

MAA OMWATI DEGREE COLLEGE

HASSANPUR

NOTES

**CLASS:- B.A 1ST SEM, B.COM 1ST
SEM, BBA 1ST SEM, BCA 1ST SEM,
B.SC 1ST SEM**

**SUBJECT: ENGLISH (ENGLISH-I)
(AEC)**

∴ Definition: Conjunction is a word or a group of words which connects two or more than, two words, clauses, sentences etc.

Types of Conjunction:

1. Coordinating Conjunction
2. Subordinating Conjunction

—: Coordinating Conjunction: → A coordinating Conjunction joins together clauses to the same part of the speech i.e. adverb - adverb. Noun - Noun adjective
eg. he came to meet me, but I was not at home.

—: Subordinating Conjunction: — A Subordinating Conjunction joins a clause to another on which it depends for its full meaning.
Example: Since I was busy I could not call you up.

• Rule 1 The Conjunction both is followed by and.
Example: He is both intelligent and hard working.

• Rule 2 The Conjunction so/as is used to make comparison between two persons and things So as is used in Negative sentences.

Example: He is as good as you.
He is not as good as you.

- Rule-3 Although / Though is followed by yet and Comma (,).

Example: Though he worked hard, he failed.

Although these books are costly yet the students buy them because these are useful.

- Rule-4 Always use the correct pair

| | | |
|-----------|-------|-----------------|
| No sooner | _____ | than : |
| Hardly | _____ | when or before. |
| Scarcely | _____ | when or before. |
| Barely | _____ | when or before. |

Example: No sooner had he solved the riddle than he was applauded.

Hardly had I come out of the room.

Before I saw him dying.

Scarcely had he asked the question.

When Agnes slapped him.

Barely had he bought the car before it was stale.

- Rule-5 lest is followed by should or first form of verb. lest is a negative word. do not use not, Never, Now, & lest.

Example: Walk carefully lest he should fall.
Walk carefully lest he fall.

- Rule-6 until is time oriented and unless is action oriented. until and unless are negative words.

Do not use not, never, no with the clause
Conjunction these words.

Example: Wait here until I return.
Unless you work hard, you will not pass.

- Rule-7 In affirmative sentences doubt and doubtful are followed by if/whether in Negative or interrogative sentence doubt and doubtful are followed by that.

Example: I doubt if he will come.
I do not doubt that he will come.

- Rule-8 Always use the correct pair not only but also.

Example:
he cheated not only his friends but also his parents.

- Rule-9 Between is followed by and from is followed by to

Example: You will have to choose between good and bad.
She keeps singing from morning to evening.

- Rule-10 Neither means none of the two when more than two person or things are present. None of is used either of means one of the two when more than two person or things are presented and of is used.

Example: None of his friends helped him.
One of the students of your class is responsible for this loss.

- Rule-11 Do not use seldom or ever in place of seldom or never.

Example: The national network seldom or never telecasts good programmes.

- Rule-12 After rather/other the subordinating conjunction than should be used.

Example: he has no other object than to get a handsome job.

I would rather buy a scooter than a cycle.

Examples of Conjunctions.

1. Because: She cried because she had hurt her leg.
2. And: My dog Tuffy likes to eat and sleep.
3. Wherever: I will find him wherever he may be.
4. While: Try to stay alert while driving at night.
5. After: I come home after picking up my mom.
6. Until: She did not like Tom until she met him.
7. Though: I helped her though she was a stranger.
8. Unless: You cannot go abroad unless you have a passport.
9. Whatever: I wonder whatever my dad will show up.
10. Before: I rested for an hour before I went out.

∴ Types of Conjunction

1. Coordinating Conjunction
2. Subordinating Conjunction

Coordinating Conjunction:

1. Cumulative Conjunction: (संयोजक)

And, also, both, and as well as, how, two, the less than.

इन Conjunctions के द्वारा एक की दूसरी
Sentence से या दो Sentences की या दो
Adjectives इत्यादि को Nouns जोड़ा जाता है।

: He is rich and happy

2. Alternative Conjunction (विकल्पक)

either, or, neither nor else or otherwise.

इन Conjunctions के द्वारा दो को से
Sentence, Noun, Pronoun, इत्यादि को जोड़ा जाता है।
जिनसे दो विकल्पों में से एक को
चुनने का बोध होता है।

either sit quietly or go away

3. Adversative Conjunction (विरोधदर्शक)

But, yet, still, only, however, nevertheless
Conjunction अथवा
जो एक Nouns, Pronoun के इत्यादि को जोड़ा
जाता है जो एक दूसरे के विपरीत है।

He is rich but is not happy.

• 4 Relative Conjunction (परिणामसूचक)

इन Conjunctions के द्वारा दो ऐसे वाक्यों की जोड़ा जाता है। जिनमें से एक वाक्य दूसरे वाक्य का परिणाम हो।

I was ill so I could not come.

