letters in the alphabet. **THEREFORE**
- Know the sound pattern of the language.
- In this aspect, no two languages are alike.

Spelling and Letters

- There is no one to one correspondence in English between spelling and pronunciation as in Indian languages
- There is no such rule that it should be so. English is not a phonetic language

Script and Speech

There isn't any rule that a particular letter should represent a particular sound.

- English doesn't have sounds like I^{A} v^{A} x^{A} z^{A} zs^{A} q^{A} qs^{A} $\text{t}^{\text{1/4A}}$ μ^{A} k^{Y} g^{AhA} etc

The New Sounds

- Instead it has /ð/, /θ/, /ʒ/, /z/, /ŋ/ and diphthongs like /ei/, /ai/, /au/ /ou/, /ɔi/, /iə/, /eə/, /uə/
- English vowels and consonants are different from those of any Indian language.

What Standard to Follow?

We in India normally follow the Standard British Dialect, which is otherwise called RP. (Received Pronunciation) But the question here is, is it possible to learn RP for those who are learning it as L₂? We neither have the atmosphere nor do we have model RP speakers.

The next best, according to linguists, is

"INTERNATIONAL INTELLIGIBILITY"

Spelling and Pronunciation

In English, letters and sounds are different. In our languages, they are the same.

For instance, English has only 26 letters, whereas it has 44 sounds. There is no rule as to what letter should be used to represent what sound.

Key words for IPA Symbols: ENGLISH VOWELS

No	Sym	Key words	Examples in monosyllabic words		
			INITIAL	MIDDLE	FINAL
1	/ i: /	bee, bead,	eat	neat	sea
2	/ I /	city, bid, wit	ill	live	baby
3	/ e /	bet, bed, wet	egg,	Peg	-----
4	/ æ /	bad, lad, mat	apple	man	-----
5	/ a: /	car, law	arm	lawn	far
6	/ ɔ /	dog, fog	ox	doctor	-----
7	/ ɔ: /	raw, tall, walk	oar	horse	sore
8	/ u /	put, pull, good	-----	Foot	-----
9	/ u: /	grew, food, flu	ooze	Foot	flew
10	/ ʌ /	but, bud	uncle	buckle	-----

11	/ ɜ: /	bur, bird, dearth	earth	birth	err
12	/ ə /	about, better, doctor	affect	woman	water

DIPHTHONGS

13.	/ei/	say, maid, played
14.	/ou/	go, road, rout
15.	/ai/	buy, time, rite
16.	/au/	brow. crowd, bout
17.	/ɔi/	boy, oil, hoist
18.	/iə/	idea, beard, pears
19.	/eə /	spare, rare, scare
20.	/uə /	cure, poor, sure

ENGLISH

Symbols	Examples	initials	middle	final
/ p /	As in pit (aspirated in the initial position)	pig	apple	hub
/ t /	As in tip	table	button	cat
/d /	As in dip	dog	ladder	Bed

/k/	As in kit (aspirated in the initial position)	key	Cookie	cake
/g/	As in girl	gas	wagon	egg

/f/	As in fan	fort	elephant	leaf
/v/	As in van	vegetable	television	five
/θ/	As in thigh	thumb	toothbrush	mouth
/ð/	As in this	that	mother	smooth
/z/	As in zip	zoo	music	nose
/s/	As in ship	shoe	dishes	fish
/ʒ/	As in	genre	treasure	garage
/h/	As in hat	hand	behind	-----
/tʃ/	As in chin	chair	ketchup	switch
/dʒ/	As in	jelly	magic	cage

Nasal Consonant

/m/	As in met	man	woman	sum
/n/	As in net	nose	money	son
/ŋ/	As in sung	-----	singer	wing
/j/	As in yet	yellow	onion	-----
/w/	As in wall	wet	sandwich	-----

/ r /	As in red	run	correct	car
/ l /	As in led	lamb	pillow	doll

Examples of Various Spelling for a Single Sound

No	symbol	letter	Examples
1	/ I:/	e ee ea I ae ei eo	me, concede seed, kneed, weed eat, tea, lead, breathe prestige, police, cowardice aeon receipt People

	/i/	ui u ie	built busy, minute ladies, cities
3	/e/	e ea a ai ay u	set, bed, net dead, head, breath many, Tames, ate said says bury
	/e/	eo ie	Geoffrey friend

4	/æ/	a ai	man, sat, hat. marry plaid, plaid
5	/a:/	a ar ear er al oir	pass, bath, tomato, branch, camouflage part, cart, march, arch heart, hearth clerk, derby, sergeant Calm, palm, psalm, half, calf Reservoir, abattoir, repertoire

6	/ɔ /	o a ou ow au	dock, dog, holiday, sorry, gone was, what, swan, want, yacht cough, trough, Gloucester, knowledge Because, sausage, laurel, Austria cauliflower
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7	/ɔ :/	or aw u ou au ore oor oar our oa	cord, horse, sword, born Saw, lawn, jaw, yawn Sure, /su /, /s ought, bought daughter, fault, cause before, more door, floor oar, board court, four broad
8	/u/	u o oo ou or	Put, full, sugar, cushion, butcher Woman, bosom, wolf Good, book, wood, wool, boot Could, would, should, collier Worcester worsted

9	/u: /	oo o ou u ew ui oe ue wo	food, soon, moon, spoon, loose do, who, move, lose group, soup, wound (n), through rude, June, Susan, use chew, brew, screw, ewe juice, sluice shoe blue, clue Two
10	/ʌ /	u o ou oo oe	sun, hat, marry son, come, one, done, country, southern, couple, enough, young blood, flood does
11	/ə : / /ɜ: /	ir er err ur urr our lo w+or	bird, first, girl her, serve err, terror burn, church, churn, nurse purr journey, courtesy, scourge colonel word, world, work, worse
12	/ə /	i e a o u ar er or ou our ure	possible gentlemen woman oblige suppose particular mother doctor famous colour figure

13	/ei/	a i ay ey ei ea au ao alf	ape, late, make, lady, waste Sail, mail, vale, aim Clay, day, bay, may, say They, whey Eight, veil, weigh, vein Great, steak, break Gauge gaol halfpenny
14	/ou/	o	no, so, go, road, rout
15	/ai/	i y igh eigh	time, write, bite, climb, crime, dry, by, fry high. light, fight, might, thigh height
16	/au/	ow ou	now, cow grouse

