



Uttar Pradesh Rajarshi Tandon
Open University

Bachelor of Arts
DCEN-101 (N)

English Grammar and Communication Skill

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English Grammar and Communication Skill

Block 1

English Grammar I

Unit-01: Use of Articles

Unit- 02: Elements of Sentences

Unit- 03: Subject -Verb Agreement

Unit- 04: Basic Verb Patterns

Introduction to the Block-I

For the learner's convenience, this study material has been divided into 4 Blocks comprising 16 Units. Block 1, English Grammar I, has four units. The first unit discusses the use of Definite Articles and indefinite Articles and their correct usage. In the second unit, Elements of Sentences have been discussed with the help of sentences and their kinds, basic elements of sentences and basic sentence patterns. With the help of this unit, learners will be able to know its practical usage correctly. The third unit, i.e. Subject- Verb Agreement, and the fourth unit, Basic Verb Patterns, will help to understand the basic verb patterns in English.

Unit-01: Use of Articles

1.0 Introduction

- 1.1 Objectives
- 1.2 Definition of Articles
- 1.3 Types of Articles
 - 1.3.1 Definite Articles
 - 1.3.2 Indefinite Articles
 - 1.3.3 Articles usage with example
- 1.4 Correct use of Articles
 - 1.4.1 Use of indefinite Articles 'a' and 'an'
 - 1.4.2 Use of Definite Articles 'The'
- 1.5 Omission of Articles
- 1.6 Check your progress
- 1.7 Let us Sum up
- 1.8 Answer key
- 1.9 Suggested reading

1.0 Introduction

In this unit, we will discuss with the most important aspects of English grammar. As we get introduced to each unit, we will realize how interesting grammar is and also how it improves our language skills. This unit deals with three words 'a', 'an' and 'the' articles. They have a unique importance in every sentence.

Article is a word which points out at a person, things or place spoken of. This article refers to the noun.

1.1 Objectives

After completing this unit, we will be able to:

- Use of definite and indefinite articles
- Explain examples where articles are omitted.
- Explain nouns used in general and special sense.
- Improve your language skills path speaking and writing

1.2 Definition of Articles

An article is a word used to modify a noun which is person, place, things and object. Articles are members of a group of words called determiners that are used before nouns. (Technically) article is an adjective, which is any word that modifies a noun. Usually adjectives modify noun through description, but articles are used instead to point out or refers to nouns.

1.3 Types of Articles

There are two types of articles that we use in writing and speaking to point out or refer to a noun or a group of nouns i.e., definite and indefinite articles.

1.3.1 Definite Articles

The is known as definite article and it refers directly to a specific noun or a group of nouns. For examples:

- The cow is useful animal.
- This is the boy who broke the window.
- This is the house I live in
- He was wounded in the leg.

Each noun or group of nouns being referred to in these cases- cow, boy, house and leg is direct and specific. The definite article is used before singular countable plural uncountable noun for e.g. The milk, the books, the poor, the book etc.

1.3.2 Indefinite Articles

A and an, are known as indefinite articles. Each of these articles is used to referred to a non, but the noun being referred is not a specific person, place and object. For example: A doctor, A school, a cave, a hat season- here a point out doctor, any school, any knave and an historian, a girl etc.

The indefinite article is used before singular countable nouns e.g., a book, an historian, a girl etc.

1.3.3 Articles Usages with examples:

Properly using a definite article is fairly straight forward but it can be tricky when you are trying to figure out which indefinite article to use. 'The' articles choice depends on the sound at beginning of the noun that is modified or it is used to assign a definite position or place to a thing or person. For example:

- He the ablest man of the town.
- Honesty is the best policy.
- The dog is a faithful animal.
- The boys of this class are good.
- The brick hit him in the face.
- The television is a gift of science.

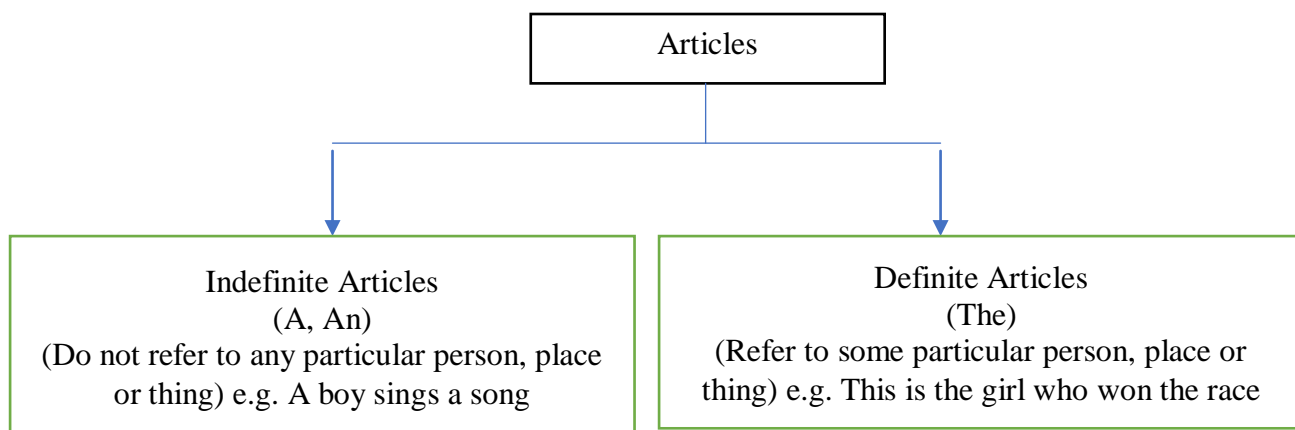
In these sentence *ablest man*, best policy, dog, boys, brick, face, and television are the noun modified with definite article 'the'.

If the noun that comes after the article begins with a vowel sound the appropriate indefinite article to use is 'an'. A vowel sound that is created by any vowel in English language. 'a', 'e', '(i)', 'o', 'u' and sometimes 'y' if it makes should use article an. Whereas 'A' article is used before all common nouns beginning with a consonant. For example:

- I use *a* yard of cloth.
- Iron is *a* metal.
- I use *an* electronic iron.
- She ran without *an* umbrella.

In the first to sentence we used indefinite article 'a' because the word yard and metal produce consonant sound. Whereas last two sentence we use indefinite article 'an' because the electronic and umbrella are vowel sound.

1.4 Correct Use of Articles:



1.4.1 Use of Indefinite Articles A/An

- A is used before all singular common nouns beginning with a consonant sound.
 - A black and *a* white cow are grazing in the field.
 - He is *a* teacher.
 - A man gave me a book.
- If a word begins with a vowel sound but used the sound of a consonant 'a' should be used before it:
 - He is *a* one-eyed man.
 - Ram was helped in his worked by *a* European.
- In its original numerical sense of one:
 - Twelve inches makes *a* foot.
 - Not *a* word was said.
- In a vague sense of certain:
 - A Mr. Kapoor came here for a loan.
 - One evening *a* beggar came to my door.
- In exclamation 'a' is used before singular countable noun after what:
 - What *a* foolish boy!
 - What *a* beautiful building!
- In the sense of the attribute of the person not the person indefinite article a/an is used before the proper noun:
 - He is *a* Shakespeare
 - She is *a* Lata.

An is used as follows:

- All singular common noun beginning with an vowel (a, e, i, o, u):
 - *An elephant* killed a boy.
 - I am *an engineer*.
 - He is *an old* man.
- If a word starts with a consonant but gives the sound of a vowel 'an' should be used before it:
 - Suresh is *an honorable* man.
 - He is *an L.L.B.*
 - We walk six kilometers *an hour*.

1.4.2 Use of Definite Articles.

- When we talk about particular person thing, or one already referred to earlier:
 - He saw *the* doctor.
 - The pen is Japanese.
 - This is *the* book, which is lost.
 - *The* boy is the corner is my brother.
- When a singular noun is meant to represent a whole class.
 - The Rose is sweetest of all flowers.
 - The tiger is a dangerous animal.
- Before the names of scriptures/books; as
 - The Ramayana, The Geeta, The Bible, The Vedas etc.
- Before the names of rivers, cannels, seas, oceans, gulfs, group of islands etc.; as
 - The Ganga, The Indian Ocean, The Black Sea, The Persian Gulf, The Bay of Bengal etc.
- Before names of things unique of their kinds, as
 - The sun, The sky, The moon, The earth etc.
- Before the famous historical events; as

- The French Revolution, The First World War, The Reformation, etc.
- With the superlative degrees;
 - The darkest cloud has a silver lining.
 - This is the best book of English grammar.
- Comparative degree of adjective when there is a sense of proportion;
 - The deeper the well, The colour, The water, The more has, The more one wants.
- Adjectives of comparative degree when selection is meant.
 - This is better of the two books.
 - He is cleverer of the two.
- Before the musical instruments;
 - The harmonium, The flute, The Tambala
- Before a proper noun when it is qualified by an adjective or defining adjectival clauses;
 - The great Caesar, Alexander the great, The immortal Kalidas
- Proper noun used as a common noun;
 - Kalidas is *the Shakespeare* of India.
 - Kanpur is the Manchester of India.
 - Delhi is the Landon of India.
- The names of nationals, sects and community
 - The English, The French, The poor, The rich, The Hindus etc.

Here are some incorrect sentences (errors pertaining to articles) and their corrections:

Incorrect	Correct
1. An university is a seat of learning.	A university is a seat of learning.
2. He is a loves of Ramayan.	He is a lover of the Ramayan.
3. Ganga is a holy river.	The Ganga is a holy river.
4. Higher you go, cooler it is.	The Higher you go, cooler it is.
5. The sun, moon and stars are heavenly bodies.	The sun, the moon and the stars are heavenly bodies.
6. The wisdom is a great virtue.	Wisdom is a great virtue.
7. Twelve inches makes the foot.	Twelve inches makes a foot.
8. Goa is known as Rome.	Goa is known as the Rome.
9. Truth of yours statement can be challenged.	The truth of yours statement can be challenged.
10. The dinner is ready.	Dinner is ready.
11. Wisdom of Soloman was great.	The wisdom of Soloman was great.
12. Dog is faithful animal.	The dog is faithful animal.
13. I want buy a umbrella.	I want buy an umbrella.
14. He has scored high mark in the Geography.	He has scored high mark in Geography.
15. My sister is great singer and dancer.	My sister is a great singer and dancer.
16. It is a honor for me to be dining with you.	It is an honor for me to be dining with you.
17. They left the city at the day break.	They left the city at the day break.
18. Ravi is a heir of Mr. Sharma.	Ravi is an heir of Mr. Sharma.
19. He can play flute.	He can play the flute.
20. A hour is made of sixty minutes.	An hour is made of sixty minutes.
21. Dasgupta is historian.	Dasgupta is an historian.
22. Please give me an one rupee note.	Please give me a one rupee note.
23. Burmese are Buddhist.	The Burmese are Buddhist.
24. Lunch was held at the Kanishka hotel.	The lunch was held at the Kanishka hotel.
25. English spoken in India cannot be understood by an American.	The English spoken in India cannot be understood by an American.

1.5 Omission of the articles

1. When two adjectives refer to one person the verb in singular and the articles is not repeated.
2. The articles are omitted in many phrases made by transitive verb followed by objectives, when the verbs and the objectives cannot be considered as separate entities.
3. The articles are omitted in prepositional phrases.
4. The articles are omitted before the name of substances, proper and abstract nouns (on countable noun) used in a general sense:
 - Sugar is bad for health.
 - Gold is precious metal.
 - Honesty is the best policy.
5. The articles are omitted before plural countable nouns used in general sense:
 - Children like chocolates.
 - Computers are used in many offices.
6. Before languages:
 - He is studying French.
 - English is an international language.
7. Before the names of food grains, meals:
 - Rice is the favourite food of Bengalis.
 - I meet my old friend at dinner today.
8. Usually before the proper noun:
 - Ram Lal, Patna, Delhi, Mohan etc.
9. Before predicative noun denoting a unique position i.e., a position that is normally held at one time by one person only.
 - Mr. Singhanian was elected chairman of the Board.
 - Mr. Ravi Verma became principal of school in 1998.

1.6 Check your progress

A. correct the following sentences.

1. The children like to play.
Ans.
2. The Rice is a summer crop.
Ans.
3. The Patna is the capital of Bihar.
Ans.
4. More you get, more you want.
Ans.
5. Cricket Match is being played in West Indies.
Ans.
6. Wisdom of Gandhi was famous.
Ans.
7. I enjoy the lunch with my friends.
Ans.
8. It is an useful book.
Ans.
9. Shakespeare is Kalidas of England.
Ans.
10. In India, parliament is Supreme.
Ans.

B. Complete the following sentences by filling the suitable articles a/an/the:

1. Horses of Arabia are in great demand.

2. He became great man.
3. Where is pen I bought?
4. He is worst player.
5. tiger is fierce animal.
6. He is Kalidas of our times.
7. teaching of English is difficult today.
8. old and young should line together.
9. We want help of few volunteers.
10. His brother is University professor.

1.7 Let us sum up

In this unit you have explored three important words in the English language, the articles a, an and the. These are words that you use in almost every sentence that you speak or write. An article is a type of determiner that precedes and provides context to a noun, categorizing it and the articles as either definite or indefinite.

1.8 Answer Key

(A) Correct Sentence

1. Children like to play.
2. Rice is a summer crop.
3. Patna is a capital of Bihar.
4. The more you get, the more you want.
5. Cricket match is being played in the West Indies.
6. The wisdom of Gandhi was famous.
7. I enjoy lunch with my friends.
8. It is a useful book.
9. Shakespeare is the Kalidas of England.
10. In India, the parliament is supreme.

(B) Fill in the blanks

1. The 2. a 3. the 4. the 5. the 6. the 7. the 8. the 9. the, a 10. a

1.9 Suggested Readings

1. High school of English Grammar and composition by P.C. Wren, H. Martin (edt. By N.D.V. Prasada Rao)
2. Speaking English Effectively by Mohan Krishna and Singh N.
3. A Handbook of English Grammar by R.D. Zendoort.

Unit-2

Elements of Sentences

2.0 Introduction

2.1 Objectives

2.2 What is sentence?

2.3 Kinds of sentence

2.4 Basic Elements of a sentence

2.5 Basic Sentence pattern

2.6 Let us Sum up

2.7 Exercise

2.8 Suggested Readings

2.0 Introduction

Along with the knowledge of correct grammar, it is important to know its correct practical use. Grammar is vital for efficient use of language in academic as well as social environment. You already know that our speech is made up sentence. A sentence is the basic unit of the written and spoken language. It is an order string of words which express a complete though. In this unit the learners will be learn about various structural and functional parts of sentence their types, transformation of sentences and their usage.

2.1 Objectives

After completing this

unit, you will be able to-

- Understand the sentence as the structural and functional unit of language
- Identify the different constitute of an English sentence. Subject, verb, object, complement and adverbial
- To know different types of sentences in English
- To do the effective transformation of the sentences without the change in their meaning and use them with grammatical correctness in written as well as spoken language.

2.2 What is sentence

A sentence is an ordered string of words in which the verb agrees with subject and which express a complete thought.

It is not enough for words to be in a certain order to form a sentence. There are generally define rules governing the relationships among different constituents of a sentence. English has a very simple rule for the agreement that must obtain between the subject and verb a singular subject requires a singular verb and a plural subject requires a plural verb.

- John was the best singer of the show.
- Many pages of the book are missing.

2.3 Parts of sentence

A sentence has two parts-

- (1) Subject (2) Predicate

Subject: -Every sentence there is a doer or the person or thing about which the sentence speaks. This part is called the subject of the sentence.

Predicate: - The remaining parts of sentence that tells something about the subject is called the predicate of the sentence.

For example:

1. **The boy** stood on the burning deck
2. **Bad habits** grow unconsciously
3. **Delhi** is the capital of India.

Note: Bold parts of the sentence are subject and rest parts of the sentence are predicate.

2.3.1 Kinds of Sentences

There are four kinds of sentences:

- 1- Assertive/declarative sentence/simple sentence
- 2- Interrogative sentence
- 3- Imperative sentence
- 4- Exclamatory sentence

1. A simple/Declarative/Assertive sentence simply makes a statement or assertion or express an opinion. Another words it makes a declaration. This kind of sentence ends with a full stop. E.g.

- ❖ I want to be a good dancer
- ❖ My friend is a really good actor
- ❖ You are a gentleman

2. An interrogative sentence asks a question. This type of sentence often begins with what, where, how, who, or other helping verbs is/am/are/do/does/did and it ends with a question mark (?).

- ❖ Which is your friend?
- ❖ What books have you read?
- ❖ Do you know what the weather will be tomorrow?
- ❖ Does your brother live with you?

3. An imperative sentence express a command or makes a request for advice. It usually ends with a full stop but under circumstances, ends with an exclamation mark (!) e.g.

- ❖ Sit down boys
- ❖ Pass the salt please
- ❖ Speak the truth.

4. An exclamatory sentence is a sentence that express a sudden joy, sorrow, anger or surprise and ends with an exclamation mark. e.g.

- ❖ Alas! I am ruined
- ❖ How beautiful you are looking!
- ❖ What a silly question?

2.4 Basic Elements of Sentence

A sentence is composed of different words which combine together to form the elements of sentence. The basic elements of a sentence are given below:

Subject (s)

Verb (v)

Object (O)

Complement(C)

Adverbial (A)

In a sentence these five elements can be given as:

S	V	O	C	A
They	made	Mitali	the captain	this year

(a) **Subject:**

It is normally a noun phrase or clause with nominal function which occurs before the verb phrase in assertive clauses and immediately after the operator in questions. The subject noun phrase of sentence will control the number and person of the verb used in that sentence.

Such women dislike talking to stranger

S (Plural) V

He Writes a letter

S (Singular) V

(b) **Verb:**

Verb is important element of a sentence. The main verb in every sentence is finite verb. It is a form of verb that shows agreement with subject and is marked for tense. Like sings, sing, is singing, am singing, are singing, has sung, have sung etc.

It has different types corresponding to the different types of object and complement. Those sentences which have subject complement (SVC) have intensive verbs and all other sentences ISVO (non)transitive verb),SVO, od (ditransitive verb) SVOC, SVOA (Complex transitive verb) have extensive verb.

(c) **Object (direct/Indirect):**

There are two types of object direct and indirect in a sentence. In English grammar. An Indirect object is the word or phrase that receives the direct object. Direct object by the verb or receives the action of the verb. The object is very closely connected to the predicate in terms of meaning and denotes the person or thing most intimately affected by the action denoted by the verb.

The teacher gave the students book.

Here 'gave' is DO and student is IO.

(d) **Complements :**

The Complement is the part of predicate of a sentence and describes either the subject the sentence or the direct object. If it is modified the subject complement. It is modifies the direct object and follows it. It is called an object complement.

(1) Suresh is now a student at Lucknow university.

(2) They make Mitali the captain every year.

In above sentence a student is SC because it is directly related to the subject of the sentence i.e. Suresh. It is Suresh who is student at Lucknow university.

In 2, the captain is an OC because it relates directly to the object of sentence i.e., Mitali. It is Mitali who is the captain.

(e) **Adverbials:**

Adverbials may tell us about the extra information of various kinds, ranging from time and location to manner and frequently action denoted by the verb. They are optional elements in a clause. They can be used before the subject after the subject, before the verb in middle of verb, in this manner.

- (i) Usually, you are free on Monday.
- (ii) My mother is playing cricket on the playground.
- (iii) It rained heavily last night.
- (iv) He is always concern about you.
- (v) Sujata has searched the room carefully.
- (vi) Ashok has done his MBBS from a very reputation institution.

We have given a very elementary discussion of the different constituents of a sentence. We may now analysis sentence in terms of these elements e.g. SV, SC, IO, DO, A.

S	V	SC	IO	DO	A
Raghvendra	is	a teacher	-----	-----	now at Kanpur university
The Rajput of Rajasthan	were	famous land lords	-----	-----	-----
Sujata	has solved	-----	the numerical		carefully
Sneha	gave	-----	Saroj	a pen	yesterday
My sister	is singing	-----	-----	a song	at the Atal auditorium

2.5 Basic Sentence Pattern

The above analysis of the sentences in 2.4 illustrate (s) some of the basic sentence pattern. When we make simple English sentences, we usually follow the subject, Verb-Object pattern. For example

Subject	Verb	Object
Divya	sings	a song
Sanjay	ate	two mangoes quickly.
The teacher and student	are solving	the numerical now.

- Some verbs can be followed by two objects without an ‘and’ connecting them. One of these object is called *direct object* and other is *indirect direct*. The pattern of sentence continuing both direct and indirect object given below:

Subject + verb + Indirect object + direct object

Subject	Verb	Indirect object	Direct object
He	gave	his brother	a birthday present
My grand parents	always tell	is	stories
Mohan	kept	us	seats
I	gave	him	all my money
That	will save	us	a lot of trouble

- Sometimes a preposition is put in front of the indirect object. The pattern of such sentences are given below:

Sub + Verb + Direct Object + Preposition + Indirect Object

Subject	Verb	Direct Object	Preposition	Indirect Object
Atul	has sent	a letter	to	the principle
The Postman	Took	a letter	to	her yesterday
The Gardner	Handed	some flower	to	me

- Another frequently used pattern of English as-
Subject + verb + direct object + object complement + Adverbials

Subject	Verb	Direct object	Object complement	Adverbials
Experience	made	Her	confident	-----
They	will set	the prisoners	free	on the 15 th of August

2.6 Let us Sum up

In this unit you have learned about the sentence kinds of sentence, basic pattern of sentence in English language. This unit may help you to use correct sentence pattern in writing and speaking.

2.7 Exercise

- Identify the pattern in the following sentences:
 - Milton became blind.
 - He gave her a pen
 - The nurse gave the patient some medicine.
 - My boss reads newspapers every day.
 - The cook has made some pineapple cake.
 - The tailor made a new dress for a princess.
- Rearrange the words in correct orders to make a complete sentence: e.g.
My mother/a song/ on my birthday/ sings.
My mother sings a song on my birthday.
 - Kites / they were/ flying.
 - Rupa/ an excellent/ become/ model
 - A postcard from Japan/ sent her/ her best friend.
 - A grand party/ gave/ her/ We
 - On Diwali/ sweets / always/ brings/ He
 - Brought/ me/ a banquet of flower last week/ my uncle.
- What is sentence? Discuss types of sentence.
- Discuss in brief the basic sentence pattern.
- Divide the following sentences into subject and predicate.
 - My elder brother service in the army.
 - The pretty girl was wearing red frock.
 - The boys were waiting for the teacher.
 - The train reached Delhi at about 10.a.m.
 - My students always do their homework.
 - They are watching a horror film.
 - The teacher and the administration are fed up with the behaviour of a different student.
 - The uses of adversity are sweet.

- 9- It is your duty to respect your teachers.
10- Arvind is now a student at the Delhi university.

2.8 Suggested Readings

J. Thomson & A.V. Martinet A practical English Grammar for foreign students, Oxford university press India 1963.

N.D.V. Prasad Rao, learner's English grammar and composition, S. Chand & Company ltd. New Delhi 1998.

S.T. Imam Brush up your English, Bharat Bhawan New Delhi 2016

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Raymond Murphey, Intermediate English Grammar Cambridge university press, New Delhi, 1994.

Unit-3

Subject -Verb Agreement

3.0 Introduction

3.1 Objectives

3.2 Rules for subject-verb agreement

3.3 Key words

3.4 Self-Assessment Questions

3.5 Let us Sum up

3.6 Answer key

3.7 Suggested Readings

3.0 Introduction

In the unit 1 & 2 we have discussed about the use of Articles and elements of sentence. In this unit we will discuss about the agreement of subject and verb. Subject verb agreement plays a very important role in English grammar. Subject -verb agreement means that subject and verb must always agree with each other. The verb changes its form to indicate the tense but it also changes its form to indicate the number of subjects in a sentence.

3.1 Objectives

The objective of this unit is to teach the learners to write grammatically correct sentence having a perfect harmony between the subject and the verb. After completing this unit and participating rules of subject-verb agreement, you will be able to avoid errors of verbs regarding their being singular or plural and use the correct number and person of the verb in a sentence.

3.2 Rules for Subject-Verb agreement

1. A singular subject requires a singular verb and a plural subject requires a plural verb. For example-

(i) The pen is new.

(ii) The girl has gone.

(iii) The pens are new.

(iv) The girls have gone.

2. If two or more singular subject are joined by and the verb used will be plural as-

- Hari and Abdul have gone to Delhi.
- Wealth and Happiness are all Ravi wants.
- Rice and wheat purchased a week before were both rotten.
- He and I were going to the market.

Exception:-

Where several singular subjects joined by and points out the same person or things. A singular verb is used; as-

- Rice and curry is his favourite dish.

- Slow and steady wins the race.
- Bread and butter is cheap food.
- The crown and glory of life is character.

3. When two or more singular subject are connected by 'or', 'nor', 'either or' or 'neither nor', a singular verb is used as-

- Mr. Shukla or Mr. Ghose was to take the class.
- Boy or girl was given sweets
- Neither Hari nor Krishna has come.
- He or She is guilty.

4. When two subject are joined by 'as well as' . The verb agrees in number and person with the first one; as-

- Sangeeta as well as her children is playing.
- My comrades as well as I are visiting Jaipur.