७. Subordinating Conjunction

If you work hard, you will succeed

इस में If since, के जैसे Conjunction के द्वारा Sentence के दूसरी Conjunction से जोड़ा गया है। जिसके बिना वह अपना अर्थ व्यक्त नहीं कर पाती अर्थात् वह उस पर पूरी तरह से आश्रित है। यदि इस की clause में बाँटा जाता तो इस Sentence की clause बनेगी और दूसरी Subordinate clause.

1. Time (समय) when, whenever till, untill, before, since, while, as, such as, as long as, just as.

1. When I saw him I stopped my car

2. As soon as it rains the farmers will sow the seeds.

Teacher's Sign

2. Place (स्थान) where, wherever

He found frogs where we found insects.

3. Cause (कारण) Since, because, as

She came because I called him up
As he is a miser he one likes him.

4. Purpose (उद्देश्य) That, so that, in order that, lest.

He cut so that we may line.
Run fast lest you should miss the train

5. Result (परिणाम) So, that Such... that

he is so weak that he cannot even stand.

6. Condition (शर्त) If unless provided

He cannot succeed unless provided.

I will help him provided he means his ways.

7. Manner (ढंग) As, as if, as though, as far as, he
he scolds me as if he were my father.

Since मैं साथ भी वो का प्रयोग नहीं होता

Since he is a liar,
So I do not trust him

8. Comparison (तुलना) as, as, as, as, as though

he is as good as she at english.

A wise enemy is better than a foolish friend

So/as का प्रयोग दो व्यक्तियों या वस्तुओं की तुलना के लिए किया जाता है।
— So/as का प्रयोग Negative वाक्य में होता है।

He is not so good as you (Affirmative)
He is not as good as you (Negative)

9. Contrast (अंतर)

I tried very hard however I could not win the race.

A voice is the form of a verb which shows its connection with the subject it shows whatever the subject does some thing or some thing is done to the subject.

∴ kinds of voice

Active voice in active voice the verb shows that the subject does something.

Passive voice it shows that something is done to the subject.

Example -

Ram wrote a letter (Active voice)
A letter was written by Ram (Passive voice)

Radha sang a song (Active voice)
A song was sung by Radha (Passive voice)

General rules for changing the voice.

- (a) The Passive of an active tense is formed by putting the verb "to be" into the same tense as the active verb and adding the past participle (III form of the verb)
- (b) The object of the verb become the subject.

- (c) The subject of the verb in the active voice becomes the object of the verb in the passive voice and the preposition by is placed before it.

—: Active and Passive voice:—

1. They will bring a new group.
A New group will be brought.
2. He told me a secret story.
I was told a secret story by him.
3. The Company give us free tickets.
He were given free tickets by the Company
4. She breaks the glass.
The glass is broken by her.
5. He is repairing the car.
The car is being repaired.
6. Do you feed your dog every day?
Does your dog feed by you every day?
7. They announced the winner yesterday.
The winner was announced yesterday.

8. Someone is watching the news.
The news is being watched.
9. He prepares the meal.
The meal is prepared by us.
10. She sets the table.
The table is set by her.
11. She fixes the roof.
The roof is fixed by her.
12. He serves the food.
The food is served by him.
13. They plant the trees.
The trees are planted by them.
14. They finish the project.
The project is finished by them.
15. He enjoys the movie.
The movie is enjoyed by us.

Pronoun:

Pronoun: A word used in place of a Noun.

Types of Pronoun:

1. Personal Pronoun - इतिषवाचक सर्वनाम
2. Demonstrative Pronoun - संकेतवाचक सर्वनाम
3. Reflexive Pronoun - निजवाचक सर्वनाम
4. Indefinite Pronoun - अनिश्चयवाचक सर्वनाम
5. Relative Pronoun - संबंधवाचक सर्वनाम
6. Interrogative Pronoun - प्रश्नवाचक सर्वनाम
7. Possessive Pronoun - आधिकारवाचक सर्वनाम
8. Distributive Pronoun - विभागानुचक सर्वनाम
9. Reciprocal Pronoun - पारस्परिक संबंधवाचक सर्वनाम
10. Emphatic or emphasizing Pronoun - प्रबोधनवाचक सर्वनाम

Definition of Pronouns:

1. Personal Pronoun: A type of Pronoun used to refer to specific individual or groups.
(I, we, me, us, you, him, he, she, her, it. etc.)