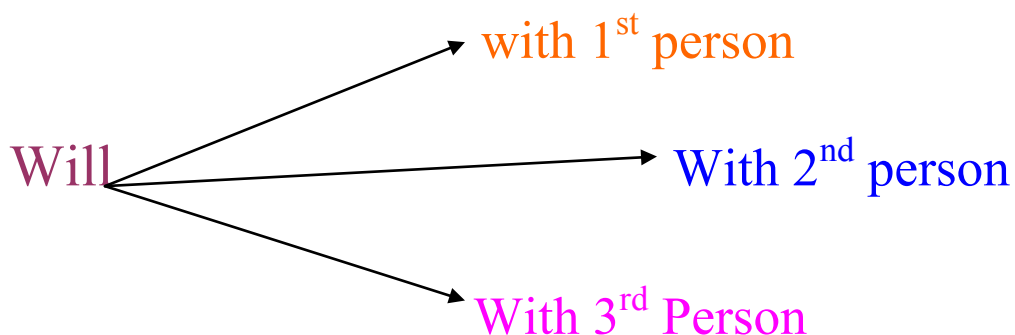
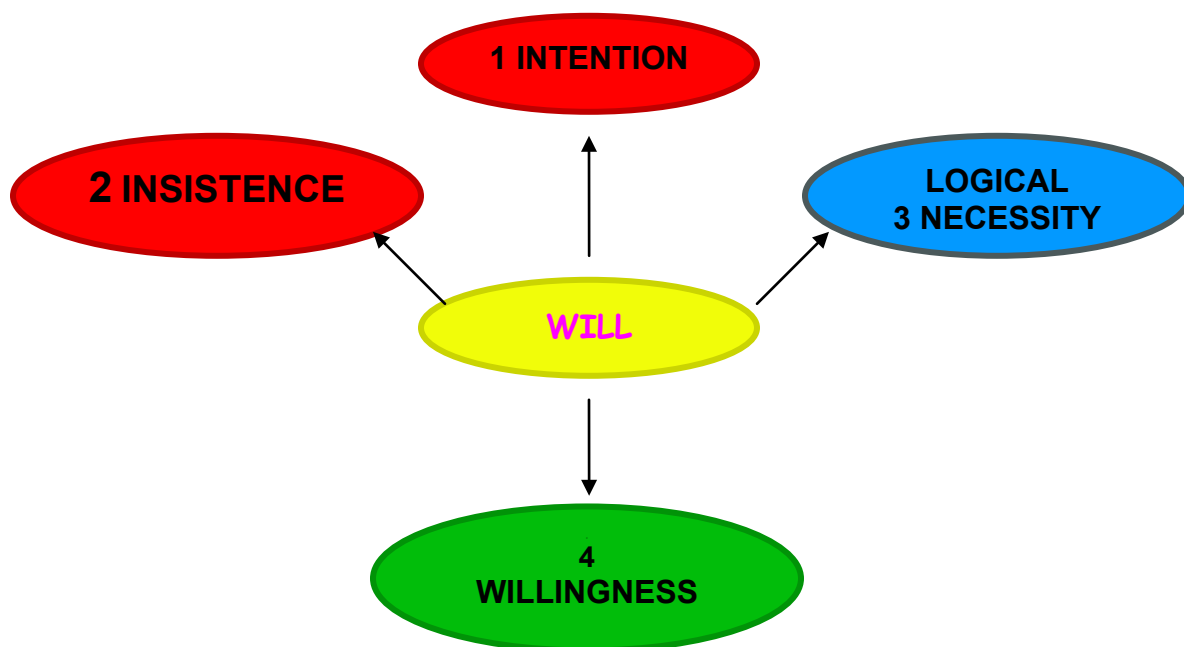
17	/ɔi/	oi oy uoy	noise, voice, boil, point boy, toy, coy buoy
18	/iə/	ea	idea, beard, pears
19	/eə/	are air ear	care, rare, share, pare air, fair, pair, chair bear, pear wear, tear (v)

20	/uə/	oor ure ewe ewer our ue ua	poor, moor sure, pure, endure, cure, jewell, sewer / u:ə/ tour, gourd, gourmand, fluent truant
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MODAL AUXILIARIES

WILL / WOULD	CAN / COULD
SHALL / SHOULD	MAY / MIGHT
HAVE TO / MUST	NEED / DARE
	USED TO

The Matrix



With 1st person Intention

1. I will go home as soon as I can.
Meaning = It's my intention to go home as soon as I can.
2. I won't be long. = My intention is not to take long time.

With the 2nd person INSISTENCE: Strong volition

1. You will do as he says.
= (I insist upon you doing as he says.)
2. You will finish this work in the next 7 days.
= (I insist upon you finishing the work in seven days.)
(There is an undertone of order as well.)

With the 3rd person. INSISTENCE: Strong volition

1. He will do it whatever you say.
(He insists upon doing.....)
Use 'shall' here. The meaning changes
2. He shall do it whatever you say.
(I insist upon his doing it)

Willingness: Weak Volition

1. He will help you if you like.
2. Will you have another cup of coffee?
3. Will you please lend me that book for a day, please.

What will I do now? (Helplessness or perplexed state. Present time reference)
(Here too would can be used without change of meaning)
Boys will be boys. (Would can't be used here.)

Logical Prediction and Habitual Present

a) Specific prediction:

- The game

should
will
must

 be finished in one hour.
-

b) Timeless prediction.

Oil will

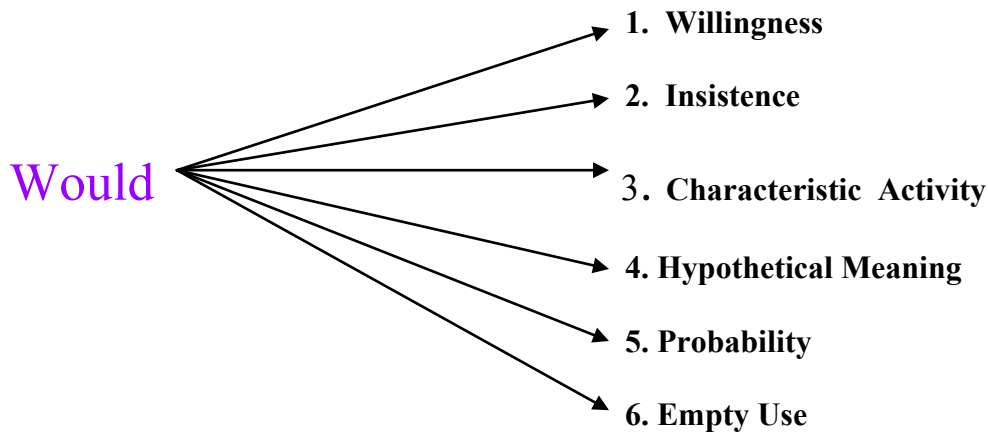
float
floats

 on water

c) Habitual prediction:

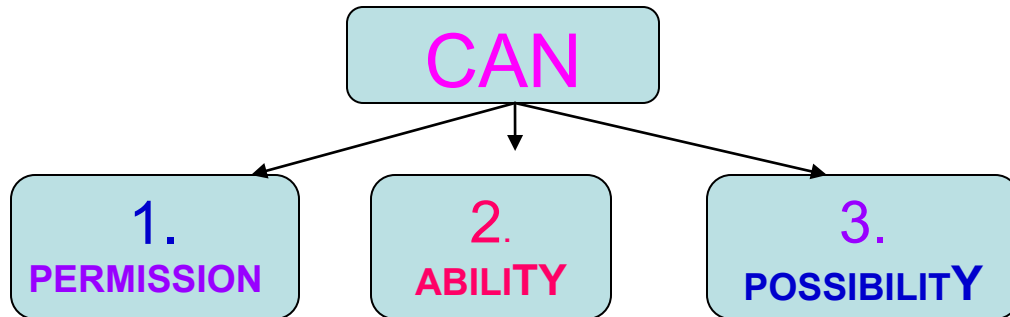
He will (always) talk for hours if you give him the chance.

THE MATRIX



1. Would you excuse me? → (willingness)
2. It's your own fault; you would carry the message. → (Insistence)
3. (a) Everyday he would go for a walk. → (Characteristic activity)
(b) Swamy would make a mess of it. → (It is typical of him.)
4. He would drink too much if you didn't stop him. → (Hypothetical meaning).
5. That would be his mother. → (Probability).
6. I would like to apply for a job in your firm. → (Would has no meaning here. It's empty use.)

The Matrix



1. Permission

- Can I have a look at your PDI, please.
- May we start the programme, sir.
- [Notice ‘can’ and ‘may’ are more or less replaceable where permission is concerned.]

