Subject: ENGLISH COMMUNICATION SKILLS (THEORY)

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Preamble: Course outcome

Today's engineers face a dual challenge of being competitive as well as global. They not only have to be master in their professional skills but also, they must have various soft skills competencies to be suitable for the job market. In today's date the job market is growing in terms of volume but it is shrinking in terms of number of professionals passing out of the college. The students who pass out their degree must possess the qualities of a techno-manager. They must be in a position to do multitasking in their jobs. Only possessing technical skills/hard skills have not paid off for many. Hence, keeping in view the requirement of the job market it was understood that the students need to be good at Soft skills too. One of the most important tool for good soft skills is Communication skills. Communication skills means English communication skills. Communication skills helps a student in developing Confidence, smartness and outward skills. This course has been designed keeping in mind the need of the Engineering students and their future needs. All the three modules discussed in the curriculum is highly essential and helps a professional to speak better English. A thorough research has gone into the design of the curriculum. The digital notes prepared will help to enhance the understanding on the subject. The students are advised to use the digital notes for the purpose of reference only. They have go through many books in order to understand individual subjects. The course will help in getting a better idea on different topics, hence, increasing the competency of the students in the subject.

Syllabus

Module-I   **The elements of Communication**

1.1 The importance of communication through English at the present time

1.2 The process of communication and factors that influence communication sender, receiver, channel, code, topic, message, context, feedback, noise, filters & barriers

1.3 The importance of audience and purpose

1.4 The information gap principle: given and new information, information overload

1.5 Verbal and non-verbal communication: body language

1.6 Comparing general communication and business communication

Module-II   **The sounds of English**

2.1 Vowels, diphthongs, consonants, consonant clusters

2.2 The International Phonetic Alphabet (IPA): Phonemic transcription

2.3 Problem Sounds

2.4 Syllable division and word stress

2.5 Sentence rhythm and weak forms

2.6 Contrastive stress in sentences to highlight different words

2.7 Intonation: Falling, rising and falling-rising tones

2.8 Varieties of Spoken English: Standard Indian, American and British

(**Note:** This unit should be taught in a simple, non-technical manner, avoiding technical terms as far as possible.)

Module- III   **Review of English grammar**

3.1 Static and Dynamic Verbs

3.2 The auxiliary system: finite and non-finite verbs

3.3 Time, tense and aspect

3.4 Voice: Active and passive

3.5 Modality

3.6 Negation

3.7 Interrogation: reported and tag questions

3.8 Conditionals,

3.9 Concord

3.10 Phrasal Verbs

(**Note:** The teaching of grammar should be treated as a diagnostic and remedial activity and integrated with communication practice. The areas of grammar in which errors are common should receive special attention when selecting items for review. Teaching need not be confined to the topics listed above.)

Books Recommended:

1) An introduction to Professional English and Soft Skills by B. K. Das et al., Cambridge University Press (Facilitated by BPUT)
2) Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
3) Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
4) Understanding Body Language by Alan Pease.
5) Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
6) Better English Pronunciation by J.D.O'Connor.
7) English Grammar by S.Pit Corder
8) English Grammar by Wren and Martin.

This is not the end of the list other books may also be referred.

Lesson Plan: The course should be taught in an interactive method. Use of black board as well ICT is highly useful for delivering the topics.

The first module has to be completed in 6 hours hence, the module has been divided into six sessions of one hour each.

Session 1: Importance of Communication in the present context, Introduction to Communication.

Session 2: Process of Communication and Factors that influence the process.

Session 3: Importance of audience and purpose.

Session 4: The information gap principle: Given and new information, information overload.

Session 5: Verbal and non-verbal communication (Body language)

Session 6: Comparison between general communication and Business communication, review of the module.

The second module is to be completed in 14 hrs. hence the second module is divided into 14 sessions of one hour each.

Session 7: Introduction to phonetics, need and use of it.

Session 8: Received pronunciation, transformation of letters into sounds.

Session 9: International phonemic alphabets, Vowel Sounds, Consonant Sounds

Session 10: Consonant Clusters and its use.

Session 11: Phonemic transcription

Session 12: Phonemic transcription contd…

Session 13: Syllable division and word practice

Session 14: Word stress and Sentence stress

Session 15: Problem sounds and Sentence rhythm

Session 16: Weak forms

Session 17: Contrastive stress in sentences to highlight different words.

Session 18: Intonation

Session 19: Rising and Falling tone, falling-rising tone

Session 20: Varieties of Spoken English: American, Standard Indian and British, Review of the module.

The last module has been allotted 10 hrs hence, the module has been divided into 10 sessions of 1 hour each.

Session 21: Introduction to Grammar, elementary grammar

Session 22: Parts of Speech

Session 23: Verb and its application, Static and Dynamic Verb

Session 24: The auxiliary system, Finite and non-finite verbs

Session 25: Time, Tense and aspect

Session 26: Voice Change: Active and Passive

Session 27: Negation, Interrogation: reported and tag questions

Session 28: Conditionals, Concord

Session 29: Phrasal verbs

Session 30: Detailed review of grammar.

Module-I   **The elements of Communication**

1.1: The importance of Communication through English at the present time

Before trying to understand the importance and relevance of English or English Communication skills we must understand the historical background of the language and how it has evolved to the present status. English as a language never enjoyed this position from the beginning. World history in and after 14th century has a major role to play in making this language powerful and useful. In today's date it is not only a major language all over the world but also the official language in many parts of the world. Many people depend on this language for their mere survival and sustenance.

History of English Language:

Many may be surprised to know that English as language was never used for official purposes even in England up to 11th and 12th century. In England people used to use rich languages like Latin, French and Spanish. The dominance of each and every language over the history has been dictated by the might the countries enjoyed. As England was ruled by the France and other nations for a long period of time they never had the opportunity to develop their own language. Till late 13th century the script of English language was not completely developed. The first writing in English which can be claimed as a piece of literature dates back to late 13th century.

Comparison between English and Indian Languages:

 Many Indian languages like Sanskrit, Hindi and Odia are much older languages than English. The literature of Sanskrit which is also known as the God's language in India is thousands of year old. Devnagri script which is used for most North Indian languages pre-dominantly for Hindi (the national language of our country) and the language is much older in comparison to English. Odia which is our state language and mother tongue is also older than English. The literature written and used in these languages are rich in diversity and class. There is clear evidence available to prove these.

Global languages and position of English:

If we try to say that English as a language is used all over the world. Hence, it is logical to use this language. This statement is also falsified if we look into the top languages in the world in terms of number of people using it. The number one slot in terms of population goes to Mandarin (Chinese) and list is followed by Hindi, English, French, Arabic and Bengali among the top languages used in the world. English only happen to stand IIIrd in the list. This fact confuses us further. In the following paragraph we will see despite such a position why we are learning English for day to day use and how the language evolved from being a meagre existence to such a powerful and dominating position.

Evolution of the Language globally:

After 14th century England started flexing its muscles and started entering into new territories. They settled colonies in almost each and every corner of the world. The union jack started flowing in each and every continent. Their major colonies were America (North and South America), Asia (India, China, Japan, and Myanmar etc.), Australia and New Zealand and Africa. As they spread into the far and corner of the world they started dominating the local languages. They made English compulsory in all the colonies ruled by them. As a result slowly the language of English evolved as a global language. The say became quiet famous, "The sun never sets in the British empire."

Evolution of English Language in India:

In their quest of power they reached the Indian sub-continent in the 17th century. They settled their colonies and slowly acquired the whole country under one rule. After 1857 (the sepoy mutiny) Britishers established complete sovereignty over India. The use of English started from the day the English landed in the country but after 1857 it became the official language of the British ruled India. The English started training Indians to work as clerks in the various offices. They established many schools and colleges to impart learning and training in English. It worked for the Britishers because of the geographical and linguistic diversity present in our country. Many freedom fighters in India started adopting English as a language to make a platform for communication. The linguistic diversity between languages was so sharp that it was very very

difficult to understand or learn other languages. In such a situation English helped in bridging the gap between state to state and province to province. Many popular freedom fighters started using this language as a tool to reach the mass. English worked not only as a language for communication but also a language for unity and solidarity among Indians. The trend continued even after independence and in the constitution this language was given the status of official language.

Present day status of English:

The preexistent linguistic barrier helped the language of English to rule the roost. India is a country with more than 25 dominant languages and 6000 dialects. There are more than 16 major languages spoken and used in this country. English appears as a common platform for many Indians when in a cross-linguistic situation. We must also attribute the hypocrisy of many Indians for the development of English language in our country. We take pride in claiming that we can speak, write or use this language comfortably fluently. English is the official language in government and private offices. This is also the language of instruction in all the Universities and colleges across the country. The scenario is such that one need to hone the skills of English to obtain a job. Mere knowledge of subjects is no more the only criteria to secure a job in today's date. One need to be master in English communication skills to be a professional. English has evolved as language of status. This reflects status symbol. If one is able to communicate in English they drive respect for themselves. Before look onto us with respect if we can speak in English. A person's knowledge is judged in terms of English. English Communication has become essential to get a job, move up in the career and earn a lot of money. Not only in India but also in the world market English communication is highly required.

Today we live in a global village. Globalization has been adopted by almost all the developed and developing countries. In this globalized era English language is an important tool in the professional's hand. In addition to the evolution of the language we must also understand the economic value of the language. In most developed countries like US, Canada, England, Australia and other major countries English is the language used for speaking and official correspondence. As this countries control most of the world economy we have to learn this

language to be a part of the economy. English is no more a language but a bread winner in today's date. India is a developing country. We need to produce as many professionals as required. And the professionals need to be well versed in the language. The language is skills is the call of the day.

In India, Corporates, software companies, industries as well PSU's and government organizations need professionals who is fluent in English communication skills. Keeping in view the need of the language we need to learn this language. Keeping in view the need and importance of English language in the present context almost all the Universities insist on English communication skills as a compulsory part of their curriculum for all sorts of professional courses. e.g. B.Tech, B.Sc, B.Pharma, BBA/BCA, B.Arch., MBA, MCA and other courses. English communication skills has become an integral part of the curriculum. A professional in todays' date cannot survive without learning and honing the skills of the language. We must learn English in today's date first to survive and secondly to move ahead in our career. China which is a rival economy is in a less advantageous position because we Indians can use this language in a better manner. China is trying hard to train it professionals this language. It is believed that it will surpass India in terms of software professionals by 2020, if we don't learn this language to surpass China in the global market. In that a scenario, most of the software jobs will vanish for Indian professionals as China is very good at providing cheap professionals. One must understand the importance of English Communication skills in the present time in a broader perspective rather than with a narrower vision.

1.2: The process of communication and factors that influence communication sender, receiver, channel, code, topic, message, context, feedback, noise, filters & barriers.

This world consists of human beings. Human beings are the only species in this earth who has the ability to speak and has a brain that can do multiple things. Though the three major functions of human behavior includes food, sex and group existence, human being cannot be complete without expressing themselves. We need to speak or express our feelings and ideas. These ideas form the base of our existence. Communication is essential for the existence of the society and it plays a prominent role in the functioning of different professional organizations. We keep on expressing ourselves at all situations and at all times. When we look around us in any situation we find people doing various activities. In doing these activities they involve in various discussions, meetings, conversations, phone calls, presentations, video chatting, conferencing or mere gossiping. In other words they are communicating in order to interact. It is one of the important conditions for social interaction. Social interaction cannot take place without communication because human interaction is essentially communicative interaction. It pervades the entire range of social and professional relationships, and plays a key role in our life. It is the reciprocal stimulation and response between individuals, and makes social as well as professional interaction possible. Most of the times it has been found that all conflicts, tensions, wars are a result of miscommunication. If absence of proper communication can lead to such dangerous situations, then it is definitely important to understand the term. Now let's try to understand the term 'Communication.'

What is Communication?

The term communication has been defined at various levels. Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings, and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop the information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over a period of time. The word 'process' suggests that communication exists as a flow through

a sequence or series of steps. The term 'process' also indicates a condition of flux and change. The relationships of people engaged in communication continuously grow and develop.

Communication can also be understood as an exchange of meaning and understanding. Meaning is central to communication, and transmission of meaning is the central objective of communication. Communication begins with the sender sending out message cues, which are perceived by the receiver who assigns meaning to them and responds to them as per the need. Communication can be complete unless the message sent by the sender is properly decoded at the receiver's end and comprehended. Moreover, communication can be considered effective only when the receiver's response is matching with the meaning the sender wanted to convey.

Communication: It is the process of expressing one's ideas, thoughts, feelings, expressions, emotions, language, knowledge etc. The process may involve Transaction, exchange, and sharing. Communication is the base of human existence. Starting from the child's cry which the first communication by any human being. Communication is present in Home. It spreads out to society (the people with whom we live and share our experiences on a daily basis). It is also instrumental is framing our culture. Culture in a developed state of being becomes an integral part of religion. Communication is also responsible in administration and control in the country. Every aspect related to human being is dependent on communication. Either it be politics, economics, sociology or technical things like evolution of Science and development & use of technology. Particularly, in the present context communication assumes a lot of importance. We live in the world of information technology. Communication is the nerve centre of information technology and I.T. enabled services.