Note: Here in the first sentence the verb (is) agrees with Sangeeta and in the second sentence the verb (are) agrees with comrades.

5. When the subjects joined by 'or', 'nor', 'either.....or', 'neither.... nor' are of the different persons, the verb agrees in person with the one nearest to it, e.g.

- Either he or I am mistakes.
- Either he or you are guilty.
- Neither he or they are honest.
- Neither he or they are honest.

6. The indefinite pronouns many a, each, each one, every, every one, everybody, anybody, either, neither and one, one take singular verb; as-

- Either of the plans is to be adopted.
- Neither of the statement is true.
- Many a flower is born to blush unseen.
- Each of them is capacitated to do the work.
- Everyone who saw his dead body was moved.
- No one likes to be criticized.

7. A noun singular in form and collective in sense takes a singular verb.

- The committee is unanimous in its opinion.
- The council has chosen its president.

Note: Generally when there is oneness in action the verb is singular but when there is diversity and every members of the collective noun has to be mentioned the verb used is plural. As-

- The jury were divided in their opinion.
- The committee are divided on our minor point.

8. If two subjects are joined by with together with no less than in addition to and no- etc. the verb agrees with the first subject, as-

- The girl with his parents has arrived.
- The principal together with his teacher was present in the function.
- He no less than I is blame.

9. If the subject is a title the name of book a clause, a quotation, or other group of words expressing a single idea, the verb is singular.

For example-

- All men are created equal is a truth.
- Tales from Munshi Premchand makes an interesting reading.
- Sparks is a well- known weekly
- Mathematics is a difficult subject.
- The Arabian Nights is an interesting book.

10. When two subjects are joined by not only..... but also, the verb must agree with second subject. For example-

- No only the principal but also the students were laughing.
- No only Nepal but also Pakistan is poor.

11. When the subject of sentence is plural in form, denotes some special quality or amount or distance considered as a single unit. In all such cases the verb is generally singular; as-

- Five hundred rupees is enough for me.
- Five thousand miles is a long distance.
- Six hours is not much for outdoor work.

Note:- Sometimes the idea of population is dominant a plural verb is used; as-

- Five months have passed.
- A thousand dollars were distributed among them.
- The first fifty years are the hardest.

12. Noun plural in form but singular in meaning take a singular verb. For example-

- This news was broadcast from all India radio yesterday.
- The wages of sin is death.
- Measles is a dangerous disease.

13. When the subject of the verb is a relative pronoun, care should be taken to see that the verb agrees in number and person with the antecedent of the relative. E.g.

- Rajendra who is my friend has thirst for knowledge.
- I who am your friend, will guard you interest.

14. When two subjects of different numbers and persons or both are joined together by and the verb used must be plural

- Ramcharan and his parents have gone to Mumbai.
- He and I are friends.

3.3 Key words

Subject, verb, noun, pronoun, singular, plural

3.4 Self-Assessment Questions

3.4.1 Set-A

Fill in the blanks with correct form of verb.

1. Gulliver's Travelsa famous satire. (is/are)
2. He and I in Delhi together. (was/were)
3. Either the boys or the teacherin the wrong. (is/are)
4. A set of combos.....been bought. (has/have)
5. Bread and Buttera whole some food. (is/are)
6. The wages of sin.....death. (is/are)
7. Stories of animals.....children. (attracts/attract)
8. My friend, philosopher and guide.....no more. (is/are)
9. Politics.....a dirty game. (is/are)
10. Oil and water.....not mix.(do/does)

3.4.2 Set-B

Correct the following sentences:

1. You or I are culprit.
2. Neither you nor he have made any mistake.
3. Slow and steady win the race.
4. The dramatist and novelist are dead.
5. Every boy and every girl were given sweets.
6. Either the former or his sons has reaped the harvest.
7. Alms is given to beggar.
8. Not only I but also Suresh are guilty.
9. Three miles are a long distance to walk.
10. Two and two makes four.

3.5 Let us Sum up

The basic rules for writing grammatically correct sentences have been discussed. In a sentence the verb must agree with its subject with respected to its number and person.

3.6 Answer key

3.4.1 Set-A

1. is 2. were 3. are 4. has 5. is 6. is 7. attract 8.is 9. is 10. do

3.4.2 Set-B

1. You or I *am* culprit.
2. Neither you nor he *has* made any mistake.
3. Slow and steady *wins* the race.
4. The dramatist and novelist *is* dead.
5. Every boy and every girl were given sweets.
6. Either the former or his sons *have* reaped the harvest.
7. Alms *are* given to beggar.
8. Not only I but also Suresh *is* guilty.
9. Three miles *is* a long distance to walk.
10. Two and two *make* four.

3.7 Suggested Readings

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Unit-4

Basic Verb Patterns

Structure

4.0 Introduction

4.1 Objectives

4.2 Types of verb

4.2.1 Finite

4.2.2 Non finite

4.3 Auxiliary & Modal verb.

4.3.1 Use of Auxiliary verb

4.3.2 Use of Modal verb

4.4 Phrasal Verb

4.5 Let us Sum up

4.6 Self-Assessment Questions

4.7 Answer key

4.8 Suggested Readings

4.0 Introduction

The main aim of this unit is to introduce you to basic verb patterns in English. Verb plays a very important role in English grammar. Once you know the verb and its uses or basic patterns of verb then you increase your comprehension of English up to the great extent.

A verb is word or a group of word that used to describe an action state or occurrence in which a thing or a person is or joins the subject with the rest of the sentence. A verb is simply an action an it shows both action and state. For example-

- The baby sleeps.
- The girl is a nurse.
- The weather seems bad.

In the first sentence the verb 'sleeps' tells us about a action. In the second the verb 'is' tells about what the girl is and in the third sentence the verb 'seems' is stating about the condition of weather. Thus a verb states something about the subject of the sentence and expresses action, events or state of being. In forms the main part of the Predicate of a sentence.

4.1 Objectives

The main objective of this unit to make the learners understand about the most important part of speech which is 'verb' and its forms and their usages.

4.2 Types of verb

There are two types of verb. 1. Finite verb 2. Non finite verb

4.2.1 Finite verb:

Finite verb is a verb which we use along with the given subject in a sentence. This verb justifies the state of subject. In other words, a verb which governed by the number and person of the subject is called finite verb. For example

- i. A boy plays cricket.
- ii. Boys play cricket.
- iii. She hates bad habits.

In above sentence verb plays, play and hates are governed by the number and person of the subjects. Finite verb are classified into two parts

1. Main verb 2. Helping verb

Main verb is known as principal verb or full verb. For example-

He is player.

I am a man.

I have a pen.

In these sentences is, am, have are principle verbs.

Main verbs may be divided into two categories.

- (i) Transitive verb (ii) Intransitive verb
- (i) **Transitive verb:** Transitive verbs are those verbs which we use together with a direct object. For example-
The boy picked the stone.
Ram kills a snake.
The student wrote a letter.

In above sentences 1,2 & 3 the action denoted by the verb picked, kills & wrote passes over from the doer or subject boy, Ram & the student to the object stone, a snake & a letter. The verb picked, kills and wrote are therefore a transitive verb.

- (ii) **Intransitive verb:** Intransitive verbs are those denoting the action that does not pass over from the subject to the object. These verbs are not followed by any object. For example sleep, weep, appear, come, matter, go etc.
The baby sleeps.

In above sentence the action denoted by the verb sleeps, stop with the doer or subject baby and does not pass over to an object. The verb 'sleeps' is therefore, intransitive verb

2. **Helping Verb:** Helping verb is known as auxiliary verb. The verb which is joined with full verb in the sentence to form tense, question, negative and passive voice is called helping verb or auxiliary verb. For example
She is tea. I do not write a letter. Ravan was killed by Ram.

4.2.2 Non-finite verb;

Non-finite verb do not change their form even when the person or the number of the subject changes nor on the tense of the sentence. Therefore a non-finite verb is never the main verb of sentence. There are three kinds of non-finite verb as-

An infinitive is a form of verb that can function as noun, an adjective or an envelope and is generally preceded by it.

For example-

To steal is wrong.

She allowed him to go.

I know how to swim.

Gerund: When -ing is placed at the end of a verb and it acts as a noun, it is called a gerund. For example-

Singing is her hobby.

Sleeping is necessary to life.

Participle: A participle is a verbal or a word passed off a verb that express a state of being ending in -ing (present tense) or -ed, -en, d, + , or ne (past tense) that functions as an adjective.

He told me an interesting story.

He has stolen my watch.

There were some fallen trees.

4.3 Auxiliary & Model Verbs

4.3.1 Auxiliary Verbs: In grammar auxiliary may be defined as a helping element, typically a verb, that complements in meaning to the basic meaning of the main verb in a sentence, Auxiliaries can convey information about tense, mood, person and number.

Verb to be, do have known as primary auxiliary/ helping verb.

4.3.2 Modal Auxiliary: Modal auxiliary is a verb that is used with another verb to enhance the expression of a mood, ability, possibility, capacity or capability, willingness, obligation and tense etc. Modal verb always have same form. There is no-sending, no-ing, form and no-ed form.

The following are auxiliary and modal verbs-

	Base form	Infinitive	Present Tense	Past Tense	Past Participle
Primary auxiliary	Be	to be	is, am, are	was, were	been
	Have	to have	has, have	had	had
	Do	to do	do, does	did	done
Modal auxiliary	Can	to be able	can/amiss, are+able	could/ was/ were able	been/ able
	May	-----	may	might	-----
	Must	to have to	must	had to	had to
	Need	to need	need	didn't need	needed
	Will	-----	will	would	-----
	Shall	-----	shall	should	-----
	Ought	-----	ought	ought	-----
	Dare	to dare	dare	dared	dared
Used	---	---	used	used	

4.3.3 Use of Auxiliary verbs

- Use of verb to be- as helping verb

- (i) To form continuous tense, e.g.
I am sleeping. Sarla is going to market.
- (ii) In passive voice e.g.
He was loved. Sohan is being punished.
- (iii) With infinitive, auxiliary verbs are used in various way, e.g.
You are to stay till a return (order)
This work is to start in two days (plan)
She is about to dance. (Immediate future)
- **Use of verb 'to be' as principle ordinary verb as-**
 - (i) To give the information of the existence of a personal thing or place, e.g.
A dog is an animal.
Sujata is a singer
 - (ii) To manifest the physical & mental condition.
Subash is ill.
We are happy.
 - (iii) To express age, weight, distance, price etc. e.g.
It is five pound.
She is twenty years old.
It is five kilometers from house.
- **Use of verb 'to have'**
 - (i) As an auxiliary verb
Use 'to have' with past participle to form in perfect tense.
I have finish my work
Devika has gone to market.
You had gone by that time.
 - (ii) Have is used with infinite to expends obligation, e.g.
You have to guard the house.
I had to finish it before his arrival.
I have to finish my work in time.
 - (iii) Use of verb as principle verb.
 - (a) To show passion, e.g.
Sarla has green saree.
I have lot of books.
 - (b) It is also used in the sense to take experience enjoy etc.
I have a bath every day.
I wish, she has a fine day.
- **Use of verb 'Do'**
 - (i) As an helping verb
 - (a) To make the sentence of Present indefinite tense & past indefinite tense, e.g.
I do not like pickle.
Shyam did not come yesterday.
He does not tell newspaper.
 - (ii) Sometimes 'do' is used to impress upon 'an act' or thing and to express to request or invitation e.g.
You do go there.
I did see him
Do help me, please
Do stop that noise.
 - (iii) 'Do' is also used for these verbs that have already been used and they need not repeated again, e.g.
He laughs too much, no he does not.
Do you like tea? Yes, I do.
- Verb 'Do' used as main verb, e.g.

I do my work daily.
Sangeeta does not do her work sincerely.

4.3.4 Modal's Usage

- **Use of can/could**

Can means to be able to or know how to. Can is used to express ability, possibility, permission, capability in the present tense whereas could is used to express ability, possibility, polite request and indirect speech to express the future time.

(i) To express ability

- He can speak French fluently.
- He could solve the whole paper in one hour.
- Surekha can solve this question easily.
- He could sing and speak well.

(ii) To express possibility

- The principal can also fine time.
- You could sing caught the train if you had run fast.
- Children can be spoiled
- If I had spare money, I could buy that beautiful watch.

(iii) To express permission

- You can go for a picnic now.
- You can go home after completing your work.

(iv) To express request

- Can you spare me sometime tomorrow?
- Can you pass this book?
- Could you lend me your book?
- Could you spare sometime for me?

- Could used in direct speech to express future time, e.g.
He told me that he could help me.

- **Use of May**

It is used to express possibility, permission, wishes and prayers, polite request etc. e.g.

It may rain to night (possibility)

He may approach the principal regarding his grievances

You may use my pen (permission)

You may go there.

May God bless you.

May you regain your health at the earliest (wish/prayer)

May I request you to preside over the session? (request)

We eat so that we may live. (purpose)

I go out for a morning walk so that I may be healthy.

- **Use of Might**

➤ In the past tense-

The teacher told that he might go home.

➤ To express casual command.

You might do it for me.

➤ To express irritation or reproach

You might have warned me.

You might abused me.

- **Use of Must**

➤ To express necessity, e.g.

You must work hard to get good mark.

We must save sometime for our future

➤ To express possibility

You must be tired.
 You must be feeling happy.
 ➤ To express obligation, determination, certainty & advices.
 We must love our country.
 Parents must look after their children.
 I must finish this work today.
 The teacher must have finished his course by this time.
 You must give up smoking.

● **Use to ‘Ought to’**

To express moral duty/obligation, advice strong probability.
 We ought to respect our elders. (obligation)
 You ought to have worked hard. (obligation)
 You ought to consult a good doctor. (advice)
 We ought to walk fast as we are getting late. (advice)
 He is very hard working; he ought to win scholarship.
 The film ought to be a great success (strong probability)

● **Use of ‘Need’**

Need is used as the principal verb. It is used as defective verb.
 ➤ When it is used as principal verb it means to stand in need of, e.g.
 I need his help.
 He does not need his help.
 ➤ Need as defective verb is used in negative and interrogative sentence, it is express weakness, necessity or obligation; e.g.
 I need not go there.
 She needs to lie down because she is tired.
 Need you go home so soon?
 Need I say more?

● **Use of will/ shall**

	I st (I) person	II nd (II) / III rd (III) person
Shall	I, we, our	You, he, she, it, they, Rama etc.
	Simple future	Threat/ definite things/ promise command determination
Will	Threat/ promise/ intention, determination	Simple future tense

I shall buy a can (simple future tense)
 You shall be fired if you do not mend your ways (threat)
 If you secure first position, you shall be given a new watch (certainty alfev)
 I will surely help her (promise)
 I will never getting late (determination)

● **Use of should**

It is used to express advice, suggestion, duty, possibility, unreal or, imagination condition, e.g.
 You should not argue with your elders unreasonably.
 India should win the match.
 You should take regular exercise.

● **Use of would**

➤ To express habit in the past
 She would go out for a walk daily.
 We would discuss things for hours and hours.
 ➤ In polite questions
 Would you like to have some more rice?
 ➤ It is express to wish and request, conditions.

Would you go to fetch fruits, please?
I wish you would go away.
If I were rich, I would buy a car.

- **Use of Dare**

- Dare is used as principal verb in present tense and past tense.
I dare to call him a liar.
I dared to challenge him.
How dare he complain?

- **Use of 'used to'**

- To express some past habit. e.g.
When I was young, I used to work for 14 hours.
While at college, I used to smoke.

4.4 Phrasal Verb

Many verbs when followed by various prepositions or adverbs, acquire idiomatic sense e.g. put out, get on, turn round, break down, forward to etc.

Phrasal verbs can be separable or inseparable and they can take an object or not.

4.5 Let us Sum up

In this unit we have discussed about verb and its various forms and its usages. This understanding will help the learners to construct correct sentences.

4.6 Self-Assessment Questions

Fill in the Blanks with suitable modal verbs or auxiliary verbs.

1. He Write what he can
2. Childrenobey their parents
3. Shesing a song
4. I worked hard but Ifail.
5. You do your duty cheerfully
6.our country proposal
7. He wishes he see her again
8. Hespeak French.
9. The teacherbe honest in his dealing
10.god help him!
11. The patientsconsult a doctor.
12. If he had wished hehave gone yesterday.
13. If you were to start early tomorrow morning you reach there before sunrise.
14. Oneto protect one's friends
15. If I were a bird, Ifly.

4.7 Answer key

1. Can 2. Should 3. can 4. should 5. should 6. May 7. would 8. can 9. should 10. may 11. should 12. might 13. would 14. ought 15. would

4.8 Suggested Readings

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English Grammar and Communication Skill

Block 2

A Study of Tenses

Unit-05: Present Tense and Its Forms

Unit- 06: Past Tense and Its Forms

Unit-07: Future Tense and Its Forms

Introduction Block-II

Block 2 discusses the Study of Tenses. Under this Block, there are three units. Unit 5 deals with Present Tense and its Forms, the Sixth Unit deals with Past Tense and its Forms, and the Seventh unit focuses on the concept of Future Tense and its forms.

Unit-5 Present Tense and It's Forms

Structure

5.0 Introduction

5.1 Objectives

5.2 Meaning of Tense

5.3 Difference between Time and Tense

5.4 Present Tense

5.4.1 Forms of Tense

5.4.1.1 Present Indefinite Tense/ The Simple Present Tense

5.4.1.2 Present Continuous Tense

5.4.1.3 Present Perfect Tense

5.4.1.4 Present Perfect Continuous Tense

5.5 Let us Sum up

5.6 Answer exercise

5.7 Further Readings

5.0 Introduction

In English Grammar Tense has important role. To write and speak correct language we must have knowledge of Tenses and their usage. Grammar helps us develop an efficiency to express ourselves correctly in a language. Grammar needs a lot of practice. Tense also helps us develop the habit of good writing and thinking logically and clearly. In this unit you will learn about the form of tense and their usages

5.1 Objectives

After completing this unit, you will be able to

- Understand the form of tenses and their usages.
- Understand the meaning of tense
- Differentiate between time and tense
- Explain their uses and application
- Explain the different types of tense.

5.2 Meaning of Tense

Tense is a grammatical term. It describes the relationship between time and verb. We make use of the verb form according to the time in which an action is performed. If an action takes place in present time we use the first form of the verb and if the we use the second form of the verb.

5.3 Difference between Time and Tense

Time is universal concept while tense is a grammatical term. Time indicates days, months and years etc. it has three main division: Present, Past and Future. Tenses denote the time of action.

5.4 Present Tense

A verb that refers to a time in present is said to be present tense.

For example:

- I read a book.
- He loves his younger sister.

5.4.1 Forms of Tense

Simple Present Tense:

Simple present Tense describe habitual, regular, permanent action and general truths. While using simple present Tense, we use the following structure-

Subject+base format of verbs+s/es+object

We fight with each other

Shivangi goes to bed at 9:30 pm.

The earth revolves round The Sun.

Affirmative	Negative	Interrogative	Interrogative+ Negative
I read a book	I donot read a book	Do I read a book?	Do I not read a book?
He/She/Ram read a book	He/She/Ram does not read a book	Does He/She/Ram read a book?	Does He/She/Ram not read a book?
They/we read book	They/we do not read book	Do They/we read book?	Do They/we not read book?

Use:1 Simple present tense is often used with time expressing adverbs or adverb phrases such as: always, often, generally, usually, sometimes, never, hardly, scarcely, daily, seldom, every week, twice a year/month. On Mondays etc.

For example:

He always comes to here at night.

I usually getup at five in the morning.

Mr. Sinha watches a movie on Sunday.

Use:2 It is used to express universal truth, principle and permanent activities. Such as –

The Sun rises in the East

Man is Mortal

Water boils at 100 °C.

Use:3 It is used to express the mental activity emotions and feelings. Such as

We believe in God.

He understands my problem.

I trust him.

Use: 4 It can be used for a planned future action or series of action, particularly when they refer to a journey such as –

The school reopens on 16 June.

We leave to Ranchi next Sunday.

Use:5 When the subordinate clause such as – if, when, before, after, till, until, unless, as soon as, as long as, begins, me used simple present tense while principal clause with simple future tense. For example

If you run fast, you will win the race.

When he comes here, he will help me.

I shall teach her if she comes.

Self Check- I

Write the following sentence using the correct form of the verbs given in brackets.

1. An honest person always the truth (speak)
2. My mother vegetables from local market (buy)
3. I oftento the movies (go)
4. They their employees. (not trust)
5. Snigdha skillfully. (dance)
6. I Up at Sam every morning (get)
7. Unless she Hard, she will not succeed. (work)
8. Girls wrestling (not like)
9. A vegetarian is a person whenever meat (eat).
10. Two and Two four. (make)

Self-Check-II

Rewrite the following sentences in the negative form and interrogative form.

1. She interferes in other affairs.
2. These students make a noise when the teacher is absent.
3. He after comes here at night.
4. Sarla sings a song.
5. We fight with each other.
6. They pay their bill in time.
7. The editorials of this newspaper make an interesting reading.
8. I live in a rental house.
9. Mr. Kumar teaches physics.
10. His eldest son realises his responsibility.

5.4.1.2 Present Continuous Tense

Present continuous Tense refers to an activity at the time of speaking. In this tense, the action is not a routine activity; in fact it is going on even at the time of speaking. It is also known as present progressive tense. The structure of this tense is as follows:

Subject+ be (is/am/are)+verb base form + ing + object

Affirmative	Negative	Interrogative
I am writing a letter.	I am not writing a letter.	Am I writing a letter?
She is watching a movie.	She is not watching a movie.	Is She watching a movie?
They are playing football.	They are not playing football.	Are They playing football?

Singular subject takes is plural subject takes are; and the subject I takes am.

Use :1 For an action happening about this time but not necessarily at the moment of speaking.

I am living in a rented house.

She is studying physics these days.

Use: 2 For a definite arrangement in near future (the most usual way of expressing one's programme):

He is going to Delhi tonight.

Sarla is singing a song this evening.

Use:3 It is used to give a sense of intention or likelihood and gives a sense of future time.

I am going to see my friend.

He is going to die.

Use: 4 Verbs not normally used in continuous tenses: such as- see hear, smell, know, notice, recognize, taste, hope, believe, admit, love, hate, prefer, own possess, respect, value, wish, equal, cast etc.

Self-Check: III

Fill in the blanks with the appropriate verbs the present continuous Tense.

1. We an acute problem in power supply these days. (face)
2. Some birds Very high in the sky. (fly)
3. The cost of living day by day. (increase)
4. Don't make a noise, the child now. (sleep)
5. Our publisher generally Hindi but today he English. (speak)
6. We to the cinema to night. (go)
7. Are you anything tomorrow afternoon? (do)
8. My dog a lot, but he is not at the moment. (bark)
9. His mother some food in the kitchen at present. (cook)
10. He because he is hungry now. (cry)

5.4.1.3 Present Perfect Tense

The present perfect tense express the completion of action/work and its relationship to given general time aspect when we say, He have lived in this house, he is inviting attention to the present possession of the house and not act of living. But if a time adverbial say since 1992 is add, it naturally calls our attention to the time when the act of living in a house took place.

The form he has lived in this house naturally refers to Now or the present time real or implied.

He has cut his finger. (the result is blood)

The structure of Present Perfect Tense is as follows;

Subject + has/have + V^{III} / past participle + object

She has written a letter.

She has not written a letter.

Have I read 'The Arabian Night'?

Use: 1 The present perfect can be used for an action beginning in the past and still continued:

She had taught in this school for ten years

Use:2 It is used with just a recently completed action.

She has just finished her work.

Use:3 The present perfect tense used for recent action when the time is not mentioned:

He has completed his work.

Some adverbs/ adverb phrase used with present perfect tense. Such as- ever, never, always, occasionally, often, several times, already, yet, just, lastly, recently, up to now, since, for, during. The lat few weeks, upto the present.

He has come recently.

She has worked here for two months.

The train has already late.

Self-Check-IV

Insert in the blank spaces in the sentences below the present perfect tense of the verb given in the brackets:

1. We each other for the past two years. (know)
2. He never alcoholic liquor. (drink)
3. My neighbour a new car. (purchase)
4. Someone the chair. (broken)
5. I the instruction but I don't understand them. (read)
6. During the last few days, I him a numbers of times. (meet)
7. The train Just now. (arrive)
8. He. for six hours. (sleep)
9. Mukesh..... not his work up to now. (have) complete.
10. The gardener a few more shrubs and trees this month. (plant)

5.4.1.4 Present Perfect Continuous Tense

When the actions start sometime in the past and still continue in the present, this is called present perfect continuous tense. For example: - Monika has been singing a song for an hour.

The structure of present perfect continuous tense is as follows:

Subject + has/have+ been+ base verb+ ing+ object+ since/for+ time.

Affirmative: She has been reading a novel since morning.

Negative: She has not been reading a novel since morning.

Interrogative: Has she not been reading a novel since morning.

- The present perfect continuous tense does not exist in passive.
- It denotes the period of time (for) and point of time (since) in the sentences. The action started in past and continue in present time.

For example:-

Kamlesh has been telephoning you since morning.

We have been living here for two months.