2. Demonstrative Pronoun:

They point to or identify specific people, places, things or ideas.
(Thus, That, these, those, such)

3. Reflexive Pronoun:

They are used to refer back to the subject of a sentence.
(Myself, ourselves, yourself, yourselves)

4. Indefinite Pronoun:

They are used to refer to non-specific people things or ideas.
(Everybody, Somebody)

5. Relative Pronoun:

They are used to connect one part of a sentence to another and show the relationship between them.
(who, whom, whose, which, what)

6. Interrogative Pronoun:

They are used to ask questions and gather information.
(who, whom, whose)

7. Possessive Pronoun: A type of pronoun that show ownership or possession of something (mine, ours, yours, her, theirs)
8. Distributive Pronoun: The Pronoun which refer to Person or things one at a time are called distributive Pronoun. (Each, Either, Neither)
9. Reciprocal Pronoun: They are used to talk about action that are done between two or more people. (Each, other, one another)
10. Emphatic or emphasizing Pronoun: Emphatic Pronoun which are used for the sake of emphasis known as emphatic pronoun. (Myself, himself, itself)

Examples of Pronoun

1. I love reading books on rainy days.
2. You should call me when you get home.
3. He is always on-time for his appointments.
4. We are planning a surprise party for her.
5. He brought his lunch to work today.
6. I will meet you at the Cafe later.
7. I know what you think about me.
8. The person who won the race trained him.

9. The man who is talking to me is a doctor.
10. The pen that I bought yesterday, has been lost today.
11. This is my friend whose father is a Soldier.
12. The girl who is sitting is my sister.
13. A Passport that is out of date is invalid.
14. They are good at playing basketball.
15. She has many Chocolates in her pocket.
16. You have to come my birthday party.
17. The person sitting by your side was my uncle.
18. His son has been kidnapped.
19. There is nothing to hide from you.
20. I called you yesterday to join us for the Party.
21. Someone please call the ambulance.
22. Everyone wants to improve yourself.
23. I had forgotten my wallet in the room.
24. This vault was unable to open for them.
25. You all have to come to my Sister's wedding.
26. I have seen all these pictures you sent to me.
27. Everything will be fine you have to calm down.
28. She is singing a song on a stage.

Definition:

An adjective is a word used to quality a noun or a pronoun.

Examples: 1. Ram is a good boy.
2. He is intelligent.

Types of Adjective.

- | | |
|----------------------------|-------------|
| 1. Adjective of quality | गुणवाचक |
| 2. Proper adjective | व्यक्तिवाचक |
| 3. Adjective of Quantity | परिणामवाचक |
| 4. Adjective of Number | संख्यावाचक |
| 5. Demonstrative Adjective | संकेतवाचक |
| 6. Distributive Adjective | विभागसूचक |
| 7. Interrogative Adjective | प्रश्नवाचक |
| 8. Possessive Adjective | संबंधवाचक |

Examples of Adjective:

1. The gorgeous lady is coming towards us.
2. Jack is an angry young-man.
3. Michael is one of the bravest men in his battalion.
4. Thomas is the shakiest student in his classroom.
5. The guy has some extraordinary talent.
6. The red ferrari is standing next to my door.
7. Lucky is wearing a colourful outfit.
8. The fiberglass is unbreakable.
9. The design of this ornament is very beautiful.
10. She purchased some new woollen clothes for this winter.
11. I bought a new pair of brown leather hand gloves.
12. Don't be afraid with my black german shephard.
13. She has made delicious cookies for the party.
14. This door had been for a long time.
15. That guy looked at me and gave a naughty smile.
16. I was nervous for the interview.
17. She appears to be very busy.
18. Her posture was elegant.
19. A brave man keeps his word.
20. He is a fast driver.
21. I have got a little money it is enough to buy this book.
22. A large car can not pass through a narrow road.

Definition: An adverb is a word that can modify or describe a verb, adjective another adverb or entire sentence / Adverb can be used to show manner (How something happens) degree (to what extent) place (where) and time (when).

Adverb are usually formed by adding -ly to the end of an adjective (eg. quick becomes quickly) although there are also other adverbs that don't have this ending. There are also adverbial phrases, series of words that play the grammatical role of adverbs.

Example = Ali worked quickly.
Actually I'm not sure.

Types of adverb.

1. Simple adverb
2. Relative adverb
3. Interrogative adverb.

Examples of adverb.

1. She swiftly ran across the field.
2. The rain fell heavily on the rooftop.
3. He carefully crafted his masterpiece.
4. He patiently waited for her to finish.
5. He humbly accepted the award.
6. She freely expressed her opinions.

7. He carefully stacked the books on the shelf.
8. He silently slipped out of the room.
9. She diligently studied for her exam.
10. The baby slept peacefully in her crib.
11. She speaks sweetly with the dignitaries.
12. The rabbits run too fast than the tortoise.
13. The trains are generally on time.
14. This matter is quite severe.
15. This door opens frequently.
16. The house is simply prepared for the kids.
17. An aeroplane is flying above the clouds.
18. The rabbit runs too fast than the tortoise.
19. The maths teacher hastily completes the syllabus.
20. The trains are generally on time.
21. James wants to eat more candies than his friend.
22. He caught eating hisiffin during the lectures.
23. The flowers bloomed beautifully in the garden.
24. The music played softly in the background.
25. She bravely faced her fears.
26. She calmly sipped her tea.