The process of evolution from pre-historic age to modern age every time human being has given proof of existence through communication. From the beginning of civilization human being has understood the need and importance of communication. Now let's understand the nuances of communication.

Meaning:

The word has been derived from Latin words 'communis' and 'communicare'. The meaning of the first word suggests to make common and 'communicare' means to share or sharing.

Definition 1: It is the ability to speak, write or to express our ideas, feelings: clearly and convincingly.

Definition 2: It is the process of sending and receiving symbols for the purpose of understanding, knowing, informing and in the broadest sense, improving the relation with the world.

Definition 3 (Robert Anderson): Communication is interchange of thoughts, opinions or information by speech, writing or signs.

Communication also be symbolic because it is not limited to words or language. It can always be done by the help of gestures and symbols or facial expressions. The symbols can be present with and without language. Our ability to symbolize and express makes the process of communication possible.

Tools of Communication:

There are various tools that helps in the process of communication. These tools have been developed by human beings from the dawn of civilization or before. They help us in communicating sometimes universally sometimes within a group. Here are some of the tools discussed in brief. There can be many more tools that help in the process of communication. This is not the end of the list.

i) **Language**: The main function of each and every language is to communicate. Each language has various forms. It is one of the foremost and important tool of communication. It is the most clear and comfortable tool to use. Each and every individual uses this tools in the process of communication. There are different languages in this world. We need to have knowledge of a particular language in order to communicate in that language. That's why depending on the use of various languages in the world there are different linguistic groups.

ii) **Script**: This is a group of symbols used to express the language in the written format. They are also highly essential useful tools of communication. One limitation with script is we have make a conscious effort to acquire knowledge about a particular

script. This consumes a lot of time. This is also regarded as the tool of the educated mass.

iii) **Drawing/Painting/Sculpture/Visual art**: Many individuals are blessed with creativity. They use their creativity to communicate in an artistic manner. Their art is well accepted in the society and gives them high regard. These artistic creations reflect nothing else but communication. They express themselves with the help of art. These art may be in the form of drawing (child) or painting (professional), they convey the same meaning. Artistic creations are more stylish in nature in terms of communication. A small piece of art can convey thousands of sentences by its form, size, colour combination, shades etc.

iv) **Body**: Our body is one of the most important tools of communication. Whether we are using language or not it is always present in the process of communication. Without body cues our communication may be confusing. Our words must be supported by proper actions reflected by the body. They may be in the form of gestures, postures, eye contact, spacing etc. Every action or non-action is part of Body. This type of tool is otherwise known as body language.

v) **Silence**: In particular situations silence can also act as an important tool for communication. There are many instances where either we don't use language/words or we are not in a position to use those. In such situations silence has the power to convey the message effectively. The silence inside a temple indicates purity and nearer to godliness. The silence inside an examination hall suggests discipline and law abiding.

vi) **Dress/costume**: This is also an important tool for communication. Dress has been an integral part of every culture, tradition, custom and practice. They give shape to our personality and individuality. Dress also reflects culture and behavior. An individual's behavior can always be guessed by the kind dress one is wearing. It has the potential to convey many things without the use of words. School uniform, mask, traditional attire etc. can convey the purpose. We can identify an individual from the dress.

vii) **Surrounding/Environment**: Many a times just by reflecting to the environment we get a lot of message. Many things are communicated by the environment itself. We need not engage in words to understand a particular situation or context. The environment is powerful enough to communicate the message and convey us convincingly.

Applications of communication for professional or any other purpose:

We refer of communication as a skill, it means we are going to apply this skill for some purpose. The purposes can vary from simple social interactions to running governance, it can range from giving a small presentation in the office to make headlines in the media. We use communication on a daily basis. It is an important medium to achieve and acquire many personal and professional goals.

Interpersonal: Communication helps us in maintaining proper inter-personal relationships. Interpersonal skills are a must in this competitive professional world. This deals with handling people and problems at various situations. This includes understanding, listening, empathizing, convincing, persuading, negotiating, motivating, driving etc. We have examples in history of great communicators who applied interpersonal communication skills to the utmost which made them memorable personalities in the history. E.g. Birbal (the minister with lots of wit with Emperor Akbar), Mahatma Gandhi (the father of the nation who convinced people of India to adopt non-violence as their weapon for freedom struggle), Tenali Raman (the clever minister in the court of King of Vijaynagar).

Mass Communication: This is also an application of communication where communication is used to reach many people at one go. This type of communication has developed with the development of human civilization and society. Technological advancement has also added to the use of these types of communication. We live in a society, we want to convey many important ideas, events, incidents, developments etc. to the world. Mass communication helps us in reaching the maximum at the push of one button. Newspaper, journal, magazines, Internet, Advertisement, T.V. Channels etc.

Organizational (intra/inter): An organization whether profit based or not, cannot exist without communicating within and outside the organization. Organizations depend a lot on meetings, business presentation, discussions, deliberations, reports, interaction, client response etc. Each and every organization uses communication in their daily business. Similarly organizations need to communicate with the outside world in the form of understandings, letters, proposals, contracts, deals, partnerships etc.

Local/Regional/National/International: Each and every stage of governance depend on communication. There are various agencies involved in governance and control. Without proper communication there will be a lot of confusion and they cannot survive. To maintain coordination among various stages of governance and various agencies, communication is a must. Various international treaties, pacts, understandings are only possible through communication. Different organizations has come up in the years to maintain proper communication for various sectors. E.g. United Nations Organization (UNO), World Health Organization (WHO), International Court of Justice (ICJ) etc.

In today's date one needs to **master communication** because it is both **process** as well as **product**. In the contemporary world communication has adopted multiple roles. One need to learn and practice communication in order to be successful. In today's date no profession is bereft of communication. Artists and leaders could influence a big mass with their style, approach, language etc. But in all these things communication plays an important role to make them popular. **Stalin, Russoue, Gandhi, Vivekananda, Churchill, Alexander, Herodotus** etc. are some of the masters of communication the world has ever produced. One must understand that communication is ever changing and developing. It is in a constant state of metamorphosis. In order to keep pace with this one must be skilled enough in all the technicalities of the process of communication.

Process of communication:

Communication is an interactive process. The two communication agents involved in the communication process are the sender(s) and the receiver(r). Bothe the communication agents exert a reciprocal influence on each other through inter-stimulation and response. The process

of communication consists of five steps that is ideation, encoding, transmission, decoding and feedback. These steps take place only between the sender and receiver.

Ideation: This is the initiation in the different stages of communication. Ideation refers to the formation of the idea and we tend select the message to be communicated. We also finalize the language for communication and the length and breadth of it. It consists of the 'What' of communication and is concerned with the content of the specific message to be presented. Ideation depends on the sender's knowledge, experiences, and abilities, as well as the purpose of communication and the context of the communication situation. However, ideation depends on various factors. Messages are generally of two types as far as content is concerned, i.e. logical and emotional. Logical messages contains facts, figures and analysis whereas emotional messages consists of feelings. We finalize on the topic to communication in this step.

Encoding: It is the process of converting the idea into a particular language. The information to be sent is transformed into a logical and coded message. It depends on the type of relationship the sender and receiver enjoy. For example, if it is a formal situation then the sender has to keep various things in mind e.g. Selection of language, level of competency of the receiver to understand the language, selecting a medium of communication (speaking, writing or non-verbal means) and the form of communication (face to face, telephonic, one-to-one, one-to-many, group communication etc.)

Transmission: It refers to the transfer of message from sender to the receiver through a proper channel. It helps in confirming the process of encoding and the keeps the channel free from interference. It decides the right time, place and method for communication. Through transmission only the intended message reaches the receiver without distortion and the listener is able to decode it in order to understand and comprehend the message.

Decoding: In order to understand the message the receiver has to decode the message in form and content. It is the process of converting the message into thoughts by translating the received stimuli into an interpreted meaning in order to understand the message communicated. One must understand that the message is transferred not the meaning. It depends on the receiver to realize the meaning and understand it. The process also involves

interpretation and analysis of a message. In case of oral communication in involves listening and understanding. As quick response is required in oral communication the decoding must take place rapidly, whereas, in case of written communication it involves reading and understanding, hence, the time taken can depend on the ability of receiver. Effective decoding is very much essential for successful communication to continue.

Feedback: It is most important step in the process of communication. Without feedback the process of communication won't be complete. It makes the process of communication two-way. This is the last stage in the process of communication but, one must keep in mind that, the communication doesn't end here. It just completes one loop in the communication cycle. The process of communication continues in a cyclical order. It is considered the reaction/response to the message. The feedback is given by the receiver, but when the receiver is giving the feedback he/she becomes the sender and the sender becomes the receiver. That's why it is also known as the reverse flow of communication. Feedback denotes whether the receiver has understood the message or not. The effectiveness of the process of communication depends on feedback.

Factors that influence the process of Communication:

There are various factors that influence the process of communication. Without having a proper understanding of the factors one cannot involve in the process of communication effectively. They control and regulate the process of communication. The factors are sender & receiver, code, channel, topic, message, context, feedback, noise, barriers and filters.

Sender & receiver: They are the two participants essential for the process of communication to take place. The flow of information takes place between these two sides. Sender initiates the process of communication. Please refer….the process of communication.

Code: It is a system of symbols used for the purpose of communication. Language is the most prominent code used by human beings. Each language uses various symbols in the form of letters which are represented by different script in different languages for written communication and different sounds for oral communication. For the communication to be complete both sender and receiver must be well versed with code they use. In case of non-

verbal communication we use gestures/body language as code. "Code" is also a set of rules which we follow while using a particular language. Each language has different rules e.g. Grammar, sounds (phonetics) and syntax (sentence structure).

Channel: It refers to the medium through which the information passes. There are basically two types of channels. a) Auditory channel: The message in the transmission is converted into sounds and the sound wave passes through air to reach the receiver. b) Visual channel: In case of written communication we read symbols with the help of vision. This type of channel is also used while sending or receiving non-verbal messages. As most of the communication involves a mixture of verbal and non-verbal messages hence, both the channels are active in any process of communication.

Topic: The topic is the idea converted into a message. The topic should suit both the sender and receiver. They must enjoy some rapport with each other to undertake the process of communication and must have some understanding on the topic to be communicated. The topic can range from an event, action, object, person, experience, feeling, emotion, subject, theory, analysis, law, regulations, etc. The topic should be of mutual interest for the communication to be sincere and continuous. The participants in the process of communication finalize on the degree of involvement in a particular topic after initial exchange of ideas. There are some topics which are participant dependent e.g. entertainment, sports, behavior, attitude etc. whereas, some topics are topic dependent e.g. Science, technology, policies, economic theories, administrative functions etc. Hence, in topic dependent topics passive form of communication is used.

Message: In verbal communication it is the form in which the information is sent or received by the participants. It can be words/group of words or sentences/group of sentences. In case of non-verbal communication it depends on the situation or context. In non-verbal communication the message becomes signal sent by means of signs, symbols, gestures, postures etc. The message depends of five factors. They are precision, confusion, exclusion, emotion and style. a) Precision: The accuracy and strictness of the message need to be maintained in order to send it in proper content as it was devised in ideation. b) Confusion: It

should be free of mistakes and misconceptions. Mistakes may lead to misunderstanding of the message as a result the process may get disturbed or diluted. c) Exclusion: Omission of unnecessary details is highly essential for the message to be clear and specific. We should also try to segregate the information in such a manner that no extra information is provided. d) Emotion: The message should reflect proper sentiment and excitement. But one must keep in mind that it should not be an overflow of emotion which may distort the process. e) It is individual specific. The encoders understanding, social position, context, cultural background and knowledge affects the style of a message.

Context: It is the setting in which the communication takes place. The context is dependent on factors like time of communication, place, sender/receiver, channel, code and topic etc. For complete communication to take place both the participants should be sensitive towards the context or else the message may be wrongly comprehended and the result can be disastrous. In case of written communication the context is less visible.

Feedback: Please refer process of communication.

Noise: Any interference in the message sent and the message received leads to the production of 'noise'. Noise doesn't refer to the concept of sound but a break or disturbance in the communication process. If noise occurs because of technological factors, it is not too much of a problem as it can be removed or rectified by correcting the fault. But, if it is a result of human error, then both the participants should take corrective measures. It is an unplanned interference in the communication setup. This affects the transmission of the message. It can be of two types channel noise and semantic noise. Channel noise refers to the interference in the mechanics of the medium used, e.g. faulty connection, technical fault etc... In written communication it refers to illegible handwriting. Semantic noise is generated internally, resulting from internal problems/errors in the message itself. Sometimes semantic noise occurs because of misunderstanding of a given word/sentence/phrase by any of the participants. Grammatical error, faulty pronunciation, ambiguous sentence structure, misspellings etc. are other examples of semantic noise.