Self-Check- V

Insert in the blanks spaces with correct verbs of present perfect continuous tense given in the brackets:

1. It since ten O'clock. (rain)
2. The door bell for the past five minutes (ring)
3. Mr. Mehta..... in Noida since July, 2000. (live)
4. They this book for four hours. (read)
5. This sick man steadily for one week. (improve)
6. I in the school for ten years. (teach)
7. Lata..... in the post office since 2016. (work)
8. Mr. Amit here for almost half an hour. (wait)
9. Since when the students..... the match? (play)
10. How long you..... for her? (wait)

5.5 Let us Sum up

In this unit we have discussed the meaning of tenses, differences between time and tenses. In this unit we have discussed the forms of present tense and their usage.

5.6 Answer Self Check

Self-check-I

1. Speaks 2. Buys 3. Go 4. Do 5. Dances 6. Get 7. Works 8. Do 9. Eats 10. Make

Self-check-II

1. She does not inter fare in other affairs.
Does she inter fare in other affairs?
2. These students do not make a noise when the teacher is absent.
Do these students make a noise when the teacher is absent?
3. He does not after come here at night.
Does he after come here at night.
4. Sarla does not sing a song.
Does Sarla sing a song?
5. We do not fight with each other.
Do we fight with each other?
6. They do not pay their bill in time.
Do they pay their bill in time?
7. The editorials of this newspaper does not make an interesting reading.
Does the editorials of this newspaper make an interesting reading?
8. I do not live in a rental house.
Do I live in rental house?
9. Mr. Kumar does not teaches physics.
Does Mr. Kumar teach physics.
10. His eldest son does not realise his responsibility.

Does his eldest son realize his responsibility?

Self-check-III

1. are facing 2. are flying 3. is increasing 4. is sleeping 5. Speak, is 6. are going 7. doing 8. bark, barking 9. is cooking 10. is crying

Self-Check-IV

1. have known 2. has, drunk 3. has, purchased, 4. Has broken 5. Have read 6. Have met 7. Has arrived 8. Has slept 9. Has completed 10. Has planted.

Self check-V 1. Has been raining 2. Has been ringing 3. Has been living 4. Have been reading 5. Has been improving 6. Have been teaching 7. Has been working 8. Has been working 9. Have been playing 10. Have been waiting.

Exercise-

A. Fill in the blanks with suitable forms of the verbs given in the brackets:

1. Sujata to college every day. (goes/going)
2. He from fever since last night. (has suffered/has been suffering)
3. Mr. Mehta just now. (has arrived/arrived)
4. You in Patna since 1993. (have lived/lived)
5. But today he very badly. (is playing/ plays)
6. It for five hours (has been raining/ is raining)
7. The earth..... round the sun. (run/runs)
8. Does he fast? (run/runs)
9. The sun in the east. (rise/rises)
10. Veena to Mumbai next year. (goes/went)
11. The train already (has, left/ left)
12. He a letter yet. (has not written/ did not written)
13. He absent for a long time. (is/ has been)
14. My father up at 5'O clock every day. (gets/ is getting)
15. Oil..... on water (floats/floated)

II. Rewrite the following sentences after correcting errors:

1. He does not write to me for two weeks.
2. You did not yet see the governor.
3. I finished my work just now.
4. The earth move round the sun.
5. Sujata watched television now.
6. She is long known to me.
7. As soon as the clock strike five they down tools and off they go.

8. I do not wishes to raise false hopes.
9. It is raining all day.
10. I am living here for a week.
11. I did not see him since we met a year ago.
12. She is doing her homework since morning.
13. My grandmother told me a story just now.
14. She is going to the cinema every Sunday.
15. He came here recently

5.7 Further Readings

- Bhatnagar R.P. & Bhargava Rahul: English for competitive examination, Delhi, Macmillan, (2005)
- Pal Rajendra & Suri Premlata: English Grammar and composition, sultan Chand & sons, educational publishers, new Delhi (2006)
- Thomson & Martinet: A practical English grammar, new Delhi: OUP (2004)
- Sinha, R.P.: How to write Correct English, Bharati Bhawan (P&D) New Delhi (2007)

Unit-6 Past Tense and It's Forms

Structure

6.0 Introduction

6.1 Objectives

6.2 Past Tense

6.2.1 Forms of Past Tense

6.2.1.1 Past Indefinite/ Simple past tense

6.2.1.2 Past Continuous Tense

6.2.1.3 Past Perfect Tense

6.2.1.4 Past Perfect Continuous Tense

6.3 Let us Sum up

6.4 Answer Self Check

6.5 Exercise Answer key

6.6 Further Readings

6.0 Introduction

In the previous unit 5 we discussed the meaning of tenses and difference between time and tense. In this unit we discussed the meaning and forms of past tense. This unit described uses of past tense.

6.1 Objectives

After completing this unit you will be able to understand-

- The meaning of Past tense
- Distinguish between present and past tense.
- Their uses and application in sentences
- Make correct formation of the sentences

6.2 Past Tense

A verb/action refers to a time in past, we said past tense. e.g. It rained heavily last night.

6.2.1 Forms of Past Tense

6.2.1.1 Past Indefinite/ Simple Past Tense

When we refer an action at a particular time in the past, we said that it is simple past (past indefinite) tense. The structure of simple past tense is given follow:

Subject + Main verb² + Object

He played football.

She wrote a letter.

He did not play football.

Did he play football?

Use: 1 It is used when we speak of the actions that do not have any connection with present and are completed by the time of reading.

He failed in the examination.

The principal laid great emphasis on value education.

Use: 2 It is therefore used for a past action when the time is given:

He went to Delhi yesterday.

The building was built in 2006.

I bought mangoes on Sunday last.

Use: 3 It is used to express a habitual action or, states in past. e.g.

In my childhood I played Kabaddi.

She always invited me to dinner.

Mr. Kumar always spent his summer vacation in Masoori.

Self-Check I- Re- write the following sentences using the simple past tense.

1. The child finds pleasure in surfing the internet.
2. The peon buys a cup of coffee.
3. He is born in India.
4. These students learn their lesson regularly.

5. Columbus discovers America.
6. He buys pen a week ago.
7. Our armies fight the enemies bravely.
8. You often lie to me though I take notice to it.
9. Why do they violet rules and regulations?
10. She wears a new saree today.

6.2.1.2 Past Continuous Tense

If the continuation of action is found in the past that is called past continuous tense. for example- I was writing this book yesterday morning.

Use: 1 When there are two actions in the past that is called past continuous tense is used for the one was in progress when another took place and not in its completion e.g.

He was watching television when his friend arrived.

She was washing clothes when her son came in.

When she came to me, I was talking to my brother.

Use: 2 There are two activities in the sentences. One is simple past which states the time when activity was in progress.

The structure of the past continuous tense as follows:

Subject + was/were + main verb+ ing + object

Affirmative: (1) She was writing a letter. (2) They were writing a letter.

Negative: (1) She was not writing a letter. (2) They were not writing a letter.

Interrogative: (1) was she writing a letter? (2) Were they writing a letter?

Use : 3 It is used with a point in time, it express an action which began before that time and probably continued after it.

Example- At ten he was reading a story?

Use: 4 When we talks of two actions in progress at the same point of time, we can after use the past continuous for both of them.

Example-While my mother was singing, I was sleeping.

While I was writing this unit, my friends were playing cricket.

Self Check II-Fill in the blanks with correct form of the past continuous tense.

1. He..... on to a branch with one hand. (hold)
2. They their tools away to take a little rest. (put)
3. to save money for a new car. (he try)
4. What in the laboratory at that odd hour? (he do)
5. He to buy a car yesterday. (went)
6. She a novel last year. (wrote)
7. He always complaining. (is)
8. The baby because it has so longer hungry. (not cry)
9. They the lawn. (moved)

6.2.1.3 Past Perfect Tense

The past perfect tense is used whenever we wish to say that an action had been completed before another was commenced.

The verb expressing the previous action is put into the past perfect tense. The verb expressing the subsequent action is put into the simple past.

He had given first aid to the patient before the doctor arrived.

The sheep fled great haste for a wolf had entered the field.

The structure of the past perfect tense as follows:

Subject + had+ past participle+ object

He had reached much earlier.

I had completed my work in last week.

Self-Check III- Fill in the blanks with suitable forms of the verb given in the brackets.

1. I College before the bell rang. (reached/ had reached)
2. Sweta said that she her book in the school. (had lost/lost)
3. The students..... before the teacher came. (stood up/ had stood up)
4. Mukesh said that the bring the text book. (forgotten/ had forgotten)
5. When the doctor found that the player..... prohibited medicines, he reported the matter to the team manager. (taken/ had taken)
6. She wishes that she literature instead of history when she was in college. (had studied/ studied)
7. When we went to cinema the film (already started/ had already started)
8. I came after he (had gone/ gone)

6.2.1.4 Past Perfect Continuous Tense

It is used for an action that began before a certain point in the past and continue up to that time.

Subject+ had been+ verb+ ing+ object+ for/since+ time.

His elder brother had been singing for two hours.

I had been reading this novel since morning.

The past perfect continuous bears the same relation to the perfect as the present perfect continuous bears to the present perfect.

1. when the action began before the time of speaking in the past and continued up to that time or stopped just before it we can often use either form.

It has now nine and she was tired because she had been working since morning.

2. A respected action in the past perfect can sometimes be expressed as a continuous action by the past perfect continuous.

She had been trying to contact him on the phone.

Self-Check IV- Rewrite the following sentences in the past perfect continuous tense using the adverbial phrase given in brackets at the end of each sentence.

1. He had working in the ministry of finance. (for three years)
2. The student leaders were instigating the students to go on a strike. (for a long time)
3. The luggage was lying in the hall. (for more than a for night)
4. I was feeling anxious about her welfare (ever since she left the city)
5. We were making preparations for her weddings (for owner three months)

6.3 Let us Sum up

In this unit we have discussed the meaning of past tense and its forms and their uses and application.

6.4 Answer Self Check

Self-Check I

1. The child found pleasure in suffering the internet.
2. The peon bought a cup of coffee.
3. He was born in India.
4. These students learnt their lesson regularly.

5. Columbus discovered America.
 6. He bought pen a week ago.
 7. Our armies fought the enemies bravely.
 8. You often lie to me though I did not take notice of it.
 9. Why did they violate rules and regulations?
10. She wore a new Sarees today.

Self-Check II

1. He was holding on to a branch with one hand.
2. They were putting their tools away to take a little rest.
3. He was trying to save money for a new car.
4. What was he in the laboratory at that odd hour?
5. He was going to buy a car yesterday.
6. She was writing a novel last year.
7. He was always complaining.
8. The baby was not crying because it has so longer hungry
9. They were moving the lawn.

Self-Check III

1. I had reached College before the bell rang.
2. Sweta said that she had lost her book in the school.
3. The students had stood up before the teacher came.
4. Mukesh said that had forgotten bring the text book.
5. When the doctor found that the player had taken prohibited medicines, he reported the matter to the team manager.
6. She wishes that she had studied literature instead of history when she was in college.
7. When we went to cinema the film had already start
8. I came after he had gone .

Self-Check IV

1. He had been working in the minister of finance for three years.
2. The student leaders had been instigating the students to go on a strike for a long time.

3. The language had lying in the hall for more than for night.
4. I had been feeling anxious about her welfare ever since she left the city.
5. We had been making preparations for her weddings for owner the three months for her weddings
for over the three months.

6.6 Further Readings

- Bhatnagar R.P. & Bhargava Rajul: English for competitive examination, Delhi, Macmillan, (2005)
- Pal Rajendra & Suri Premlata: English Grammar and composition, Sultanchand & sons, educational publishers, new Delhi (2006)
- Thomson & Martinent: A practical English grammar, new Delhi: OUP (2004)
- Sinha, R.P.: How to write Correct English, Bharati Bhawan (P&D) New Delhi (2007)

Unit-7 Future Tense and It's Forms

Structure

7.0 Introduction

7.1 Objectives

7.2 Future Tense

7.2.1 Forms of Future Tense

7.2.1.1 Future Indefinite/ Simple future tense

7.2.1.2 Future Continuous Tense

7.2.1.3 Future Perfect Tense

7.2.1.4 Future Perfect Continuous Tense

7.3 Let us Sum up

7.4 Answer Self Check

7.5 Further Readings

7.0 Introduction

In the previous unit 5 and 6 we have discussed the meaning of tenses and difference between time and tense and forms of present and past tense. Now in this unit we will discuss about future tense and their forms and usage.

7.1 Objectives

After completing this unit you will be able to understand to meaning of future tense.

- Forms of future tense.
- Use the future indefinite, future continuous, future perfect and future perfect continuous tenses correctly.
- The future and several factors like intention, willingness, likelihood, play a very important role in determining the correct form.

7.2 Future Tense

The expressed by in grammar action the verb as not having happened yet but refers to action in the future. It is called the future tense. e.g.

You will go to college tomorrow.

He will arrive at 9 O'Clock

The use of this tense is not simple as one might think since we have a number of forms to express.

7.2.1 Forms of Future Tense

7.2.1.1 Future Indefinite/ Simple future tense

It expresses simply future time. e.g. the time that has not come yet, near or remote, as,

He will go to Delhi tomorrow.

The office will remain open tomorrow.

Simple future tense can be expressed by the following ways:

- (a) simple future/ future indefinite (will/shall)
- (b) The going to form
- (c) Present continuous
- (d) Simple present
- (e) Will+ infinitive
- (a) simple future/ future indefinite (will/shall)

an affirmative sentence, will is added before the verb whatever be number or person of the subject. e.g. I/you/they/ He will play.

Note: Shall is used only with I/we.

We shall go to cinema.

In a negative sentence not is added after shall/ will of the affirmative sentence. e.g.

He will not play. They will not play. I will/shall not play. You will not play. We shall not play.

In an interrogative sentence of simple future, the subject is placed between will/shall and verb. e.g.

Will he play? Shall we play? Will they play? Will you play? Will/shall I play?

- (b) The going to form

1. The 'going to form indicates the subjects' intention to perform a certain action in the near future. The intention is pre-meditated:

I am going to climb Everest Mountain one day.

The police is going to lay a trap to arrest the thief.

2. 'The' going to form may also indicate a feeling of certainty or strong probability/ prediction on account of some significant factors:

This year it has not rained at all. Thrice crops is going to be affected. It looks as if it is going to be very hot today. Look at these clouds. It's going to rain.

- (c) The Present continuous as future form.

The present continuous tense to express an action in the near future if some kind of arrangement has also been made for it. the time is almost always given.

We are playing Kabbadi in half an hour.

They are sifting to a new house very soon.

- (d) Simple present to show future

We often use the simple present to express or an official time table: e.g.

The Mahanagri Express leaves for Mumbai at sin in the evening.

Our Terminal Examination begin next Thursday.

Simple present can be used with a time expression for a definite future arrangement or planned future action particularly when tense cover journey, e.g.

The students start college on Monday.

The Prime minister flies to America next month.

- (e) Will+ infinitive :

When we say that a form express future with intention we mean that it express a future action which will be under table by the subject in accordance with his wishes, will+ infinitive form can be used; e.g.

I will to climb that mountain one day.

We will to shift a new house next year.

Simple future tense is also used with clause of condition, time and purpose.

The dog will bark if you pull its tail.

We shall play hockey after we have finished our lunch.

Self-Check-I Fill in the blanks with the suitable forms of verbs given in brackets :

1. He (come) tomorrow.
2. We (are abide) by the rules of the institute.
3. They (go) on strike if there is a hike in petroleum prices.
4. I (visit) my friend since he is not keeping fine these days.
5. She (learns) to write English in a year.

7.2.1.2 Future Continuous Tense

It represents an action that will keep going on at some point in future time, as-

Subject+ shall/will+ ing form the verb + object

He will be writing a letter.

We shall be auctioning these goods next Monday.

Uses-

We use this tense to express an action which will be in progress at a given time in the future:

Your mother will be waiting for you when you reach home.

We use this tense to express a future without intention. It usually implies an action which will occur in the normal course of events or an action expected to happen at some point in the future:

He won't be coming to the party.

We also use this tense to express an action that is fairly certain happen or plan in the near future.

Sujata will be meeting me tomorrow.

I shall be doing this work till the end of this month.

We shall be preparing for the examination next month.

Self-Check- II Use the correct form of the Future Tense of verb given in the brackets:

1.Sunil to Mumbai for cancer treatment .(go)

2.We... .our degree next year. (complete)

3.My father me for dinner tonight. (join)

4. My son seven next March. (be)

5. I... for her when she returns home . (wait)

7.2.1.3 Future Perfect Tense

The future perfect tense express the idea of the completion of an action by a certain future time. The fact of the completion of the action is of greater importance to us than the time of the action. e.g.

I shall have completed three projects by end of the month.

She will have come back home by evening.

Form- Subject+ will have/shall have+ v-ing+ object

Uses: This tense is used in two different sense: (a) to denote the completion of some event in future times and (b) to denote the completion of some event in past time.

(a) He will have reached home before the sun sets.

(b) I shall have finished my work by then.

This tense is used to express likelihood or inference which related to past time. e.g.

You will have read the Tony Morrison's play.

He will have watched the film Lagan.

Self-Check-III Use the correct form of the Future Tense of verb given in the brackets:

1.He....the station before the train starts. (reach)

2.He.... this exercise by 8 O' clock. (finish)

3. You... your father before I see you again. (meet)

4.Nobody.... anything from you when you go home this afternoon. (take)

5.By the time summer approaches, I..... my exam. (finish)

7.2.1.4 Future Perfect Continuous Tense

This tense indicates an action represented as being in progress over a period of time that will end in future; e.g.,

Form

Subject+ shall/will have been+ v-ing+ object+ period of time/ point of time

The farmers will have been working in the field since morning.

When clock strikes eleven, she will have been writing these books for four hours.

By the end of this month, I shall have been teaching for ten years.

Self-Check IV Use the correct form of the Future Tense of verb given in the brackets :

1. Ihere for three years by the end of next month. (work)

2. Virat Kohli.... international cricket for nine years by next March. (play)

3. They Preparations for the marriage for three months . (make)

4. You....English for three years by the end of this year . (learn)

5. I... in Kolkata for six years by the end of this month . (live)

7.3 Let us Sum up

In this unit we have given you practice in :

- (i) Understanding a future tense
- (ii) Using the future indefinite, the future continuous, future perfect and future perfect continuous tense correctly, and
- (iii) Rewrite the sentences in the future tense.

7.4 Answer Self Check

Self-Check I

1.will 2.shall 3.will 4.shall 5. Will

Self -Check II

1. will be going 2. Shall be completing 3.will be joining 4.will be 5.shall be waiting

Self-Check III

1.will have reached 2.will have finished 3.will have met 4.will have taken 5.shall have finished

Self-Check IV

1.will have been working 2.will have been playing 3.will have been making 4.will have been learning 5.will have been learning

7.5 Further Readings

- Bhatnagar R.P. & Bhargava Rajul: English for competitive examination, Delhi, Macmillan, (2005)
- Pal Rajendra & Suri Premlata: English Grammar and composition, Sultan Chand & sons, educational publishers, new Delhi (2006)
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Uttar Pradesh Rajarshi Tandon Open University,

Prayagraj

DCEN-101 (N)

English Grammar and Communication Skill

Block 3

English Grammar II

Unit 08: Relative Clauses and Adverbial Clauses

Unit 09: Prepositional Participle and Phrases

Unit 10: Direct and Indirect Speech

Unit 11: Active and Passive Voice

Unit 12: Vocabulary Buildings

Block 3 is English Grammar II, which consists of 5 units. Unit 8 focuses on relative clauses and their structures and adverbial clauses. This unit focuses on types of relative clause, relative pronoun, adverbial clause and types of adverbial clause, which enable writers to be more specific and helps to make writing more sophisticated. In the unit 9 discusses Prepositional Participle and Phrases. In this Unit the learners used Prepositional Participle and Phrases in their writing and speaking. Unit 10 discusses Direct and Indirect speech. This unit aims to tell the difference between Direct and Indirect speech and to enable the learners to learn the rules for the conversion of various types of sentences from Direct to Indirect Speech. The following Unit 11 deals with Active and Passive Voice. This unit also focuses on the difference between Active Voice and Passive Voice and conversion rules for different types of sentences like Interrogative sentences, imperative sentences, Exclamatory, etc.

Structure

8.0 Introduction

8.1 Objectives

8.2 The Structure of Relative clause

8.3 Types of Relative Clause

8.3.1 Restrictive Relative clause

8.3.2 Non-Restrictive relative clause

8.4 The Relative Pronoun

8.5 Adverbial Clauses

8.6 Types of Adverbial Clauses

8.6.1 Adverbial Clauses of Time

8.6.2 Adverbial Clauses of place

8.6.3 Adverbial Clauses of purpose

8.6.4 Adverbial Clauses of Cause or Reason

8.6.5 Adverbial Clauses of condition.

8.7 Exercise

8.11 Suggested Readings

8.0 Introduction

In this unit we shall discuss Relative clauses and its structures. Relative clauses is a post medication of noun phrase. In section 8.2 we shall explain the structure of relative clause and in section 8.3 we will show you there are two types of relative clauses: restrictive and non-restrictive.

Relative clauses generally modify a noun or pronoun—by using relative pronoun (who, which, whose, whom, that). Relative clauses function as dependent or subordinate clauses and therefore cannot stand alone as complete sentence. A relative clause is also known as an adjective clause.

In this unit we shall also examine certain variation on relative clauses are formed. A relative clauses are extremely useful because they enable writers to be more specific and make writing more sophisticated.

8.1 Objectives

After completing this unit, you should be able to recognise the meaning, structure and function of relative clause used as modified of noun or noun phrase.

8.2 The structure of Relative Clauses

A relative clause modifies noun or pronoun and like clauses both dependent or independent. It has a subject and a verb.

Ex. The participants, who were interviewed volunteered to be part of the study.

In above sentence the relative pronoun 'who' introduces the relative clauses. 'who were a interviewed'. The relative clause modifies the plural noun 'participants'. The word who is the subject of relative clause and 'were' is the verb.

8.3 Types of Relative Clauses

There are two types of relative clauses: restrictive and non-restrictive. Each type has a different function with in a sentence and requires different punctuation.

8.3.1 Restrictive Relative Clause

A restrictive relative clauses introduce information that is necessary to the meaning of sentence and do not need commas or any punctuations to separate them from the complete sentence. For example

- The student who sits in the back of the room asks a lot of questions.
- Employees who work are happier than employees who do not work.

In the above two sentences, the relative clause "who sits" 'who work' and 'who do not work' are used to make the noun student and women more specific.

8.3.2 Non-restrictive Relative clauses

A non-restrictive relative clause is usually a proper noun or a common noun that refers to a unique person things or events. It uses comma to separate them from the complete sentence. It describes a noun or pronoun whose meaning is already defined or limited. It only gives some additional information about a noun or pronoun. For example.

- Sunita hopes to return to Delhi, where she met Chirag
In this above sentence 'where she met Chirag' refers extra information. The focus of the first sentence is that Sunita hopes to return where it just happens that she met Chirag. This information is non-essential to the sentence and is therefore non-restrictive.
- My brother who lives in Bangalore.
In this example My brother can only have a unique reference. There is, then no question of limiting its reference. The relative clause in the above sentence only gives additional information about my brother.
- Mr. Sinha, who teaches at IERT is the most famous mathematician today.
- Kailash, who was a brilliant singer dominated any musical company he found himself in.

8.4 The Relative Pronoun

In academic writing, the choice of wh-word (who, whom, where, whose etc.) are called Relative pronoun depends on the antecedent and the syntactic function of relativize noun phrase. In English grammar the antecedent makes a distinction between human and non-human nouns. In relative pronoun who whom and whose are used to refer to human people. Thus the man, the woman, the girl, the boy will be replaced by who. Non-human nouns as heads are referred to by which regardless of whether the head noun is animate or inanimate. Thus tiger birds book will be replaced by which.

- The boy who you met yesterday
- The girl whose mother was famous writer.
- The tiger which escaped from the zoo.
- The letter which you gave him.

In short, the choice of wh-words in relative clause is as follows:

Who: (i) refers to a person or people in subject of noun phrase.

(ii) May be used with a clause that makes a noun specific (a restrictive clause)

(iii) May be used a clause that adds information (non restrictive clause)

Whom: refers to person or people in object.

Whose: with animate nouns functioning as genitive modifies.

Which: refers to things or concept or in all other cases.

That: can be used all nouns and in all functions except the genitive.

Ex: the result that I obtained may invoke positive social change.

Reduced Relative Clause:

A reduced relative clause is a relative clauses that is not marked by an explicit relative pronoun such as who, whom, that which etc. Reduced relative clause(s) modify the subject and not the object of sentence. For example

- I told you about the girl living next door.
- The animals found here can be dangerous.

Exercise:

8.5 Adverbial Clauses:

The adverbial Clauses are dependent clauses that modify the verb in a sentence. They function as an adverb. Adverbs clauses indicate time reason contrast purpose and result. Adverb clauses contain subject and predicate. For example-

- Sujata the aspiring actress because upset as soon as she saw the casting list.
- We left before the meeting ended.
- Wait until I come.