Definition : An article is a word used to modify a noun, which is a person, place, object or idea.
An article comes before a Noun to show if it's specific or general.

Types of Article

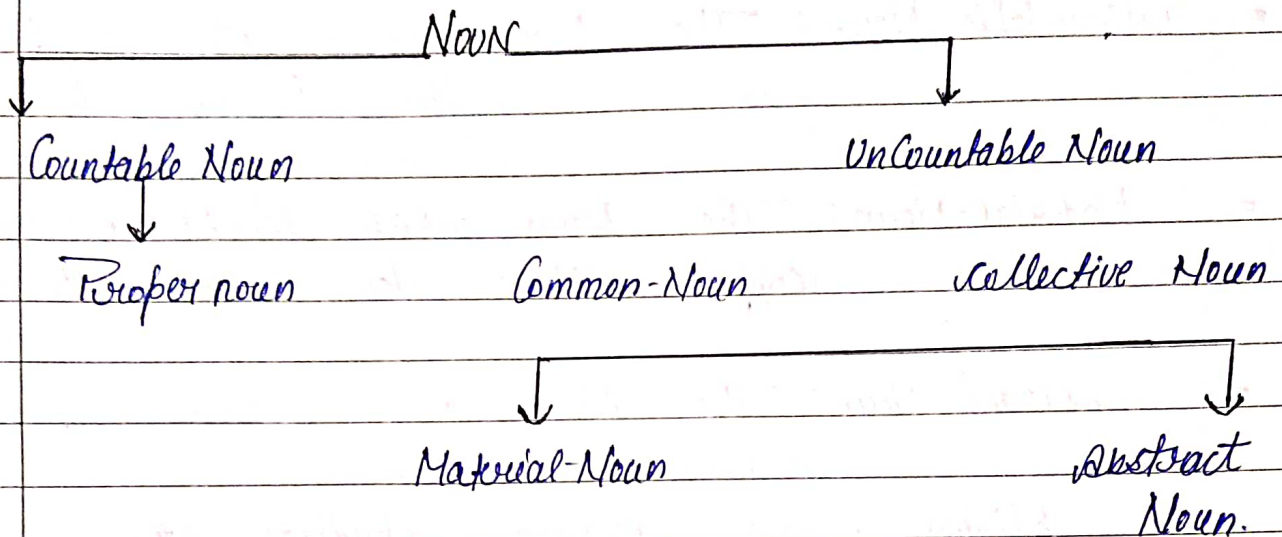
1. Definite article \Rightarrow The
2. Indefinite article \Rightarrow A, An

Examples of articles

1. The weather is nice today.
2. What a beautiful day.
3. I want to watch a movie last night.
4. There is a car in front of the house.
5. The lighting is good at the event.
6. The town has so beautiful beach.
7. I saw an accident of a car.
8. That is an excellent pencil.

9. I need a kilogram of salt.
10. The man you saw there is an englishman.
11. I saw an accident of a car.
12. I need a kilogram of sugar.
13. Not is training to be an enginner.
14. A cat stops in the sun.
15. A famous authar wrote this novel her name is
jane janes.

Definition: A Noun is the name of a person, place, thing, quality condition and action.



1. Countable Noun
 Proper Noun
 Common Noun
 collective Noun

- Countable - Noun: The Noun which can be counted girl, class etc.
- Proper - Noun: The Noun which denotes a proper person, place or things.
- Common - Noun: The Noun which denotes a group of persons or other [collection of things].
- Collective - Noun: The Noun which denotes a group of persons or other creatures and collection of things.

2. Uncountable Noun

Material - Noun

Abstract - Noun

- **Uncountable - Noun:** The Noun which can not be counted
gold, oil, coffee, honesty etc.
- **Material - Noun:** The Noun which denotes materials
copper, silver, tea, coffee, beer etc.
- **Abstract - Noun:** The Noun which denotes quality
condition or action.
wisdom, pride, bravely, childhood, etc.

Examples of Noun:

1. My mother ~~coffees~~ delicious food.
2. He has no faith in god.
3. He loves to play basketball
4. He speak english in U.S.A.
5. I play valley ball
6. I will get myself a coffee
7. My father will come with us today
8. The dog cannot walk itself.
9. She does not loves to play piano
10. My brother did not come home.
11. The movie is perfect.
12. This plant comes from a tropical lands.
13. English is the first language that I learned.
14. She works in a garden daily.
15. The Sun rises in the east.

Definition: A preposition is a word used with a noun or pronoun to show how the person or thing denoted by the Noun or pronoun stands in relation to something else.