Barriers: Barriers creates obstruction in the process of communication. This controls the progress or movement of the process. It breaks the rhythm that is expected in a desired outcome. It stops the process of communication by partially sending the message. There can be different types of barriers e.g. physical barriers and emotional barriers. Physical barriers include medium, crowd, physical object, distance, noise etc. Emotional barriers include intra personal behavior, inter personal behavior, categorical thinking, wrong assumptions etc.

Filters: Filters are like barriers but the only differences is they filter the process of communication. They channelizes or cleans the process as a result the message is not properly received by the receiver. It mainly occurs at the psychological level or individual level. E.g. Social status, skill, orthodox thinking, content, culture, gender etc.

Both barriers and filters distorts the process of communication. The participant has to be conscious of their presence and act accordingly. If they want the process of communication to be fruitful they must eliminate as much as possible the barriers and filters from the process.

The above factors are not limiting or end of the list in the process of communication. Some other factors do creep in as a factor that can influence the process of communication from time to time e.g. Mother tongue influence, pronunciation, cross-cultural situation etc.

1.3: The importance of audience and purpose

Audience: Before one begins the process of communication one must ask few questions to oneself. 'Why am I communicating?', 'With whom I am going to communicate?' the obvious answer is we are going to communicate with another human being like us not with animals. Whether we are trying to persuade, command, motivate, and entertain or to train we are communicating with an audience. The sole purpose of our communication revolves round the audience. Our communication should always strive to be audience oriented, for the process of communication to successful and complete. We must understand that without the receiver's attention and interest the process will fail. The sender must give due importance to the receiver. Before beginning the process of communication the sender must clear the objective of the communication in his mind. Then only, he will be able to make it clear to the audience (receiver). The sender must keep the following things in mind to keep the communication audience specific.

    i)   Always respect the receiver's point of view.

    ii)   Sender must know receiver's interests, tastes, preferences, background, education, culture etc. in advance.

    iii)   Never underestimate the receiver. There must be a sense of respect for the receiver (vice-versa).

    iv)   Communication should be a collaborative activity between sender and receiver.

    v)   Effective planning is required. The planning involves 3 things. a) Language skills and intelligence, b) Knowledge and understanding of the topic/subject and c) relationship/rapport enjoyed by both the sender and receiver with each other.

Purpose: As we have already discussed in the previous chapters that communication is a human need. Communication is instrumental or directly satisfies certain needs like physical, emotional, social, psychological etc... For that reason each and every communication has a definite purpose. The purpose is linked with both the sender and the receiver. Without purpose any

communication can be rendered useless. A statement of purpose not only describes what we want to accomplish, but also helps us know at the end of the communication whether it has been achieved. The purpose can be classified into two broad categories. I.e. General or specific. General purposes can be to entertain, to inform, to attract, to regulate, to instruct etc... Specific purposes involve to influence, to motivate, to enquire, to persuade etc... The listeners of communication plays an important role in the communication process because they influence the medium of communication. When communication is targeted towards audience with a purpose it yields desired result. We must understand that some purposes are sender related and some purposes are receiver related.

To inform: Any sentence that is informative in nature. e.g. i) this road leads to the main hall of the compound. ii) I'm a student of IST year B.Tech from CET.

To entertain: Cracking a joke or delivering a dialogue which amuses the audience or listeners.

To attract: In this purpose the listeners or audience or receivers are attracted to listen or give attention to the speaker. The listeners might not have a direct interest or role in what the sender is telling but the communication is such designed that they get attracted. Advertisement hoardings, Ads in TV channels.

To regulate: This purpose generally serves rules and regulations, sometimes maintaining discipline in a particular environment. No smoking here.

To instruct: This purpose has a greater role in training, teaching, directing, and administrating.

To influence: This purpose is specific in nature, where we try to influence an individual's decision, attitude, thought and impression.

To motivate: This purpose gives attention to particular individual or group to get some work done or to do better in life, like sermonizing etc.

To persuade: Here the sender is trying to extract some work or job by continuously involving in conversation with the receiver. This purpose require a lot of skills. This may also take some time to get fulfilled.

To enquire: When we try to extract information from someone on a specific issue or with a specific motif we use this purpose. What is your name? Where do you read? etc...

Human beings are social beings. Though we claim that we cannot exist without communication but in reality we use communication for achieving our own selfish motifs. Hence, we may conclude that all communication taking place in this world revolves around some purpose or the other.

<u>1.4</u>: The information gap principle: given and new information, information overload

Information gap principle: In the process of communication sometimes the desired outcome doesn't take place. We failure of the process is attributed to barriers/filters. But, it is not always true. There can also be other reasons for the failure in communication. E.g. difference in perception, preconceived notion (bias), unwanted topic, physical discomforts, disinterest in the subject, drab topic etc... Hence, it gives rise to a new perception about communication process. When a particular piece of information is already known by the receiver then the receiver won't be interested in receiving that piece of information. That information is known as **'old information'**. Prior knowledge of the information suggests the receiver will not show any interest in the present process. When the sender assumes that the receiver already has some information to their knowledge and continues with that notion, it is known as **'given information.'** If the receiver already has some knowledge then the flow of communication will continue but if the receiver doesn't know head and tail about the information than the communication is bound to fail and there will be breakdown in the process. Any individuals' show interest to a particular topic when they find it to be new. When the receiver is provided with information beyond its knowledge it is known as **'new information.'** Sometimes the receivers react critically to the new information but mostly they try to receive the information out of curiosity and shows interest in the process. While providing new information the sender must always keep in mind the background (educational, social, and economical) of the listeners. The condition that arises from failure in communication due to presence of old information and given information is known as **information gap principle.** We need to overcome this gap to make the process of communication fruitful and effective. In general, listeners/receivers or readers are interested in new subject like small kids. The sender should always maintain a strategy to make the audience feel more comfortable in the process. While providing, new information the sender should move from the known to the unknown.

Information overload: We are living in the age of information overload. For a particular query, we get many information to such an extent that, it becomes difficult to gauge which piece of information is necessary and which is redundant or useless. This situation confuses us to take a proper decision regarding which information to retain and which to discard. Here, we must

understand that **information is not knowledge**. This is a world of **'information technology.'** We tend to get many information with the click of a button through internet. But all the information received by the internet are not handy or useful. Most of the stuff are pure junk. One must have sane mind to differentiate between real piece of information and trash materials. The bombardment of information makes the task much more difficult. It consumes a lot of time to select a few relevant pieces from such an overload of information. Hence, we have to be cautious in approach while dealing with such information. This particular problem has been aggravated by the presence of internet in our day today life. Internet boom has confused the minds of the youngsters. They confuse between information and knowledge. Many feel that internet is the biggest teacher and they don't need class room teaching. Use of internet definitely helps us a lot but it cannot replace knowledge. We must learn how to master the internet effectively, rather than becoming a slave to it.

Another concept in information overload is when too much information is provided to the receiver at one go, the receiver starts bouncing. The receiver finds it difficult to cope with the information. Particularly in a class room situation, first day in a job etc.

E.g. You must attend the classes/*regularly,* I'm going to the barber/ *to take a haircut*.

1.5: Verbal and non-verbal communication (Body Language)

Verbal Communication:

When we use any language which is represented by words and sentences for the purpose of communication it is known as Verbal Communication. It can be either spoken (where we use sounds to represent a particular symbol) or written (we use script to represent symbols).

Spoken or Oral Communication: Now a days in the highly competitive professional world we need to engage a lot in oral communication in our day-to-day situations. So, we need to develop and hone the skills of oral communication. In order to be master in Oral communication one must acquire the skills. The skills depend on certain qualities which every professional need to develop.

Qualities of Oral Communication:

i)   **Integrity:** In order to build a rapport with the listeners/receivers one must maintain integrity in the speech. Integrity refers to speaking accurate and to the point. One should speak with confidence and maintain a flow of communication. Sincerity is highly required in speaking. By maintaining integrity in the speech one can have greater control of the environment. Providing background information about topic discussed is always appreciated.

ii)   **Voice:** One should speak in a pleasant voice. It should be audible and we should adjust our volume of speech according to the environment. Proper modulation is highly essential while speaking.

iii)   **Tone:** We should not try to speak in an extra fashionable manner or like a singer. We should speak in a normal pitch which can be understood.

iv)   **Delivery:** While speaking one should have a controlled and deliberate delivery style. The normal speed of delivery should be within 120-180 words. Clarity should be maintained in the delivery of speech.

v)   **Quality of the topic:** It is also important what you speak. It is wisely said that you can fool many people for most of the times, but not all the people for all the time.

Hence, speak relevant and good points. You have to substantiate your points with clear conviction.

vi) **Enunciation and Pronunciation:** Enunciation means pronouncing each and every sound clearly and distinctly. Giving thought to your pronunciation is enunciation. Pronunciation of the words should be clear and audible.

vii) **Accent or Diction:** Try to speak in neutral accent. Your accent should be bereft of mother tongue influence (M.T.I). Never try to be extraordinary and avoid using nasal accent. Always use the right word at the right place.

Techniques to improve Oral Communication: The following measures should be taken to improve one's oral communication skills. i) Maintain proper eye contact, ii) Do not draw attention to your own drawbacks (never confess/apologize), iii) Try to understand the audience (the audience may not have knowledge of the subject), iv) prepare the topic well before you speak and define the purpose of the speech, v) collect relevant materials to substantiate your talk and vi) Organize your topic properly and outline the main points.

General rules to become a good speaker in English: Make speaking a practice, except critics, voluntarily participate in discussions, read books and newspapers and journals regularly, be an active listener (English news in NDTV, BBC,CNN-IBN etc.), Listen to radio programs in English and watch T.V shows anchored in English. Tape your speech and continuously rectify your mistake, practice continuously and speak with conviction.

Types of Oral Communication: Spoken communication can be broadly of two types as per the use and environment. Different situations in our day-to-day use differentiate them in two different types.

Formal and Informal:

Formal communication is otherwise known as official communication. In case of formal communication we use formal language. Formal communication is used for serious purposes. E.g. Debate, discussions, lectures, interview, seminars, speech, Group work, meetings, presentations, public speaking, press briefing etc. Though formal communication has a lot of passion but most of the times it is bereft personal feelings and emotions. That's why critics

categorize formal communication as artificial communication. In formal communication, the same topic communicated at different places, to different persons under different situations and environment can vary. The status and position of the persons involved in the process also changes the form of formal communication.

Informal communication includes all the communication that we do either in a professional set up or in social set up without any serious purpose attached to it. E.g. casual greetings or private conversations, chatting, gossiping etc... Informal communication is natural and free flow communication without any rules, restrictions and formality. It reflects personal touch, humility and emotions. One must understand that there is a hair line difference between formal and informal communication. Language used in both types of communication depends on the kind of relationship plus in what context the communication is taking place. The environment has a definite role in deciding the degree of formality in the process of communication.

Merits of Oral Communication:

   i)   Saves time
   ii)   Economical
   iii)   Powerful method of persuasion and control
   iv)   Professional Advantage (Marketing, presentation etc.)
   v)   Tone, pitch can convey the seriousness of the message.
   vi)   Immediate feedback is possible.
   vii)   Develops rapport and helps in making friends.
   viii)   Instrumental in public relations.
   ix)   Group communication is possible.

Drawbacks of Oral Communication:

   i)   Distance can be problem in communication.
   ii)   In case of lengthy message it becomes boring and difficult.
   iii)   Long retention of the message is difficult.
   iv)   No legal validity.
   v)   Feedback is sometimes biased and creates misunderstanding.

vi)   Barriers and filters create a lot of problem in the process.

Written Communication: Any communication that is done with the help of writing using script and follows certain rules of grammar and syntax we tend say that it is written communication. Broadly it can be divided into two types Professional (Internal and External communication with respect to official communication) and Personal as per the use. But as per the method, style, composition, length and use these are 5 different categories of written communication.

     i)   **Documentation:** Applications, letters, circulars, memos, telegrams, forms, questionnaires, manuals, tenders etc.

     ii)   **Books:** Novels, stories, poems, articles, essays, puzzles, travelogues etc.

     iii)   **Research:** Samples, projects, inventory, bibliography, surveys, journals reports, thesis, dissertations, hypothesis etc.

     iv)   **Meeting:** Agenda, minutes, MOU, agreement, contract etc.

     v)   **Print media:** News, magazines, journals etc.