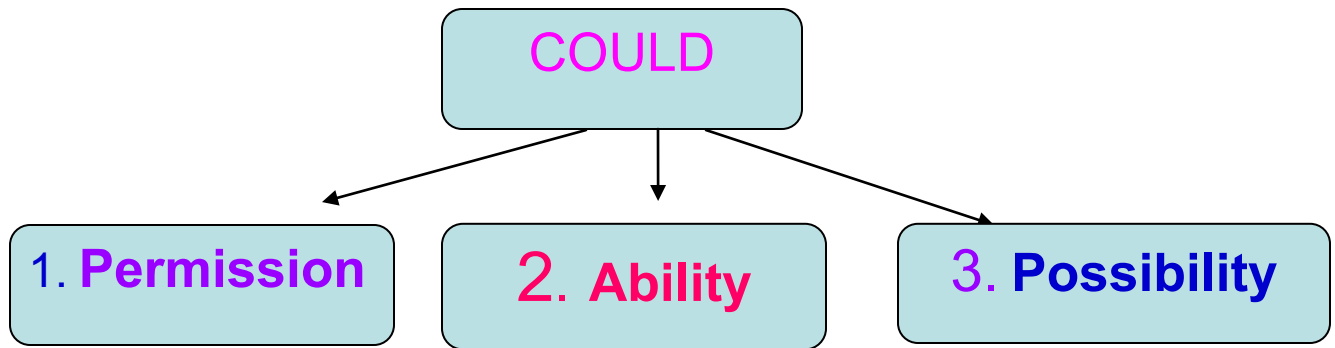
2. Ability

- She can speak Bengali but she can’t read and write it.
- = She is able to speak.....
- = She is capable of speaking.....
- = She knows how to speak.....

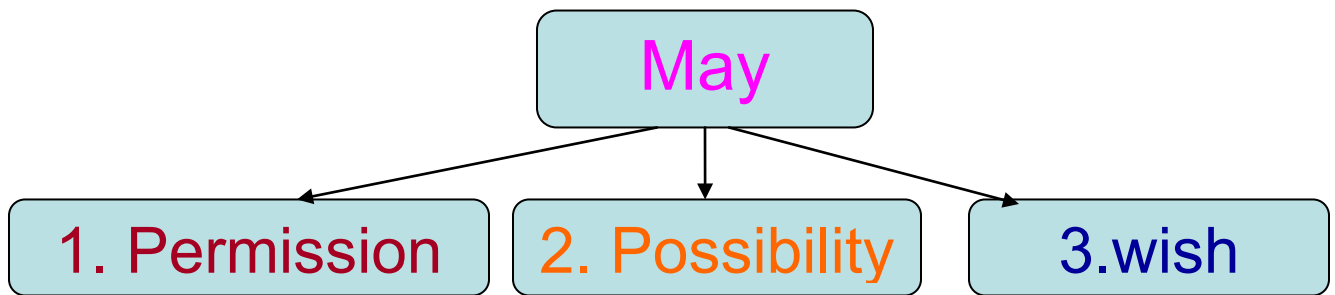
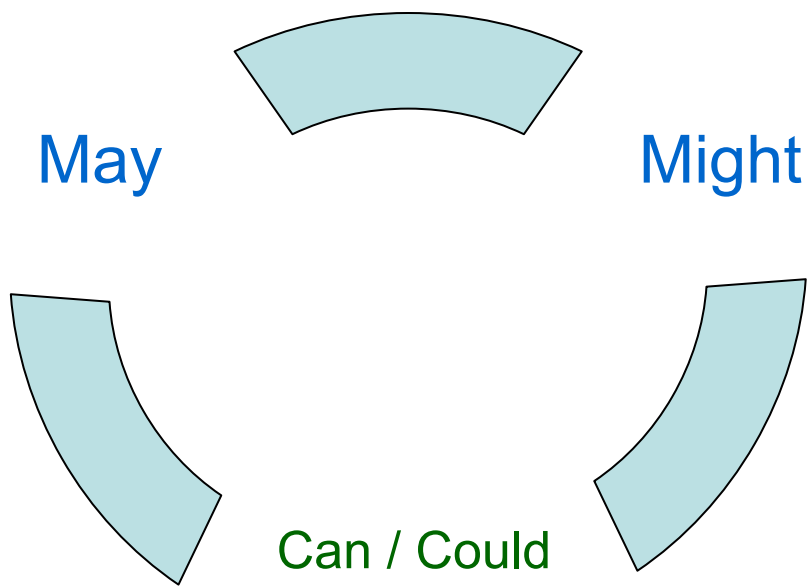
3. Possibility

- **Anybody can make mistakes.**
- = It’s possible to commit mistake for anybody.
- **Please look at the following examples.**
- **Situation:** Labour strike in an Industry. They are planning what to do.
- **We can block the road.** → It’s theoretical possibility here.
- **Replace ‘can’ with ‘may’ here:**
- **The road may be closed.**
- = It’s possible that the road has already been closed. →
Factual indication here.

THE MATRIX



- There is no difference between 'can' and 'could'. Where 'can' is used, 'could' can be used with no change in the meaning. In fact, the Englishman considers 'could' be more polite than 'can'. It can't be logically explained.
- In a sentence like one mentioned below, ability can bring in willingness as well (especially in spoken English)
- Can you do me a favour?
- Could



1. Permission

You may borrow my car if you like.

**You mustn't be
are not allowed to borrow my car.
may not be**

In the negative form all the three expressions can be used.

2. Possibility

- He may never succeed.
- = It's possible that he will not succeed.
- If you use 'can' here:
- He can never succeed.
- = It's not possible for him to succeed.

- He may not come.

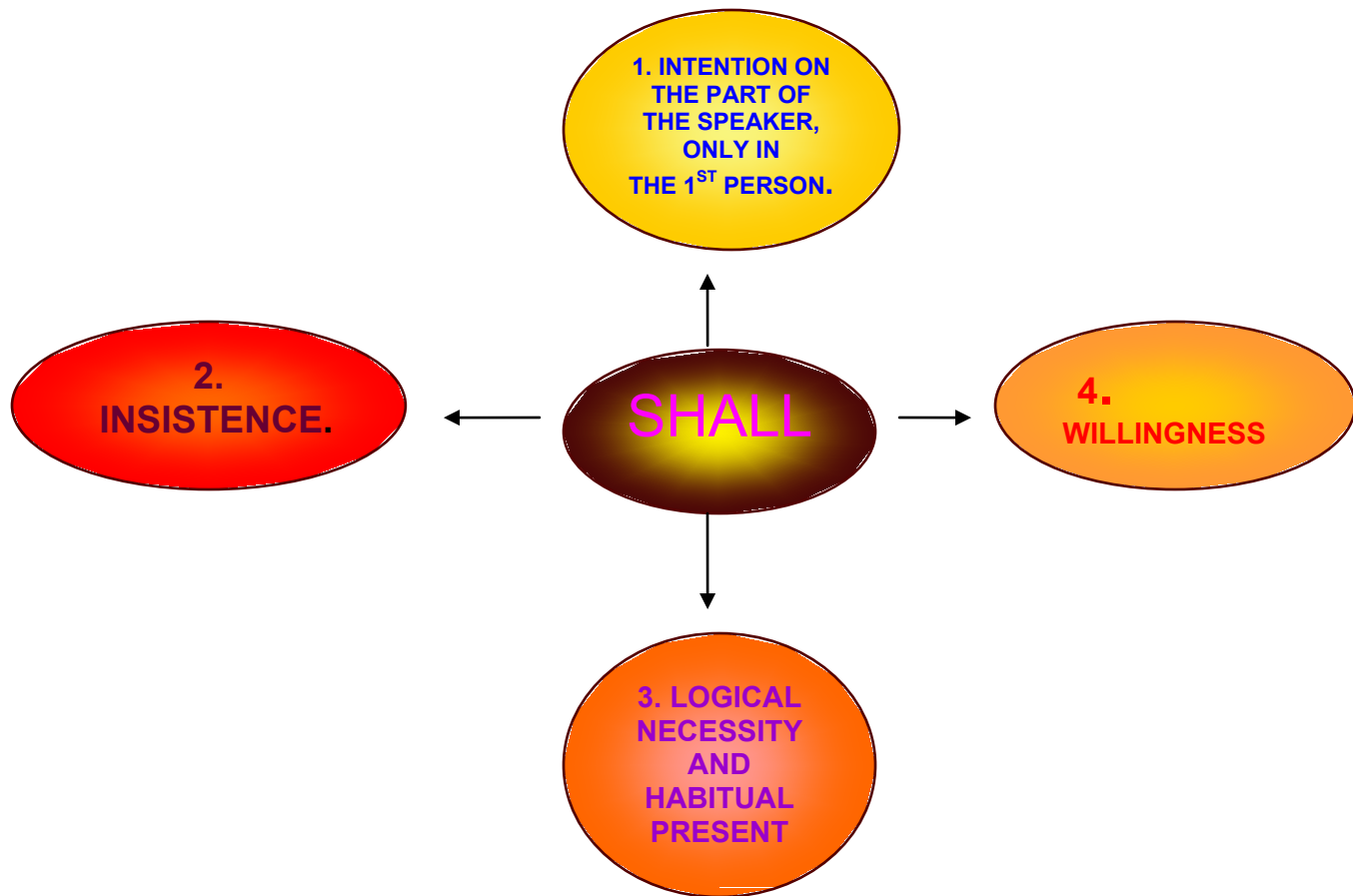
If you want to convert it into a question, or into negative, you have to use 'can' and not 'may'.