Types of Preposition

1. Simple Preposition
2. Compound Preposition
3. Double Preposition
4. Participle Preposition
5. Phrase Preposition

- Simple preposition: In, of, on, off, to, up, with, at, by, for.
- Compound preposition: without, within, outside, inside, into, behind, beside, below.
- Double preposition: outside, of, out, of, from, out, from, behind.
- Participle preposition: Notwithstanding, Concerning, Pending.
- Phrase preposition: By means of, because of, against, of, in, opposition to, with, regard to, for, The sake of, instead of, on behalf of, with view.

Examples of Preposition:

1. He was astonished at the sad news.
2. He is confident of his success.
3. Exercise is beneficial to health.
4. My wife always grumbles at her bad luck.
5. He travelled by boat to reach Sri Lanka.
6. His statement is very much familiar to mine.
7. He is jealous of me.
8. She has a passion for dance and music.
9. He came across me in the market.
10. Good sleep is necessary for good health.
11. I continued to smile at his threats.
12. Fortune continued to smile at me.
13. Contentment is essential to happiness.
14. His House is adjacent to mine.
15. She has strong antipathy to smoking.

Definition: A verb is described as a word which is used to indicate an action, a state of being of existence or possession. A verb tells us:

1. What a person or thing does. e.g. Keats wrote poems in his times.
2. What is done to a person or thing. e.g. My sister is always praised by all.
3. What a person or thing is or it tells about a state of being or existence. e.g. My sister is a doctor.
4. It may tell us about possession. e.g. This girl has blue eyes.

∴ kinds of verb

1. Transitive verb
2. Intransitive verb
3. Verb of incomplete predication and

- 1. Finite Verb
- 2. Non-finite verb and again
- 1. Main verb
- 2. Auxiliary or helping verb

- Transitive verb: A verb which has an object and can be changed into passive voice is termed as transitive verb. Sometimes a transitive verb

contain two objects e.g.

Everybody likes mangoes.

They booked a ticket.

I built her a house.

Intransitive verb: A verb which has no object and can not be changed into passive voice is known as Intransitive verb. e.g.

The fish swims.

He sat in the chair.

She died.

The birds fly.

• Ergative verb: Transitive and Intransitive use

Ergative verb can be used both transitive and Intransitive way. So, it is a difficult task to decide whether a verb is transitive and intransitive.

- We should remember that intransitive verbs can not be changed into passive voice. e.g.

Intransitive

1. The door opened.

2. The water is boiling.

Transitive

1. She opened the door.

2. The servant boiled an egg.

∴ Intransitive verb: Preposition: Intransitive verb may be turned into Transitive verb, if a preposition is used.

• She laughed at him.

• He talked about the movie.

iii) Verb in incomplete predication : A verb which requires the help of some word to complete its meaning is known as verb of incomplete predication.

Mohan is a teacher.

The sky grew cloudy.

•• Finite verb : A verb is finite verb as it is bounded by its tense. But the verb 'to do' is Non-Finite because it can be used in unlimited ways like do, does, did, done, had been doing, are doing, will have done etc.

Main verb : Main verb is that verb which is complete in itself and does not depend on any other verb for its complete meaning. eg. to go, to sleep, to punish.

Auxiliary verb or Helping verb : A auxiliary or helping verb is that verb which requires a main verb for its complete meaning. eg. can (walk), is (doing), has (gone) etc.

Note : There are two types of Auxiliary
(a) Primary (b) Modal

Primary Auxiliaries : They are three in number and can be used as main also and have their three forms - present, past and perfect. eg.

| | | |
|----------------|----------|------|
| Be (is/am/are) | has/have | been |
| Do | did | done |
| Have (has) | had | had |

Modal auxiliaries: They are several in number and cannot be used as main verbs and don't have their three forms. Some of them are: can, could, may, might, shall, will, would, ought to, needn't.

Definition: An interjection is a word or phrase which expresses some sudden feeling or emotions, emphasizing a thought making a demand or and it is not grammatically related to the other words in a sentence is called Interjection.

Interjection may express -

Joy - Hurrah! Huzza!

Grief - Alas!, Oh!

Surprise - Ha!, What!

Approval - Bravo!

For example :

1. Oh really! I didn't know that.
2. How! That alligator is huge.
3. Whooops! I dropped the toys.
4. Wow! That is a beautiful sight.
5. Oh my God! That was unexpected.
6. Hurrah! The match was won by us.
7. Oh! Never mind bringing my bag.

∴ Rule of Interjections:

1. An interjection can be used before or after a statement that explains what is happening.

Example :

Wow! That is an incredible event.

What! That's something Vicky never told me.

2. Some interjections are limited to expressing yes or no.

Example:

Yes! I'm sure I'll make it.

No way! Are we going?