Steps to be followed in written communication: We don't follow any prescribed chronology or steps in case of oral communication but in written communication we must follow a pattern. Though it is not strictly abided but still it is followed by many, for the purpose of communication to be effective and useful.

     i)   Introduction with relevant background information and brief history.

     ii)   Development of case/subject.

     iii)   Conclusion.

     iv)   Recommendations (if any)

Apart from this chronology there are certain rules that are strictly followed in any type of written communication. **Cohesion** and **Coherence** are two important aspect of writing. Cohesion is the sequential development of the subject. It refers to the discussion of an event or problem in a chronological manner. Coherence refers to logical development of the subject. Here, the topic may be discussed in a flow/one after the other but definitely links with each other in justified manner. These two devices must be present in any type of written communication. Or else, the writing will lose its direction and becomes meaningless. Anyone

who is taking course of written communication must be aware of these two devices for making the communication effective.

Advantages of Written Communication:

i)   Accurate and precise: Any written communication is an outcome of careful study, reading and drafting, editing, re-drafting. To make it authentic collection of information and data is essential.

ii)   It can be used repeatedly. Number of times and number of readers is not binding.

iii) Permanent Record: It can be stored for ages. Useful for future reference.

iv)   Legal Document: Legal validity(legal document)

v)   Useful in case of organizational matters.

vi)   Wide accessibility: Internet, newspapers, books etc.)

vii) Assigning jobs and responsibilities is easy through written orders.

viii) More use of written communication increases one's language ability.

ix)   For students the best advantage of this is it is easy to remember once you write it.

Drawbacks:

i)   Time consuming: Drafting a document takes a lot of time.

ii)   Not economical.

iii) No immediate feedback is possible in this type of communication.

iv)   Language cannot represent the seriousness of the message. Explanation is needed to apply the emotion.

v)   Absence of paralanguage makes it difficult to comprehend the meaning unless one is used to it.

vi)   In a country like India, oral communication is more effective than written. Illiteracy, negative attitude, stubbornness, unwillingness etc.

Nonverbal Communication:

Nonverbal communication refers to the silent mode of communication. Words or sentences are absent in this type of communication. Actions communicate in this type of communication.

Martin Luther King said *"actions speak louder than words."* The plain technique involved in nonverbal communication is stimulation of mind through visual imagery. Even silence can communicate thousand sentences. **Body language** is the most visible and evident form of nonverbal communication. Body language involves **gestures, postures, eye contact, facial expressions** etc. We also use signs, symbols, space, objects etc. for this purpose. It is present from pre-historic age. The evidence of which we find in the caves. It only came into existence as a form of communication in the 20th century.

*Definition 1***:** It refers to the transfer of meaning by body language, space, time and paralanguage. Nonverbal communication as a form of communication cannot supplement language but without this language is meaningless. It works as a catalyst in the process.

Definition 2: It is the transmission of messages by some medium other than speech or writing.

Significance: *"Don't watch a person's mouth but his fists."* In today's scenario nonverbal communication is important for all particularly for professionals. Organizations consists of individuals. When their nonverbal cues match with each other then they will work in a homogeneous environment. If they work harmoniously and constructively their productivity will increase. According to Prof. Albert Mehrobian nonverbal communication has a greater role in any type of communication, even more than verbal communication. He suggests that in any communication only 7% weightage goes to verbal communication rest 93% is nonverbal communication. They are sometimes deliberately used for a proper transfer of message.

Gandhi believed that *"a picture is worth a thousand words."* Nonverbal communication is quicker and suitable for certain tasks. It plays an important role in interpersonal relationships.

Types of nonverbal communication:

i) **Conscious:** Winking of an eye, traffic police gestures etc.

ii) **Subliminal:** It affects our mind without our knowledge. Police uniform, Modelling, Military attire etc.

iii) **Voluntary or involuntary messages:** Communicators are unaware of their body cues. Scratching the back of your head while telling a lie.

Categories: Signs, symbols, drawing/painting/sculpture, punctuations, Morse code, semaphore, colour, graphs, paralanguage etc. are different categories of nonverbal communication. The most significant category of nonverbal communication is Body language.

Body Language: It is the study of body movements in such a manner that each and every movement of our body communicates a message depending on the environment. It is not rigid in nature rather flexible. It is one of the most important aspect of Nonverbal communication and communication. The different body language cues sometimes function independently and sometimes there is a combination of two or more. We must study all the cues before judging the meaning of the message. For having a proper understanding of it one must have a serious approach towards it. Then one will definitely succeed in their communication under any circumstances. The study of body movements, facial expressions, postures, gestures, eye contact etc. is known as **Kinesics**. The various types of body language cues are as follows:

i) **Emblems:** It is the study of finger movements or hand movements. This type of body language is culture bound. Most of the emblems are deliberate in nature.

ii) **Regulators:** It is the study of head movements. Regulators are an important part of any communication as they regulate and maintain the flow of speech in communication.

iii) **Adopters:** It is the study of postural changes of body/stretching. Yawning, sitting, meditating etc. This is universal in nature. But when we use it deliberately to reflect a meaning it becomes culture bound.

iv) **Oculesics:** It is the study of eye contact. It is universal in nature. It depends on individual's cultural background, age, gender and upbringing. Various position of our eye can depict different meanings. E.g. Looking straight suggests direct/open/straight forward, Looking down suggests out of respect/guilt/lack of confidence, looking up suggests lack of knowledge, wandering etc.

v) **Haptic:** It is the study of touch. It ranges from touch to cuddling, hugging, hand shaking, even kicking.

vi) **Proxemics:** It is the study of space distancing. It refers to the distance generally we maintain in different situations. E.g. Intimate: zero, personal: 1.5 ft-4 feet, social: 4-

12 feet etc. It is cultural specific. In western countries particularly Europe they are very particular about proxemics. In India, it is difficult to understand the relevance of this concept.

Apart from the study of body movements **Para language-** is also an important part of nonverbal communication. While speaking we maintain a particular pause and space without these pauses our speech becomes meaningless. In addition, to that we maintain tone, speech, voice & modulation in our speech. These things are relevant and related to what we speak.

1.6: Comparing general communication and Business communication

 I believe students by now, have understood what communication is. The application of communication for business needs is known as Business communication. We are going to discuss about Business communication in detail in the next semester i.e. IInd Sem. Business Communication is an integral part of the syllabus. Here a bird's eye view is given about the comparison between general communication and business communication.

General Communication:

i)   Deals with sharing.

ii)   It takes place in a social setup.

iii)   It is a process.

iv)   This is emotionally related to the participants in the process.

v)   It requires practice to hone the skills of communication.

vi)   It is important for human existence.

Business Communication:

i)   It is exchange of ideas.

ii)   It takes place mostly in a business setup or organization.

iii)   It is a product.

iv)   This is related to action/activities.

v)   This is the application of acquired skills.

vi)   It helps in coordination and achievement of desired goals.

Module II   **The Sounds of English**

2.1: Vowels, diphthongs, consonants, consonant clusters

Introduction to Sounds of English: When we deal with any language we have to master all the four major communicative aspects of that language. They are Listening, Speaking, Reading and Writing (LSRW). We get enough exposure for reading, writing and listening but for speaking we don't get enough opportunity. Hence, we are unable to speak correctly (properly, confidently and with proper pronunciation). We use language to communicate and establish relationships with people around us. One's pronunciation is acceptable when the listener is able to understand the speaker's content, nature and meaning without any distortion. Pronunciation differs from region to region. By being careful in speech habits we can avoid simple mistakes. We know that English is a Universal language used and spoken in different parts of the world like USA, UK, India, Canada, Australia, etc. The style of speaking (pronunciation) is different in different parts of the world. There is nothing called "correct pronunciation" because there is no one right way of speaking. Pronunciation is the manner of uttering or speaking (words and sounds), and good pronunciation is the way of speaking that ordinary people find easy to understand. Daniel Jones defines 'bad' pronunciation as, "a way of talking which is difficult for most people to understand." One should refer to a good dictionary like Oxford's Advanced Learners Dictionary or Cambridge Dictionary to know acceptable English pronunciations of words. Dictionaries give the pronunciation of a word in phonemic symbols, it is essential to be familiar with phonemic transcription. Learning appropriate pronunciation techniques gives one the confidence to avoid common lapses and errors in speaking.

A basic understanding of the sound system of the English language is very important in effective oral communication. The ability to produce individual sounds, both in isolation and in combination with other sounds, also plays a significant role in effective oral communication. Pronunciation is far more than the accurate production of individual sounds. Pronunciation is the way a word or a language is usually spoken or the manner in which someone utters the words of a language. To develop proper oral communication proper pronunciation is one of the key factors. It is important to understand the sound system of English, including various aspects

such as individual sounds-consonants and vowels. Production of speech, word stress, sentence stress (intonation), or the variation of speech are highly essential for proper pronunciation.

Varied Pronunciations: Interestingly, there is no such thing called correct pronunciation. The pronunciation of English varies from one country to another and there are marked pronunciation features associated with English spoken in important English speaking countries like the United Kingdom, United States of America, Canada, and Australia. Even within the United Kingdom, there are variations between England, Scotland, Wales and Northern Ireland. One particular accent, called Received Pronunciation (RP) has come to be accepted as the standard in the United Kingdom. Thus, it is better to consider pronunciation in terms of 'acceptable pronunciation' and 'unacceptable pronunciation' rather than correct or incorrect pronunciation. Acceptable pronunciation is, clearly intelligible to all ordinary people whereas 'unacceptable pronunciation' refers to a way of talking that is difficult for most people to understand. In order to, learn correct English pronunciation we have to understand sounds and basics of phonetics. Indian speakers of English suffer from a typical problem that is known as **Mother Tongue Influence (MTI)**. Here, the pronunciation of English varies from region to region. As English, is not our mother tongue we speak this language as either a second language or third language. As a result, our vocal chords are already conditioned with the language we speak (mother tongue and in case with a second language). The tinge and touch of mother tongue is reflected in our speech when we utter the English language. While speaking we must consciously avoid MTI to be understood by others. In order to do that we should try to speak in a neutral accent.

Sounds: When letters are represented by sounds in a logical sequence it is known as phonetics. There is no one to one relationship between letters and sounds in English language. As there are only 26 alphabets/letters but 44 sounds. Sounds are generally categorized by the place of articulation, method of articulation, and voicing. While individual sounds are the most basic elements of a language, they do not mean anything by themselves. However, certain sounds like /l/ at the end of words such as school, chill, kneel, etc. symbolizes prolongation of the sound and /ŋ/ at the end of a word means continuous vibrating sound. Letters are seen and sounds are heard. Letters provide a means of sounds. Each and every sound is represented by a

phonemic symbol. When they do so in a logical manner the essential sounds of any particular language or dialect are represented consistently. The sounds are represented through IPA symbols.

Phonetics: Phonetics refers to the study of English speech sounds. It is the study of articulation (how a sound is produced and pronounced in a sound system) of sounds in English language. Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols. For better pronunciation of sounds one should follow the phonemic symbols rather than the letters. Phonemic symbols help in proper phonetic transcription. Phonetics has three main branches.

i)   **Articulatory phonetics**- concerned with the position and movement of lips, tongue, vocal tract, and folds, and other speech organs producing speech.

ii)   **Acoustic phonetics**-dealing with the properties of sound waves and how they are received by the inner ear.

iii) **Auditory phonetics**-concerned with speech perception, primarily how the brain forms perceptual representations of the inputs it receives.

Phonetic Transcription: In order to understand the sounds and symbols one must know how to transcribe the letters/words into sounds. The process of transforming letters into sounds is known as phonetic transcription. Phonetic transcription can be defined as a kind of alphabetical writing in which each letter represents one sound. It is, thus the writing of a language by means of a separate symbol for every sound. A pronunciation symbol or a phonemic symbol represents each English sound. As the letters of the English alphabet can be a poor guide to pronunciation, it is advisable to learn the phonemic symbols of English because these symbols are a reliable guide to English pronunciation. Knowledge of these symbols is useful in referring to a dictionary to find out the pronunciation of any word. Every good dictionary contains a list of these pronunciation symbols. In order to understand phonetic transcription one must have knowledge of the classification of sounds in English. ***note:** Students are advised to continuously practice phonetic transcription with the help of a good dictionary. It will help them in developing their pronunciation.

Classification of Speech sounds: There are total speech 44 sounds in English language as per Received Pronunciation (RP). They are classified as follows. 20 Vowel sounds and 24 Consonant sounds. The vowel sounds are further classified as 12 Monophthongs (pure vowels) and 8 Diphthongs. The monopthongs are further divided into two parts 5 long vowels & 7 short vowels.

Vowel Sounds: These type of sounds are produced without stoppage of air. During the production of vowel sounds, the air form the lungs comes out in an unrestricted manner in a rather continuous stream. Vowel sounds are articulated by the tongue, teeth or lips. In the process of articulation of a vowel sound the active articulator is raised towards the passive articulator in such a way that there is a sufficient gap between the two for air to escape through the mouth without friction. For example, when speaking the word 'art', air escapes freely and continuously without any friction while pronouncing the first sound 'AH'.