8.6 Types of Adverbial Clauses

8.6.1 Adverbial Clauses of Time

We use subordinate conjunctions. As, as soon as, after, before, since, until, till, after a while, whenever etc. in adverbial clauses of time. For example:

1. Sohan arrival at the destination as the sun was arising.
2. I normally watch T.V. while I am chopping vegetables.
3. After the vote was taken, the meeting broke up.
4. When she finishes her work, she goes out to play.

Remembers:-

- While talking about the present or past we use the same tense in the clause. e.g.
 - As she came into the room all rose to their feet .
- While talking about the future we use present tense. e.g.
 - Wait until I come.
- To talk about an action that is complete before or after another action described in the main clause we use either simple or perfect tense. e.g.
 - Before you go bring me some milk.
 - Radhe Shyam felt a little guilty after he had lied to his father about his mistake.
- While we are talking about an action in adverbial clause that takes place over a period of time we use the present perfect tense. e.g.
 - Suhani can go out when she has finished her homework.

8.6.2 Adverbial Clauses of place

We used subordinate conjunction as where, when, whether, wherever etc. in adverbial clause of place. e.g.

- You can stay where you are.
- She makes friend wherever she goes.
- The wind blowth whither it listeth.
- Go quickly whence you came.

8.6.3 Adverbial Clauses of purpose

We use subordinate conjunction that, so that and lest to talk about purpose in adverbial clause. e.g.

- She worked hard that she might become rich.
- She takes medicine so that she may get well.
- He ran hard lest he should miss the bus.

8.6.4 Adverbial Clauses of Cause or Reason

We use subordinate conjunction as, because, since that at the beginning of clause to give a reason or cause for particular situation. Let's see the sentences below:

- As you were not there, I spoke to your father.
- Mohan will succeed because he works hard.
- I am glad that you live it.

8.6.5 Adverbial Clauses of condition.

We use subordinate conjunction, if, whether unless in adverb clauses of condition. Look at the sentences below:

- If you make a promise, you keep it.
- You must go, whether, he comes or not.
- He will not pass unless he works harder.

8.7 Exercise

8.8 Suggested Reading

N.D.V. Prasad Rao, learner's English grammar and composition, S. Chand & Company ltd. New Delhi 1998.

Raymond Murphey, Intermediate English Grammar Cambridge university press, New Delhi, 1994.

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UNIT 9: Prepositional Participle And Phrases

Structure

9.0 Introduction

9.1 Objective

9.2 Meaning and Definition of Participle

9.3 Forms of Participle

9.3.1 Present Participle

9.3.2 Past Participle

9.3.3 Perfect Participle

9.4 Prepositional Participle

9.5 Prepositional Phrases

9.6 Sum up

9.7 Questions

9.8 Suggested readings

9.0 Introduction

In the previous unit, we have discussed relative clause and adverbial clause. In unit 9, we will discuss prepositional participle and phrase. Prepositional phrases serve a variety of function in English. They can be complements to verb as well as complements to adjective. In section 9.2 we'll show you that the meaning and forms of participles. In section 9.4 and 9.5 we shall examine what relationship between the preposition in prepositional participle, and phrase.

9.1 Objective

After completing this unit, the learner will be able to

- Understand participle and phrase
- Describe the types of Participle
- Use the participle phrase in speech and writings.
- Use a prepositional phrase in speech and writings.

9.2 Meaning and Definition of Participle

A participle is a form of verb. It functions or used as an objective and adverb. Participle may be used attributively and predicatively. For Example:

A rolling stone gathers no mass (attributive)

They found her sleeping. (Predicative)

9.3 Forms of Participle

There are three form of participle

1. Present Participle
- 2 .Past Participle
- 3 .Perfect Participles

9.3.1 Present Participle

The present participle expresses an action or taking place at the same time with or immediately before the action indicated by the main verb. It is formed by adding 'ing' to the first form of the verb. In case of helping verb, being is used and helping verb is omitted. For example

1. *Turning to the left, I reached your school.*
2. *Being tired of work, he went to bed.*

9.3.2 Past Participle

Past participle represents completed action or state of thing. It is formed by adding 'ed,en,st' to the first form of the verb or the second form of the verb.

For example:

1. *She found the door locked*
2. *Driven by the scorching heat, he entered the pool of water.*

9.3.3 Perfect Participle

The perfect participle expresses an action completed before the indicated by the main verb. It is formed by adding 'Having+verbIII' to the sentence.

For Example:

1. *Having finished our work, we took food.*
2. *Having failed thrice, he did not want to try again.*

9.4 Prepositional Participle

Prepositional Participle is a type of preposition formed by using the *Participle* form of a verb to function as a *preposition*. They are used to describe a specific action or state of something in a sentence.

Some of the common participle prepositions in English are:

Including and Excluding

Following

Considering

Regarding

Notwithstanding

Given

9.4.1 Including and Excluding

'Including' and 'excluding' are participle prepositions that are used to indicate the *presence* or *absence* of something in a larger group or category. 'Including' means that something or someone is part of a larger group or category. 'Excluding', on the other hand, means that something or someone is not part of a larger group or category. Take a look at the examples:

This watch is 200\$, including tax.

Excluding the guest coming from Peru, we still have 15 guests coming to our house.

9.4.2 Following

'Following' is used to indicate a *sequence or order* of events or actions. It can also indicate that something is happening or will happen as a *result* of something else. For example:

Following their agreements, they decided to raise the salary.

9.4.3 Considering

'Considering' is used to indicate that something is being *taken into account* or *thought about* in relation to something else. Pay attention to the following example:

Considering her tough divorce, she's up and about in no time and doing just fine.

9.4.4 Regarding

'Regarding' is used to indicate that something is *related to* or *concerning* another thing or topic. It can also be used to introduce a topic or subject, especially in a formal context. For example:

1. I'm considering your request, regarding the talk we had earlier.

2. Regarding the upcoming board meeting, please be sure to review the agenda beforehand.

9.4.5 Given

'Given' is used to indicate that a particular circumstance or condition is *assumed* or *taken into account*. For example:

Given her age, she is a fantastic yoga instructor.

9.5 Prepositional Phrases

We have already learnt that a preposition is a word that shows the relation between its object and some other word in the sentence. We will now study the function of the phrase which the preposition introduces. A *prepositional phrase* is a group of words that begins with a preposition and ends with a noun or a pronoun. This noun or pronoun is called the object of the preposition.

A prepositional phrase consists of the preposition and its object. Its structure is preposition+ NP. Sometimes the noun which serves as the object of the preposition has modifiers, but the important words in the phrase are the two words - the preposition and the object. e.g.:

1. *I walked down the winding street.*

2. *The girl with the long hair is an artist.*

In the first sentence, the preposition is the word down. The object is street. The entire phrase is down the winding street. The two important words in the phrase are the preposition down and the object is noun 'street'.

In the second sentence, the preposition is with and the object is noun hair. The prepositional phrase is the group of words, with the long hair.

In grammar, a phrase is a group of words, without a subject and predicate, that functions as a single part of speech. A prepositional phrase is a phrase that functions as an adjective or an adverb. Since adjectives and adverbs are modifiers, the prepositional phrase is also a modifier. For example- The man with a red head is a detective.

9.6 Sum up

In this unit, we have discussed prepositional participle and phrases with suitable examples. In grammar, participle is a form of verb. It functions or used as an objective and adverb. Participle may be used attributively and predicatively. Prepositional participle is a type of preposition formed by using the **participle** form of a verb to function as a preposition. It used to describe a specific action or state of something in a sentence whereas prepositional phrases can be complements of verbs and adjectives; they can be adjuncts. They can also be post-modifiers of Noun Phrases. Practically all the prepositions, both simple and complex, can be used in this function. As in other cases, the preposition may have a local' or a figurative meaning.

The preposition in a prep phrase (PP) can have a distinct meaning of its own and be independent of both the head noun preceding it and the noun in its complement: This is s where the preposition is used in its local meaning. In other cases the preposition may be controlled by either the noun in its complement or the preceding head noun. Numerous nouns, verbs and adjectives are followed by specific prepositions only.

9.7 Questions

A. Correct the following Sentences:

1. Being a very cold night, I did not go out.
2. Trying to copy, the teacher caught him.
3. Entering the hall, the light was off.
4. The weather was fine, we continued our journey.
5. Father arrived, the children had no care.
6. Going to the farm house, a snake bit a farmer.
7. Sleeping in the old house, a ghost haunted her.
8. Admitting your mistake, I shall excuse you.
9. Reading in the room, my dog disturbed me.
10. Frightened at the sight of a tiger, the gun dropped from my hand.
11. Being a very cold day, I remained in bed.
12. Entering the room, the light was quite dazzling.
13. Sitting on the gate, a scorpion stung me.

B. Complete the sentences by choosing a suitable prepositional phrase given below.

under stress, at short notice, in public, by nature, at the age of, in a good mood, by chance, by surprise.

1. He started composing his own symphonies..... nine.
2. I am not today, so please leave me alone.
3. Has anyone found my red fountain pen? I lost it yesterday.
4. He has questioned..... so don't believe everything he says.
5. The question took him....., so he was struggling to find the right answer.
6. Politicians sometimes make statements..... that they regret later.

7. The new girl is shy, so you'll have to give her sometime to loosen up.
8. The principal cancelled the meeting because he had to be somewhere else.

9.8 Suggested Readings

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3. Zandvoort, R.W. *A Handbook of English Grammar*.
4. Thakur, K.P. *A Practical Guide to English Grammar*.

Unit 10 Direct and Indirect speech

Structure

10.0 Introduction

10.1 Objectives

10.2 Differences between Direct and Indirect speech.

10.2.1 Reported verb and Reported speech.

10.3 Rules for changing Direct to Indirect speech.

10.3.1 Conversion Rules as per the Reporting verb.

10.3.2 Points to Remember

10.3.3 Changing sentences with Reporting verb.

10.3.1.4 Points Remember

10.3.1.5 Changing sentences having university truth.

10.3.1.6 Test your self

10.4 Interrogative Sentences

10.5 Imperative Sentences

10.6 Test yourself

10.7 Exclamatory sentences

10.7.1 Test yourself

10.8 Optative sentences

10.8.1 Test yourself

10.9 Exercise

10.10 Suggested Reading

10.0 Introduction

In this unit we will discuss teaching Direct and Indirect speech is best done by reading and writing dialogue. This unit gives an idea how to learn this topic effectively. All the main rules like change of reporting verb, use of proper conjunction, change in pronoun change in different forms of verbs and change in words showing nearness into distance words are discussed and explained with example in lucid language.

In English grammar direct and indirect speech is one of the important topics. It is also called reported speech.

10.1 Objectives

After completing this unit the learners will be able to;

- Understand the meaning of direct-indirect speech.
- Distinguish between direct-indirect speech.
- Discuss reported speech and reported verb.
- Change the direct speech in indirect speech.

10.2 Differences between direct and indirect speech.

When we quote the actual words of a speaker, it is called direct speech. Direct speech is indicated by inverted commas. e.g.

Sarla said, "I am feeling upset."

In this sentence Sarla's words have been put in the same way as spoken by Sarla. The use of inverted commas denotes that the sentences were spoken by Sarla.

When we reports someone's oral communication without using the exact words, we call it indirect speech. e.g.

Sarla said that she was feeling upset.

In this sentence, Sarla's words have been reported by somebody else. The inverted commas have been removed and tense and pronoun have been changed. What difference do you find between these two sentences? Do you find any change in meaning? No, the only difference you find is that of structure.

A sentence of direct speech is changed into indirect speech not only removing pronoun and tense have a role to play in this change. Since the sentence mentioned in the example is that of 'Assertive' inverted commas have been replaced by 'that'. In interrogative sentence inverted commas have been replaced by 'if', 'whether', let's see some example.

1. Roshni says, "I have finished my works."
Roshni says that she has finished her work.
2. He said to me, "I hate dishonest people."
He told me that he hated dishonest people.

In both the example, we find that the meaning remains the same but the structure is changed. What are these changes?

- Inverted commas are replaced by "that"
- Verb are changed (said-told)
- Tense of reported speech is also changed.

10.2.1 Reporting Verb and Reporting Speech

The part that is put outside of inverted commas in which the speakers speaks is *Reporting verb* and the part that is put within inverted commas is *Reported speech*. e.g.

Versa said, "I shall pass this year."

The girl says to her mother, "My plate is empty."

In the sentences above *said* and *says* are reporting verbs while "*I shall pass this year*" and "*My plate is empty*" are reported speech.

10.3 Rules for changing Direct to Indirect Speech

You might get curious how these changes are made. Actually the purpose of changing from direct to indirect is not change the content but only the style. This can be with help of certain rules.

10.3.1 Conversion Rules as Per Reporting Verb

10.3.1.1 Changing sentences with reporting verb in Present and Future Tense

Rule: If the reporting verb is in present or future tense, the tense of the verb in reported speech is not change at all e.g.

1. Rohan says to Shaumya, “you don’t love me.”
Rohan tells Shaumya that she doesn’t love him.
2. The teacher says, “I finished this chapter.”
The teacher says that he finished this chapter.
3. Murali will say to me, “I am waiting for you.”
Murali will tell me that he is waiting for me.

In all these sentences, you find that the tense of reported speech is not changed but the verb of reported speech should agree with their subjects.

10.3.1.2 Points to Remember

1. If the subject of reported speech is First person pronoun ‘I’ it is changed according to the subject of reporting verb.
2. If the subject of reported speech is second person pronoun you, it is changed according to the object of reporting verb
3. If the subject of reported speech in third person pronouns, He/She/it/they/ Ram etc, there is no change at all.
4. Pronouns are changed according to the object and their meanings.

10.3.1.3 Changing sentences with reporting verb in past tense

Rule: When the reporting verb is in the past tense the tense of the reported speech into corresponding past tense, as-

Direct Speech	Indirect Speech
Present Indefinite	Past Indefinite
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Past Indefinite	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	No change
Past Perfect Continuous	No change
Future Indefinite	In four forms of future tense helping verb will changed into would and shall change into should.
Future Continuous	
Future Perfect	
Future Perfect Continuous	
Can, May	Could, Might
Is, Am, Are	Was, Were

Example:

He said, “I am reading newspaper.”

He said that he was reading newspaper.

The teacher said, “you finished your work.”

The teacher said that he had finished his work.

She said to me, “you are being late.”

She told me that I was being late.

Roshni said to her mother, “I got a hundred rupee note on the way to the school.”

Roshni told her mother that she had got a hundred rupee note on the way to the school.

10.3.1.4 Points to Remember

Rule: words denoting time and place also undergo changes. Hence once should remember the following changes while converting from direct to indirect, as-

Direct	Indirect
These	That
Here	There
Now	Then
Ago	Before
Today	That day
Yesterday	The previous day
Tomorrow	The next day
Tonight	That night
Come	Go
Just	Then
Early	Late

We shall see the example to be more sure-

The teacher said, "I return from Delhi yesterday."

The teacher said that he had returned from Delhi the previous day.

He said, "She is learning this afternoon."

He said that she was learning that afternoon.

He said to his father, "I want to buy this book."

He told his father that he wanted to buy that book.

He said to us, "We are coming today."

He told me that they were coming that day.

10.3.1.5 Changing sentence having Universal Truth

Rule: If the reported speech is a matter of universal truth habit or proverb. It does not undergo any change in terms of tense. Only the bare essential like. Replacement of inverted commas by 'that'. For example-

- My father says, "Honesty is the best policy."
- My father says that Honesty is the best policy.
- The teacher said to the students, "Slow and steady wins the race."
- The teacher told the students that slow and steady wins the race.
- He said, "The brave alone deserves the fair."
- He said that the brave alone deserves
the fair.

10.3.1.6 Test Yourself

1. My mother says, "I have become very old."

2. Sangeeta will say, "I shall go to my school today."
3. You said to your father, "I shall go for a walk daily."
4. The philosopher said, "Silence speaks more than words."
5. The poet said, "Beauty is truth and truth beauty."
6. Sohan said, "to his peon your son met me in the market."
7. Mr. Sinha said, "I have written a letter to the secretary today."
8. He said to me, "I am writing a letter."
9. The teacher said, "He is a good boy."
10. The judge said, "I shall punish the criminal."

10.4 Interrogative Sentences

You will discover that at times you come across sentences through people either ask question or makes a request for information. Such sentences are most often interrogative and end with marks of interrogative. e.g.

The teacher said, "Have you read this book?"

That thief said to policeman, "why did you beat me so mercilessly?"

Though both the sentences are interrogative, they differ in nature. The answer to the first question can be either yes or no. such a sentence is called yes-no interrogative.

The answer to second question will be an explanation. Such as sentence is called wh-question and often begin with what, why, when, where, who, whom etc.

Rule- If the reported speech is an interrogative sentence, we have to made the following changes as-

- (i) Reporting verb said/say/said to change into asked/ask/ or enquired of.
- (ii) If/whether is added before reported speech in case of yes-no question and inverted commas are removed.
- (iii) If the reported speech begins with wh-questions (what, why, when, where, who, whom etc.). We should not use conjunction if/ whether, these wh-word used as a conjunction.
- (iv) Interrogative form is changed into assertive.

Example-

Rajesh said to me, " Do you know Mr. Sinha?"

Rajesh asked me whether I did know Mr. Sinha

Manas said to the clerk, "When can I deposit my late fee."

Manas enquired of the clerk when he could deposit his late fee.

The principal said to the clerk, "Are you coming to the college today?"

The principal asked the clerk if he was coming to the college that day.

10.4.1 Test Yourself

1. The booking clerk said, "Have you fifty rupee note?"
2. My mother said to me, "Did you see the Taj in Agra?"
3. Seema said to her teacher, "Is technology not interfering with our lives?"
4. I said to my friend, "Will you go to Lucknow today with me?"
5. The beggar said to me, "Why don't you help me?"
6. The principal said to me peon, "Why do you come late?"
7. The police said to the thief, "How did you enter this house?"
8. My father said, "Which book do you like most?"

10.5 Imperative Sentences

The imperative sentences are begin with a verb. The sense of order, request, advice, command, warning etc., are conveyed in the imperative sentences. Look at the following :

Work hard for a better tomorrow.

Go away

Called the boy.

Kindly help me.

Sing a song please.

Let me go.

All these sentences maintained above are sense of order, request, command, advice etc.

Rule:- If the reporting is an Imperative sentence, reporting verb is changed as per the intention of speaker as order, request, command, suggest etc. and the imperative mood is changed into the infinitive 'to'. For example.

Direct: Rama said to Arjun, "Go away"

Indirect: Rama ordered to go away.

Direct: He said, "Please give me another chance."

Indirect: He requested them to give him another chance.

Direct: The doctor said to patient, "Take your medicine in time"

Indirect: The doctor advised patient to take medicine in time.

Direct: He said, "Be quiet and listen to my words."

Indirect: He urged them to be quiet and listen to his words.

Rule: If the reported speech is begin with negative imperative, don't or do not, changed in to either 'not to' or 'for bade'. e.g.

Direct: He said to the boys, "Don't make a noise."

Indirect: He asked the boys not to make a noise.

Direct: The father said to his son, "Do not go out in the sun."

Indirect: The father forbade his son to go out in the sun.

Direct: The collie said, "Please don't keep me waiting so long."

Indirect: The coolie requested not to keep him waiting so long.

Rule: Some imperative sentences are begin with let and after the let noun or pronoun used as an object. Some changes following:

- Reporting verb is replaced with proposed or suggested.
- Let is changed in to should/might.
- Inverted commas are replaced by that look at some sentences;

He said, "Let us go home."

He proposed that they should go home.

My friend said to me, "let us go to see match on T.V."

My friend proposed to me that we should go to see the match on t.v.

Rule: If let means to 'allow' the reporting verb is changed into requested or ordered and reported speech begins with 'to allow' + 1st form. as-

The principal said to the peon, "Let the boy come in"

The principal ordered the peon to allow the boy to come in.

10.5.1 Test Yourself

1. The Swami said to villagers, "Bring me a drink of milk."
2. The teacher said to him, "Do not read so fast."
3. He said to his servant, "Leave my house at once."
4. The thief said to policeman, "Please excuse me this time for my offence."
5. The students said, "Let us enjoy our holidays freely."
6. Prem said to his mother, "Let me stay in the house till father return."
7. He said, "Saith on the radio."
8. The teacher said, "work hard and do your best."

10.6 Exclamatory Sentences

Sometimes a person comes across sentences with reflect the intensity of his inner feelings even with one word as bravo, hurrah, alas, oh, ah, etc. Such sentences are exclamatory. You have to careful while changing these sentences from direct to indirect.

Rule:

1. If an exclamatory sentence express joy or delight, reported verb said to is change to exclaimed with joy that or exclaimed joyfully that.
2. If an exclamatory sentence express sorrow grief or pain, said to is changed to exclaimed with sorrow that or exclaimed with grief that.
3. In case of exclamatory sentences expressing approval said to change to applauded saying that
4. If an exclamatory sentence begins with How, or what, said to is changed to exclaimed that look at the following examples:
She said, "Alas! I have lost my gold necklace."
She exclaimed with sorrow that she had lost her gold necklace.
The soldier said, "Hurrah! We have won the battle"
The soldier exclaimed with joy that they had won the battle.
He said, "Bravo! Well played Pankaj"
He applauded Pankaj saying that he had played well
The teacher said to the boy, "What a foolish by you are."
The teacher exclaimed that he was a very foolish boy.

10.6.1 Test Yourself

1. The spectators said, ' Bravo! You have broken the previous records'
2. Raju said, "Hurrah! I have passed."
3. He said, What a beautiful flower it is!"
4. He said, Alas! Our foes are too strong"
5. He said, "How cruel of him."
6. The girl said, "Ah! How beautiful the rainbow is!"

7. The student said, "Hurrah ! I have topped the list."
8. The labours said, " Alas! We cannot pull on in so small wages."

10.7 Optative Sentence

The sentence which express a prayer, keen wish curse etc. is called an optative sentence. This kind of sentence generally starts with 'May' and "wish".

Rule: If the reported speech is in Optative sentence, the reporting verb said! Said to cursed. Inverted commas are replaced by 'that'. The word 'May' is changed in 'might'. E.g.

She said to him, "May God grant you success in the examination."

She prayed that God might grant him success in the examination.

The people said "May our king live long"

The people wished that their king might live long.

10.7.1 Test Yourself

1. My teacher said to me, "May you pass in first division!"
2. Ahermit said to me, "May God give you success health and wealth!"
3. My friend said, "May you get married soon".
4. He said, "May God bless her with long life and prosperity"
5. The gardener said, "May the farmers prosper in all ages?"
6. The old woman said to me, " May you be blessed with a son"
7. The sage said, "May God pardon all our sins,"
8. The minister said, "May our country progress at rapid pace."

10.8 Let us Sum up

In this unit we have discussed direct and indirect speech. It is the very important topic in English grammar. The learners learn all the main rules to change the sentences from direct to indirect speech.

10.9 Exercise

1. He says "Shyam is a good friend"
2. You say, " I cut the finger".
3. Harsha will say, " Her father always scold her"
4. He said to us, " I have wanted an hour"
5. She said, "I was not at home when the Postman came"
6. He said, "I came here yesterday."
7. He said, " I have bought a horse."
8. Ram said to me, "what has become Hari?"
9. He said to me, "Isn't your name Ashok"?
10. He said to me, " where do you live/"
11. My friend said to me "Don't waste your time"
12. He said, "Oh! Thia nuisance"
13. He said, "Alas! I am undone."
14. My friend said, " May God help you!"
15. He said " I will come here again tomorrow"
16. He said, "Hari has been giving us very good milk"
17. The teacher said to me, "What are you doing"/
18. Sarla said to me, " I have finished my work."
19. They said, " Hurrah! We have won the cup"
20. He said, "What a terrible storm it is!"

21. The doctor said to me “Take some rest”
22. The beggar said, “ Please give me something to eat”
23. The principal said to the peon, “come on time.”
24. Sonakshi said to me,” Let me have this pen”.
25. Rohan said to me, “ Let us play kabbadi.”

10.10 Suggested Readings

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Unit-11 Active Voice and Passive Voice

Structure

11.0 Introduction

11.1 Objectives

11.2 Changing from Active Voice to Passive Voice

11.2.1 Remember

11.2.2 Tense forms and voice change

11.2.3 Present Tense

11.2.4 Past Tense

11.2.5 Future Tense

11.2.6 Test Yourself

11.3 Change of voice for Interrogative sentence

11.4 Change of voice for Imperative sentence

11.5 Change of Infinitive

11.6 Change to modal Auxiliary

11.7 Test yourself

11.8 Let Us Sum Up

10.9 Exercise

11.10 Suggested Reading

11.0 Introduction

In the previous unit we discussed Direct and Indirect Speech is the important topic of English grammar. In this unit we will discuss another topic Active and Passive voice. This unit enhances the learner's knowledge to express an idea in different ways. One can express an idea in different ways. One can express the same idea differently by changing the orders of words.

Voice refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice the subject performs the action, in the passive voice the subject receives the action. An academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing the action. Active verbs are stronger and usually more emphatic than forms of the verb 'be' or verbs in passive voice.

You can understand the differences when you look at separate sentences as in the following:

Active – He reads an interesting book.

Passive – An interesting book is read by him.

Active – She tore her books.

Passive – Her books were torn by her.

Active – She writes me letters.

Passive – Letters are written to me by her.