Can he be right? He can't be right.

May he be right. Is an entirely different sentence. **It expresses a wish.**

MIGHT

- You can use 'might' in most places where you use 'may'.
- But at some places, there might be change in the meaning.
- Might I have a glass of water. Is not usual.
- May I ask you who bought the ticket for your son?
- Who bought the ticket for your son, might one ask? Carries is taunting irony



1. INTENTION ON THE PART OF THE SPEAKER, ONLY IN 1st PERSON.

- 1. We shall let you know our decision.**
- 2. We shan't be long.**
- 3. We shall overcome.**

2. WILLINGNESS ON THE PART OF THE SPEAKER IN 2ND OR 3RD PERSON. RESTRICTED USE.

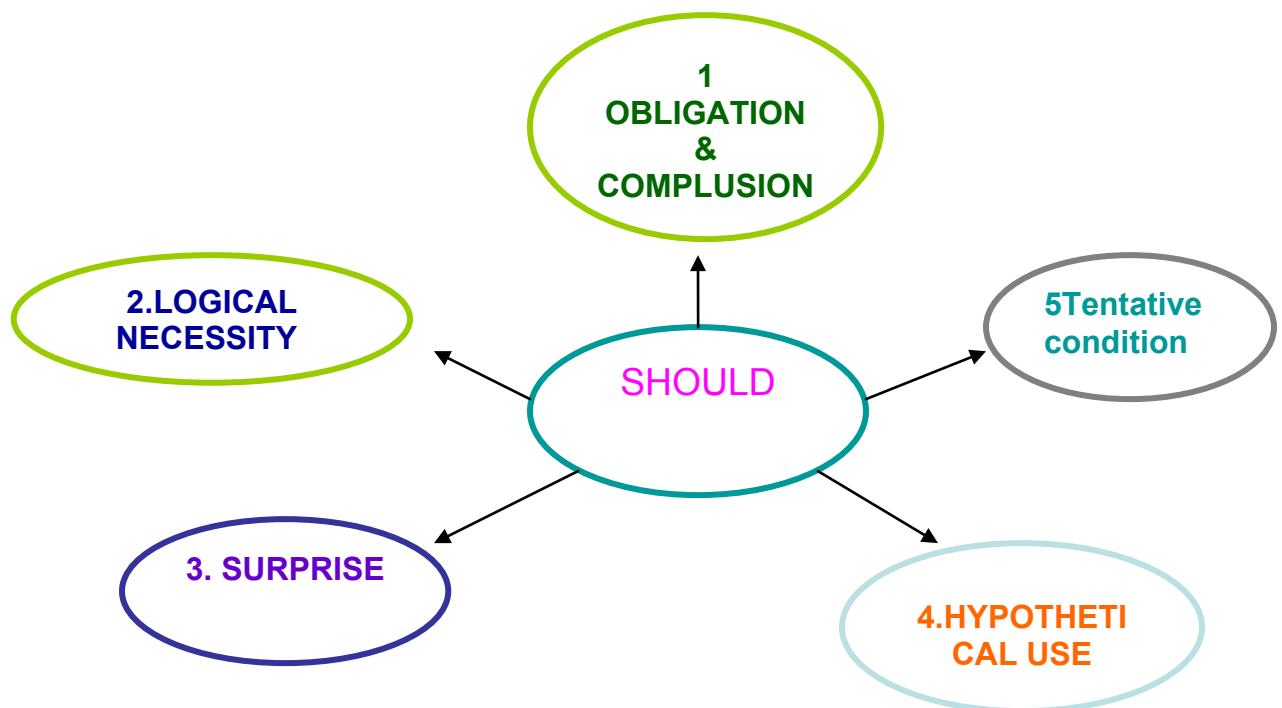
- 1. You shall do exactly as you wish.**
- 2. He shall get his money.**

- **The management shall maintain the employees till the factory reopens.**
- **Of these three meanings, it is only the one of intention that is widely used today -**

**Shall is used in first person singular for question.
It can't be replaced by will.**

- 1. Shall I get you a book? – ‘will’ can’t be used here.**
 - 2. What shall we eat? —— ‘Will’ is also used here but ‘shall’ is more common.**
 - 3. What will I do? —— ‘will’ doesn’t express future choice.**
 - 4. What will I take? —— Willingness in these three sentences; it expresses helplessness and perplexity.**
- How will I get there?**
 - A similar meaning is also conveyed by the following sentence**
 - What are we going to do?**

THE MATRIX



- 1. You should visit my friend now.**
- 1a. You should pay a fine of Rs 100.00.**
[Compulsion & obligation.]

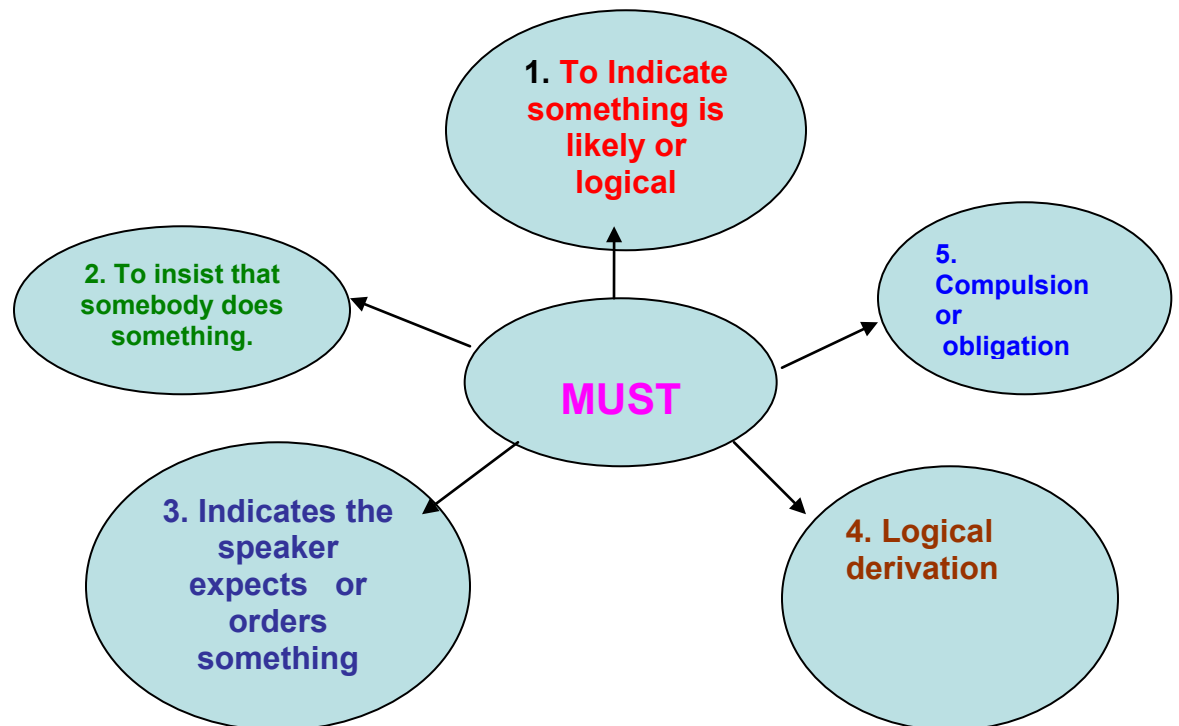
2. The team should arrive by now. [Logical necessity]