Consonant Sounds: These type of sounds are produced by stopping air with the help of lips. In order to produce the word 'paper' our lips try to stop air form passing through while producing the sound 'p'. Thus, the voice or breath in consonants is partially hindered by the tongue, teeth, lips, or other organs of articulation. The 24 consonant sounds are classified according to the nature of constriction as plosives, affricates, nasal consonants, lateral consonants, and fricatives.

*note: Please refer M Ashraf Razvi book (Chapter 7: Phonetics and Spoken English) for the IPA symbols of vowel and consonant sounds along with their examples and words.

Consonant Clusters: A consonant cluster is a group or sequence of consonants that appear together in a syllable without a vowel between them. E.g. In the word splits /spl/ and /ts/ are consonant clusters. It is important to distinguish between consonant clusters and digraphs with which they are often confused. In contrast to a consonant cluster, a digraph is a group of two or more symbols which really stand for just one sound (usually a consonant). In the word 'chat', the letters /c/ and /h/ appear contiguously but are not a consonant cluster. Even though, both are separate consonants in other contexts. In this instance, /ch/ is a digraph because the ch sequence represents a single sound in the underlying English sound system. It can also be

understood like this, that consonant cluster can only occur within one syllable. Consonant clusters are more useful as a definition when they may occur across syllable boundaries. When there are three or more consonants together, native speakers do not always produce or pronounce as many consonant sounds. For example, the final consonant cluster in the word 'fifths' is usually reduced to the last two consonant phonemes.

Example: Dragon, Dream, Smile, Strength, Stream, Drink, Winter, Wrist, Toasting, Rather, Branch, Sneeches, Triangle etc.

2.2: Problem Sounds

Non-native speakers or in this case Indian speakers of English face problems in articulation of certain sounds of Received Pronunciation. Let me try to explain this concept by giving the following example:

Speaker 1: Did you like the test of our copy?

Speaker 2: What do you mean? Which test and copy are you talking about?

Speaker 1: The copy you have just now finished!

Speaker 2: Oh! Your coffee! It tastes so well. Thank you.

Such confusions can arise when, Indian speak English with the various accents used in their mother tongues, because many sounds of their language may differ from the sounds of English. Some of the sounds in English are similar to the sounds in the Indian languages. This concept can be clarified by a few more examples.

Note: Refer annexure I

2.3: **Syllable division and Word Stress**

Syllables: We can divide words into, one or more than one separately pronounced parts. Each part has a distinct pronunciation within the word. These distinctly pronounced parts in a word is known as syllable. A syllable is any of the units into which a word is divided, containing a vowel sound and usually one or more consonant sounds preceding or following it. In a given word generally the structure of the syllable is like this formulae: (C) + (V) + (C). Where 'C' is a consonant and 'V' is a vowel sound. The brackets say that the consonants are not obligatory. There can be one or more syllables in a given word depending upon the number of vowel sounds it has. Thus, a word like 'street' having six letters is monosyllabic, whereas a word like 'ago' having three letters has two syllables. Their structure is as follows: street= CCCVC, ago=VCV. Hence, it is understood that the number of syllables in any word is not decided by the number of consonants it has, rather the number of vowels/sounds it produces. In order to do syllable division of words, one must keep in mind the presence of vowel sounds. While dealing with syllables diphthongs, which consists of two vowel elements, should be treated as one vowel sound. Depending on the number of vowel sounds a word has the words can be termed as monosyllabic, bi-syllabic, tri-syllabic or multi-syllabic. While dealing with syllables one must remember that the first syllable in a word is known as **'prefix'** and the last syllable is known as **'suffix'.**

*There are some exceptional syllables which occur at the end of the word which doesn't have a vowel sound. E.g. Bo-ttle, bu-tton, bo-ttom, etc. One should not confuse between vowels and vowel sounds. These type of words are known as syllabic ending.

Word Stress: When we are dealing with Indian languages, we give stress to all parts, particularly in Odia language. We try to speak (pronounce) each and every letter/syllable prominently, bringing out distinction between each letter. But in English language we don't do like that. We are not compelled to pronounce each and every letter separately. We just need to pronounce the syllables. In words of two or more syllables, one of the syllables stands out from the rest.

Stress or accent is an important feature of the English language. Developing effective word stress and sentence stress is very important to speak intelligible English. The following discussion would enable one to understand the concepts pertaining to syllables, word stress, and sentence stress, which are necessary to speak English effectively with the right accent.

When we speak, the air from our lungs does not come out in a continuous stream but in small puffs, each puff of air producing a syllable. Stress is generally defined as the degree of prominence a syllable has. It is the degree of force with which we pronounce a word/syllable.

Thus, an accent is the degree of prominence or the relatively greater emphasis given to a particular syllable in the word. In a multisyllabic word, one particular syllable stands out from the rest, it has greater stress than the others. The stressed syllable is pronounced relatively louder, held for a longer duration (clearly and distinctly), and made noticeable by the pitch of the voice. Thus, the stressed syllable has three main features:

i)   It is said more loudly than the other syllable or syllables (loudness).

ii)   It is said on a different pitch (tone).

iii)   It is held for a longer time than the other syllable or syllables (duration).

Primary Stress and Secondary Stress: In longer English words, there may be more than one prominent syllable. In such words, one syllable may have the main strong stress called primary stress, whereas the other syllable may have a weak stress called 'secondary stress'. For example, in the word 'introduction', the third syllable 'duc' is said with force and is held for a longer time, whereas the first syllable 'in' is held for lesser time and is said with a little force. Thus, the first syllable has the secondary stress while the third syllable has the primary stress. The primary stress is shown by a vertical bar above and in front of the accented syllable, e.g,. a'broad, and the secondary stress is shown by a vertical bar below and in front of the accented syllable, e.g., 'calcuˌlate, eˌxami'nation, etc.

Rules for using correct stress patterns: English language has developed to such an extent that, there are presently millions of words in its dictionary. Dealing with such a huge number of words in terms of stress is very difficult. As most words are derived from different world languages. But still an attempt can be made to do so. It is difficult to give a comprehensive list

of rules for accenting words/syllables. However, the following rules can help one get the proper accent.

1) Words with weak prefixes are accented on the root. E.g. a<u>broad</u>, a<u>ccount</u>, a<u>bove</u>, a<u>ffect</u>, dis<u>arm</u>, dis<u>able</u>, dis<u>own</u>, pre<u>date</u>, re<u>call</u>, un<u>said</u>, un<u>seat</u>, re<u>cite</u>, pre<u>cast</u>, pre<u>lude</u>, etc.

2) In most two-syllabic words containing a long vowel, the stress is generally on the syllable with the long vowel sound. E.g. <u>art</u>ist, ac<u>crue</u>, <u>fa</u>ther, <u>far</u>mer, ma<u>chine</u>, <u>star</u>ter, <u>car</u>bon, <u>mar</u>ket, im<u>port</u>, <u>har</u>vest, <u>mar</u>gin, <u>tea</u>cher, <u>ar</u>gue, <u>lea</u>der, im<u>part</u>, in<u>sert</u>, <u>sea</u>son, etc.

3) Word ending in –ee are generally accented on the last syllable. E.g. a<u>gree</u>, de<u>gree</u>, de<u>cree</u>, refe<u>ree</u>, trus<u>tee</u>, etc.

4) Words ending in –tion are generally accented on the syllable before it. E.g. <u>ac</u>tion, a<u>tten</u>tion, a<u>ttrac</u>tion, <u>cap</u>tion confir<u>ma</u>tion, co<u>llec</u>tion, intro<u>duc</u>tion, in<u>ten</u>tion <u>sanc</u>tionesti<u>ma</u>tion, <u>fric</u>tion, limi<u>ta</u>tion, etc.

5) Words ending in –sion, -ssion, -cion, and –shion have the stress on the syllable before it. e.g. <u>man</u>sion, ex<u>pan</u>sion, <u>pen</u>sion, di<u>ffu</u>sion, co<u>mmi</u>ssion, con<u>ce</u>ssion, <u>fash</u>ion, sus<u>pi</u>cion, po<u>sse</u>ssion, etc.

6) Words ending in –ic,-ical, -ically, -ious, -ially, -ial, -logy, -nomy,-graphy, have generally the stress on the syllable preceding the suffix. E.g. aca<u>de</u>mic, spe<u>ci</u>fic, aro<u>mat</u>ic, ar<u>tis</u>tic, me<u>cha</u>nic, e<u>lec</u>tric, mag<u>ne</u>tic, e<u>lec</u>trical, e<u>ssen</u>tial, <u>par</u>tial, de<u>li</u>cious, <u>cau</u>tious, sus<u>pi</u>cious, eco<u>no</u>mic, <u>pre</u>cious, <u>ma</u>gic, confi<u>den</u>tial, pho<u>tog</u>raphy, ge<u>og</u>raphy, etc.

7) Words ending in –icy, -ify,- and –ty have the stress generally on the third syllable form the end. E.g. <u>pol</u>icy, <u>scar</u>city, <u>co</u>dify, i<u>den</u>tity, <u>pa</u>cify, <u>clar</u>ity, fa<u>ci</u>lity, lo<u>ca</u>lity, <u>pu</u>rity, to<u>ta</u>lity, <u>cla</u>ssify, mo<u>ra</u>lity, <u>cha</u>rity, punctuality, ac<u>ti</u>vity, etc.

8) The suffixes –eer, -self, -ever, -ique, and –mental are accented on the last syllable. E.g. ca<u>reer</u>, her<u>self</u>, my<u>self</u>, how<u>ever</u>, for<u>ever</u>, what<u>ever</u>, phy<u>sique</u>, u<u>nique</u>, depart<u>mental</u>, experi<u>mental</u>, senti<u>mental</u>, compart<u>mental</u>, etc.

9) The suffixes –ed, -ment, -es, -ing, -age, -ance, -en, -ess, -ful, -hood, -ice, -ish, -ive, -less, -ly, -ness, -or, -ship, -ter, -ure, -y, -zen do not affect the stress pattern of the original word.

E.g. affect – affected, court – courtship

10)   The suffixes –al, -ible, -ial, and –ially generally affect the stress pattern. E.g. accident – accidental, origin – original, sentiment – sentimental, access – accessible, President – presidential, etc.'

11) The stress pattern in the two syllabic English words that function with both as nouns/adjectives and as verbs generally depends upon the grammatical category of the words. The stress is on the first syllable if the word is used as a noun or adjective and on the second syllable if it is a verb.

Noun /adjective ------------- Verb

Convert -----Convert

Process ----- Process

Transport -----Transport

Conduct ------ Conduct

Contact -----Contact

2.5: **Sentence Rhythm and Weak forms**

Sentence Rhythm: Sentence rhythm refers to the phonological structure of the language. English is a rhythmic language. Rhythm refers to the timing pattern. There are two factors that influence the rhythm of English: sentence stress and connected speech. Maintaining a rhythm in a speech makes the speech sound natural and fluent.

Sentences contain both content and function words. The rhythm produced by the stressed and unstressed words in a sentence is a major characteristic of spoken English. Using only the strong forms (i.e. stressing all the words) in sentences may make a speech sound dull and artificial. The listener also may not understand the intended emphasis or meaning in the speech. Speed is another important factor for fluency in English. When we speak, we do not speak words in isolations but group them and speak without any pauses between them. Unstressed words always sound different when used in a sentence as against when used in isolation. The most common feature of connected speech is the weak forms of function words such as *of, have, was, to, has,* etc., and contractions such as *can't, haven't, shouldn't, won't, didn't, they've,* etc. However, we ignore other features, namely elision (losing sounds as in the word listen), linking (adding or joining sounds between words as in 'far away'), and assimilation (changing sounds when two words are combined s in 'good girl'), that help preserve rhythm in our utterances. In addition to these features, there is schwa--- the most common vowel sound spoken in unstressed words in English. Stressed and Unstressed syllables are helpful in creating characteristics rhythm in a sentence. Unstressed syllables are clouded together and pronounced rapidly whereas stressed syllables are pronounced more clearly. Thus, accented/stressed syllables with no stressed syllables in between them are prolonged. The speed of delivery, therefore, depends on the number of unstressed syllables between the two stressed ones.

Weak forms: The weak form of a word is used when the word has no stress and is phonetically distinct from its strong/full form. A weak form is an unstressed syllable. A word may have multiple weak forms or none. In the English language there are around 45 such words, where it has got two pronunciations (one strong and one weak form). Words of this kind may be called

weak form words. Since almost all native speakers of RP use weak forms in their pronunciation, it becomes difficult for non-native speakers to understand without learning those words properly. The main words with weak forms in RP are as follows: ***a, am, an, and, are, as, at, be, been, but, can, could, do, does, for, from, had, has, have, he, her, him, his, just, me, must, of, shall, she, should, some, than, that, the, them, there, to, us, was, we, were, who, would, you***. In the word list the weak pronunciation is generally used in connected speech whereas the strong pronunciation is used when the word is stressed or spoken in isolation, and also when the word comes at the end of a sentence. Consider the following examples:

i)   I am looking **for** my book.   … Weak pronunciation.