In all the above example, you find that the order of the words change but not the meaning. Change of voice is a change of the forms of verb. In effect the object of the active sentence becomes the subject, in passive sentence. Although both sentences have the basic components, their structure makes them different from each other. Active sentences are about what people do, while passive sentence is about what happens to people or things.

11.1 Objectives

After completing this unit, the learners will be able to know

- The difference between active and passive voice
- Change into active voice to passive voice

11.2 Changing from Active voice to Passive Voice

While changing from active to passive the verb plays an important role and the subject in Active becomes the object of the passive voice.

- (a) The subject of the active voice becomes the object of passive voice
- (b) The object of the active voice becomes the subject of passive voice.
- (c) The verb of the active is changed into its participle or verb³.
- (d) The use of *by* becomes essential before doer in many cases.
- (e) The tense of active remains the same in passive too.
- (f) Auxiliary verbs are used according to the subject in the passive voice.

11.2.1 Remember

If you find out a sentence in the active form, provided its verb is transitive can be changed in the passive form e.g.

Active: My mother is cooking food.

Passive: Food is cooked by my mother.

- If a sentence has an intransitive verb, it cannot be changed into passive voice. e.g. I run very fast.

11.2.2 Tense forms and voice change

You might think that sentence in all tenses undergo change of voice. But this is not true in all tenses. While simple, continuous, perfect forms of tenses undergo voice changes but perfect continuous usually do not have their passive voice

11.2.3 Present Tense

(a) Present Simple-

(1) If the verb of the Active voice is in simple present tense, we use helping verb *is/am/are*.

Active: S + V^I(e/es) + O

Passive: O + *is/am/are* + V^{III} + *by* + S

For example:

Active
The boys make toys
Khushi sings a song

Passive
The toys are made by the boys
A song is sung by Khushi

(2) If the sentence in active voice is in negative *do/does* is replaced by *is/am/are* and *not* is used in passive voice.

Active

Subject+ do/does+ not+ V^I+ object

Passive

Object+ Is/am/are + not + V^{III}+ by+ subject

For example:

Active

He does not like tea.

You do not love me.

Passive

Tea is not liked by him.

I am not loved by you.

(3) If the sentence is the active voice is in interrogative do/does/ is replaced by is, am, are.

Active

Do/does+ subject+ V^I+ object

Passive

Is/am/are + object + V^{III}+ by+ subject

For example:

Active

Does she want a book?

Do you drink milk?

Passive

Is a book wanted by her?

Is milk drunk by you?

(4) If the sentence in the active voice is in interrogative who is replaced by whom.

Active

Who+ Subject+ V^I(s,es)+ object

Passive

By whom+ Is/am/are + V^{III}

For example:

Active	Passive
Who teaches you English?	By whom are you taught English?

Present Continuous Tense

Rule-I: If the active voice is in present continuous tense, being+VIII is used after the helping verb.

Active

Subject+ is/am/are+ V^I+ing+ object

Passive

Object+ is/am/are+ being + V^{III}+ by+ subject

For example:

Active: The police are arresting thieves.

Passive: Thieves are being arrested by the police.

Negative Sentence:

Active

Subject+ is/am/are + not+ ving+ object

Object+ is/am/are + not+ being + V^{III}+ by+ subject

Passive

For example:

Active: We are not reading newspaper.

Passive: Newspaper is not being read by us.

Interrogative Sentence :

Active	Is/am/are + Subject+ ving+ object
Passive	Is/am/are + Object+ being + V ^{III} + by+ subject

For example:

Active: Is she washing her clothes?

Passive: Are her clothes are being washed by her?

Present Perfect Tense

In the active voice is in present perfect tense, been + V^{III} is used after the helping verb has/have.

Active	Subject + has/have + V ^{III} + Object
Passive	Object + has/have + been + V ^{III} +by + subject

For example-

*Active:*I have read the Ramayan.

Passive: The Ramayan has been read by me.

Active: Sohrab has planted Mango trees.

Passive: Mangoes trees have been planted by Sohrab.

Note: A sentence of Present Perfect Continuous tense cannot change into passive voice.

11.2.4 Past Tense

- If the active voice is in the past tense more or less, follow the same rules as more or less, follow the same rule as in present. Only the helping verb is /am/are changed into was or were

Past Simple Sentence

Active	Subject+ V ^{II} + object
Passive	Object+ was/were + V ^{III} + by+ subject

Active

Passive

He killed a lion.

A lion was killed by him.

She tore her books.

Her books were torn by her.

Was he tearing his books?

Were his books being torn by him?

Past Perfect Tense

In the Past Perfect Tense the helping verb had is used with all persons. While converting them into passive 'had' is changed into 'had been' and participle of the verb is used.

Active	Subject + had + V ^{III} + Object
Passive	Object + had + been+ V ^{III} +by + subject
Active	Subject + had+ not + V ^{III} + Object
Passive	Object+ had+ not+ been+ V ^{III} + by+ Subject
Active	Had + Subject+ V ^{III} + Object
Passive	Had + Object+ been+ V ^{III} + by+ Subject

For example-

Active :I had sold my bicycle.

Passive :My bicycle had been sold by me.

Active :Suresh had booked by flight tickets.

Passive: My flight tickets had been booked by Suresh.

Active :The dog had not chased the sheep.

Passive: The sheep had not been chased by the dog.

Active: Had A police man caught the thief?

Passive :Had the thief been caught by a police man?

Note: Past perfect continuous tense like all other perfect continuous tense do not have passive voice.

12.2.5 Future Tense

Sentence of future tense are also undergo a change in voice but only in their simple and perfect forms future indefinite/simple tense.

Active	S + will/shall + V ^I + Object
Passive	Object + will/shall + be+ V ^{III} +by + subject
Active	S + will/shall+ not + V ^I + Object
Passive	Object+ will/shall+ not+ be+ V ^{III} + by+ Subject
Active	Will/shall+ Subject+ V ^I + Object
Passive	Will/shall+ Object+ be+ V ^{III} + by+ Subject

A- I shall punish her.

P- She will be punished by me.

A- We shall not white washed the building.

P- The building will be not white washed by us.

- A- Shall we kill beautiful birds?
 P- Beautiful birds be killed by us.

Note: Future perfect tense and future perfect continuous tense cannot be changed into passive voice.

11.2.6 Test Yourself

1.	The cat killed the mouse	13	You had stolen my pen.
2.	Rama was making a kite	14	I have not taken hot coffee.
3.	He will help me in all circumstances.	15	I will remember this story.
4.	I have written a novel.	16	Who stole my ring.
5.	Has he paid his debt?	17	The enemy have defeated our army.
6.	The police are arresting thieves.	18	The hunter shot the lion.
7.	We do not buy old books.	19	He had eaten food before I slept
8.	The boy teased the dog.	20	Had they not broken chairs?
9.	Columbus discovered America.	21	Who does not like music?
10.	Do they please their friends?	22	How does she comb her hair?
11.	Sarla was singing a song?	23	Someone has picked my pocket.
12.	Who taught you English?	24	Dhondi will bring the pony.

11.3 Change of voice for Interrogative sentence

When the sentence in active voice is an interrogative one, it remains the same in passive voice too. Only the form of verb is changed. For example,

- A- Who loves this old building?
 P- By whom is this old building loved?
 A- Have you booked the flight tickets?
 P- Has the flight ticket been booked.

Note:- If the interrogative sentence begins with How/who/which/where/why etc. it starts with the same in the passive voice. Who is changed with by whom and which is changed into by which. If they denote agent. Example-

- A- Who taught you Hindi?
 P- By whom were you taught Hindi?
 A- Which tailor stitches your shirt?
 P- By which tailor is your shirt stitched?

11.4 Change of voice for Imperative sentence

The imperative sentence basically begins with a verb. Such sentences often express order, command or advice. Such sentences take 'let' in passive voice and 'be' is used before the IIIrd form of verb.

<i>Active</i>	V + Object
<i>Passive</i>	Let + Object + be + V ^{III}

Active Voice

Open your books.

Passive Voice

Let your books be opened.

Switch on the light

Let the light be switched on.

Pay the bill soon.

Let the bill be paid soon.

- If the imperative sentence in Active voice is a part of advice, use ‘should be’ in passive voice.

<i>Active</i>	V ^I + Object
<i>Passive</i>	Object + should be + V ^{III}

Active **Passive**

Help the helpless. The helpless should be helped.

Don't insult the poor.

The poor should not be insulted.

Love your nation at all costs.

Your nation should be helped at all costs.

- In some cases, ‘Please’ is also added in active voice of imperative sentence. In such case the sentence in passive begins with ‘you are requested to’ as.

<i>Active</i>	Please + V ^I + Object/ V ^I + O + Please
<i>Passive</i>	You are requested to + V ^I + O

Active: Please walk on the footpath.

Passive: You are requested to walk on the footpath close the door please.

Active: Close the door.

Passive: You are requested to close the door.

- When some Active sentences begin with ‘Let’ in imperative sentence. In such cases, the sentence in passive begin with let and used be before the third formed the verb.

Let+ indirect object + V ^I + direct object
Let + direct object + be + V ^{III} + by + indirect obj

Active- Let me do this work.

Passive- Let this work be done by me.

Active- Let us read the report carefully.

Passive- Let the report be read carefully.

- If the sentence beginning with ‘Let’ indicates proposal begin your sentence in the passive with, “it is suggested and use ‘should’ without any change in the verb.

Active- Let + us+ noun + O

Passive- It is suggested that + we should + v^I+ Object

For example:

Active: Let us go on picnic

Passive: It is suggested that we should go on a picnic.

11.5 Change of infinitive

The sentence of an active voice can also have infinitives (to+verb). In such case the passive takes ‘to be’ before the third form of the verb.

Active: S+V^I + infinitive + V^I + object

Passive: O+ V^I + to be + V^{III} + S

Example:

Active- I am to buy a car.

Passive- A car is to be bought by me.

Active- He is to tell a story.

Passive- A story is to be told by him.

11.6 Change to Model Auxiliary verbs

If the active sentences being with Model (Can, must, may etc.) use 'be' in passive voice. As:

<i>Active</i>	S+ Model Auxiliary verb (can/may/must)+V ^I +object
<i>Passive</i>	Object+ Model Auxiliary verb (can/may/must)+be+V ^{III} +b+S

For example:

Active: I must help the poor

Passive: The poor must be helped by me

Active: He can speak English

Passive: English can be spoken by him.

11.7 Test yourself

1. Open the door.\
2. Please give me your book.
3. Let me complete this chapter.
4. Respect your parents.
5. Carry it home.
6. Do not beat the dog.
7. Subash can read this book
8. You must obey the elders.
9. I am to finish this work.
10. Your son is to learn languages.

11.8 Let us sum up

In this unit we have discussed Active voice and passive voice. The active and passive voice are two grammatical voices. Voice refers to the form of the verb that indicates when a subject acts or is the receiver of action. When the subject performs the action. It is active voice and when the subject receivers the action it is passive voice. In this unit we have distinguished between active and passive voice we have learnt to change active voice into passive voice in different types of sentences.

11.9 Exercise

13.	The boy cannot lift this box	16	He stole her purse
14.	Veena is cooking the dinner.	17	The hunter was shooting the tiger.
15.	You should help your neighbor	18	People will remember Gandhi.
16.	Obey you parents	19	Shut the door.
17.	The postman had to delivering the letters	20	Mukesh had broken the glass.
18.	Everyone does his work	21	Why do you not help me?
19.	Who is laughing at the beggar?	22	We must take care your health.
20.	Please bring me a glass of water.	23	We switched off the light.
21.	Is she is reading a novel?	24	Subhash plays the flute.
22.	Valmiki wrote the Ramayana.	25	Birds build nests.
23.	She displease me.	26	He found the student guide.
24.	Who wrote the Mahabharata?	27	Whom do you like most?
25.	What has he done?	28	Your habits makes you slave.
26.	The cobbler has repaired our shoes	29	Let him play the match.
27.	I did not trust anybody	30	The farmers were sowing the seeds.

11.10 Further Readings

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Unit 12

Vocabulary Buildings

Structure

12.0 Introduction

12.1 Objectives

12.2 Importance of Vocabulary

12.3 Word Formation

12.4 Roots

12.4.1 Learning through roots

12.5 Prefixes and suffixes

12.6 Synonyms

12.7 Antonyms

12.8 Lets Sum up

12.9 Exercise

12.10 Further Readings

12.0 Introduction

12.1 Objectives

After completing this unit you will be able to understand

- Importance of vocabulary
- How words are formed
- Importance of studying and knowing the roots of words to improve vocabulary.
- How adding prefixes and suffixes can change the meaning of words.
- Importance of knowing synonyms and antonyms of words to enhance vocabulary.

12.2 Importance of Vocabulary

Vocabulary is essential in English language because without its appropriate and sufficient knowledge we cannot understand other or express our own feelings. We need words for conveying our single thoughts or emotion, sentiments and feelings. The words construct with the appropriate vocabulary. Vocabulary knowledge is viewed as an essential tool for mastering any language skills it also contributes to understanding of written and spoken.

A solid foundation of vocabulary knowledge (is essential) to become successful users of English in any academic environment. Vocabulary is very important because it improves all areas of communication.

12.3 Word Formation

One simple way to define understand and utilize a word is by studying its formation the root that it comes from and the various prefixes and suffixes that change not only the shape of a word but also its shade, meaning and usage.

12.4 Roots

English is an Indo-European language and is widely spoken in America, Europe and also western and southern Asia. English is not at all a pure language. It has borrowed many words from different foreign languages. According to research, words, originating from Latin, French, Greek make up 29% of the English language. English has also associated words from Sanskrit, Hindi and Urdu. Therefore the understanding the meaning of common words roots can really help us deduce the meaning many new words that we may encounter while reading a book or listening to lecture.

In English grammar root is a word or word element from which other words grow, usually through the prefixes and suffixes. Also called root word. In also come from different roots. Nevertheless an understanding of roots helps enrich our vocabulary.

12.4.1 Learning through roots:

In the following we can see that how through one root, we can reach out to more words that stem from it:

1. Ab= from, away, off
Related= Adduct, Abnormal, Absent, Aversion, Abandon
2. Acro = Top, High
Related= Acrobert, Acronym Acrophobia
3. Agr/i/o = forming
Related= Agriculture, Agri-business, Agrarian.
4. Alg/o = Pain
Related= Analgesic, Mostalgia, Meuralgia

5. Ambi/amphi= both, on both sides, around
Related= Ambidextrous, ambiguous, ambivalence
6. Ambul= walk/none
Related= Amble, Ambulant, Ambulance
7. An/ami= love
Related= Amiable, Amity, Amicable, Amorous, Amature, Amalgamate, Ameliorate.
8. Anti = against, opposite of
Related= Antibody, Antiseptic, Antisocial
9. Auto = self, same, one
Related= Autobiography, Autograph, Autocart, Automatic
10. Bell = war, fight
Related= Bellicose, Belligrant, Rebellious
11. Bene/bon = Good, well
Related= Bene factor, beneficial, benevolence, benign, bonafide, Bonhomie etc.
12. Bibli/o = book
Related= Bibliography, bibliomania, bibliophile
13. Bio = life, living matter
Related= Biography, biology, biosphere
14. Burs= money, purse
Related= Reimburse, Disburse, Bursary
15. Carn= Flesh
Related= Ancarnate, incarnation, Reincarnation, carnivorous, carnal
16. Cide= kill
Related= apicide, suicide, germicide, pesticide, fratricide, genocide, patricide etc.
17. Circ/circum= around
Related= circumlocution, circumscribe, circumspect
18. corp= body
Related= corpulent, corpse, corporal, corporeal
19. cred= belief, trust
Related= credulous, credence, credibility, creed, credible, incredible
20. cracy= govt./ system
Related= Democracy, Autocracy, Bureaucracy, Plutocracy, Theocracy
21. cious= to do something
Related= coquacious, voracious, Avaricious, pugnacious
22. cata= down
Related= catadysm, catabogeu, catastrophe,
23. crypto= hidden, secret
Related= cryptic, cryptography, encrypt

24. Dict= speak
Related= contradict, prediction, dictate
25. eu= good, well
Related= Eulogy, euphony, euhemerism, euphoria etc.
26. morph= shape
Related= Metamorphose, Amorphous, Morphology, Polymorphous
27. Enthno= Race, people
Related= ethnic, ethnocentric, ethnology
28. Grap/gress= to step, to go
Related= Gradual, Degradation, Progress, Regress, Retrogressive
29. Hetero= Different, other
Related= Heterogeneous, Hierograms, Heterodox
30. Inter= Between, among, jointly
Related= International, Intersection, Intercept
31. Ject/jet= Throw
Related= Eject, inject, project, object, conjunction
32. Lingu= language, tongue
Related= Linguist, Multilingual, Linguine,
33. uic= light
Related= enicidate, lucid, translucent
34. Mama= madness, insanity,
Related= Bioliomaima, dispomama, keptomamia, egomaia, marcomainia
35. neg= no
Related= negate, negative, renege etc.
36. neo= new, recent
Related= neoclassic, neoplhate, neogism, nouice, innovate, renovate
37. omni= all
Related= omnipotent, omniscient, omnivorous
38. pan = all, any, everyone
Related= panacea, panorama, pantheism, pandemic
39. path= feeling, emotion
Related= antipathy, apathy, empathy
40. phil= to love
Related= philology, anglophile, philanderer, biblio, phile
41. phon= sound
Related= telephone, euphonious, cocophonic, symphony
42. phob= fear
Related= Acrophobia, Astrophobia, claustrophobia, Bibliophobia, gyenophobia, xenophobia,
43. quart= fourth
Related= quarter, quart, quartet

44.Retro= backward, back

Related= retroactive, retrogress, retrospect

45.Sacr/sanct= write

Related= scribble, inscribe, prescript, ascribe, script, transcript, manuscript

46.Spice/ spec= look, see

Related= Perspicacious, retrospective, spectator, perspective, prospective

47.Theo/ thie= god/ religion

Related= theist, atheist, monotheist, polytheist, theology, theocracy

48.tox= poison

Related= detoxification, toxic, toxicology, intoxicated

49.turb= shake

Related= disturb, perturb, turbid, turbulent

50.un/ uni= one, single

Related= unanimity, unicycle, untateral, unique, unanimous, unity

51.urb = city

Related= suburb, urban, urbanology

52.vac = empty

Related= Evacuate, vacant, vacancy, vacation, vacuous,

53.ver= turn

Related= Veracity, verification, verify,

54.vert/ vers= turn

Related= vertigo, Avert, Revert, convert, pervert

55.vor= eat

Related= voracious, carnivorous, omnivorous, apivorous

12.5 Prefixes and Suffixes

It is important to understand the root of a word to understand its meaning, it is also worthwhile to learn how certain small additions at the beginning and ending of words can add to meaning or change the existing meaning of certain words. It is so because we form words by prefixes and suffixes to different words.

A prefix is a word which add before the roots of word that practical indicates its meaning. Suffix is a word which add(s) the end of the roots of word to produce new form of a related word.

Since we already have word(s). Some roots and related words, let us how study some prefixes and suffixes and see the words that can be formed by using them.

(A)Prefix + words

(B)

Prefix	Words
im	impure, important, impossible, improper, imperfect, impolite
in	indecent, indis(cipline), incomplete, ineffective,
ir	irresponsible, irreverent, irrelative
il	illogical, illegal, illegible, illegitimate, illiterate
re	rebuild, rewrite, recall, refund, renew, reclaim
em	empower, embark, embody, emplane.
en	endanger, enable, enlist, enslave, enrich
de	decode, devalue, deform, defame, demoralize
un	unhappy unexpected, unties uncover, unable, unnatural, undo
dis	displace, dishonest, disrespect, dishonor
mis	mislead, mistrust, misdeed, misjudge, misconduct.
pre	prefix, premature, preschool, prewar, prepaid
non	nonsense, nongazette, nonvegetarian, noncooperation, nonviolent.

(C) Words+ suffix

Suffix	Words
age	leakage, breakage, marriage, bondage,
ar/er/or	beggar, speaker, sailor, writer
ed	hunted, gifted, learned
ist	buddhist, communist, artist, socialist
ing	gardening, swimming, speading, dancing
ism	hinduism, feminism, socialism
al	arrival, denial, proposal
ic	phonetic, cynic, logic, heroic
ily	beautifully, classify, modify, simplify
ship	friendship, deadship, membership,
ness	happiness, kindness, loveliness, darkness, goodness
ion	action, tension, oration, expression

➤ Use of prefix and suffix to make another words as-
Verb+er/ion/age/al

Verb		Suffix	Noun
Teach	+	er	Teacher
Inform	+	er	Informer
Manage	+	er	Manager
Write	+	er	Writer
Speak	+	er	Speaker
Marry	+	age	Marriage
Carry	+	age	Carriage
Act	+	or	Actor

Narrate	+	or	Narrator
Supervise	+	or	Supervisor
Dictate	+	or	Dictator
Collect	+	ion	Collection
Perfect	+	ion	Perfection
Illustrate	+	ion	Illustration
Arrive	+	al	Arrival
Approve	+	al	Approval
Refuse	+	al	Refusal

Verb+sion/ment/ance/ence/ure= Noun

Verb		Suffix	Noun
Admit	+	sion	Admission
Decide	+	sion	Decision
Provide	+	sion	Provision
Involve	+	ment	Involvement
State	+	ment	Statement
Enjoy	+	ment	Enjoyment
Agree	+	ment	Agreement
Appoint	+	ment	Appointment
Assist	+	ance	Assistance
Accept	+	ance	Acceptance
Allow	+	ance	Allowance
Depend	+	ence	Dependence
Differ	+	ence	Difference
Exist	+	ence	Existence
Fail	+	ure	Failure
Depart	+	ure	Departure
Please	+	ure	Pleasure

Adjective + ness/ity/done/cy/ty = noun

Adjective		Suffix	Noun
Kind	+	ness	Kindness
Dull	+	ness	Dullness
Good	+	ness	Goodness
Useful	+	ness	Usefulness
Active	+	ly	Actively
Able	+	ty	Ability
Real	+	ty	Reality
Wise	+	dom	Wisdom
Free	+	dom	Freedom
Accurate	+	cy	Accuracy
Private	+	cy	Privacy
Urgent	+	cy	Urgency

(4) noun + al/en/ful/less/ly = adjective

Noun		Suffix	Adjective
Boy	+	ish	Boyish
Child	+	ish	Childish
Fool	+	ish	Foolish
Air	+	y	Airy
Wealth	+	y	Wealthy
Health	+	y	Healthy
Hero	+	ic	Heroic
Artist	+	ic	Artist
Burdon	+	some	Burdonsome
Quarrel	+	some	Quarrel some
Child	+	like	Childlike
war	+	like	Warlike

Adjective + ly = Adverb

Bold + ly = Boldly

Easy + ly = Easily

Happy + ly = happily

Noun + ify/en/ize = verb

Beauty + ify = Beautify

Class + ify = Classify

Electry + ify = Electrify

Black + en = Blacken

Light + en = Lighten

Capital + ize= Capitalize

Central + ize = Centralize

12.6 Synonyms:

The English language has an enormous vocabulary almost all words have more than one synonym. A synonym is a word or expression that, has the same or almost the same meaning as another word or expression. Let us see a few example of words with their synonyms in the list given below:

Abandon	Leave, Forsake
Abhor	Detest, hate
Abridge	Unusual, unnatural
Acquiesce	Assent
Accumulate	Collect, store

Affluent	Rich
Anguish	Pain, agony, suffering
Audacious	Bold, daring
Aversion	Hatred, hostility
Base	Low, mean, ignoble
Bliss	Happiness, joy, felicity
Brutal	Savage, cruel
Brisk	Bright, lively
Callous	Hard, cruel
Candid	Sincere, frank
Colossal	Huge, enormous, gigantic
Compatible	Consistent
Condense	Compress, thicken
Conspicuous	Noticeable
Constancy	Steadfastness, steadiness
Cordial	Warm, friendly, hearty
Corrupt	Debased, tainted, depraved
Cruel	Fierce, tyrannical
Damage	Loss, harm, injury
Decay	Decline, wither, fade
Decorate	Adorn, embellish
Deficient	Lacking, inadequate, wanting
Deformity	Malformation, disfigurement
Deteriorate	Degenerate, decline
Diligent	Industrious, persevering
Eccentric	Odd, singular
Elegant	Refined, tasteful
Emancipate	Free, liberate, deliver
Exceptional	Unusual, rare

Extraordinary	Exceptional, uncommon
Extravagant	Wasteful, prodigal, spendthrift
Fabricate	Forge, construct
Fallacious	Deceptive
Fanciful	Imaginative, fantastic, visionary, queer.
Fastidious	Particular, finical
Fecund	Productive, fertile
Ferocious	Fierce, savage
Fraud	Deceit, trickery
Ghastly	Horrible, frightful, gruesome
Gigantic	Colossal, great
Gratification	Enjoyment, satisfaction
Hamper	Hinder, impede
Hazardous	Dangerous, risky, perilous
Illiterate	Unlearned, ignorant
Imperious	Authoritative, dictatorial
Impertinent	Impudent, insolent, shameless
Inadvertent	Careless, negligent, unintentional
Inexorable	Relentless, merciless
Ingenious	Clever, inventive
Insidious	Treacherous, cunning
Judicious	Discreet, prudent
Liberty	Freedom, independence
Likeness	Similarity, resemblance
Luxuriant	Abundant, profuse
Magnificent	Splendid, grand
Marvellous	Wonderful
Melancholy	Gloomy, sad
Merciful	Pitiful, compassionate