3. It's strange that he should have been using such a language! [surprise]

4. We ^{should} love to go abroad if we had the choice [Hypothetical condition]
_{would}

5. If you should change our mind, please let us know [Tentative condition]

THE MATRIX



1. Indicates that one thinks something is likely or logical.

1. You must be hungry after your long walk.
2. You must be having a lot of problem with English.
3. You must be twins.

2. TO INSIST THAT SOMEBODY DOES SOMETHING

1. You must read this book – it's so wonderful.
2. It's from my employer, if you must know it.
3. Must you make so much of fuss for such a simple problem?
4. He must have known what she wanted.
(i e surely he knew)
5. Passengers mustn't smoke until the signs have been switched off.
6. You must be home by 11 o' clock.

3. To Indicate that it's necessary that something is done.

1. I must go to the bank to get some money.
2. When you enter the building you must show the guard your pass.
3. Cars mustn't park in front of the college.
4. You mustn't open the door before the cake is ready.
5. We mustn't be late, must we?
6. Must we go so soon?

4. Logical derivation

- You must be Mr Venkatesh – I was told to expect you.
- The Minister must have read the CBI report.
- He must have known what she wanted.
(i e surely he knew)

5. Compulsion or Obligation

- Passengers mustn't smoke until the signs have been switched off.
- You must be home by 11 o' clock.
- You must drop her home.
- You must pay for the services you receive.

DARE

- Don't you dare touch that money.

- I'll tell your mother about that girl. Don't you dare!
(You mustn't or I'll be angry.)
- I dare you to tell your mother!
- Someone dared me to drive at 100 mph
- Slap him! I dare you!
(challenge)
- How dare you took my car without even asking!
(indignation)
- I dare say you're a German, you still need evidence to prove that.
(I expect that, it's possible that)
- He only entered the competition for a dare.
(because he was challenged to do it)

HAVE TO

1. I have to collect children from the school.
2. Drivers have to wear uniform.
3. You have to pay in advance for booking the taxi.
(situation makes it necessary)

NEED

- You need to finish it. (obligation)
- He asked whether he need send a deposit. (is it necessary)
- If she wants anything, she need only ask. (necessary)
- I need hardly tell you that the journey is dangerous.
(You must already know)
- Nobody need be afraid of catching the disease. (not necessary)
- You needn't have hurried. (not necessary)
- You needn't have come in person. (action in the past was unnecessary)
- Need you have paid so much? (was it necessary to pay so much.)
- Need we really leave so early. (Is it necessary?)
- You needn't go home yet.
- You don't need to go home yet. (both mean the same)
- You needn't have brought this. (not necessary)
- Do the needful. (Not English)
- Say: Do the necessary.

OUGHT TO (this carries a moral sense)

- * **You ought not to have gone to that liquor shop.**
- **You ought to have paid the fees.**
- **She ought to return that book to the library.**

THERE ARE SOME VERBS WHICH ARE NOT USED IN CONTINUOUS TENSE AT CERTAIN PLACES. HERE ARE SOME EXAMPLES:

1. *We use the Simple Present when something is always true.*

The sun rises in the east and sets in the west.
Water consists of hydrogen and oxygen.
'Hurry' means 'go quickly'.

2. *We use the Simple Present when the verb indicates possession.*

Mr Brown owns six houses.
I have a headache.

3. *We use the Simple Present when the verb describes a mental activity.*

I think (that) she is learning English quickly.
You recognize this book, don't you?
Does he understand English? - Yes, he does.
He refuses to buy a new overcoat.
I forget where he lives.
I believe (that) you are learning English.

4. *We use the Simple Present when our minds receive some impression.*

He appears to be a prosperous business man.
The soup smells good.
The price doesn't matter. I must buy that coat.

5. *We use 'see' and 'hear' in the Simple Present.*

I see a crowd of people.
I see that you have a new umbrella.
I hear a noise outside.
I hear that you are learning English.

6. *We use the Simple Present when the verb describes our emotions.*

He loves his wife.
They like to be with Bill.
She adores concerts.
She hates spiders. She loathes snakes.

7. *We use 'come from . . .' in the Simple Present.*

Where do you come from? I come from Ghana. Where do they come from? They come from Malaya.

2. *We use the Simple Present when the verb indicates possession.*

(a) possess, own, have (=possess), belong to Mr Brown is very rich. He possesses thirty suits. He owns six houses. He has six cars.

That house over there belongs to him.

(b) have (with ailments)

I have a headache.

He has influenza.

NOTE: With other meanings of 'have', we use the Present Continuous if the action is happening now, e.g.

He's having his dinner. (=He's dining.)

BUT: He has a good appetite.

He's having a wash. (=He's washing.)

BUT: He has a new towel.

3. We use the Simple Present when the verb describes a mental activity.

(a) think that. . ., feel that. . ., suppose that. . ., consider, that. . .

I think (that) she is learning English very quickly.

She feels (that) she is making good progress.

I suppose (that) she is attending Classes Irregularly.

I consider (that) she is a good student.

NOTE: With 'think of. . .', 'think about. . .', we use the Present Continuous if the action is happening now, e.g.

He's thinking of his new car.

He thinks that it is wonderful.

He's thinking about his next holidays.

He thinks that he will go to Paris.

(b) notice, recognize, perceive

I notice that you have a new pipe.

You recognize this book, don't you?

I perceive a Fault in your Reasoning.

(c) know, understand, gather (=understand)

Do you know this song?

No, I don't know it.

Does he understand English?

Yes, he does.

I gather he is learning English.

That's right.

I'm reading a very difficult book, and I understand very little.

NOTE: If 'gather' means 'collect' or 'pick up' we use the Present Continuous if the action is happening now, e.g. 'He's gathering his books' = 'He's collecting his books'.

(d) want, wish, desire, envy, covet, require, need, refuse

He Wants to buy a gramophone.

He wants some records too.

I wish to apply for a position with your firm.

I desire to bring my qualifications to your attention.

Your new dress is beautiful; I envy you.

Bill covets Mr Brown's new tape-recorder.

The sick man requires a lot of attention.

He needs a new ribbon for his typewriter.

He refuses to buy a new overcoat.

(e) remember, recall, recollect, forget.

I remember you. You're Mr Brown, aren't you?

I recall that you are a friend of my father's.

Do you recollect where he lives?

No, I forget where he lives.

(J) believe, forgive, pardon, trust.

I believe you are learning English.

I believe this statement.

You are very rude, but I forgive you.

I pardon your rudeness.

I trust you are enjoying your holiday.

4. We use the Simple Present when our minds receive some impression

(a) seem, appear (=seem), look (=seem)

You seem very happy.

You seem to be very pleased about something.

He appears to be a very prosperous business man.

He looks prosperous.

NOTE: If 'appear' and 'look' describe an action which is happening now, we must use the Present Continuous, e.g.

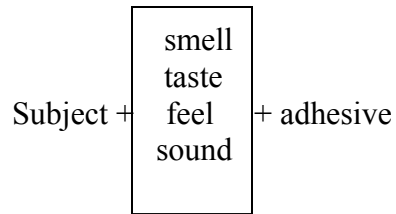
The sun is rising. It is appearing over the horizon.