What are you looking **for**?   … Strong pronunciation.

ii)   I am going **to** the party.   …Weak pronunciation.

What are you up **to**?   … Strong pronunciation.

The use of weak forms is integral to stress patterns in English because the unstressed words are reduced to give prominence to accented syllables. This weakening of unstressed syllables in a sentence is a characteristic feature of spoken English. Let's consider a few more examples.

i)   And: full form: /ænd/, weak form: /nd/,/n/

Bread and butter (weak form), you should not put 'and' at the end of a sentence (full form).

ii)   Can: full form: /kæn/: weak form: /kən/

Malini can speak English better than I can. The first can is the weak form while the second is the full form.

2.6: Contrastive stress (Sentence stress) in sentences to highlight different words:

Let us consider one example to understand this phenomenon. Try to speak the following sentence without stressing any word. "This acid is very harmful". Your utterance may not send the intended meaning to your listener. But when you give emphasis on 'this' the importance is on the kind of acid. When you stress the word 'very', the importance shifts to the nature of the harm.

In English sentences, each word does not have the same prominence and some words stand out from the rest due to stress or greater breath force. Just as in a single polysyllabic word, one syllable gets more stress than the others, in a sentence one or two words get more emphasis than the others. Let's consider a few more sentences in which stress is given on different words deriving different meaning.

Examples:

i) This is the latest book I have read.

ii) The company produces ten thousand cars every day.

iii) Manohar is going to Paris.

Consider each stressed words in the sentence, uttering the sentence separately, and you will find that the meaning of the sentence and the intention of the speaker changes.

There is another type of sentence stress which is prevalent. There are two types of words present in a sentence, e.g., Content words/ lexical words (noun, verb, adjective, and adverb) and structure words/function words (article, conjunction, preposition, demonstratives, etc.). While dealing with sentence stress one must remember that generally stress is given on the content words and not on structure words. But sometimes in order to denote different meaning to the sentence the words (structure or content) may be stressed deriving different meaning.

Example:

Can you lend me some money?   … Desperate plea

Can <u>you</u> lend me some money?   … Others did not give me will you?

Can you <u>lend</u> me some money?   … I am asking for a loan, which I intend to return.

Can you lend <u>me</u> some money?   … I require the money/will you trust me.

Can you lend me <u>some</u> money?   … I am not asking for more but some amount of money.

Can you lend me some <u>money</u>?   … I am asking for money not any other kind of help.

<u>2.7:</u> Intonation: Falling, rising and falling-rising tones

Intonation: It can be claimed as the melody of language or music of speech. If we tend to speak in one pitch from beginning till end of the sentence, the process will be monotonous and listening will be hampered. At the same time the desired result of the speech will not be achieved as the listeners will not understand anything. To speak fluent English, we need to develop the correct tone or intonation. Intonation is a significant variation in pitch from one part of an utterance to another. Stress and Intonation are linked phenomena, they work together to give the effect of 'prominence' or 'accent'. Important changes in pitch occur with stressed syllables. A tone refers to the modulation of the voice expressing a particular feeling or mood. It is an important feature of spoken English and plays an important role in verbal communication. The tone of a voice shows the attitude of the speaker and reveals his intention. It gives implicit information by indicating the type of sentence spoken by the speaker. In order to use and identify correct tone in spoken English, we should identify the tonic syllable, understand different types of tones, and divide an utterance into tone groups. A segment of speech carrying one intonation pattern is called a tone. Tone can be understood as the modulation of the voice that shows the attitude, approach and intention of the speaker. Emotional degrees of the speaker affect his intonation. The more the speaker is involved with what he is saying, by way of anger, grief, excitement, self-importance and so on, the greater will be the range of pitch and the amount of pitch changes he uses. Intonation of language is not one time occurrence, rather it refers to patterns of pitch variation. In a normal speech the pitch of our voice goes on changing constantly, going up, going down, and sometimes remaining steady. **Tonic syllable** is that syllable on which the pitch of the utterance changes. These

changes generally occur in the last stressed syllable in an utterance. This is otherwise called as 'nucleus'. The following are the main functions of intonation.

- Distinguishing different types of utterances such as statements, commands, requests and questions.
- Differentiating the speaker's emotional attitude such as curiosity, apprehension, friendliness and politeness.
- Drawing the listeners' attention to those segments of an utterance that one considers important.

Uses of the tones:

Falling tone: The pitch of our voice falls on the tonic syllable in a falling tone. In utterances with falling tone, the pitch falls from high to low. Falling tone is used in ordinary statements (assertive sentences, including both affirmative and negative, without any implication), wh-questions (questions beginning with 'wh' words such as what, why, whom, where, when, etc.), polite expressions, greetings, imperative sentences (commands, prohibitions, etc.) and exclamatory sentences.

1) In ordinary statements made without emotional implications.

E.g. i) I am 'writing a book.

ii) I can 'drive a 'car.

iii) She is 'going to 'London.

iv) I am 'pleased to 'talk to you.

2) Wh-questions which are spoken in a natural and sometimes unfriendly way:
   E.g. i) 'Who did 'it?
   ii) 'What happened to 'you?
   iii)   'What's your 'problem?
   iv)   'Why are you 'late?
3) Polite expressions:

E.g. i) 'Thanks for 'helping.

ii) 'So 'nice of you.

4) Greetings or Farewells:

E.g. i) 'Good 'morning, 'Good 'Evening

ii) 'Cheers!

iii)   See you 'good 'night.

5) Exclamatory sentences:

E.g. i) 'What a 'fine 'morning!

ii) 'How 'wonderful!

iii) 'What a 'nice 'place!

6) Imperative Sentences: Commands, prohibitions

E.g. i) 'Shut the 'door.

ii) 'Pick up the 'phone.

iii) 'Finish the 'job.

Rising Tone: The pitch of our voice rises on the tonic syllable in a rising tone. Rising tone is used in polite questions, conditional expressions, polite requests, direct questions, and incomplete utterances.

1) Polite questions:

 E.g. i) How is your study?

ii) What's the name?

iii) Can I help you?

2) Conditional expressions:

 E.g. i) If you work hard, you may get a promotion.

ii) If you do what I say, you will get what you want.

iii) If you read well, you will secure good marks.

3) Polite requests:

E.g. i) Please give me your pen.

ii) Please sit down.

iii) Shut the door please.

4) Direct questions (yes-no questions or alternative questions):

E.g. i) Do you like English music?

ii) Have you finished the job?

iii) Did you attend the meeting?

5) Incomplete utterances…

E.g. i) By the way…

ii) Fortunately…

iii) Its 10 o'clock…and Ravi hasn't gone to office.

Falling-rising tone: There is a change in the pitch from high to low in a falling-rising tone. You use this tone when you are in doubt/confusion or want to convey some implicit or special meaning. Study the following examples.

E.g. i) I will do well in the ᵛexamination…meaning…I am doubtful about doing well in the examination

ii) It is such a nice ᵛparty…meaning…I am not interested in parties/ I am bored.

iii) Her husband is ᵛsmart…meaning…Her husband looks smart, but he is not intelligent.

2.8: **Varieties of Spoken English: Standard Indian, American and British**

As we know that British English which is known as Received Pronunciation (RP) is used and followed in India. Received Pronunciation is also used in all the Common Wealth countries. But after the invention of America (USA) and the declaration of freedom, the Americans have evolved a new English pattern known as General American (GA). This type of English is spoken in USA, Canada, Philippines, South America and in those countries where America has dominance. Now a days as many Indians are moving to America for jobs they have also acquired this pattern. In India, also it has become widespread and professionals are showing interest in this type of pronunciation. Both RP and GA are recognized and established international standards in English. For both the forms of pronunciation dictionaries are available. As there are more number of English speakers in our country. Off late, a new type of English Pronunciation is evolving in India. It is known as Educated Indian English (EIE). But unfortunately no Pronunciation dictionary is available till date.

Received Pronunciation: 20 Vowels (12 pure and 8 gliding).

Educated Indian English: 17 Vowels (11 pure and 6 gliding).

General American: 15 Vowels (10 pure and 5 gliding).

The consonants sounds in each case are more or less same. There is not much difference in the structure of all the pronunciation style. One should try to develop a neutral accent in order to speak fluent English. Once we are able to overcome MTI and develop a neutral accent we will be universally understood and there will be no hindrance in the process of communication, no matter, what is the stage or situation.

Module III   **Review of English Grammar**

Before going into the chapters we should understand the role of grammar in English communication skills. Without proper grammar we won't be able to speak correct English. Without correct English we will never be understood or the meaning of the sentences will keep on changing. Even after we have understood the nuances of communication and how to pronounce the language of English (Phonetics involved), our English will not be correct without proper grammar. Grammar gives a sense and meaning to our sentences. Without grammar it is like a group of words, but with the application of grammar they become useful sentences, where the message is clearly understood and comprehended. Hence, it is proved that the basis of all the four language skills (Listening, Speaking, Reading and Writing) is sound grammar. Unless we know the rules of grammar, we will not be able to formulate correct sentences. As a result, therefore, we will not be able to express our ideas in the right perspective.

In this section grammar is not going to be discussed in detail. As grammar is a huge topic, it is practically not possible to go for a detailed study on all the aspects of English grammar. We will have a bird's eye view over various topics, which are essential for proper communication function. Hence, students are advised to refer to different English grammar books to clarify their doubts, if any.

A basic understanding of functional grammar and style is essential for effective technical communication. This discussion is just a short dose on functional grammar. It illustrates important grammatical concepts, and explains problem areas and standard grammatical practices.

Now let's understand: What is grammar?

It is a set of rules which is followed to speak and write a language correctly. It is different for different languages across the world. But there is a prescribed grammar for the language of English, which we shall follow. Like language, grammar is also continuously evolving and changing. So in order to speak grammatically correct English one must me follow contemporary English grammar.

Why grammar is required?

It helps us in proper sentence structure. It derives a complete meaning to the sentence. The language spoken or written by us can be understood universally, if it is grammatically correct. Finally, it helps in communicating effectively. As it is able to produce desired meaning from the sentence, it is well accepted and proper response is available. And the process of communication can be completed fruitfully.

In English language, letters (26) frames words, and words are connected with each other following the rules of grammar to make meaningful sentences. 'Word' is a group of letters combined together to form some meaning.

Types of Sentences: There are four types of sentences**. i) Assertive/Declarative (statements or assertions), ii) Interrogative (asking a question either with Wh words or otherwise), iii) Exclamatory/Expressive and iv) Imperative (command/request).**

i)   Assertive Sentence: I am going to Cuttack.

He is a good singer.

Ram is on the job.

ii)   Interrogative Sentence: What is your name?

How old are you?

Can you please help me?

iii)   Exclamatory Sentence: Wow! What a nice picture.

Oh! What a terrible.

Alas! The villain had its say.

iv)   Imperative Sentence: Get out, of my class.

Shut the door, please.

Fetch me glass of water.

Sentences can be broadly divided into two parts. **Subject and Object/predicate**. The part of the sentence which names the name of the person or thing or denotes the action is known as Subject. The part which tells about the subject is known as predicate.

Parts of Speech: Parts of Speech refers to the classification of words into eight groups. Apart from these eight Parts of speech there are 3 articles (a, an, and the) are also found in a sentence. Various parts of speech present in a sentence has been discussed separately in the coming paragraphs. It is easy to know the definition of each of these groups but it is better to understand them in the proper context because these groups of words function together to communicate meaning.

Noun: The words which are used to name a person, thing, place, idea or feeling is known as a noun. These are the important words in a sentence. The sentence revolves round them. The meaning the sentence proposes is in relation to the noun. There are many further classification of noun.

Pronoun: It is the word in a sentence which represents the noun in the absence of it or supports the noun when it is present in the sentence.

Verb: These are known as action words. They denote the action of the subject. It is the most important word in a sentence. Any sentence is not viable without a Verb. This word tells us something about a person, place or thing.

Adverb: It is a word that adds more information about a place, time, manner, cause or degree to a verb, an adjective, a phrase, or another adverb. A typical adverb can be recognized by the –ly suffix that has been attached to an adjective. But one must remember that all words ending with –ly suffix is not an adverb, it can be an adjective.

Adjective: This acts like artist in a sentence. It praises the noun. It is a word that qualifies or describes the noun. It can also give the number by quantifying. It gives extra meaning to the noun by adding some meaning to the noun and justifies the capabilities of the noun.

Preposition: They are fixed in number. They are words which denotes the relationship between the subject and object (things, persons, or conditions) in a sentence. Use of wrong preposition can make the meaning of the sentence different. There are two kinds of preposition: simple and complex.

Conjunction: These are words which comes into play while joining two words, phrases, or clauses, and even sentences. They work like cement in a sentence.

Interjection: These type of words express sudden feelings.