Negligent	Carless, heedless
Obliterate	Destroy, efface
Obscene	Indecent, filthy
Pathetic	touching, moving
Perennial	permanent, perpetual
Portray	Draw, sketch, depict
Precarious	Risky, dangerous
Quaint	Queer, odd, singular
Radiant	Bright, brilliant
Remorse	Regret, repentance
Renown	Fame, reputation
Ridiculous	Absurd, laughable
Rigid	Stiff, unyielding
Ruin	Destruction, downfall
Ruinous	Destructive, injurious
Sacred	Holy, consecrated, pious
Sane	Sensible, sound
Scandal	Infamy, slander
Sensual	Fleshly, carnal
Shapely	Graceful, elegant
Shrewd	Astute, perspicacious
Slender	Scanty, slight
Sordid	Dirty, ugly, squalid
Special	particular, distinctive
Stationary	Motionless, fixed
Stubborn	Obstinate
Submission	Surrender, obedience
Tedious	Wearisome, monotonous
Thankful	Grateful, obliged

Thrive	Prosper, flourish
Tragic	Sorrowful, distressing
Transient	Transitory, temporary
Tyrant	Despot, autocrat
Unique	Peerless, unequalled
Urge	Press, incite
Venerable	Respectable
Vigilance	Watchfulness
Voracious	Greedy
Wealthy	Rich
Wickedness	Evil
Wretched	Miserable, unfortunate
Wreck	Ruin, destroy
Yearn	Crave, desire
Yield	Surrender
Yielding	Submissive
Zeal	Passion
Zenith	Top, summit
Zest	Enthusiasm

12.7 Antonyms

Ability	Disability
Absurd	Rational, sane
Abundance	Dearth
Accept	Reject, refuse
Accord	Discard, disagreement
Acquit	Convict
Admire	Dislike
Adopt	Reject
Adversity	Prosperity

Affinity	Aversion
Amateur	Professional
Analysis	Synthesis
Ancient	Modern
Appreciate	Departure
Arrival	Departure
Arrogant	Humble
Artificial	Natural
Ascent	Descent
Attack	Defend
Attract	Repel
Authentic	Spurious
Awkward	Graceful
Barbarous	Civilized
Barren	Fertile
Base	Noble
Beautiful	Ugly
Belief	Disbelief
Benevolent	Malevolent
Bliss	Misery
Boisterous	Quiet, calm
Bold	Timid, cowardly
Borrow	Lend
Brutal	Humane, kindly
Callous	Soft, tender
Care	Neglect
Cautious	Rash
Censure	Praise, applaud
Certain	Uncertain

Chaste	Impure, unchaste
Cheap	Dear
Cheerful	Gloomy, depressed
Coarse	Fine
Comic	Tragic, serious
Compare	Contrast
Competent	Incompetent
Compress	Expand
Conceal	Reveal
Concord	Discord
Condense	Lengthen, expand
Confuse	Deny
Confidence	Diffidence, distrust, doubt
Continue	Discontinue
Contract	Expand
Costly	Cheap
Create	Destroy
Credit	Discredit, debit
Crude	Refined
Cruel	Kind, gentle
Danger	Safety
Darkness	Light
Decrease	Increase
Deep	Shallow
Definite	Indefinite, vague
Delay	Haste
Delight	Displeasure, sorrow
Dense	Sparse
Descend	Ascend

Despair	Hope
Destruction	Construction
Diffident	Confident
Diligent	Lazy
Discourage	Encourage
Distant	Near
Dwarf	Giant
Early	Late
Earthly	Heavenly, celestial
Economy	Extravagance
Elevation	Depression
Eligible	Ineligible
Emancipate	Enslave
End	Beginning
Energetic	Weak
Enmity	Friendly
Enthusiasm	Indifference
Equality	Inequality
Entrance	Exit
Exceptional	Ordinary
Experience	Inexperience
Explicit	Implicit
Extensive	Intensive
External	Internal
Exterior	Interior
Extraordinary	Ordinary
Extravagant	Economical
Extrinsic	Intrinsic
Fabulous	Actual, real

Fact	Fiction
Failure	Success
Fair	Foul
False	True
Familiar	Strange
Famous	Obscure, unknown, notorious
Fanciful	Practical
Ferocious	Mild, gentle
Fickle	Constant
Fictitious	True, genuine
Fine	Coarse
Flexible	Stiff, rigid
Folly	Wisdom
Foreign	Native
Freedom	Slavery
Fresh	Stale
Futility	Utility
Gaiety	Mourning
Gain	Loss
General	Particular
Generosity	Stinginess
Genuine	False
Gloomy	Gay
Good	Bad, wicked
Growth	Decline
Guilty	Innocent
Happiness	Sorrow, sadness
Hard	Soft
Haughty	Humble

Help	Hinder
Heavy	Light
Honest	Dishonest
Honour	Dishonour, shame
Hope	Despair
Humane	Cruel
Humble	Proud
Humility	Arrogance
Hypocrisy	Sincerity
Imperative	Optional
Import	Export
Include	Exclude
Increase	Decrease
Indolent	Active, energetic
Inhale	Exhale
Industrious	Lazy

Inferior	Exhale
Interested	Disinterested
Interesting	Uninteresting
Joy	Sadness, sorrow
Joyful	Sad, depressed
Joint	Separate
Junior	Senior
Justice	Injustice
Keen	indifferent
Kind	Cruel
Knowing	ignorant
Knowledge	Ignorance
Lack	Plenty
Languid	Energetic, vigorous
Legal	Illegal
Legible	Illegible
Liberty	Slavery
Light	Heavy
Liquid	Solid
Long	Short
Loose	Tight
Love	Hate
Loyal	Treacherous
Mad	Sane
Major	Minor
Malice	Goodwill
Master	Servant
Material	Spiitual
Maximum	Minimum

Meagre	Plentiful
Melancholy	Gaiety
Merit	Demerit
Mighty	Weak
Mild	Harsh, stern
Miserly	Generous
Moral	Immoral
Morbid	Healthy
Mortal	Immortal
Motion	Rest
Native	Foreign
Natural	Artificial
Neat	Untidy
Noble	Base, ignoble
Normal	Abnormal
Notorious	Reputable
Obstinate	Yielding
Obedient	Disobedient
Offensive	Pleasing, defensive
Ominous	Auspicious
Optional	Compulsory
Oral	Written
Outward	Inward
Part (n)	Whole
Part(v)	Join
Partial	Fair, impartial
Particular	General
Passion	Coolness
Pathetic	Joyous

Peace	War
Permanent	Temporary
Persuade	Dissuade
Physical	Spiritual, mental
Please`	Displease
Pleasure	pain
Plenty	Scarcity
Polite	Impolite, rude
Poor	Rich, wealthy
Practicable	Impracticable
Praise	Condemn, defame
Precious	Cheap, worthless
Premium	Discount
Pride	Humility
Profit	Loss
Prospect	Retrospect
Prosperity	Adversity
Prudent	Imprudent
Public	Private
Punishment	Reward
Pure	Impure
Quarrelsome	Peaceful, friendly
Quick	Slow, tardy
Quiet	Noisy
Raise	lower
Rapid	Slow, tardy
Rare	Common, ordinary
Rash	Steady, cautions
Real	False

Rear	Give
Rectify	Falsify
Reject	Accept, admit
Relevant	irrelevant
Religious	Secular, irreligious
Relish	Dislike
Remember	Forget
Remote	Near
Repulsive	Attractive
Rich	Poor, needy
Right	Wrong
Rise	Fall
Rough	Smooth
Sacred	unholy, profane
Safety	Danger
Sane	Insane
Satisfaction	Dissatisfaction
Savage	Civilized
Scanty	Plentiful
Secret	Open, public
Sensible	Insensible, senseless
Sensitive	insensitive
Separate	Joint
Service	Disservice
Severe	Mild
Sharp	Blunt
Shy	Bold, impudent
Silence	Noise
Sin	Virtue

Smart	Dull, slow
Smile	Frown
Sober	Excited, drunk
Soft	Hard, stubborn
Solid	Liquid
Sophisticated	Naïve
Sorrow	Joy
Special	Ordinary
Speedy	Slow
Spiritual	Material
State	Fresh
Stationary	moving
Straight	Crooked
Sublime	Ridiculous
Success	Failure
Sufficient	Insufficient
Superior	Inferior
Surplus	Deficit
Sweet	Bitter, sour
Swift	Slow
Synonym	Antonym
Tame	Wild
Tedious	Lively
Tender	Hard, strong
Temperate	Intemperate
Thankful	Thankless
Theory	Practice
Thin	Fat, stout
Thrifty	Extravagant

Thrive	Decline
Timid	Bold
Tolerance	Intolerance
Tragic	Comic
Tranquil	Agitated
Transient	Lasting, durable
Transparent	Opaque
True	False
Ugly	Beautiful
Uniform	Variable
Union	Disunion, discord, split
Urban	Rural
Use	Disuse, abuse
Useful	Useless
Usual	Unusual
Vain	Modest
Vigilant	Careless, heedless
Vindictive	Forgiving
Violent	Gentle
Virtue	Vice
Visible	Invisible
Vulgar	Refined
Wane	Wax
Want	Abundance
War	Peace
Warmth	Coolness
Wearisome	Refreshing
Weighty	Light, unimportant
Wild	Civilised

Woeful	Cheerful
Work	Idleness
Wrong	Right
Yield	Resist
Youth	Age
Zeal	Indifference
Zenith	Nadir



Uttar Pradesh Rajarshi Tandon Open University,

Prayagraj

DCEN-101 (N)

English Grammar and Communication Skill

Block 4

Communication Skills

Unit 13: Communication: An Introduction

Unit 14: Non- Verbal Communication

Unit 15: Effective Communication

Unit 16: Communication in English

The Block 4 is Communication Skills. In the professional world, communication and related skills decide a person's career curve. Proper communication plays a pivotal role in the professional world. Therefore, communication skills have the potential to make anyone's career. Thus, this Block is divided into four units which focuses on how learners can enhance their communication skill. In unit 13, the introduction of communication skills has been given in which the Communication Process, types of communication (written/ Oral), levels of communication, the flow of communication and factors affecting communication have been discussed. The 14th unit deals with non-verbal communication, its importance, types, function, benefits, and differences between Verbal and Non-Verbal Communication have been focused.

The thrust of the 15th unit is to deal with effective communication. In this unit, the characteristics of effective communication, effective communication skill and their significance and role have been discussed. What is the role of interpersonal skills in Effective Communication, and what are the barriers are the other topics of this unit. In unit 16 of this Block, i.e. Communication in English, the major topics covered are- the role of English in effective communication, what are the rules and tips for Communication in English, and what are the benefits of Communication in English at the workplace.

UNIT- 13 COMMUNICATIONS: AN INTRODUCTION

- 13.1 Introduction
- 13.2 Objectives
- 13.3 Communication: An Introduction
- 13.4 Types of Communication (written/ Oral)
- 13.5 The Communication Process
- 13.6 Levels of communication
- 13.7 The flow of communication
- 13.8 Factors affecting Communication
- 13.9 Let us sum up
- 13.10 Source
- 13.11 Self-Assessment Questions

UNIT 13 COMMUNICATION: AN INTRODUCTION

13.1 INTRODUCTION

Communication is a skill that involves a systematic and continuous process of speaking, listening, understanding, and writing. Most people are born with the physical ability to talk, but we must learn LSRW (Listening, Speaking, Reading, and Writing) well and communicate effectively to understand verbal and nonverbal cues by observing other people and modelling our behaviour on what we see and perceive. The term often applies to someone's exchanging information effectively with another person or group, in a verbal or written way.

13.2 OBJECTIVES

This unit introduces you to an overview of communication and the main elements in the communication process. After reading this unit, you will be able to

- Understand the meaning and concept of Communication
- Understand the Process of Communication
- Understand the importance of Communication
- Understand the functions of Communication

13.3 COMMUNICATION: AN INTRODUCTION

The word 'communication' is derived from the Latin word 'communicate' that means to impart or to share. Weekly, E. (1967). An Etymological Dictionary of Modern English (Vol.1). New York:

Dover Publications, p. 338. *‘Communication is defined as the process of understanding and sharing’.*

Communication is a process of transmitting and receiving verbal and non-verbal messages that produce a response. Communication is considered effective when it achieves the desired reaction or response from the receiver, simply stated, communication is a two way process of exchanging ideas or information between human beings.

Hence, it means sharing information, messages, ideas plans, thoughts, feelings, etc. from one person to the other person. It refers to a two-way process of conveying information, ideas, or opinions from one person to another either verbally or non- verbally through a medium.

According to Newman, “Communication is an exchange of fact, ideas, opinions, or emotions by two or more persons”.

Thus communication has been defined as the act of giving, receiving, or exchanging information, ideas and opinions so that the messages are completely understood by both (Sender and Receiver).



13.4 TYPES OF COMMUNICATION (ORAL/ WRITTEN)

Communication in English Communication takes place in two ways; verbal and non-verbal. Verbal communication takes place with the usage of words. Non-verbal communication means expression of ideas through gestures, eye contact, postures and body movements Verbal communication constitutes oral and written form of communication. Oral communication skills include the ability to speak effectively, listen actively, and respond efficiently according to the situation. It helps in oral presentation, video conferencing, telephonic conversation, meeting, interviews etc.

Written communication skills mean the ability to write effectively. In written communication, however, information is exchanged using written symbols, that is, via words and sentences. Written communication is the sharing and exchanging of written symbols between individuals or groups. It is also the presentation of ideas in a coherent manner in written form.

Written communication can take place via:

- **Letters**
- **Faxes**
- **Email**
- **Reports**
- **Memos; and**
- **Advertisement**

To communicate effectively via writing, the sender needs to have a sound grounding in grammar and vocabulary so that he can present ideas, together with supporting details, in a unified and coherent manner.

Oral communication involves conveying ideas, thoughts, or information via a spoken language.

Oral communication can take place via:

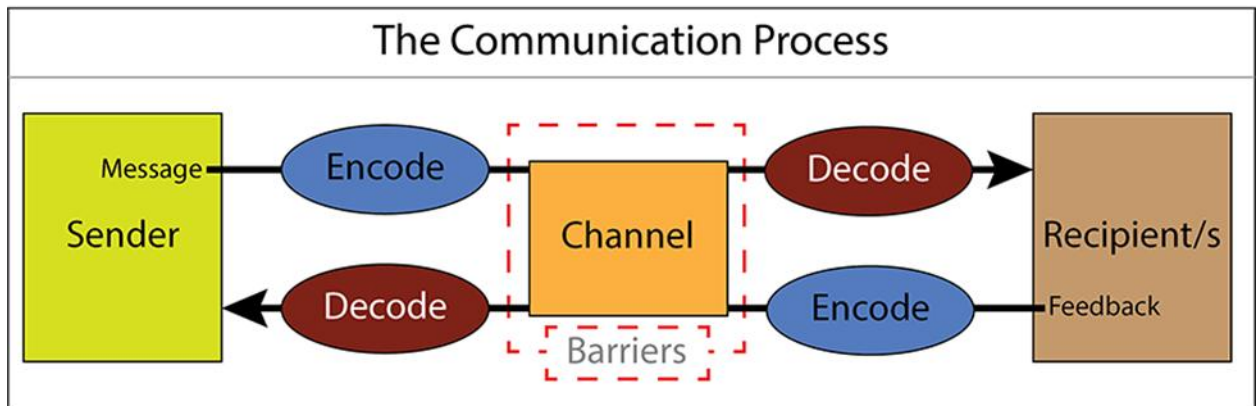
- **Telephone**
- **Group discussion**
- **Staff meeting**
- **Conferences**
- **Seminars,**
- **Radio broadcasts,**
- **Interviews,**
- **Television broadcasts,**
- **Announcements,**
- **Teleconference or videoconferences over the public address system and speeches.**

Oral communication is effective when it is clear, precise, relevant, tactful, considerate, concise, informative, and adapted to the needs of the listener. The delivery of effective communication requires a speaker to consider his or her vocal pitch, rate, and volume. It is important to incorporate changes in vocal pitch to add emphasis and/or avoid monotony.

According to Francis J. Bergen, a speaker's communication should be candid, clear, complete, concise, concrete, correct, and courteous.

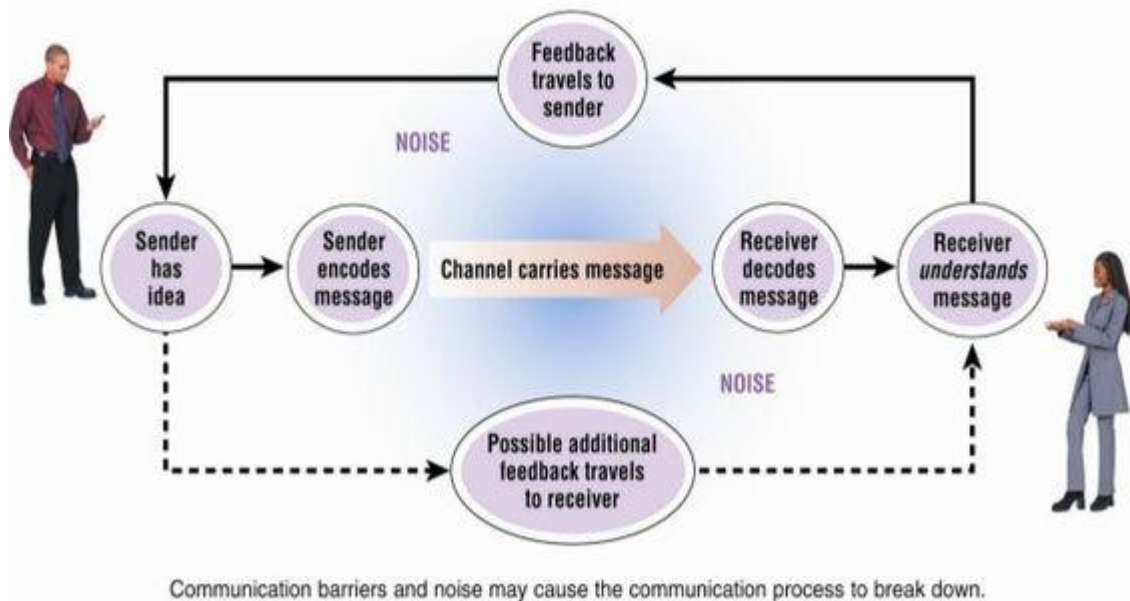
Non-verbal communication elements such as posture, gestures, and facial expression are also important factors in developing good oral communication skills. Good verbal communicators make frequent eye contact to ensure understanding and to develop rapport with the listener.

13.5 THE COMMUNICATION PROCESS



1. **Sender:**one initiates the process of communication.
2. **Channel:**The medium (oral/written) is chosen by the sender to send the message.
3. **Message:**The idea or thought is put into words.
4. **Receiver:** One receives the message.
5. **Feedback:** The receiver gives response after receiving the message.

The Process of Communication



The sender sends a message with a certain intention in mind. The receiver of the message tries to understand and interpret the message sent. He then gives feedback to the original sender, who in turn interprets the feedback. This process repeated continuously, constitutes communication.

There are several major elements in the communication process a sender, message, channel, receiver, feedback, and context. There is both a speaker's intention to convey a message and a listener's reception of what he said.

13.6 LEVELS OF COMMUNICATION

Human communication takes place at five levels:

1. Extra personal communication
2. Interpersonal communication
3. Intrapersonal communication
4. Organizational communication
5. Mass communication

1.EXTRAPERSONAL COMMUNICATION

Communication is a process that takes place with human entities and non-human entities as well. When communication is done with non-human entities, it is called to be extra personal communication.

The perfect coordination and understanding between human and non-human entities results in extra personal communication. In this communication, one participant of the communication process uses sign language and the other is verbal.

For example, the bark of a pet dog when something happens to the master, wagging of the tail when a master shows bone to the pet dog, licking of cheek at the returning of master from the work field, Parrot calling the name of the master in the morning, etc.

2.INTERPERSONAL COMMUNICATION

It involves two parties-a sender and a receiver who use a common language to transmit messages through either oral communication or written communication.

3.INTRAPERSONAL COMMUNICATION

Intrapersonal communication is all about talking to ourselves. We use a phrase like, ‘telling ourselves the truth’ or ‘admitting the truth to ourselves” reflects human self-awareness.

4.ORGANIZATIONAL COMMUNICATION

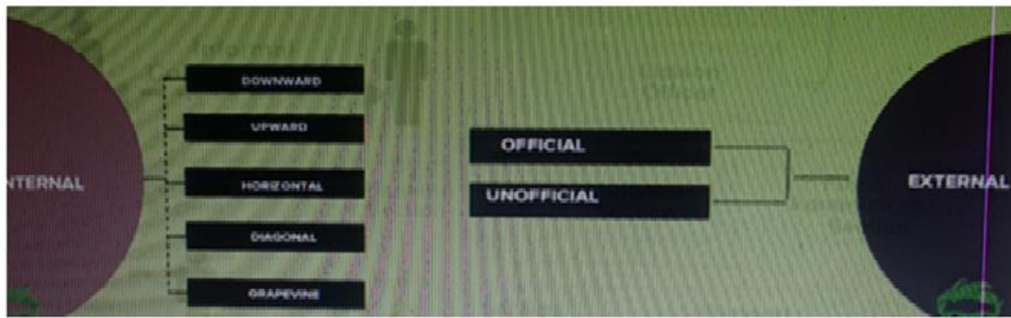
The flow of communication inside an organization may filter in upward, downward, diagonal, horizontal directions. Besides internal communication, companies depend on external communication also. Companies exchange messages with people outside the organization through external communication.

5.MASS COMMUNICATION

Newspapers, magazines, and periodicals, the means of mass communication are used for oral or written communication. Besides, technologies such as the internet e-mail. Voicemail, faxes, audiotape, teleconferencing, videoconferencing, and closed circuit televisions have increased options for internal and external communication. These fast mean help people from all parts of the world to work together.

13.7 THE FLOW OF COMMUNICATION (Internal& external)

Flow of Communication



The flow of communication is of two types

1. Internal
2. External

1. INTERNAL

The internal flow of communication in an organization comprises the following:

A) Downward Communication

Communication that flows from a top-level to a low level in organizations is called downward communication. The managers to convey work-related information to the employees at lower levels use this flow of communication.

B) Upward Communication

The Flow of Communication that flows to a higher level in a company is known as upward communication. It gives feedback on how well the company is working. The subordinates use upward communication to express their performances and problems to their superiors.

C) Horizontal Communication

In an organization, the communication that occurs at the same levels of hierarchy is lateral communication, that is, communication between managers, between peers at the same levels, or between any horizontally equivalent organizational members.

D) Diagonal Communication

The diagonal flow of communication concerns communication between managers and employees situated at diverse functional divisions. In other words, it takes place when communication occurs among employees in a diverse unit of the organization and where one of the employees involved is on a higher level in the organization.

2.EXTERNAL

The external flow of communication takes place between a manager and external groups such as suppliers, vendors, banks, financial institutes, etc. For instance, to raise capital the Managing director would interact with the Bank Manager.

The external flow of communication in an organization comprises the following:

a) Official

- Press releases, conferences
- Speeches
- Advertising, marketing
- Letters, email
- Meetings with the community, stakeholders
- Blogs

b) Unofficial

- Whistle-blowers, media leaks
- External grapevine
- Insider trading
- Industrial espionage/intellectual property theft
- Blogs, complaints/'flaming' websites

13.8 FACTORS AFFECTING COMMUNICATION

Effective communication is a two-way process but there are several factors that may disrupt this process and affect the overall interpretation and understanding of what was communicated. Myriad problems can pop up at different stages of the communication process. These can relate to any of the elements involved the sender, message, channel, receiver, feedback, and context. It is therefore important to understand some of the factors that affect communication so that you can try to get your message across with minimal misunderstanding and confusion. The flow of communication is of two types.

Below are some possible problem areas that may turn out to be barriers to effective communication:

(a) Status/Role

The sender and receiver of a message may be of equal status within a hierarchy (e.g. managers in an organization) or they may be at different levels (e.g. manager/employee, lecturer/student, business owner/clients). This difference in status sometimes affects the effectiveness of the communication process.

(b) Cultural Differences

Cultural differences, both within or outside the organization (for example, inter-departmental dealings and communication with outside organizations or ethnic minorities) may impede the communication process.

(c) Choice of Communication Channels

Before choosing a communication channel, Sender should ask himself whether the channel is appropriate for a particular purpose and the person/receiver. Sending messages via inappropriate channels can send out wrong signals and end up creating confusion.

(d) Length of Communication

The length of the message also affects the communication process. The Sender needs to be sure that it serves the purpose and is appropriate for the receiver. Is the message too long or too brief?

(e) Use of Language

Poor choice of words or weak sentence structure also hampers communication. The same goes for inappropriate punctuation.