We are looking at the sun. It looks hot. It appears hot.

(b) smell, taste, feel, sound

NOTE: If someone is smelling or tasting or feeling something now, we must use the

Present Continuous. However, if the pattern is:



We usually use the Simple Present.

We always use the Simple Present if the subject is a thing.

He's smelling the soup. BUT: The soup smells good.

He's tasting the milk. BUT: It tastes sour.

He's feeling the table. BUT: It feels smooth.

He's listening to the music. It sounds nice.

We can say: 'I'm feeling hot' OR 'I feel hot'.

We must say: 'The coffee pot feels hot.'

(c) matter

The price doesn't matter. I must buy that coat.

I can't find your dictionary. Does it matter?

Of course it matters! I must read this book tonight.

Oh, I suppose it doesn't matter. I can borrow Stefan's.

6. We use the Simple Present when the verb describes our emotions.

- L love, like, care for (=like), adore, hate, loathe
I love books. I love to read. He loves his wife.
They like Bill. They like to be with him.
Do you care for wine? No, I don't care for it.
I adore 'music. I adore concerts.
She hates spiders.

7. Special case: 'come from.'

When we say 'Where do you come from?' we mean 'What is your native country?' or 'Where were you born?' or 'What is your home town?'. When we use 'come from. . .' in this way we never use it in the Present Continuous. We always use the Simple Present.

Look at these examples:

Where do you come from?

I come from Ghana.

Where do you come from?

We come from Italy.
Where does he come from?
He comes from Maldives.
Where does she come from?
She comes from Japan.

When do we use these verbs in the Present Continuous?

You must be very careful. We can't use
all these verbs in the Present Continuous.
When we use the Present Continuous with some of these verbs,
we are emphasizing the present moment, e.g.
You are looking very happy.
(=You look very happy at this moment.)
How are you liking your holiday?
(=How are you enjoying your holiday at this moment?)

Be very careful. It is wrong to use many of these verbs in the Present Continuous for the Present time. For example, 'I am seeing . . .' refers to the Future, NOT the Present

5. ***We use 'see' and 'hear' in the Simple Present.***
- 6.

What do you see? I see a crowd of people.
I see that you have a new umbrella.
I hear that you are learning English.
Do you hear that sound outside? No, I don't hear it.

NOTE: We often use 'can see...' instead of 'I see...', and 'I can hear. . .' instead of 'I hear. . .', when we are speaking about actual sights or sounds, e.g.

I hear a noise. Or I can hear a noise.
I see a dog. Or I can see a dog.

WHEN YOU SPEAK OR WRITE, USE THE SIMPLE PRESENT FOR THESE VERBS. WHEN YOU LISTEN OR READ, RECOGNIZE THE SPECIAL MEANING OF THE PRESENT CONTINUOUS, BUT DON'T TRY TO USE IT YET.

PRONUNCIATION

Since there is no one to one correspondence between spelling and pronunciation, we need to look into certain aspect of English pronunciation

1. The last letters in an English word may not have anything to do with the sound they represent. For Instance: When ‘-ed’ is added sound at the end is /t/

cough	(f)	coughed	(ft)
drop	(p)	dropped	(pt)
look	(k)	looked	(kt)
pass	(s)	passed	(st)
wash	(ʃ)	washed	(ʃd)
reach	(tʃ)	reached	(tʃd)

waited	(tid)	banged	(nd)
called	(ld)	pushed	(t)
laughed	(ft)	asked	(kd)
rubbed	(bd)	answered	(rd)
cooked	(kt)	folded	(did)
darned	(nd)	jumped	(pt)
dawned	(nd)	opened	(nd)
mended	(did)		

waited	(tid)	called	(ld)
laughed	(ft)	pushed	(t)
rubbed	(bd)	asked	(kd)
cooked	(kt))	answered	(rd)
darned	(nd)	folded	(did)
dawned	(nd)	jumped	(pt)
mended	(did)	opened	(nd)
banged	(nd)		

missed	(st)	hoped	(pt)
solved	(vd)	kissed	(st)
fixed	(kst)	cracked	(kt)
stopped	(pt)	fired	(aid)
hushed	(ʃt)	pursued	(u:d)
smuggled	(ld)	lugged	(gd)
loaded	(did)	recalled	(ld)

saved	(vd)	owned	(nd)
cleaned	(nd)	consisted	(tid)
pulled	(id)	possessed	(st)
feared	(iəd)	refused	(zd)
remembered	(ə:d)	seemed	(md)
scratched	(ʃd)	appeared	(iəd)
worked	(kt)	hated	(tid)
reached	(ʃd)	included	(did)
advised	(zd)	hurried	(id)
hugged	(gd)	belonged	(nd)
managed	(ɹd)	recognized	(zd)
climbed	(md)	believed	(vd)
referred	(ə:d)	waded	(did)
employed	(oid)	concealed	(ld)

How must we pronounce the ‘-s’ or ‘-es’ ending of the Simple Present?

1. Pronounce (z) after the consonant sounds (v) (b), (d), (n), (o), (m), (l) and after all vowel sounds.
2. Pronounce (s) after the consonant sounds (f), (p), (k), (t), (o).
3. Pronounce (iz) after the consonant sounds (z), (s), (ʒ), (ʃ), (ʒ).

Here is an exercise in the pronunciation of the ‘-ed’ ending of the Simple Past of regular verbs. Look at each verb and try to work out the pronunciation of the ending. Check your pronunciation with the chart given to you.

waited	banged
pushed	called
asked	laughed
answered	rubbed
folded	cooked
jumped	darned
opened	mended
missed	hoped
dawned	drowned
fixed	cracked
solved	kissed
smuggled	lugged
stopped	fired

**hushed
loaded
saved
cleaned**

**pursued
recalled
owned
consisted**

**pulled
feared
remembered
scratched
worked
reached**

**possessed
refused
seemed
appeared
hated
included**

**advised
hugged
managed
climbed
referred
employed**

**hurried
belonged
recognized
believed
waded
concealed**

**love (v)
rub (b)
beg (g)
hold (d)
loathe (θ)
sing (ŋ)
hem (m)
plan (n)
fill (l)**

**loves (vz)
rubs (bz)
begs (gz)
holds (dz)
loathes(θs)
sings (ŋz)
hems (mz)
plans (nz)
fills (lz)**

**cough (f)
drop (p)
look (k)
let (t)
bath (θ)**

**coughs (fs)
drops (ps)
looks (ks)
lets (ts)
baths (θs)**

**lose (z)
pass (s)
dodge (dʒ)
reach (tʃ)
wash (ʃ)**

**loses (ziz)
passes (sz)
dodges (dʒiz)
reaches (tʃiz)
washes (ʃiz)**

**If the infinitive ends with one of these consonant sounds, the
‘-es’ is pronounced /-iz/**

******* The End *******

Stress in English

- English pronunciation has a unique practice . It's because of its stress pattern. Stress is one of the important features of English that distinguishes it from most Indian languages in speech.
- One other thing which you must pay attention to in saying word groups is that you say them *fluently, smoothly*, with no gaps or hesitations in the middle.
- When you know what words you have to say you should be capable of saying them without stumbling over the sounds and sequences of sounds.
- In English, as we have seen, one word is not separated from another by pausing or hesitating; the end of one word flows straight on to the beginning of the next.
- To improve your fluency, try this method. For example,
 - I went home – on the Sunday – morning – train.
 - Now what I mean here is:
 - I went home --- I went home
- Say it again and again until you get it smooth, then,
 - I went home on the Sunday,
 - I went home on the Sunday,
 - I went home on the Sunday,
- Until you get it to say smoothly, then you can say,
 - I went home on the Sunday morning train.
 -
- Word in company – connected speech – stress or accent and intonation are all connected with fluency, and above all the rhythm of the language.