In addition, to the parts of speech there is one more type of word that is mostly found in a sentence. i.e. **Articles:** They are used in a sentence to clarify if a noun is specific or not specific. They are short words that may be found in almost every sentence. They include 'a' and 'an' (indefinite articles) and 'the' (definite article). We should know how to use them correctly because the wrong use of an article may cause a serous grammatical mistake. Articles are like salt in cooked food. They are always there.

For details about classification of Parts of Speech and examples along with their use in sentences, students are advised to refer **Wren & Martin** English grammar book.

Now let's discuss about **Verb** in detail. One must understand the importance of verb in grammar as well as in communication. Without the correct form of verb the meaning of the sentence may change drastically. There are many forms and frames present in the category of verb. One need to be master in it, in order to become a fluent communicator of English. Without proper knowledge of verb we are bound to make mistakes, which can harm the process of communication. It acts as the nerve center of a sentence. Similarly, it is very much important in the application in the sentences. Sentences are the base of all verbal communication. Verbal communication either in the form of Oral or written are dependent on verb.

Functions of a Verb: A verb is a word used to tell or assert something about a person or thing. The word has been derived from Latin word ***"Verbum" (A word)***. The three major functions of a Verb are:

i)   A verb tells us about the action of a person/thing. E.g. a) *Ravi is playing cricket.*
      b) *The nurse is talking to the patient.*

ii)   What is done to a person or thing. E.g. a) *Hari is beaten by the police.* b) *The pipe is molded to fix the hole.*

iii)	What a person or thing is (state of being). E.g. a) The cat is dead. b) The glass is broken. c) I feel sorry.

3.1: Static and Dynamic Verb

State Verb (Stative Verb): State of affair that continues for a period of time. It never have a well-defined beginning or end. Verbs like remain, contain, know, resemble, continue, seem, etc. come under this category.

E.g. i) She remained unconscious for a period of time.

ii) Her handwriting resembles to that of Ramesh.

iii) It seems that you are not interested in the class.

iv)	The office will remain closed for Sunday.

Event Verb (Dynamic Verb): A happening thought of as a single occurrence. There is a definite beginning as well a definite end the event. Beginning and end reflects to time of action. Verbs like get, come, leave, hit, close, take, become, etc. come under this category. These type of verbs are dynamic in nature. They can change its form as per the need of the subject.

E.g.	i) While going on the road she became unconscious.

ii) She left home early in the morning.

iii) Mr. X has secured good marks.

iv) He left for New York.

v)	The office is closed for holiday.

The difference between State and Event is the way we look into them and from the position of time. The same sentence can give two references at one time. e.g. Can you remember the story? The verb remember can act as both state and event verb depending on the context of the question. Some verbs can behave both as Stative and Dynamic depending on the time from where you see them.

E.g. The bank <u>is closed</u> (Present time) for Sunday… Event verb…We know that Sundays, banks are closed. There is a particular working hour for each and every bank.

The bank <u>is closed</u> (out of time) for strike….State verb…We don't know, when the strike started and till when it is going to continue.

The distinction between "State" & "event" gives rise to the following verb meanings.

i)   Columbus was a Dutch sailor…. State Verb

ii)   Columbus discovered American….Even Verb (Single occurrence)

iii)   Columbus continued with his voyage tirelessly…. Event Verb (repeated)/Habit.

When an event verb has a repeated occurrence it gives rise to a new type of verb, which is also called as Habit verb. Habit verb is not a separate category of verb, but as per the use in a sentence it is an offshoot of event verb only. That means a particular event is not in a static but it takes place repeatedly in a particular timeframe. E.g. He goes to school daily at 9 o'clock.

3.2: The auxiliary system: Finite and non-finite Verbs

A sentence without a verb is meaningless. A verb can be primarily classified into two types: Main Verb (Full verb) and Auxiliary verb (helping verb).

Main verb is a word which denotes the action of the subject. It can range from any action to happening or event. E.g. i) Xavier is going to school. ii) Mohan was sleeping.

Auxiliary verb: It supplements the main verb or supports the main verb. It comes into force in the absence of a main verb or sometimes supports the main verb. There are a limited number (twenty eight) of auxiliary verbs. They are as follows: i) Be verbs: is, am, are, do, did, done, was, were, be, being, been, has, have, had and ii) Modal verbs: may, might, shall, should, will, would, can, could, Must, ought, need, dare, ought, used. A **modal** is an auxiliary verb used to express the mood of another verb, or the mode of action denoted by the main verb. Modals include the auxiliary verbs shall, will, should, would, can, could, may, might, must, ought, need, dare. Some simple rules need to be remember in order to use modals correctly.

Modals and its uses:

Shall: Simple future action

Will: Promise, intention, threat, command, determination

Would: Past form of 'will', express request, express wish, hypothetical condition.

Should: Past form of 'shall', express suggestion

Must: Express obligation

Ought: Express obligation

Need: Express absence of obligation

Dare: Used as a principle verb to mean challenge, to express venture

May: To express permission

Might: 'might' as past form in indirect speech, request for permission, Express possibility, and speculation about past action.

Can: Express permission

Could: 'can' for present and future 'could' for past , request for permission, 'can' for present and future, 'could' for past, express ability, 'can' for present and future 'could' for past.

Used: Past habit

Finite Verb and non-finite verbs:

Finite Verb: When the verb agrees with the Subject in number and person it is known as finite verb. This is otherwise known as the agreement of the verb with the subject. The verb shows the tense and number. A sentence that has a singular subject is accompanied by a singular verb. On the other hand, a sentence that has a plural subject should have a plural verb. The complex subject of the sentence is followed by a verb that agrees with the main noun in the subject.

e.g. The dog is barking (singular subject). Ten dogs are barking (plural subject).

There are some nouns that can be treated as both singular and plural forms. E.g. The government has (have) announced its (their) new employment scheme. There are various verbs that can be both singular and plural are school, class, department, team, university, press, public, crowd, firm, committee, community, family, generation, electorate, group, jury, orchestra, and the names of the specific organizations such as the Reserve Bank of India, Infosys, Maruti, and BBC. We use a singular verb if you see an institution or organization as a whole unit and plural verb if you see it as a collection of individuals. There is not much difference in meaning, although in formal writing, use of singular verb is more common. But in some contexts, a plural form of the verb is needed.

Non-finite Verbs: When the verb doesn't need to agree with number and person of the subject, it is known as non-finite verb. A non-finite verb has no subject, tense or number. They can be of 3 types: to+infinitive, participle (present and past) and gerund (noun-verb)

Infinitive: An infinitive is a kind of noun with some features of the verb, especially that of taking an object (when the verb is transitive). An infinitive verb is otherwise known verb-noun.

E.g. They always <u>find</u> fault with me…Finite

They always try <u>to find</u> fault with me…Infinitive.

Though, most of the times 'to' is used with the infinitive, it is not an essential part or sign of it. An infinitive verb is not limited by person and number as a verb that has a subject and is called the verb infinitive or simply the infinitive.

E.g. To err is human…Noun is the subject of the verb.

I lived in Germany to improve my German.

Birds love to sing.

To do our duty is Divine.

Participle: Present/Past: Let's consider the following sentences.

i)   <u>Rolling</u> stone doesn't catch moss.
ii)   <u>Barking</u> dog seldom bites.
iii)   <u>Hearing</u> the noise the boy woke up.

In the above sentences the words in the +ing form seems as verbs, but are not verbs they are participles. They are set in the present tense, but are not tensed verb in the present tense.

i)   He was <u>deceived</u> by his friends….Finite verb.
         <u>Deceived</u> by his friends, he lost hope of life….Participle verb in the +ed form. This type of participle verbs are set in the past but not tensed verb in the past tense.

         <u>Driven </u>by hunger, he stole a piece of bread.

Gerund: Any verb with the +ing form used as a subject of a verb and acting like a verb-noun is called a *gerund.* E.g. <u>Meditating</u> is her favourite kind of relaxation. In the given sentence, the meditating is formed by adding –ing to the verb meditate. Hence, we understand that any verb

that ends in –ing and has the force of noun and verb is known as a Gerund. In other words, when the verb is used as a a subject of a verb and becomes a noun it is known as a Verb-noun/ gerund.

E.g. <u>Smoking</u> is bad for health.

   The child was tired of <u>swimming.</u>

   We were stopped from <u>watching</u> the match.

Uses of Gerund: A gerund being a verb-noun may be used as the following:

- Subject of a verb.(<u>Reading</u> is a good habit.)
- Object of a transitive verb. (Girls love <u>making</u> dolls.)
- Object of a preposition. (He is fond of <u>singing</u>.)
- Complement of a verb. (What is most detested is <u>drinking</u>.)

3.3: Time, Tense and Aspect

Time: Time is a non-linguistic concept, which we generally measure in hours, days, and years. It is not related to grammar, but the actions take place in that time. Time is a Linear being. It gives rise to the timeline. Always the present moment is present time, the moment that has already passed is past time and the time to come is future time.

Types of time:

Present Time: Present Time in Present State E.g. i) I'm hungry. ii) Do you like my hat?

Present Time in Present Event: E.g. i) I declare the meeting closed. ii) She serves and it's an ace.

Present Time in Present Habit: E.g. i) I work in two elementary schools. ii) It rains a lot in this part of the country.

Past Time: Simple past: E.g. i) The train derailed yesterday. ii) She sang a beautiful song.

Present Perfect: E.g. i) I have completed my task. ii) Her computer has been broken.

Present Perfect Progressive: The present perfect progressive has the same sort of meaning as the simple present perfect, except that the period leading up to the present typically has limited duration. E.g. i) I have been reading your book. ii) She has been studying for the exams.

Past Perfect: The past perfect means 'past in the past', that is, a time further in the past as seen from a definite point in the past. E.g. i) The place had been abandoned for years. ii) She had given up her studies.

Future Time: Will or Shall (Modal Verbs): The neutral future of prediction is expressed by will or shall and normally occurs with a first person subject. E.g. We shall discuss about the plan in two days. ii) Temperature tomorrow will be much the same as today.

Be going to: This verb indicate the future as a fulfilment of the present. It may refer to a future resulting from a present intention. E.g. i) He is going to pay a visit to you. ii) The party is going to be a great one.

Simple present tense: The simple present tense is used for the future in certain types of sub-ordinate clause, especially adverbial time clauses and conditional clauses. E.g. i) Tomorrow is a holiday. ii) Our examination begins from next Monday.

Present Progressive: The present progressive is used for future events arising from a present plan, programme, or arrangement. E.g. i) We are preparing for the forthcoming examination. ii) What are you doing for the lunch?

Future in the Past: They were going to arrest him, when he escaped from the building. E.g. The priceless tapestry was about to catch fire, but was fortunately saved through the prompt action of the fire service.

Past in the future: E.g. i) Am hoping that by the end of the month you will have finished your report. ii) In three months' time, the plant will have taken root.

Tense: By tense we understand the correspondence between the form of the verb and our concept of time (past, present and future). Tense is a category used in the grammatical description along with the **Mood and Aspect** referring primarily to the way grammar marks the time at which the action denoted by the verb took place.

Types of Tense: Present Tense and Past Tense

Present Tense: There are four tense forms. Simple present, Present progressive, Present Perfect and Present Perfect Progressive.

Simple present: E.g. i) I eat rice. ii) Here comes our chief guest. iii) She wants to speak at once.

Simple present tense is used in the following cases. a) To express a habitual action: She exercises every day. b) To express general truth: The earth revolves round the sun. c) In exclamatory sentences, beginning with here and there to express what is actually taking place in the present: There goes the rocket! d) In vivid narrative, as substitute for the simple past, and in broaodcasting and commentaries on sporting events, instead of the present continuous tense, to talk about the action and events: Sachin now advances forward and plays the fast ball. e) To express a future event that is part of a fixed timetable or fixed program: The next train is

due in 5 minutes time. f) To introduce quotations: Mark Twain says, "The right word may be effective, but no word was ever as effective as effective as a rightly timed pause'.

Present progressive: E.g. i) It is raining. ii) I am feeling very nervous. iii) We are going to have a debate tomorrow.

Present progressive is used for the following purposes: a) To describe an ongoing action: He is reading (now). b) To describe a temporary action that may not be actually happening at the time of speaking: I am reading 'Gone with the wind'. c) To mention an action that has already been planned/arranged to take place in the near future: I am going to Kolkata tonight.

Present perfect: E.g. i) I have taken my lunch. ii) We have received the mail. iii) You have done the work.

Present perfect is used for the following purposes: a) To indicate completed activity in the immediate past: She has just entered. b) To express past actions whose time is not given and not deifinite: Have you read 'The Children of a Lesser God'? c) To describe past events when you think more of their effect in the present thatn of the action itself: She has hurt my sentiments. (I am upset) d) To denote an action begun sometime in the past and continuing up to tohe present moment: My teacher has been ill since last week. e) To express habitual or continued actions: We have lived here for twenty years.