(f) Disabilities

Disabilities such as impaired sight, dyslexia, and poor mental health can also be barriers to good communication and should be taken into consideration when evaluating the effectiveness of the communication. The Sender may need to use hearing aids, sign language, magnifying systems, and symbols to alleviate problems caused by disabilities.

(g) Known or Unknown Receiver

Whether the receiver is known or unknown to the sender also plays a major role in determining the effectiveness of the communication. A known receiver may be better able to understand your message despite having insufficient information as both of you probably have common experiences and shared schemata. An unknown receiver, on the other hand, may require more information and time to decode the message.

(h) Individual Perceptions/Attitudes/Personalities

Sometimes, the method of communication needs to take into consideration the receiver's personality traits, age, and preferred style. The elderly and children, for example, have different communication needs and preferences when compared to young adults. Is the receiver of the message a visual, auditory, or kinaesthetic sort of person? How do you think they will react to the message? Can you adapt your communication style to suit theirs?

(i) Atmosphere/Noise/Distraction

Our surroundings can sometimes pose as barriers to effective communication. A noisy place (a party, for instance) usually puts a strain on oral communication as both the sender and the receiver need to put extra effort to get the message across and ensure that it is understood clearly and correctly.

(j) Clarity of Message

Messages should convey clearly or ambiguously.

(k) Lack of Feedback

Feedback is important as it enables confirmation of understanding by the sender and receiver. The lack of feedback can sometimes create problems as it can lead to uncertainty and confusion.

13.9 LET US SUM UP

Communication is the act of sharing knowledge, feelings ideas, and information with others. In the course of communication, the communicators influence each other’s ideas, attitudes, knowledge, and behaviour through interaction.

Communication can be verbal or non-verbal; face-to- face or at a distance in time and space. In face –to- face communication, gestures, body, language, tone and facial expressions affect what is being said. To achieve effectiveness in communication, one needs to understand the basics of communication. A clear comprehension of the communication process is essential to become a successful communicator in a professional setting.

13.10 SOURCE

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Retrieved 2021-03-23.

13.11 SELF-ASSESSMENT QUESTIONS

Q1. Define the word ‘communication’. Refer to Answer 13.3)

14.1 INTRODUCTION

Nonverbal communication is the transmission of messages or signals through a nonverbal platform

UNIT 14 NON-VERBAL COMMUNICATION

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Non-Verbal Communication
- 14.4 Importance of Non- Verbal Communication
- 14.5 Difference between Verbal and Non-Verbal Communication
- 14.6 Types of Non-Verbal Communication
- 14.7 Function of Non-Verbal Communication
- 14.8 Benefits of Effective Non-Verbal Communication
- 14.9 Let us sum up
- 14.10 Source
- 14.11 Self-Assessment Questions

such as eye contact, facial expressions, gestures, posture, and body language. It includes the use of social cues, kinesics, distance (Proxemics), and physical environments/appearance, voice (paralanguage), and touch (haptics). It can also include the use of time (Chronemics) and eye contact and the actions of looking while talking and listening, frequency of glances, patterns of fixation, and blink rate (Oculesics).

14.2 OBJECTIVES

This unit introduces you to an overview of key ideas related to Nonverbal Communication.

By the completion of this Unit, you should be able to

- State a definition of Nonverbal Communication and identify different types
- Understand the Importance of Nonverbal Communication
- Describe the purpose Nonverbal Communication serves in the communication process.

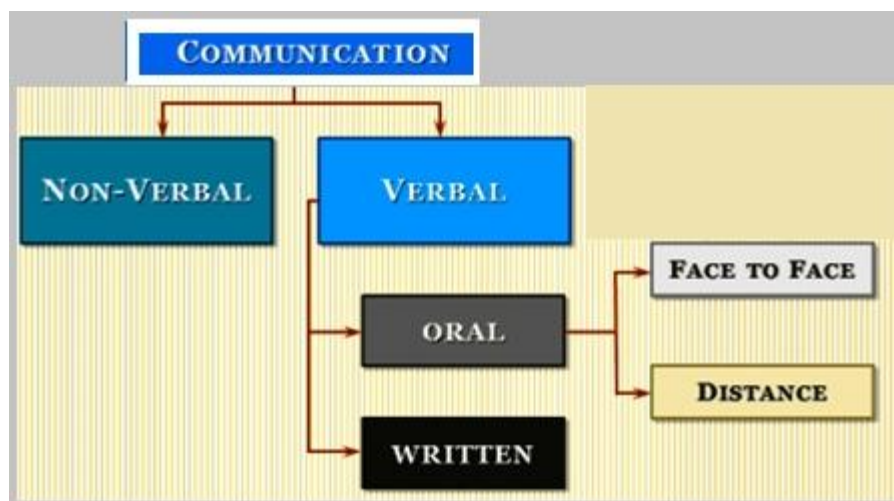
14.3 IMPORTANCE OF NON- VERBAL COMMUNICATION

Nonverbal communication is important because it gives us valuable information about a situation including how a person might be feeling, how someone receives information, and how to approach a person or group of people. Paying attention to and developing the ability to read nonverbal communications is an invaluable skill you can leverage at every stage of your career.

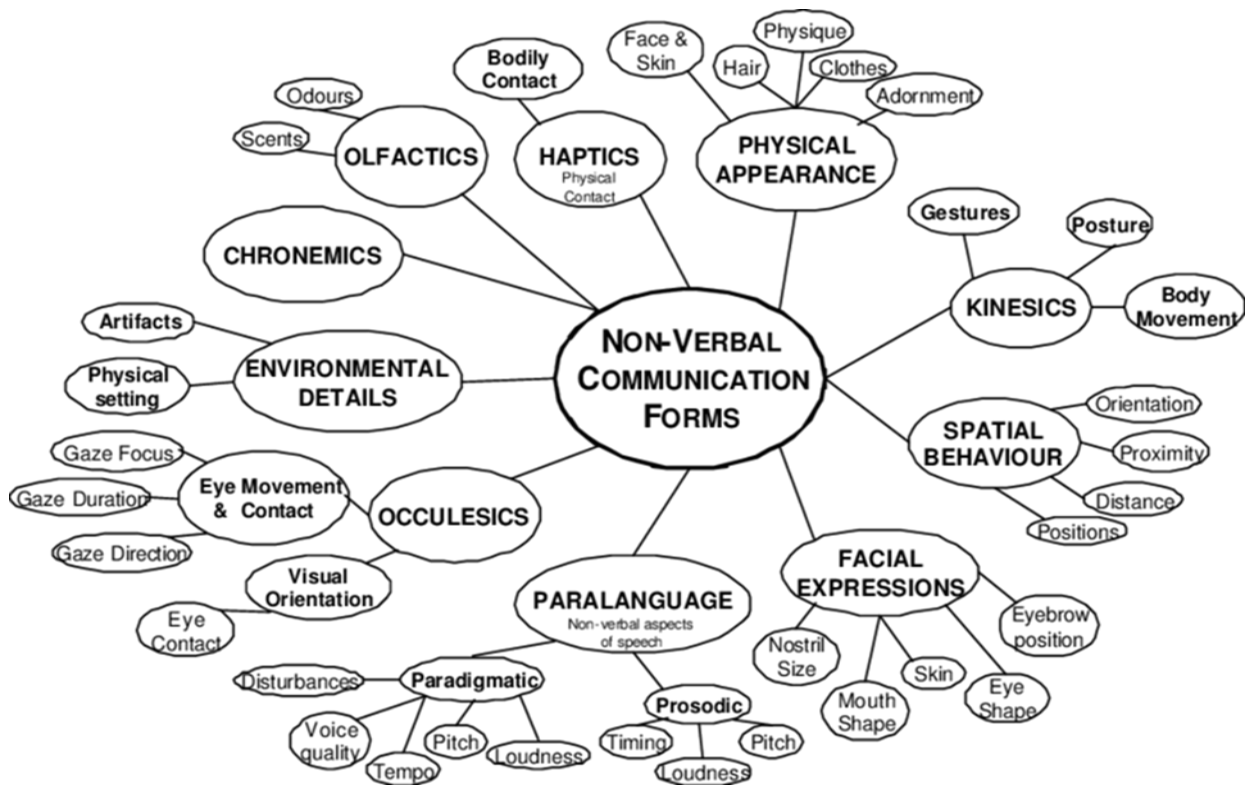
Thus, Nonverbal communication plays a significant role in our lives, as it can improve a person's ability to relate, engage, and establish meaningful interactions in everyday life. A better understanding of this type of communication may lead people to develop stronger relationships with others.

14.4 DIFFERENCE BETWEEN VERBAL AND NON-VERBAL COMMUNICATION

Verbal communication is the use of words to convey a message. Some forms of verbal communication are written and oral communication. Nonverbal communication is the use of body language to convey a message. Verbal communication involves the use of words or speech or auditory language to express emotions or thoughts or exchange information. Non-verbal communication involves the use of visual or non-verbal cues such as facial expressions, eye or body movements, gestures, and many more without speaking.



NON-VERBAL COMMUNICATION



The following points explain the difference between verbal and non-verbal communication in detail:

- The use of words in communication is Verbal communication. The communication that is based on signs, not on words is Non-verbal communication.
- There are very fewer chances of confusion in verbal communication between the sender and receiver. Conversely, the chances of misunderstanding and confusion in non-verbal communication are very much as the use of language is not done.
- In verbal communication, the interchange of the message is very fast which leads to rapid feedback. In opposition to this, non-verbal communication is based more on understanding, which takes time, and hence it is comparatively slow.
- In verbal communication, the presence of both parties at the place of communication is not necessary, as it can also be done if the parties are at different locations. On the other hand, for an effective non-verbal communication, both the parties must be there, at the time of communication.

- In verbal communication, the documentary evidence is maintained if the communication is formal or written. But, there is no conclusive evidence in the case of non-verbal communication.
- Verbal communication fulfils the most natural desire of humans – talk. In the case of Non-verbal communication, feelings, status, emotions, personality, etc. are very easily communicated, through the acts done by the parties to the communication.

Verbal Communication	Nonverbal Communication
A type of communication where the person uses words or languages to convey his message to his audience	A type of communication that involves conveying messages through visual cues or signs
It can be demonstrated by spoken or written words or language	It can be demonstrated by kinesics, proxemics, chronemics, oculusic, artifacts, vocalic, and haptic
It is structured. It has a start point and a stopping point; each word used has distinct meanings	It is not structured. It does not have a start point and a stop point; the message has no specific meaning
It has few chances of being misunderstood	It has a greater chance of being misunderstood
It allows the instantaneous exchange of information and feedback	Time-consuming; does not allow a speedy exchange of information
Both parties (Sender and Receiver) do not need to be present for them to communicate	Both parties (Sender and Receiver) need to be present to communicate
Easy to produce proof of the conversation	No proof of communication is available

VERBAL COMMUNICATION VERSUS NONVERBAL COMMUNICATION

Verbal
Communication is the
exchange of
information by words.

Nonverbal
Communication is the
exchange of
information by
wordless cues.

Verbal
Communication has
less chance of
confusion and
misunderstanding the
message.

Nonverbal
Communication has
more chance of
confusion and
misunderstanding
the message.

Verbal
Communication leads
to prompt interchange
of information.

Nonverbal
Communication can
take more time.

Verbal Communication
doesn't essentially
require the presence of
both the parties at the
same place.

Nonverbal
Communication
requires the presence
of both the parties at
the same place.

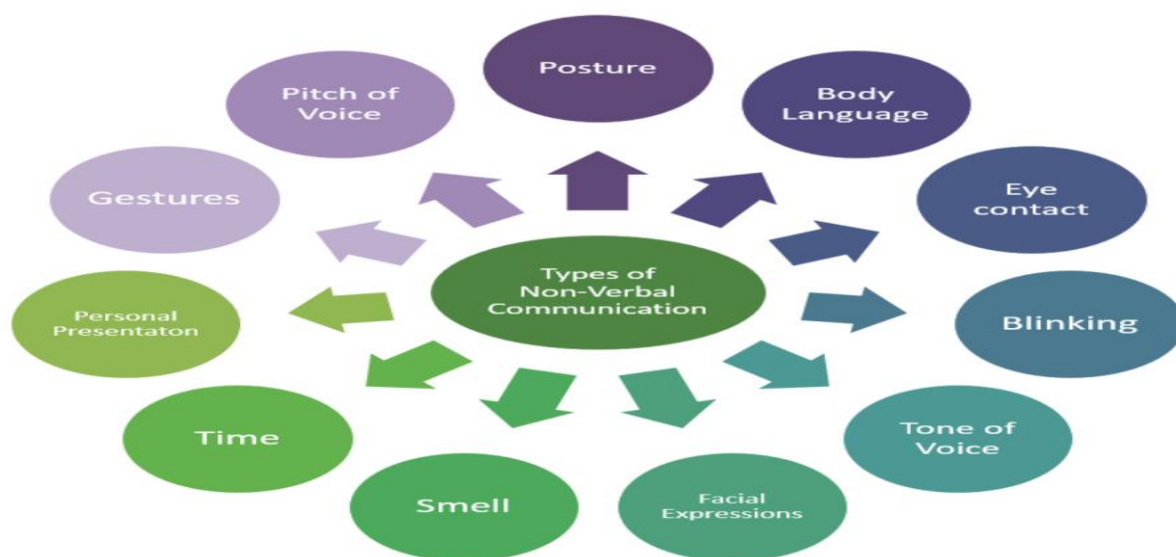
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14.5 TYPES OF NON-VERBAL COMMUNICATION

"Jude Burgeon(1994) has identified seven different nonverbal dimensions:"

- Kinesics or body movements including facial expressions and eye contact;
- Vocalic or paralanguage that includes volume, rate, pitch, and timbre;
- Personal appearance;
- Our physical environment and the artefacts or objects that compose it;
- Proxemics or personal space;
- Haptic or touch;
- Chronemics or time.

NON-VERBAL COMMUNICATION



A) Kinesics (Body language)

The term body language refers to all non-verbal methods of communication. Non-verbal are any messages that people send without using words. Body language includes facial expressions, gestures, postures, and other movement-based signals. Body language is typically combined with verbal messages to communicate clearly and effectively. In many situations, body language is one of the more crucial elements of communication. Some specific types of body language include:

- **Facial expressions** like smiling, frowning, or rolling your eyes

- **Hand gestures** like waving, beckoning someone to come closer, or counting on your fingers
- **Postures** like slumping, sitting up straight, or leaning away from someone. Other types of signals like shrugging, clapping or shaking someone's hand

B) Movement

The way you move your arms and legs such as walking quickly or slowly, standing, sitting, or fidgeting, can all convey different messages to onlookers. Example: Sitting still and paying attention in a meeting conveys respect and attention.

C) Posture

The way you sit or stand can also communicate your comfort level, professionalism, and general disposition towards a person or conversation.

Example: Someone might slouch their shoulders if they feel tired, frustrated, or disappointed.

D) Gestures

While gestures vary widely across communities, they are generally used both intentionally and unintentionally to convey information to others.

Example: Someone might display a "thumbs up" to communicate confirmation or that they feel positive about something.

E) Space

Creating or closing distance between yourself and the people around you can also convey messages about your comfort level, the importance of the conversation, your desire to support or connect with others and more.

Example: You might stand two to three feet away from a new contact to respect their boundaries.

F) Paralanguage

Paralanguage includes the non-language elements of speech. Various acoustic properties of speech such as talking speed, pitch, intonation, volume collectively are known as prosody. Paralanguage may change the meaning of words.

Example: You might speak quickly if you are excited about something.

G) Facial expressions

One of the most common forms of nonverbal communication is facial expressions. Using the eyebrows, mouth, eyes, and facial muscles to convey emotion or information can be very effective.

Example: Someone might raise their eyebrows and open their eyes widely if they feel surprised.

H) Eye contact

Strategically using eye content (or lack of eye contact) is an extremely effective way to communicate your attention and interest.

Example: Looking away from someone and at the ground or your phone may convey disinterest or disrespect.

D) Touch

Some people also use touch as a form of communication. Most commonly, it is used to communicate support or comfort. This form of communication should be used sparingly and only when you know the receiving party is okay with it. It should never be used to convey anger, frustration or any other negative emotions.

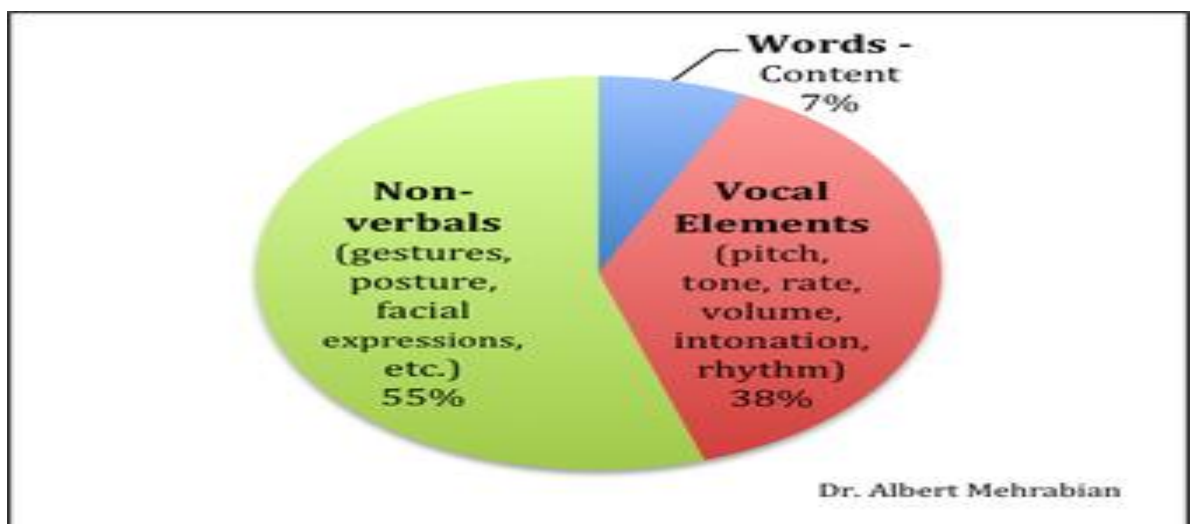
Example: Placing your hand on a friend's shoulder may convey support or empathy.

14.6 FUNCTION OF NON-VERBAL COMMUNICATION

Spoken language is often used for communicating information about external events, but non-verbal codes are more used in interpersonal relationships.

According to Argyle, there are five primary functions of nonverbal bodily behavior in human communication:

- To express emotions
- To express interpersonal attitudes
- To accompany speech: it helps speakers manage their conversation.
- To present one's personality
- To perform rituals (such as greetings)



14.7 BENEFITS OF EFFECTIVE NON-VERBAL COMMUNICATION

There are several nonverbal communications can support your ability to communicate effectively in the workplace, including:

- a) It supports your message. When having a conversation, participating in a meeting or engaging in conversation, nonverbal cues can emphasize and underscore the content of your message. For example, using hand gestures to indicate the importance of an idea may tell your listeners to pay attention to and remember a key point.
- b) It communicates messages. You may also use only nonverbal communication to communicate with others. For example, if someone is explaining a sentiment you admire and agree with, you might nod your head up and down to express solidarity.
- c) It shows intention. Your body language may also intentionally or unintentionally express your current condition. For example, people may pick up nonverbal cues that you are being dishonest, unengaged, excited or aggressive.
- d) It conveys feelings. You can also use nonverbal communication to show your feelings, such as disappointment, relief, happiness, contentment and more.
- e) It offers support. Nonverbal cues are also a great way to show support. Whether it's a simple smile or pat on the back, actions may speak louder than words in many cases.
- f) It showcases your personality. Nonverbal communication is a great way to show who you are. For example, a kind and optimistic person might frequently smile with open body language and offer friendly touches.
- g) It indicates the desired action. This might include inching toward a door to indicate your desire to leave the room, raising your hand to offer an idea or putting your hand out to meet someone new.
- h) It deescalates tension. Using a calm tone of voice, open body language and directive gestures may help to resolve a difficult situation.

14.8 LET US SUM UP

Nonverbal communication, involves a vast array of behavior. Nonverbal cues include visual cues such as facial expressions (typically involving expressions of emotions), eye gaze and eye movements, head movements, gestures and body movement, posture, and gait. Other visual nonverbal cues include hairstyle, facial hair, and use of cosmetics, grooming, and dress. Auditory nonverbal cues include tone of voice, pitch, speed, and pace of speech, and volume. Nonverbal communication can also occur through touch and olfactory cues. While a specific nonverbal cue,

such as a wink, a nod, or a ‘thumbs-up’ gesture, can sometimes have an important and clear communicative function, nonverbal communication is fantastically complex, with multiple nonverbal cues, both visual and auditory, occurring simultaneously.

14.9 SOURCE

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14.10 SELF-ASSESSMENT QUESTIONS

Q1. Define Non-verbal Communication. (Refer to Ans 14.2)

Q2 How does non-verbal communication help verbal Communication? (Refer to Ans 14.3)

UNIT- 15 EFFECTIVE COMMUNICATION

- 15.1 Objectives
- 15.2 Effective Communication
- 15.3 Characteristics of Effective communication
- 15.4 Effective Communication skills
- 15.5 Significance of Effective Communication
- 15.6 Role of Interpersonal skills in Effective Communication
- 15.7 Barriers to Effective Communication
- 15.8 Let us sum up
- 15.9 Source
- 15.10 Self-Assessment Questions

15.1 OBJECTIVES

This unit introduces you to an effective way of communication. After going through it, you will be aware of the different sub-skills of communication skills that facilitate your ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.

15.2 EFFECTIVE COMMUNICATION

Communication is the exchange of information and ideas, whether written or verbal. Effective communication skills are about conveying messages to others. Communication is an important skill for successful businesses and for building relationships by influencing interactions either positively or negatively. Effective communication engages the choice and use of an effective communication channel and presentation of information to the target audience.

15.3 CHARACTERISTICS OF EFFECTIVE COMMUNICATION

Just delivering a message is not enough; it must meet the purpose of the sender. Keeping this in mind, let us discuss the elements which make communication effective:



- **CLEAR MESSAGE**

The message which the sender wants to convey must be simple, easy to understand, and systematically framed to retain its meaningfulness.

- **CORRECT MESSAGE**

The information communicated must not be vague or false in any sense; it must be free from errors and grammatical mistakes.

- **COMPLETE MESSAGE**

Communication is the basis for decision-making. If the information is incomplete, it may lead to wrong decisions.

- **PRECISE MESSAGE**

The message sent must be concise to facilitate straightforward interpretation and take the desired steps.

- **RELIABILITY**

The sender must be sure from his end that whatever he is conveying is right by his knowledge. Even the receiver must have trust in the sender and can rely on the message sent.

- **CONSIDERATION OF THE RECIPIENT**

The medium of communication and other physical settings must be planned, keeping in mind the attitude, language, knowledge, education level, and position of the receiver.

- **SENDER'S COURTESY**

The message so drafted must reflect the sender's courtesy, humbleness, and respect towards the receiver.

15.4 EFFECTIVE COMMUNICATION SKILLS

Conveying a message effectively is an art as well as a skill developed after continuous practice and experience. The predetermined set of skills required for an influential communication process are as follows:

EFFECTIVE COMMUNICATION SKILL



- **OBSERVANCE**

A person must possess sharp observing skills to gain more and more knowledge and information.

- **CLARITY AND BREVITY**

The message must be drafted in simple words, and it should be clear and precise to create the desired impact on the receiver.

- **LISTENING AND UNDERSTANDING SKILLS**

The most crucial skill in a person is he must be a good, alert, and patient listener. He must be able to understand and interpret the message well.

- **EMOTIONAL INTELLIGENCE**

A person must be emotionally aware and the ability to influence others from within.

- **SELF- EFFICACY**

In addition, he/she must have faith in himself and his capabilities to achieve the objectives of communication.

- **SELF CONFIDENCE**

Self- confidence is one of the essential communication skills. Confidence enhances the worthiness of the message being delivered.

- **RESPECTFULNESS**

Delivering a message with courtesy and respecting the values, beliefs, opinions and ideas of the receiver are the essence of effective communication.

- **NON-VERBAL COMMUNICATION**

To connect with the receiver in a better way, the sender must involve the non-verbal means of communication too. These include gestures, facial expressions, eye contact, postures, etc.

- **SELECTION OF RIGHT MEDIUM**

Choice of the correct medium for communication is also a skill. It is necessary to select an appropriate medium according to the situation, priority of the message, the receiver's point of

view, etc.

- **PROVIDING FEEDBACK**

Effective communication is always a two-way process. A person must take as well as give feedback to bring forward the other person's perspective too.

15.5 SIGNIFICANCE OF EFFECTIVE COMMUNICATION



- **EMPLOYEE MANAGEMENT**

Effective communication ensures self-discipline and efficient management since the top management hears the employees, and there is open communication in the organization.

- **TEAM BUILDING**

A person in the organization work as a team to accomplish common goals, thus effective communication boosts the morale of the whole team.

- **GROWTH OF THE ORGANIZATION**

It ensures better decision-making, intensifies public relations and enhances problem-solving ability. All this leads to corporate growth and development.

- **BUILD STRONG RELATIONSHIP**

Build Strong Relationships: Interactions often simplify things; they positively motivate the employees to perform better and maintain long-term relations with others in the organization.