STRESSED & UNSTRESSED SYLLABLE

- In a word, the syllable that is stressed is called *stressed syllable* and the other that is not stressed is called *unstressed syllable*.

WHAT IS A SYLLABLE?

SYLLABLE: A consonant and a vowel make a syllable. Ex: Me, he, she, we, rain, nail, bill, ill, ball, five, feel etc are all monosyllabic words.

Here you don't have any problem of stress, because it has no accent.

- Word-accent is 'free'. It's not easy to place word-accent. It can be anywhere from the first to last syllable.

NO FIXED RULES.

- Though there is no fixed rules for word-accent in English, nevertheless, some generalizations will help us.

WHAT IS WORD-STRESS

- Word-stress is a stress given to particular syllable of a word. For example:
- a`cademy, aca`demic, acade`mician
- `politics, po`litical, poli`tician
- `democrat, de`mocracy, demo`cratic

STRESS IN DISYLLABIC WORDS

- If monosyllabic words don't have stress, it's very difficult to locate stress in disyllabic words.

`photograph ad`mire	pho`tographer admi`ration	photo`graphic `admirable
`rela`te /`rileit/	rela`tive /reletiv/	rela`tivity /reletivity/
`rebel /`rebel/	re`bellion	re`bel /ri`bel/ (v)
a`bility	ca`pacity	elec`tricity
fu`tile `anything	fu`tility `backbone	bru`tality
fate	`fatal	fa`tality
bac`teria	bacteri`ology	bacterio`logical

STRESS IN A SENTENCE

- Stress in a sentence depends on which word is stressed in a sentence. When we talk, we do not talk in single words but in groups of words spoken continuously, with no break or pause; we may pause after a group, but not during it.

•
(rhythm unit)

- `Take it `home. ||`teikit `houm ||
- `Take it to `John. ||`teikit tə `dʒɒn ||
- `Take it to `Jhonson ||`teikit tə `dʒɒnsən ||

- He was `most `amusing. || hi:waz `moust ə`mju:ziŋ ||
- He was `very `amusing. || hi:waz `veri ə`mju:ziŋ ||
- `John was `late. || `dʒɒn waz `leit ||
- `Light the `fire. || `lait ða`faɪə ||
- He is `lighting the `fire. || hiz `laitiŋ ða`faɪə ||
- `He was `lighting a `fire. || hi:waz `laitiŋ ə`faɪə ||
- `He was lighting a fire. || hi:waz `laitiŋ ə`faɪə ||
- `He was `most `amusing. || hi:waz `moust ə`mju:ziŋ ||
- `He was `very `amusing. || hi:waz `veri ə`mju:ziŋ ||
- `John was `late. || `dʒɒn waz `leit ||
- `Jenny was `late. || `dʒeni waz `leit ||
- `Jennifer was `late. || `dʒenifə waz `leit ||
- He was `just `ten. || hi:z `dʒʌst `ten ||
- He was `just `seven. || hi:z `dʒʌst `sevan ||
- He was `just `seventy. || hi:z `dʒʌst `sevanti ||
- It's a `hard `job. || itsə `ha:d `dʒɒb ||
- It's a `tricky `job. || itsə `tri:ki `dʒɒb ||
- It's a `difficult `job. || itsə `dɪfɪkəlt `dʒɒb ||
- It was a `really `good `meal. || itwəzə `ri:əli `gud `mi:l ||
- It was a `really `pleasant `meal. || itwəzə `ri:əli `pleznt `mi:l ||
- It was a `really `excellent `meal. || itwəzə `ri:əli `eksələnt `mi:l ||
- He `plays `very `well. || hi: `pleɪz `veri `wel ||
- He `playing `very `well. || hi:z `pleɪɪŋ `veri `wel ||
- He `playing it `very `well. || hi:z `pleɪɪŋɪt `veri `wel ||
- You `did it `rather `well. || ju: `dɪdɪt `ra:ðə `wel ||
- You `did it `rather `better. || ju: `dɪdɪt `ra:ðə `betə ||
- You `did it `rather `cleverly. || ju: `dɪdɪt `ra:ðə `klevəli ||

• WORDS WITH TWO STRESSED SYLLABLES

- So far we have been using words with single stress.
- Some words have *two* stressed syllables, for example,

- fourteen, *fɔ: *ti:n
- half-hearted *ha:f *ha:tid
- disbelieve *disbi*li:v
- contradiction *kɔntra*dik|ən
- qualification *kwɔlifi*kei|ən
- examination ig*zæmi*nei|ən
- terrified *teri*faid
- intensify in*tensi*fai
-

• Stress in Long Sentences

- 1. Our `mathematics `teacher is `very `good.
 2. The `design `engineering `syllabus is `very `tough.
 3. The most `difficult one is `designing a `computerized `building in a `small `town.
 4. The `turbojet `engine `sucks a lot of air into the `turbine-driven `compressor.
 5. A `Rolls `Royce `doesn't break `down, || it `only `fails to `proceed. ||
 6. || Last `Wednesday | I `wanted to get up to `Hyderabad `early || `so I `caught a `train | about `half an `hour before my `usual `one || and I `got to `work I about `half past `eight ||.
 7. If I `don't `get a `fellowship for `further `research, || I'll `start my own `industry | in the `town where I was `born.
 8. The `new `automobile `engineering `teacher, || who is `very `young, || is `intelligent, | has a `good `grasp of `subject, | but `lacks `experience. (Written form)
 9. The `new `automobile `engineering `teacher is `very `young. He is `intelligent, | has a `good `grasp of `subject, | but `lacks `experience. (we use this form in speech.)
- Our electrical engineering professor has developed a new device | to prevent electricity theft | in the industrial sector.

Now, I think, I'll stop this item here. I'll take you another important item. You should understand it carefully and follow it if you want your speech to sound mature and thoughtful.

INTONATION

- Every language has melody in it; no language is spoken on the same musical note all the time. The voice goes up and down and the different pitches of the voice combine to make tunes. That is intonation.

- Every language has melody in it; no language is spoken on the same musical note as the time. The voice goes up and down and different pitches of the voice combine to make tunes. That is intonation.

We can say a word group definitely or we can say it hesitantly, we can say it angrily or kindly, we can say it with interest or without interest, and these differences are largely made by the tunes we use:

1. Rising intonation (Rising tune)
2. Falling intonation (Falling tune)
3. In between there could be several combinations. In a sentence the intonation can rise, fall, rise and fall, or fall and rise, and so on.

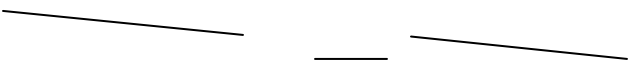
RISING INTONATION

1. Forty of the were there
2. Are you married?
2. How was Dixit?
3. Have you been at work today, Praveen?
5. Are there two of them?
6. Two five eight six (HIGH PITCH)

LOW AND HIGH PITCH

8. Can you be here by six?
9. I was only trying to help
10. You didn't really hurt yourself?

FALLING INTONATION


4. I may be able to come on Monday.


5. I was very glad. (LOW PITCH)


6. He was in an appallingly bad temper.

FUNCTIONAL ENGLISH

1. THE GRAMMAR YOU ARE EXPECTED TO KNOW HERE

- What you need to know is the linguistic knowledge just enough to properly communicate in English, and understand when spoken to in English. You don't need to know anything about formal grammar. That is why it is called 'functional English'.
- In fact, it doesn't matter if you don't know which one is the noun and which one is the verb. But you must know how to use them effectively in a sentence. It should serve the function for which you need the language.

Grammarian and the Speaker

- A grammarian generates sentences. A speaker produces sentences. The intension of teaching functional grammar to you is to help you produce sentences.
- You're not expected to by heart structures. You are expected to internalize this aspect of grammar and produce new sentences.