3. In casual and informal writing, interjections are acceptable. It's also alright to use them in conversation.

Besides these rules, you may define them in simple such as:

- i) The interjection starts a sentence alone, follow it with a full stop, question, or exclamation mark.
- ii) The interjection comes the start of a sentence, follow it with a comma or a hyphen.
- iii) The interjection appears within a sentence, surround it with commas, bracket or hyphen.
- iv) The interjection comes at the end of a sentence, precede it with a comma or a hyphen.

Examples of Interjection :

1. Oh! What a beautiful flower.
2. Yes! This is my new bike.
3. Hey! Come and look at this.
4. No! This is not my mistake.
5. Look! It's going up that tree.
6. Listen! don't judge a book by its cover.
7. Ouch! you're hurting me.
8. No thanks! I never touch alcohol.
9. Hurry! I got a job.
10. Sorry the vacancy in the office has been filled.
11. Alas! It's not that simple.
12. Yeah! It's lunch time.
13. Thanks! For being such a good mom.
14. Hello! is there any body home?
15. Yummy! This cake is very tasty.

Teacher's Sign

Subject-verb Agreement

Subject-verb agreement is a grammatical rule that states that a subject and its verb must agree in number and person. For example, a singular subject must have a singular verb, and a plural subject must have a plural verb. Here are some examples of subject-verb agreement - 'Subject' is a noun or pronoun that refers to what the sentence talks about and 'verb' represents the action in the sentence. Then what is 'Subject verb agreement'? It means that the subject and verb in a sentence should agree or match, otherwise the sentence will not sound right.

The classification of Subject-verb agreement

- When more than two singular nouns or pronouns joined and require a plural verb as,

Hevi and Rahul cousins.

Sajjan and Neeraj were running.

Examples of spotting & correcting the errors

1. She ~~being~~ sweet.
→ She ~~being~~ sweetly.
2. Every ~~students~~ like the teacher.
→ Every ~~students~~ likes the teacher.
3. I ~~play~~ valley ball good.
⇒ I ~~play~~ valley ball well.
4. Every ~~students~~ like the teacher.
⇒ Every ~~student~~ likes the teacher.
5. Which ~~kind~~ of that car?
⇒ Which ~~type~~ of is that?
6. She ~~speak~~ french and also speaks english.
⇒ She speaks french also speaks english.
7. I ~~have~~ visited madrid last weekend.
⇒ I visited madrid last weekend.
8. My House beautiful.
⇒ My house is beautiful.
9. She is more tall than me.
⇒ She is taller than me.

10. I like very much ice-cream.

⇒ I like ice-cream very much.

11. I don't believe it finally Saturday.

⇒ I don't believe it's finally Saturday.

12. I live in United States

⇒ I live in the United States.

13. The house is enough spacious for me.

⇒ The house spacious enough for me.

The Sounds of English

There are forty-four sounds in English, but there are only twenty-six letters of the alphabet, which are used to represent the sounds. There cannot be a one-to-one correspondence between the alphabet and the sounds of English.

One letter may represent different sounds. For example, the letter 'g' in the word 'girl' sounds the same as it does in the word 'goat'; but the letter 'g' in 'giraffe' sounds like the first letter in 'Jam'. Similarly, the letter 'o' in the words 'pat' and 'fall' are pronounced differently.

One sound may be represented by different letters. For example, the letters 'k', 'ch' and 'c' are used to represent the same sound, as in the words 'life' and 'mechanical'. Mastering English pronunciation must begin with the learning of the sounds of the language. Speakers of Indian languages may find some sounds of English difficult to produce because these do not occur in their native languages. For example, native speakers of Hindi and Telugu may take time to learn to produce the sound /ɜ:/ in the middle of words such as 'caught' /kɔ:t/ and 'ball' /bɔ:l/. This is because this sound does not appear in Hindi or Telugu and has to be learnt as a 'new' sound.

The forty-four sounds in English are broadly classified into consonants and vowels. There are 24 consonant sounds and 20 vowel sounds, of which 12 are monophthongs (pure vowel sounds).

and ɜ are diphthongs [a combination of two vowel sounds].

— This classification is based on the basic nature of the sounds, which is a result of the mechanism involved in their production.

Phonetic Transcription

To identify sounds, we use a system of written symbols called the International Phonetic Alphabet (IPA). You will see that while some of the IPA symbols are the letters of the English alphabet, there are other special symbols as well. Dictionaries use phonetic symbols to give the pronunciation of words. The exact representation of the pronunciation of words using these symbols is called Phonetic Transcription, which is a useful tool in learning to pronounce words correctly.

Definition:

Semivowels are consonants that sound the most vowel-like. English has two semivowels: /w/ and /j/. These consonant sounds seem to glide from the vowel sounds /u/ and /i:/ to a more prominent sound. Hence, semivowels are also called 'glides'.

Say the following words out loud and listen carefully for the semivowel sounds in them.