- **ASCERTAIN TRANSPARENCY AND DEVELOPS TRUST**

Transparency and Develops Trust: Effective communication is considered to be a base for building trust and assures sharing of complete information.

- **FACILITATES CREATIVITY AND INNOVATION**

It creates an environment where employees are free to share their ideas by exploring their creative and innovative sides.

- **REDUCE MISUNDERSTANDING**

Effective communication eliminates the possibility of confusion and misunderstanding by conveying the message clearly and appropriately.

- **ORGANISATIONAL GROWTH**

By maintaining cordial relations between the employees and the management, enhance the functioning and leads to the achievement of corporate goals and objectives.

15.6 ROLE OF INTERPERSONAL SKILLS IN EFFECTIVE COMMUNICATION

Developing interpersonal skills is an important aspect of effective communication. Interpersonal skills encompass the verbal and non-verbal aspects of a message. A speaker should be able to communicate with other people under different circumstances. Whether it's sharing good news like a job promotion or bad news, like a death in the family, knowing how to handle various situations is essential in being a good communicator.

- **MESSAGE DEVELOPMENT**

Technological advancement has resulted in the development of many forms of communication. A speaker should develop the message content carefully to communicate effectively. All messages are designed to have a purpose whether written or spoken. Effective communication skills will enable you to create clear messages. A speaker will achieve this by eliminating unnecessary words and making the message relevant to the target audience.

- **ACTIVE LISTENING**

Active listening is an important aspect of developing effective communication skills. Maintaining eye contact and avoiding interrupting the person you are communicating with are ways to ensure you listen to the message. Active listening means you concentrate on what your subject is relaying to you. By doing this, you increase the chance of developing solid relationships with people, which can come in handy in your business and personal life.

- **READING NON-VERBAL CUES**

Developing skills of reading non-verbal signs during conversation is a vital communication skill. Human beings present important messages with their body language. Facial expressions, eye movement, body posture, and gestures are ways an effective communicator can pick up on what a person is trying to say -- or trying not to say. Mastery of the non-verbal signals leads to effective communication.

- **TRANSLATION**

Verbal communication is not a one-way street. The efficacy of speech is not measured by how something is spoken or sent. The efficacy of speech is determined by how closely the listener's understanding matches the intent of the speaker. Most misunderstandings, and the breakdowns in communication that result from misunderstandings, originate in the failure of a speaker to translate an idea into language that is understood by a listener the way it is meant by a speaker.

- **WORD CHOICE**

Word choice is not everything in speech, but it is crucially important. Speak directly to your audience, neither above nor below the audience. Effective verbal communication is that which translates accurately through appropriate word choice and intelligible grammar.

- **CONTEXT**

Disconnections between speakers and listeners are caused by various distortions along the communication pathway. These distortions are not merely words, though some words are confusing, but time and place, surrounding conditions, pre-existing relations, differences in belief systems, expectations, and sensitivities. Moreover, spoken communications involve inflections understood through nonverbal cues, like body language and eye contact. Saying “no” to a child engaged in a hazardous act with a big smile will not be as effective as saying “no” with a serious frown.

- **COURTESY**

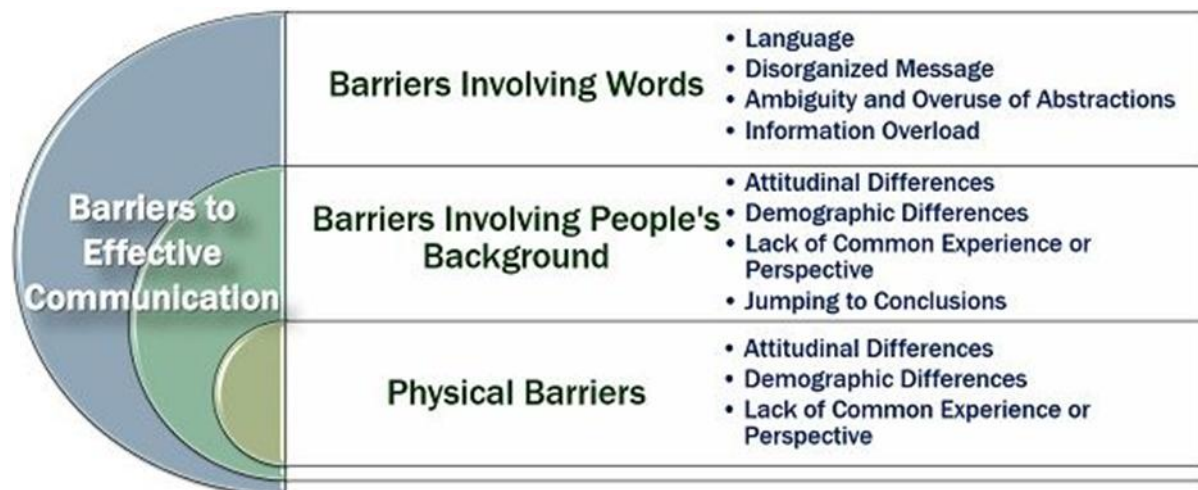
People pay more attention to other people who are polite and respectful, and people tune out others who are abrasive or rude. Effective speakers treat their listeners as equals, worthy of common courtesy, and take the attitude that the attention of others is a privilege, not an entitlement.

- **FEED BACK**

An effective oral communicator will constantly attend to the reactions of his listeners. The body language and facial expressions of listeners are communicating with the speaker in ways that let the speaker know if the message is getting through. When possible, simply stop talking and check in by asking listeners if they understand or if they could tell you what they think you just said. Active observation and active listening are key aspects of effective verbal communication.

15.7 BARRIERS TO EFFECTIVE COMMUNICATION

There are Certain obstacles that sometimes hinder the process of communication. It makes it less useful for the sender as well as the receiver. These barriers are categorized into three groups. Let us understand these in detail below:



- **BARRIERS INVOLVING WORDS**

Words play an essential role in the process of communication. Any disturbance or distraction in the way a message is presented may lead to miscommunication. Following are the different types of communication barriers related to words.

- **LANGUAGE**

It is a medium of communication. If the sender is making excessive use of technical terms, it will become difficult for the receiver to understand the message clearly.

- **AMBIGUITY AND OVERUSE OF ABSTRACTIONS**

Even if the message is presented in a non-realistic or vague context involving a lot of notions, the receiver won't be able to connect with the idea properly.

- **DISORGANISED**

When the words are not organized systematically to form a powerful message, it loses its efficiency and meaning.

- **INFORMATION OVERLOAD**

The effectiveness of communication reduces when a person keeps on speaking for an extended period. Thus, leading to the receiver's exhaustion, who won't be able to keep track of everything that is conveyed.

- **BARRIERS INVOLVING PEOPLE'S BACKGROUND**

People belong to different backgrounds, i.e., culture, education level, gender, etc. These attributes majorly affect the efficiency of the communication process. It involves the following related obstacles:

- **ATTITUDINAL DIFFERENCE**

At times, people are resistant to understand or change their minds when they have set their views about a particular topic. Their attitude obstructs meeting the purpose of the communication.

- **DEMOGRAPHIC DIFFERENCE**

The difference in age, generation, gender, status, tradition, etc., creates a lack of understanding among people and thus, hinders the process of communication.

- **LACK OF COMMON EXPERIENCE OR PERSPECTIVE**

The experiences of a person develop their perspective of seeing things in a particular way. This perspective varies from person to person. Therefore, it becomes difficult for a receiver to relate with the sender's experience or views as he might have never gone through it himself.

- **JUMPING TO CONCLUSION**

Some people lack the patience of listening to others and often jump to conclusions between the communications, thus neglecting the motive of the message.

- **PHYSICAL BARRIERS**

These barriers can be experienced directly but challenging to overcome. When people communicate over long distances, they miss non-verbal aspect of communication, since the gestures and expressions of the receiver cannot be interpreted.

- **NOISE**

The environment or the communication system sometimes involves unwanted noise that interrupts the process of communication making it inefficient.

- **PHYSIOLOGICAL BARRIERS**

One of the most common barriers to effective communication is the physical disability of the people involved. Some of these are hearing impairment, poor eyesight, stammering, etc.

Thus, we can say that the significant purpose of communication is to pass on the information to the receiver in such a manner that it does not lose its significance. At the same time, the message must be received in its purest form.

15.8 LET US SUM UP

Effective communication is a process of exchanging ideas, thoughts, knowledge, and information such that the purpose or intention is fulfilled in the best possible manner. In simple words, it is nothing but the presentation of views by the sender in a way best understood by the receiver.

15.9 SOURCE

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15.10 SELF ASSESSMENT QUESTIONS

Q1. Briefly discuss effective communication. (Refer to Answer (15.2))

Q2 What are Effective Communication skills? Discuss with the flow chart.(15.4)

Q3. Discuss the significance of effective communication. (Refer to Answer 15.5)

UNIT 16 COMMUNICATION IN ENGLISH

16.1 Introduction

16.2 Objectives

16.3 Communication in English

16.4 The three importance rules of Communication in English

16.5 The role of English enrich effective communication

16.6 Essential tips for communication in English

16.7 Benefits of Communication in English at work-place

16.8 Let us sum up

16.9 Source

16.10 Self-Assessment Questions

16.1 INTRODUCTION

Communication is the act of giving, receiving, and sharing information -- in other words, talking or writing, and listening or reading. Good communicators listen carefully, speak or write clearly, and respect different opinions.

16.2 OBJECTIVES

This unit introduces you to an overview of key ideas related to Communication in English.

By the completion of this Unit, you should be able

- To communicate effectively and appropriately in real-life situation
- To Understand the Importance of Communication in English

16.3 COMMUNICATION IN ENGLISH

Communication becomes effective when a communicator is effective enough to communicate competently, simply, clearly sincerely and dynamically. Communication is essential for close sympathetic relationships in a society and for transformation of men, material and thoughts from one place to another. This process involves initiation reception and response that serve as feedback. Hence, communication is interactive by nature.

In 21th century English began to emerge as a global. It has a great acceptance at social, economic, and political levels. The outlook behind the usage of English has been changing significantly. In our country middle class is also not keeping itself in isolation by neglecting the importance of English.

In view of the growing importance of English, it has become as a tool for global communication and the consequent emphasis on training students to acquire communication skills. No one can get

mastery over communication skills in a day or two. It is an academic imbroglio for the students lacking in effective communicative skills.

The importance of the ability to speak or write English has recently increased significantly because English has become the de facto standard. Learning the English language has become popular for business, commerce, and cultural reasons and especially for internet communications throughout the world. English is a language that has become standard. It is widely used by many industries. The call centre phenomenon has stimulated a huge expansion of internet-related activity establishing the future of India a cyber-technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made 'knowing English' indispensable.

With the world steadily heading towards economic globalization, it is essential to give importance to English, so that the common man can keep up with the world issues. Barriers of race, color and creed are no hindrance to continuing spread of the use of English. It is a language of the future.

Thus, today, it can be said that communication in English is transforming its multidimensional communicative structure day by day, and in the process has enhanced its utility quotient in India.

16.4 THE THREE IMPORTANT RULES OF COMMUNICATION IN ENGLISH

- **Say what you mean.** It can be difficult to express (say) some ideas clearly, but if you are trying to prevent miscommunication, it is important to say exactly what you mean. Be clear and to the point.
- **Ask questions.** Improve your communication skills by asking questions- it will help to show that you're interested in who you're talking to and what they're saying. Asking questions is the best way to keep a conversation going, and it will help you out too by making sure you're not the one that has to do all the talking. Here are a few examples that could come in handy:
- **Listen.** We mean really listen. Hear what your speaking partner has to say, and try to understand what they mean.

Following all three of these rules will make you excellent at communicating in English

16.5 THE ROLE OF ENGLISH TO ENRICH EFFECTIVE COMMUNICATION

- **Slow down**

Don't expect to be able to speak as quickly in a foreign language as you can in your mother tongue. Take your time, and try to slow down your speaking speed. By speaking slower, you'll have more time to choose your words, think about your answers, and give the best possible response. Whoever you're trying to communicate with will appreciate that you've tried to select your words carefully.

- **Learn sentences instead of words**

When you learn a new word in English, take a couple of minutes to memorise some sentences that contain it. In the long run, this will go far in helping you with conversation and communication. It isn't unusual for language learners to know the meanings of words, but struggle to use them properly in a full sentence.

- **Listen to others**

Pay attention to what is being said around you, even if you are not part of the conversation. Listening to native English speakers can help you to improve your own communication skills; you will pick up on body language, intonation, and accents. When you're taking part in a conversation, let the other person speak without interrupting, and hopefully they'll repay the favour for you when you're talking.

16.6 ESSENTIAL TIPS FOR COMMUNICATION IN ENGLISH

1. KEEP TALKING

- **The problem:** You may have trouble speaking fluently if you are unsure of your grammar or vocabulary. However, stopping a lot when you talk can make it difficult for people to focus on what you are saying.
- **The solution:** Know your filler phrases!

Filler phrases are phrases (and words) that act like placeholders in a sentence. They fill in silences so that your speech is not interrupted. They don't really add anything to the conversation, though, so they give you a little time to think of what to say.

Some examples of filler phrases are:

Um, uh

You know...

To be honest...

Actually...

You can find a longer list of filler words and phrases here.

Don't overuse them. Too many filler phrases are just as bad as too many pauses. To find a good balance, try not to use more than one-filler phrase for every couple of sentences you speak. You will find that this gets easier as you work on it.

Try it yourself: Find a topic you can comfortably talk about for a few minutes (you can use one of the conversation starters here). Record yourself speaking about the topic in English for a few minutes. When you're done, listen to your recording.

How often do you stop? How often do you use filler phrases? Try recording yourself again speaking about the same topic, but this time watch out for using too many pauses or filler phrases.

2. FIND A GOOD SPEAKING RHYTHM

- **The problem:** If you try to speak too fast, your words don't come out right. But if you try to slow down, you have trouble focusing.
- **The solution:** You need to work on your speaking rhythm, or the speed and “sound” of your speaking.

Finding your perfect speaking rhythm will really help to improve your fluency. A good speaking pace is comfortable for you and the listener, keeps you focused, and gives you enough time to think through what you want to say.

Try it yourself: To find the perfect rhythm, you might have to experiment a little. Find a short paragraph, or even just a sentence to say. (You can try using some of these silly one liner jokes. Bonus points for understanding the humor!)

Say the sentence slowly, then again faster, and again. Once you reach a speech that doesn't feel comfortable (is too fast), slow back down. Repeat this with a few sentences, and soon you'll find that perfect speed.

Once you find the right speed, you can work on the rhythm, which is the stress and intonation (how high or low a sound is) of your voice when you speak. To do this, choose a video that has subtitles.

Each video has interactive subtitles—just click any unfamiliar word for an instant definition.

From the video, choose one sentence. Play it once, then play it again and say it along with the video. Repeat! Try to match the speed, stresses, and overall sound of the sentence as you speak.

3. MAKE SURE YOU ARE UNDERSTOOD

- **The problem:** Because of the language barrier, you are never sure if people really understood what you meant.
- **The solution:** Just ask them. Most of the time, you can make sure someone understood what you said by asking them to repeat what you said.

If you are worried about sounding rude, you can remind them that you are still learning English, and you want to make sure you expressed yourself correctly.

Try it yourself: Practice with a speaking partner or just try this in any English conversation: The next time you give any instructions, directions or information, follow it up with one of these phrases:

I want to make sure you got that. Would you mind repeating it?

I'm not sure if I said that right. Can you please repeat it?

Can you please run that by me, so I know you got it?

I'd like to be sure I'm expressing myself clearly. Could you please tell me what I've just said, so I know we're on the same page?

By having the listener repeat what you said, you can make sure you were understood, or clarify anything they didn't get (understand).

4. REPEAT WHAT YOU ARE TOLD

4. Repeat what you are told

- **The problem:** Sometimes you are not sure if you understand what others mean, and you don't know how to check.
- **The solution:** Do not be afraid to ask people to repeat themselves. Most people will agree that it's better to repeat themselves than to have misunderstandings. An even more effective way of making sure you understood right is to repeat what you heard.

Whenever you are getting information and you're not sure you understand it, just say it back to the speaker in your own words. This will give them a chance to correct whatever you did not understand, or confirm that you heard right.

Try it yourself: You can practice this with a speaking partner as well, or in an actual English conversation: Repeat new information back to the speaker.

You can use these phrases before the information:

- I want to make sure I got that right, ...
- So let me get this straight, ...
- You mean...
- If I'm understanding you correctly, ...

You can also try this with anything you read or watch. After you read or watch something, take a moment to explain in English what you just learned. This will help you work on your summary and understanding skills.

5. ASK CLARIFYING QUESTIONS

- **The problem:** You just don't understand what you're being told.
- **The solution:** Sometimes you don't understand enough information to be able to repeat it. Other times you feel like you only understand something partially. In these cases, you can ask questions that will clarify (or clear up) any misunderstandings or any information you're missing.

Try it yourself: The types of questions you ask will vary based on the conversation you are having. You can still practice asking good questions with a partner by playing games like “20 Questions.”

To play, your partner thinks of a person, place or thing. You have to figure out what they’re thinking of by asking yes or no questions, like “Is it a living thing?” or “Does it like taking naps in sunny spots?” (If the answer to both is “yes,” maybe it’s a cat!)

You can practice asking clarifying questions when you don’t understand something in an English class. You can also practice this when you read anything on the Internet. As you read, ask yourself questions about anything that you don’t understand or any information that is missing. If you read this article, for example, you might be wondering “How much is the discount?” or “How much does Starbucks throw out instead of recycle?” Asking these questions will help your communication skills, reading comprehension skills and general understanding of the world around you.

6. WATCH YOUR BODY LANGUAGE

- **The problem:** You are saying one thing, but your body is saying something different.
- **The solution:** You might not know this, but your body speaks almost as loudly as you. The way you sit, the way you hold your hands, even which direction you look at—all these things can change the meaning of the words you speak.

For example, if you tell someone you would love to have lunch with them, but your arms are crossed and you are not smiling, they might think that you do not actually want to do it. If you are nervous about speaking English incorrectly, you might show negative body language. And you might be misunderstood because of that. So the most important thing is to relax!

There are some things to keep in mind when you are speaking English:

- **Avoid some hand gestures.** Showing just the middle finger with the rest of the fingers folded down is considered an offensive gesture.
- **Do use your hands to speak, though.** You can use your hands to show that you’re excited or interested. Slamming a fist into an open hand shows determination. Slamming an open palm or a fist into a table can show anger. Keeping your hands closed and folded on your chest, however, makes you seem cold and uninterested.
- **Fingers can speak too.** You can count on your fingers. Start with your fingers closed into a fist and count from the index finger
- **Crossed legs can mean different things.** If you cross your legs towards the person you are speaking to, this shows you are listening to them. If you cross your legs away, it can show

you're not interested or are distracted. This kind of body language is not something people learn, but they might notice that something feels wrong, or that you seem disinterested.

Aside from these tips, body language varies depending on where you are. Watch others to understand how their bodies speak along with their words. The next movie or TV show you watch, pay attention to body language. Notice the situation and mood of the speaker when they make certain gestures.

Try it yourself: Sit in front of a mirror and speak for a bit. Pretend you're having a conversation with your reflection. (You can use the conversation starters from tip number one.) What are your hands doing? What about your legs? What does your posture say? Move around and try different things, and see how they change the meaning of the words you are speaking.

Find a comfortable way of speaking and try to relax. When you're speaking to an actual person in English, you can recall this exercise and remember what your body feels like when you're relaxed.

It is a good idea to repeat this exercise while standing as well. It can be more difficult to know what to do with your hands when you're standing, for example.

7. USE APPROPRIATE LANGUAGE

- **The problem:** You know “regular” English, so you're not sure how to communicate to someone who speaks professional English or uses slang.
- **The solution:** Sometimes it is appropriate to switch to a more casual or a more formal manner of speaking. Depending on your English learning goal, you might already be learning professional or conversational English. Listen to how your conversation partner is speaking, take notice of your situation and environment, and try to match the type of English.

If you are only learning regular English, do not worry. Most of the time standard English works perfectly well as a communication tool, no matter who you're speaking to.

Try it yourself: If you are interested in professional or conversational English, a good place to start is by reading a bit about them online.

Lots of blog posts on both topics that you can read., like this article on how to learn professional English, or this post with very casual phrases. Browse all of the posts here for more vocabulary and tips on how to continue your learning. Use the search bar by entering terms like “work,” “professional,” “formal,” “slang,” “casual” or “conversational.”

8. PRACTICE EMPATHY

- **The problem:** You understand the words someone is saying, but you don't understand why they said it, or maybe you even disagree with it.

- **The solution:** Imagine that you hate the cold. You mention this in conversation to someone, and they exclaim that they love cold weather. You know that you heard the words right, but it just does not make sense to you. What you need here is empathy.

Empathy is the ability to understand what someone else feels, and it is an important part of communication in any language. Showing empathy is important for listening well. You cannot just listen to a person's words, you need to understand what they are saying, and try to understand what they mean.

You might not always agree with someone, or they might not always tell you exactly what they mean, but you can try to understand their point of view. To practice empathy, ask yourself what your speaking partner feels and thinks, look at their body language, and try to understand what their words mean to them.

Try it yourself: Role play can help you learn how someone else might feel. You can do this alone or with a partner (or a group). To do the exercise, create a list of characters and a list of questions like this one. You can use a character creation tool like this one, or make one up on your own. Give the characters personality traits that you don't have. (For example, if you are shy, make a character confident and outgoing.)

Now choose a character and answer a few questions from your list, from their point of view. Pretend you are the character and answer as you think the character would answer. This exercise will help you see the world through other people's eyes.

In today's global society, business is increasingly conducted across borders. English is often used as an international language of communication. The ability to use English in the workplace has a number of benefits including helping your company to succeed, building trust with colleagues and clients, building and improving international relationships, enhancing your skill-set and commanding a higher salary and enhancing international relationships through cultural understanding.

The ability to communicate in English is a huge asset to many companies and organizations including those who do not use English as an official language. Companies who conduct business internationally are likely to be engaging with people who speak English as a first or second language on a regular basis making the ability to use English in the workplace a very valuable skill.

A good knowledge of English allows you to communicate effectively with international clients, helping them to trust you and your organization resulting in strong and lasting business relationships. People who use English for their work on a daily basis need to be able to use English for a variety of purposes including in meetings and negotiations, for managing, writing reports, giving presentations and in social situations. Being able to communicate and negotiate successfully with clients who speak English makes your skill-set more attractive to companies who conduct business internationally meaning employees who speak English can often command higher salaries.

16.7 BENEFITS OF COMMUNICATION IN ENGLISH AT WORKPACE

- It highlights your interest to perform beyond basic business standards.
- It will allow you to communicate effectively with your colleagues and superiors.

- It will enable you to adequately express and represent yourself in front of an audience. You will start developing high-end interpersonal and networking skills.
- It will provide you with confidence while delivering presentations and speeches; Good communication will help you make a good first impression, be it at a job interview or a business event;
- It will be of great assistance when you travel to a different country or working at an international company.
- It gives you an edge over other candidates while applying for a particular position.
- The English language places you in a position where you can express yourself to everyone in a common language.
- In the world of business, communicating with strangers is something you will most likely face on a regular basis. Fluency in the English Communication can allow you to be more confident during cross-cultural communication. It will also allow you to hone leadership qualities, as well as the ability to relate to other employees.

16.8 LET US SUM UP

Communication in English is one of skills at all work places. If a person is labelled as good communicator in English, he is supposed to be master in or in oral as well as written form of English. The ability to express formal communication in oral as well as in written form is equally considered important by the prospective employers. As one moves higher in the vertical direction in the organizational hierarchy, it becomes naturally necessary for an employee to be good presenter, negotiator, and convener of meetings. The mastery over English will help a person to conduct his duties efficiently.

Corporate sector see the ability to speak and write in English by the recruiters at the time of recruitment. Companies want people who can basically, read and understand written words in the form of instructions, reports, letters, memos, notices and other any form of official documents.

One of the important deficiencies found by the employers and recruiters in candidates for different jobs is the lack of oral as well as written communication skills.

Many candidates do not answer in English to the point at the time of the interview and cannot phrase a simple formal letter or report. It becomes a handicap for the candidates who have good knowledge in his domain.

Interviewers will be in dilemma when they encounter such candidates who have technical expertise, but poor communicational skills in English.

Employers would be happy to interview and recruit who have both communication skills in English and job skills. It lessens their burden of giving too much orientation training at the time of induction or on the job training.

Interpersonal communication at workplaces includes public and small group communication through which they can communicate in English needs and requirements in different situations. The ability to use communication in English efficiently is very much required to remain employable. It does not matter if they are labourer, salesperson, manager or something else. They can face enough difficulty in networking if they cannot communicate in English proficiently.

16.9 SOURCE

- Mallon, D. (2012). Global Business Communications: A Strategic Imperative in Today's Borderless Workplace. [ebook] Bersin & Associates Research Library.
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- Deccan Herald (2017) Importance of English in employment <http://www.deccanherald.com/content/249714/importance-english-employment.html> [Accessed 15 Jul. 2017].

16.10 SELF-ASSESSMENT QUESTIONS

Q1 Discuss three important roles of Communication in English. (Refer to Answer 16.4)

Q2 How does the role of English make enrich effective communication. (Refer to Answer 16.5)