Present perfect progressive: E.g. i) I have been waiting for you. ii) She has been staying there for years.

Present perfect progressive tense is used for an action that began at some time in the past and is still going on. It is used with since and for to denote point and period of time, respectively: They have been building the house for several months.

Past Tense: There are four tense forms. Simple present, Present progressive, Present Perfect and Present Perfect Progressive.

Simple past: E.g. i) It rained heavily. ii) The train arrived one hour late. iii) If I were you, I would buy that property.

Simple past is used to is used to indicate an action completed in the past. It often occurs with adverbs or adverbial phrases of the past time: I danced enthusiastically yesterday. Sometimes simple past is used without an adverb or time. In such cases, the time may be either implied or indicated by the context: I read Akbar and Birbal's tales during the holidays.

Past progressive: E.g. i) It was raining. ii) It was getting dark. iii) We were preparing for the competition.

The past continuous tens is used to denote an action going on at some time in the past. The time of th action may or may not be indicated: The rock fell on him while he was sitting.

Past Perfect: E.g. i) I had been to Puri. ii) He had missed the class. iii) The train had left the station when we reached there.

The past perfect tense is used to describe an action completed before a certain moment in the past and before the happening of another event in the past: When I arrived at the party, she had already left it.

Past Perfect progressive: E.g. i) We had been fighting all the way. ii) They had been trying their level best.

Past Perfect continuous tense: The past perfect continuous is used for an action that began before a certain point in the past and continued up to that time, having linked to the period or point of time in the past: At that time, he had been writing a book for two months.

Aspect: Aspect concerns the manner in which a verbal action is experienced or regarded, for example as complete or in progress.

- The perfect aspect: Perfect aspect is used for a past happening, which is seen in relation to a later event or time.

  E.g. i) He had gone to attend the party. ii) I have completed by work.

The progressive aspect: Progressive aspect refers to activity in progress and it also adds temporariness to the meaning.

E.g. i) He is taking his breakfast now. ii) They were dancing on the floor.

3.4: **Voice: Active and Passive**

Let's consider an example: Ravi <u>is eating</u> rice…The action of the subject is highlighted (person denotes the subject). Rice <u>is being eaten</u> by Ravi…The person is denoted by the subject.

From the above example we understand that **Active Voice** is that where the action of subject is explained by the verb and **Passive Voice** is that where the action is the result of the verb. When we change the active voice into passive voice the object in the transitive verb becomes the subject. Both active and passive forms of verb have to be used in writing and speech, it is important to understand the difference between the two forms.

Technical writing involves the use of impersonal language, which demands the use of impersonal passive. The impersonal passive is the most important linguistic device that makes technical communication impersonal, objective, and formal. An impersonal passive construction contains the past participle form of the main verb preceded by the appropriate tense form of the verb 'to be'. The best way to convert the active into passive, is **(Object + to be+ verb in past-participle form)**. In technical and scientific writing, it is advisable for the writers to opt for passive *without agents* to achieve objectivity. Therefore, E.g. This solution was, therefore found to be far more suitable. 'The observations were recorded to be put forward at appropriate time'. The impersonal passive is preferred for two reasons i) it deletes the subject of an intransitive verb and a dummy is used in the construction of the sentence. ii) This dummy has neither thematic nor referential content. There is a simple rule followed to convert active into passive, that is, change the subject into a direct object and the direct object into a subject. In most of the cases, the indirect object is a person, which you call personal passive.

E.g. Active voice: The father explained the exercise to the children.

       Passive voice: The children were explained the exercise by the father.

Let's consider a few more examples.

   i)   Active voice: The Guard refused him entry.
           Passive voice: He was refused entry (by the guard).

Admittance was refused to him (by the guard).

ii)   Active voice: The Barber cut his hair.

Passive voice: Hair was cut (by the Barber).

iii)   Active voice: Mr. Krishna teaches us grammar.

Passive voice: Grammar is taught us by Mr. Krishna.

We're taught grammar by Mr. Krishna.

3.5: Negation

When we try to negate a statement with the help of 'no' and it's various forms, it is known as **Negation.** There are various types of negation. A few of which has been described in this chapter.

a) **'No'** is used as a negative determiner. Here no works as a pronoun.

 E.g. i) We have time/There is no time left.

iii) We have some milk left./We have no milk left.

b) **Not-negation:** E.g. i) The conditions are satisfied/The conditions aren't satisfied.

ii) I've told the students./I haven't told the students.

c) **Do not/ Does not:** E.g. i) What Robert says makes sense/What Robert says doesn't make sense. ii) I have some money./I don't have any money.

d) **Contractual negation:** E.g. i) She will mind./She won't mind.

ii) They are going to school./ They aren't going to school.

e) **Neither negation:** In this type of negation we don't use the word 'no' and it's forms. The following words are used to show neither negation. Nor, neither, barely, few, hardly, little, rarely, scarcely, seldom. **Nor and neither** are generally used in pairs to show relationship and draw parallel. E.g. i) He is neither a good singer nor a good dancer.

ii) Rahman is neither present in the class nor has he come to the college.

Words such as **barely, few, hardly, little, rarely, scarcely, seldom suggests** the absence of something. E.g. i) There is few water in the glass. (There is no water in the glass.)

ii) He seldom goes to the temple. (He never goes to the temple.)

iii) He had barely a piece of cloth in his body. (He was stark naked.)

f) **Never:** The word never is used to suggest negation of event, action etc.

E.g. i) I have gone to the city. / I have never gone to the city.

ii) Have you read this book./ I have never heard of it.

3.6: Interrogation: Reported and tag questions

Interrogation is a type of sentence. In this type of sentences we ask questions. It is natural behavior or human instinct to know everything and gain knowledge. That instinct gives rise to questions. We also ask questions to clarify our doubts. Questions are also useful in enquiry. There can be different types of question. Direct question, open ended question or close ended question (Yes/No question), reported question, question tag,

Reported question: In a reported question the subject becomes a verb. When the third person acts as the first person and the first person becomes the IInd person, it is said to be set in reported question. We don't use a question mark (punctuation) to write a reported question. The reported question is always in the past tense.

E.g. i) Where are you going?...Direct question.

He asked me where I was going….Reported question.

ii) Do you want me to come?...Close ended question
I asked him if he wanted me to come….Reported question

iii) Have you fed the dog?
Rahim asked me whether I had fed the dog.

Question Tag: Question tags are also known as short questions. In the normal process of communication, in order to make a statement or ask for confirmation we ask question. This is a technique used in communication with the help of grammar to emphasize on a given statement. While using question tag the 'person' has to be maintained. The tag question also carries the same verb form as the main verb in the statement. Auxiliary verb is generally used in

a question tag. If the statement is positive the rule is (Auxiliary + n't + Subject), and if the sentence is negative the rule is (Auxiliary + Subject.)

Positive: E.g. i) She is going to buy the car. Isn't she?

ii) He was a nice gentleman. Wasn't he?

Negative: E.g. i) Gopi met with an accident, didn't he?

ii) They didn't arrive in time, did they?

3.7: Conditionals

Conditional sentence involves the use of conditional expressions. The circumstances in the conditional are connected by certain linkers. These linkers are 'if', 'only if', 'unless', 'when', etc. Conditionals or conditions sentences are otherwise known as 'if' clauses or conditional clauses. As the main clause, these are used to express that an action (without *if*) can only take place after fulfilling a certain condition (in the clause with *if).* The three types of conditional sentences are listed below:

i) Case 1: Condition possible to fulfil: Tense (Simple present): will-future (modal + infinitive)

ii) Case 2: Condition in theory possible to fulfil: Tense is simple past: would + infinitive

iii) Case 3: Condition not possible to fulfil (too late): Tense is past perfect: would + have + past participle.

E.g. Case 1 : Positive: If I swim, I will cross the river.

Negative: If I swim, I won't sink in the river.

E.g. Case 2: Positive: If I swam, I would cross the river.

Negative: If I don't swim, I would sink in the river.

E.g. Case 3: Positive: If he had swum, he would have crossed the river.

Negative: If he had swum, he wouldn't have sunk in the river.

Let's consider some more examples. The conditional tense or action is reliant on something else.

Future (First person): If you don't read, you will fail in the exam.

Future (Second person): If I won the lottery, I would buy a car.

Past (Third person): If I had won the lottery, I would have bought the car.

There is something called 'Zero' conditional. This type of conditionals are not bound by time. They are independent of the time line or time zone.

E.g. i) If you heat ice, it melts.

ii) If you work hard, you ought to get desired results.

3.8: Concord

Grammatically certain parts of speech agree with each other. It is also an agreement. When words have a grammatical relationship which effects the form of one or more of the elements they are showing '**Concord'**. i.e. Gender, Number, Case or Person. When the subject is singular/plural the verb becomes singular/plural, respectively. The subject of a sentence and its verb must agree with each other for the grammatical accuracy of a sentence. A concord plays an important role in communicating correct meaning to the reader or listener, it is important for the writer/speaker to ensure that the sentences he/she uses do not contain an error related to subject-verb agreement.

There are two types of Concord: Concord of Number (Agreement between Subject & Verb.), ii) Concord of Person (Pronoun).

E.g. i) The queen has lost her crown....Gender

ii) I am thankful (to you)....Person (Pronoun)

iii) The shoes are too small....Subject, verb

iv) She knows , they know….Number

But in case of Modal verbs there is no variation. E.g. She must know, they must know.

Pronoun Concord: She lost her life, they lost their lives.

Notional Concord: Singular form of words used as plurals. E.g. Family, woods, forest, furniture, government, etc.

E.g. i) The new family have moved in across the street./ The new family has moved in across the street.

ii) The government has/have agreed.

iii) My son watches television after dinner./ My sons watch television after dinner.

3.9: Phrasal Verb:

Phrasal verbs are generally used in communication (oral or written) to make the language ornamental. These verbs helps in expressing oneself in a stylistic manner. The content sounds good with the use of phrasal verb. A phrasal verb is a verb that has two or three words. Sometimes it consists of a verb and a particle, e.g. Get down and sometimes verb & two particles, e.g. Get down to. A phrasal verb is a verb + preposition/adverb which creates a meaning different from the original verb.

E.g. i) I ran into my teacher at the movies last night: run + into = meet.

ii) I ran away when he was 15: run + away = leave home without informing anyone.

Sometimes transitive verbs act as phrasal verb. i.e. Needs an object to make sense.

E.g. i) I made up the story. (Story is the object of made up)

ii) Drink up your coffee.

iii) Somebody broe into the office yesterday night.

Some phrasal verbs are intransitive. Intransitive phrasal verbs are not followed by an object.

E.g. i) I checked out of the hotel.

ii) She closed her eyes and drifted off.

iii) He suddenly showed up….Show up cannot take an object.

Here are some phrasal verbs along with their meaning and use in sentences given for the reference of students.

Phrasal verbs:

i) Account for: Something to explain, e.g. Could see account for the missing files in the office?

ii) Add up: something to put two ro more numbers together to get a total, e.g. Have you added up the figures.

iii) <u>Blow up</u>: Something destroyed by use of a bomb or dangerous element, e.g. The terrorists blew up to building in the up-market area in the city.

iv) <u>Break down</u> : If a car or machine breaks down, it stops working, e.g. My car broke down on the way to work.

v) <u>Bring up</u>: Someone to look after a child until he or she becomes an adult, e.g. Her grandparents brought her up.

vi) <u>Call back</u>: To call by phone/mobile a second time, after you are not able to respond to his call before, e.g. I'm a bit busy now (in a meeting)- could I call you back later?

vii) <u>Call off:</u> To decide that something that is planned will not happen or cancelled, e.g. The game was called off because of bad weather.

viii) <u>Carry on</u>: To continue doing something, e.g. Carry on with your homework while I'm gone.

ix) <u>Catch up</u>: To reach someone that is in front of you by moving faster or to meet someone sometimes later, e.g. i) I will catch up with you later once, I have finished my work. ii) We soon caught up with the car in front.

x) <u>Check out</u>: To leave a hotel or airport after payment or clearances, e.g. Have you not checked out of that clumsy hotel?

xi) <u>Close down</u>: If a business closes down, it stops, e.g. So many shops on this street are closing down.

xii) <u>Come back</u>: To return to a place, e.g. I've just come back from the office.

xiii) <u>Come on</u>: Used to ask someone to come quickly or do something quickly or to seek support instantly, e.g. i) Come on! We're late already, ii) Come on! tell me the answer for this question.

xiv) <u>Deal with</u>: To take action in order to do something, e.g. I don't know how to deal with this problem?

xv) <u>Depend on</u>: To need the help of someone, to be affected by someone, e.g. i) Our economy depends on the agriculture sector. ii) We might have the party in the garden but that depends on the weather.

There are many more phrasal verbs in the English dictionary. Students are advised to make a list of those verbs and practice them in sentences. That will definitely help them in developing their English Language.

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