- /w/ work /wɜ:k/, west /west/, wind /waɪnd/, when /wen/, which /wɪtʃ/

- /j/ yes /jes/, beyond /bi'ɒnd/, union /juːnjən/, tube /tju:b/, view /vju/

Topic.....Vowels.....

Date.....

Definition : ⇒

As mentioned at the start of this chapter, there is no one-to-one correspondence between the sounds of English and the letters of its alphabet. The English alphabet has five vowel letters, namely, a, e, i, o and u; however, English phonology contains 20 vowel sounds.

In producing vowel sounds, there is no closure or narrowing made at any point in the mouth cavity. Thus, vowel sounds are produced when the air from the lungs comes out in a continuous stream, and the vocal cords vibrate to produce the sound. Vowel sounds are classified into twelve monophthongs and eight diphthongs.

1 Definition:

A Consonant is a letter that represents speech sounds that can only be made when the vocal tract is partially or entirely closed. Consonants requires specific positions of the lips, tongue, and cheeks.

While the pronunciation of vowels varies vastly across different English speakers and dialects, the pronunciation of consonants is more defined (although some dialectal variation exists).

Below, we'll dive deeper into what consonants are by reviewing each one and the sound(s) they make, going over what consonant digraphs are, and explaining the difference between consonants and consonance.

Definition:

A diphthongs is a combination of two simple vowel sounds which are pronounced as a single sound. Diphthongs are produced when there is a smooth glide from one vowel to another within the same syllable. During the pronunciation of these sounds, the tongue moves from one position to another, and we can notice this movement of the tongue by articulating the sounds slowly.

The eight diphthongs sounds in English are listed with examples in the table below. Listen to your teacher pronounce each sound and practise these diphthongs by saying aloud the example words given with each. As diphthongs do not occur in many Indian languages, take the help of your teacher in learning to produce these.

/eɪ/ eight, pay

/aɪ/ ice, die

Reading Skills

1. Reading is most effective means of language learning.
2. Reading skills refer to the ability to understand written text.
3. It helps in developing the skills which are necessary to acquire more knowledge.
4. The one who reads the more he or she develops the ability of reading and understanding.

∴ Reading Strategies

1. **Skimming:** Skimming sometimes referred to as gist reading, means going through the text to grasp the main idea. Here, the reader doesn't pronounce each and every word of the text but focuses their attention on the main theme or the cause of the text. Examples of skimming are reading magazines or newspapers and searching for a name in a telephone directory.
2. **Scanning:** Here, the reader quickly scuttles across sentences to get to a particular piece of information. Scanning involves the technique of rejecting or ignoring

irrelevant information from the text to locate a specific piece of information.

3. Intensive Reading: Intensive reading is far more time-consuming than skimming and scanning as it needs the reader's attention to detail. It involves close reading that aims at the accuracy of comprehension. Here, the reader has to understand the meaning of each and every word.

4. Extensive reading: Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like.

∴ Barriers of effective Reading

Introduction:

Effective communication skills are always essential in your academic as well as professional career.

Date

They are more vital these days amidst the phenomenal advancements in technology, globalization, increasing cultural diversity, and also the adoption of team-based structures in work place.

When we talk about the time generally spent by professional on communication activities, we see that the time they spend on receiving information (listening and reading) is more than what they spend on sending (speaking and writing) information.

∴ Purpose of Reading

- Reading is one of the most important academic tasks faced by students; it is equally important in the commercial working world.
- The purpose of reading is to connect the ideas on the page to what you already know.
- If you like any other your favourite, then reading page is

∴ Reading Rates

- Your reading rate will vary depending upon the reading material.
- Work on your vocabulary.
- To read faster by following the technique of reading words in groups.
- Determine your purpose before reading.
- Reading speed will increase after your practice.
- If you have poor concentration when reading, practice reading for only 5-10 minutes at a time and gradually increase this time.

∴ Reason For Poor Comprehension:

- The main reason for poor reading comprehension are:
 - Inability to understand a word;
 - Inability to understand a sentence;
 - Inability to understand how sentences relates to one another;

Inability to understand how the information fits together in a meaningful way (organization); and

- Lack of interest or concentration.

∴ IMPROVING COMPREHENSION SKILLS

- Reading a variety of materials. Do not limit yourself to textbook.
- To make reading a more active process.
- To promote critical thinking evaluation of reading materials.
- To enhance registration and recall of text information in one's memory.

∴ Techniques for Good Comprehension.

- Skimming and Scanning.
- Non-verbal Signals
- Structure of the text
- Structure of paragraphs.

- Punctuation
- Author's viewpoint (inference)
- Reader anticipation: determining the meaning of words
- Summarizing.

Article - Overcoming Reader Barriers...