What You Need to Know

- It's necessary for you to know that:
- Structure alone is not enough as it was thought before the mid-fifties. Meaning is very important.
- Look at this example of Chomsky:
 1. John is easy to please.
 2. John is eager to please.

- The structure of both the sentences is:

NP + VP + Adj + IP

But when it comes to meaning, the two sentences give opposite meaning. The 1st sentence means:

John is a simple man. It is easy to make him happy. (John is the object here.)

The second sentence with the same structure means :

John has the desire to make you happy.

(John is the subject, the agent who acts here.)

You, therefore, must know the meaning of the sentence you use. And must also know the possible 2nd or 3rd meaning of the sentence. I will return to it later.

Now let us examine some of the essential items you must know in order to use achieve effective communication.

Tense is one of the important items. Let us have a detailed look at it.



It takes a verb and a noun to make a sentence.

The verb normally indicates the time of action performed: whether it is past time, present time; or time to come in future.

PAST, PRESENT AND FUTURE

- Because the verb indicates action whether it is present, past or future, there needn't be three different verbs to indicate three different times.

“English Has No Future Tense”

Some languages have three verbs to indicate different time. Some don't have. It doesn't matter. English does not have three tenses. It has only two tenses: Simple Present and Simple Past. There is no future tense in English.

IT'S CLAIMED that:

- I go Present Tense
- I went Past Tense
- I will go Future Tense
(Is it correct?)
- 'Will' is the Present Tense of 'Would' and
- 'go' is the present tense of 'went'.
- How, then, 'will go' becomes Future Tense?
- There is no third form of word to indicate Future Tense in English.
- So, as Fowler says, "English has no future tense."

IN OTHER LANGUAGES:

- **Kannada too doesn't have.**
- **Whereas, Bengali has: For instance,**
- ami jaye Present
- ami geyechilom Past
- ami jabo Future
- **Assamese too has:**
- moi Jau Present
- moi goisilu Past
- moi Jam Future

SOME EXAMPLES TO SHOW THAT 'WILL' IS NOT ALWAYS USED TO FORM the so called 'FUTURE TENSE'

NOT EVEN TO FUTURE TIME HERE:

1. That will be your mother. (Prediction. *would* can also be used here)
2. He will have arrived by now. (Logical derivation. Past time reference) (*Would* can be used here also)
3. What will I do now? (Helplessness or perplexed state. Present time reference) (Here too *would* can be used)
4. Boys will be boys. (*Would* can't be used here.

Present Tense for an action in progress

- Consider cricket commentary.
- Patan **moves in** to bowl, left arm, medium pace, **goes over** the wicket for the lefthander, Smith. He **bowls**. It is an out swinger pitched on the middle stump and moving away from the lefthander. He **leaves** it alone. Dhoni **collects** the ball and **passes** it **on** to slip.
- The PM arrives in Bangalore this evening.
- Never mind, I am there in my office tomorrow at 8.
- I will see you tomorrow .
- She may be in Calcutta next week.
- It only indicates that we can use any of the two tenses to refer to any time. Let us try one by one.

Simple Present Tense to Refer to present time

• SPT for referring to present time:

1. I go, I run, I read
2. I drink coffee. —————→ (Habit. Covers all the three times)
3. He is a non-vegetarian. —————→ (Habit)
4. Sun rises in the east. —————→ (Happening in nature)
5. Gandhi says.....

6. Tagore says..... (All though they are dead and gone, please use PT to quote them. Use PT for daily conversation as well.)

SPT for FUTURE TIME REFERENCE

- The President visits China tomorrow.
- Meet me tomorrow. I'm there in my office at nine in the morning.
- I will consult the architect tomorrow.
- She can meet the doctor next week.

SPT FOR PAST TIME REFERENCE

- **Subject:** The rain-ruined Chennai 3rd ODI between India and South Africa.
- **Situation:** Two days after the match is abandoned. A spectator is angry. He says:
 - Look at these people. They sell tickets. The pitch is filled with water. Not even a single ball is bowled. The match is abandoned. But they refuse to refund the money.

SPT for an action in progress:

Example: Tennis or Cricket Commentary:

- Roger Federer Serves. He has a booming service. Tosses the ball in the air, jumps in the air, hits it very powerfully, cross court, top spin, goes whizzing past the right ear of Hewitt. He leaves it alone. 15 love.

Present Continuous Tense

1. He is teaching English now. (Action in progress)
2. The PM is arriving in Bangalore tomorrow. (Refers to future time.)

3. I am seeing the Manager next week. (= I am meeting the manager next week. Future time reference)

Present Perfect Tense.

- **With PPT no time reference is given..**
- 1. The CM has arrived just now.**
- 2. I have had my lunch. (No time reference is made here. The sentence means he had his lunch some time in the past.)**
- 3. She has lived in Delhi for 5 years.**
- **(The meaning depends upon how well you know the ‘she’ in the sentence. If you know that ‘she’ is now living in Mysore, the sentence means: ‘some time in the past she lived in Delhi but now she no longer living in Delhi.’**
- **But if you know she is living in Delhi now, the sentence means: She has lived for 5 years in Delhi and continues to live there now.**
- 4. I had my lunch at 2. (Here ‘had’ is used as main verb.)**
- 5. You can take the car after I have fixed it. (For future time reference)**
- 6. I have been to Goa several times. (For past time reference)**

Present Perfect Continuous Tense.

- **She will have been traveling by now. (Future time reference)**
- **Now let us have a look at the Simple Past Tense for different time references:**

SIMPLE PAST TENSE

- **I went to Mumbai Yesterday.**
- **I ate Kashmiri food yesterday.**

(For past time reference)

- **Could I borrow your book please.**
- **Would you mind closing the window please.**
- **I would like to attend the conference today.**
- **Would you have attended the meeting now had it not been for the accident? (The accident seems to have taken place some time in the near past. It is possible she got the news just now. She can't attend the meeting now.)**

SPT FOR FUTURE TIME REFERENCE

- **The French President Jack Chirac would arrive in New Delhi tomorrow midnight.**
- **The UN General Secretary might also join him for the conference. ('May' can also be used here with no change in the meaning.)**
- **Would there be any change in the programme tomorrow?**
- **SPT in if clause for future time**
- **You're going to Delhi tomorrow, aren't you?**
- **Yes.**
- **If you go to Nehru Place, will you please meet the Director and get me the permission?**
- **If I did, I would.**

Why not Present Tense here?

- Yes, it can be used. But there is a difference in the meaning.
 ‘If I go, I’ll’ —————> Indicates he might meet the Director.
 ‘If I did I would’ —————> Indicates the action is not likely to come through.

Past Continuous Tense

- When I saw him at 1, he was writing a letter in the library. (Action was in progress at that time.)
 Take another situation:
A: You asked me to buy a shawl from Srinagar when I said I was going there. But you never met me after that.
B: Never mind. I didn’t ask you because I was going to Srinagar myself next week.
 (It’s difficult to give any kind of reason to explain this construction. But possibly there was fixed programme for B to go to Srinagar after he talked to A. The usage thus means that a programme has already been fixed for B to go to Srinagar.)
- You can begin your speech with the expression “I was going to” , like
- I was going to talk to you about the admission problem to professional colleges.

PPT + SPT

- **When I got the phone call, I had reached the airport. (The sentence combines two actions. Reaching the airport first, and receiving the phone call second. The first action gets the PPT)**
- **I had had my lunch, when uncle arrived.**

SPT +PCT

- **My sister arrived when I was doing my assignment.**
- **I would have had to pay a heavy penalty had I not received the money yesterday.**

(Please notice how four verbs are used in a row to express the consequence if he had not received the money in time, all in the past. The sentence says, now he doesn't have to.)