Overcoming Reading Barriers

Closing the Gap

As literate adults, we sometimes undermine our phenomenal capacity to read. 33% of all U.S. fourth graders lack basic reading abilities. Childhood reading struggles are actually more prevalent than we think, and this is a multidimensional issue that we must tackle as parents. Some blame this disparity on social challenges and poverty. However, most reading disabilities stem from a lack of necessary building blocks that every child requires. The learning gap between good readers and poor readers can usually be detected in kindergarten. Most children who struggle to read lack foundational knowledge when they begin grade school. A child who

1
begins school with certain fundamental language concepts has a much better ability to grasp new information.

Building a Foundation with Phonics

As a parent, you are presented with a prime opportunity to arm your child with fundamental knowledge before he/she enters kindergarten.

Prior to sending your child into the grade 1 school environment, expose your child to the complexities of vocabulary, comprehension, context, sound and word meaning.

One of the most integral components of reading is that of word sound, or phonics. Not only does each letter have a distinct sound but several letters have more than one sound and even imitate the sound of other letters.

For examples, the letter "c" functions differently in the words "carry" and "cent". The vowels have both short and long sounds. Compare the words "apple" and "ace". Another aspect of phonics that your child must understand is that of letter combinations such as "sh", "th", "ea" and "ou".

When your child begins to grasp these nuances of sounds, he/she will be better equipped to read proficiently. One of the reasons some children lag behind in reading is that they are unable to sound words out properly. The English language is very complex and it is imperative that your child have a thorough understanding of phonics in order to become a fluent reader.

• Vocabulary and Comprehension:

As a parent, you have an incredible opportunity to facilitate a solid reading foundation for your child. One effective means of doing this is exposing your child to new and "bigger" words. Do not underestimate your child's ability to comprehend words. Children love the sound of unusual words. Make a conscious effort each day to introduce new words and their meaning to your child. Once your child has built a increase the speed of word recognition on paper, and sounding out words will come more naturally.

This will also improve the fluency of your child's reading aptitude.

Finally, the vocabulary aspect of language will aid your child in the realm of reading comprehension,

enabling your child to better understand the use of words in different scenarios.

•• Reading Exercises

Teaching a child with a reading disability requires patience, time, and effort, introduced gradually without flooding your child's brain with complex language rules all at once on following exercises.

1. There are many facets to reading fluency, phonics, comprehension, vocabulary. Introduce them in order of increasing difficulty. Teach these concepts in a logical order. For example, it might make sense to begin with phonics.
2. Help your child understand word families and patterns so he/she can sound words out.

Overcoming Reader Barriers.

∴ Closing the Gap:

As literate adults, we sometimes underestimate our phenomenal capacity to read. 33% of all U.S. fourth graders lack basic reading abilities. Childhood reading struggles are actually more prevalent than we think, and this is a multidimensional issue that we must tackle as parents. Some blame this disparity on social challenges and poverty. However, most reading disabilities stem from a lack of necessary building blocks that every child requires.

The learning gap between good readers and poor readers can usually be detected in kindergarten. Most children who struggle to read lack foundational knowledge when they begin grade school. A child who begins school with certain fundamental language concepts has a much better ability to grasp new information.

∴ Building a foundation with Phonics

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Date | | |

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One of the most integral components of reading is that of word sound, or phonics. Not only does each letter have a distinct sound but several letters have more than one sound and even imitate the sound of other letters. For example, the letter "c" functions differently in the words "Cavey" and "Cent". The vowels have both short and long sounds. Compare the words "apple" and "ace". Another aspect of phonics that your child must understand is that of letter combination such as "sh", "th", "ea" and "ou".

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∴ Vocabulary and Comprehension :
As a parent you have an incredible opportunity to facilitate a solid reading foundation for your child. One effective means of doing this is exposing your child to new and "bigger" words. Do not underestimate your child's ability to comprehend words. Children love the sound of unusual words. Make a conscious effort each day to introduce new words and their meaning to your child. Once your child has built a sufficient vocabulary, this will give rise to a fluency different abilities. First of all, it will increase the speed of word recognition on paper, and sounding out words will come more naturally. This will also improve the fluency of your child's reading aptitude. Finally, the vocabulary aspect of language will aid your child in the realm of reading comprehension, enabling your child to better understand the use of words in different scenarios.

∴ Reading Exercise :
Teaching a child with a reading disability requires patience, time, and efforts. Introduce new concepts gradually without flooding your child's brain with complex language words all at once. Consider the

following exercise:

1. There are many facets to reading: fluency, phonics, comprehension, vocabulary. Introduce them in order of increasing difficulty. Teach these concepts in a logical order. For example, it might make sense to begin with phonics.
2. Help your child to understand word combinations and patterns so he/she can sound words out.
3. Allow your child to read different types of text every day.
4. Teach your child at least one new word per day, and ask your child to use it in a sentence.
5. Build your child's reading comprehension level by allowing your child to interpret the meaning of small, basic paragraphs.