

UGEN101AET

English Communication Skills-I

SLM Based on Distance & Regular Mode Synchronized Syllabus

For

B.A./B.Sc/B.Com

(First Semester)

Directorate of Distance Education

Maulana Azad National Urdu University

Hyderabad-32, Telangana-India

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Course-B.A./B.Sc/B.Com

ISBN: 978-93-80322-94-0

First Edition: June, 2021

Publisher : Registrar, Maulana Azad National Urdu University, Hyderabad
Publication : June-2021
Price : 120/-
Copies : 3000
Designing : Dr. Mohd Akmal Khan, Directorate of Distance Education, MANUU
And Setting
Printer : Karshak Print Solutions, Hyderabad

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On behalf of the Registrar, Published by:

Directorate of Distance Education

Maulana Azad National Urdu University

Gachibowli, Hyderabad-500032 (TS), India

Director: dir.dde@manuu.edu.in *Publication:* ddepublication@manuu.edu.in

Phone number: 040-23008314 Website: manuu.edu.in



(SLM Based on Distance & Regular Mode Synchronized Syllabus)

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Message

The basic mandate of the Act whereby Maulana Azad National Urdu University (MANUU) was established by the Parliament of our beloved country is the promotion of higher education through Urdu language. This is the point that distinguishes MANUU from all other central universities and gives it a unique feature, an honour which is not granted to any other institutions of higher learning. The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, Urdu has remained devoid of scientific and scholarly materials. A cursory glance over a library or shelves of a book seller substantiates the fact that Urdu language is diminished to only a few “literary” genres. Further, the Urdu reader/community is unaware of the today’s most important areas of knowledge whether it is related to his own health and life or related to the financial and commercial systems, whether it is related to machines and gadgets around him or the issues related to his environment or vicinity. The unavailability of content related to the above domains of knowledge has created an atmosphere of apathy towards attaining knowledge that exhibits the lack of intellectual abilities in Urdu community. These are the challenges that Urdu University is confronted with. The scenario of Self Learning Materials (SLM) is also not very different. The unavailability of course books in Urdu at school level comes under discussion at the commencement of every academic year. Since the medium of instruction of Urdu University is only Urdu and it offers almost all the courses of important disciplines, the preparation of books of all these subjects in Urdu is the most important responsibility of the University. DDE has embarked upon the preparation of its own Self Learning Materials (SLM) on massive scales. As a result of the hard work of the concerned faculties and full cooperation of the writers, the process of publications of books has begun well. I believe that after completing the job of publishing Self Learning Materials (SLM) in a minimum possible time, the concerned faculties will initiate publishing knowledge enhancing materials in lucid Urdu language so that we may fulfill the mandate of this University.

With best wishes.

Prof. S.M. Rahmatullah

Vice Chancellor, I/C.

MANUU, Hyderabad

Message

You all are well aware that Maulana Azad National Urdu University began to function from 1998 with the Directorate of Distance Education and Translation Division. Regular mode of education commenced from 2004 and various departments were established which were followed by the appointments of faculty. Self learning material was prepared through writing and translation with full support of competent authority.

For the past few years UGC-DEB kept emphasizing on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Accordingly, at Maulana Azad National Urdu University, the syllabi of distance and regular mode are synchronized by following the norms of UGC-DEB and Self Learning Materials are being prepared afresh for UG and PG courses containing 6 blocks - 24 units and 4 blocks - 16 units respectively.

Distance education system is considered highly effective and beneficial around the globe. The large number of people enrolled in it stands a witness to the same. Realizing the literacy ratio of Urdu speaking population, Maulana Azad National Urdu University implemented Distance education from its beginning. In this way, the university reached out to Urdu speaking population through distance learning method prior to regular. Initially, the study materials of Dr. B. R. Ambedkar Open University and Indira Gandhi National Open University were borrowed. The intention was to prepare our own study materials rapidly and not to be dependent on other universities but the intent and effort could not go hand in hand. Consequently, it took plenty of time to prepare our own Self Learning Material. Eventually, the task of preparing Self Learning Material commenced systematically at war foot. We had to face numerous hindrances but never gave up. As a result, university started to publish its own study material at high speed.

Directorate of Distance Education runs fifteen courses consisting of UG, PG, B.Ed, Diploma, and certificate courses. In a short span of time, courses based on technical skills will be started. A huge network of nine regional centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and five sub-regional centers (Hyderabad, Lucknow, Jammu, Nooh, and Amravati) was established to facilitate the students. One hundred and fifty five study centers are run simultaneously under these regional and sub-regional centers to provide educational and administrative support to the students. DDE also utilizes ICT for its educational and administrative activities.

The admissions in all programs are done only through online mode. The soft copies of Self Learning Material for students are made available on the website of Directorate of Distance Education. In near future, the links of audio and video recordings will also be made available on the website. In addition, SMS facilities are being provided to students to have better communication. The students are informed through SMS regarding various facets of programs such as course registration, assignment, counseling, exams, etc.

Directorate of Distance Education will not only play a vital role to bring educationally and economically backward Urdu speaking population into the main stream but also in the increase of Gross Enrolment Ratio.

Prof. Abul Kalam

*Director, Directorate of Distance Education,
MANUU, Hyderabad*

Introduction to the Course

The course *English Communication Skills-I (UGEN101AET)* is prescribed as an ability enhancement course for the first semester undergraduate students. It aims at providing the students an insight into the basics of communication skills in English.

The basic function of language is communication. Oral and written communication skills in English need to be acquired by students so as to increase their employability in the global market. The syllabus makers have given due importance to both oral and written types of communication in this course. Keeping in mind the needs of Urdu medium learners, the University has made the course compulsory for all undergraduate students. The students will have two courses of two credits each dealing with English communication skills in the first and third semesters of the undergraduate program.

The course is divided into four blocks. Each block consists of four units. The first block introduces the sounds of English and phonetic transcription. The second block deals with conversational practice of greetings, thanking, apologizing, seeking help, and making inquiries. The third block focuses on English phrases, idioms, and common errors. The fourth consists of various aspects of writing skills like sentence construction, paragraph writing, letter writing, emails, and SMS.

In this book, under each unit the objectives, key points of the topic, learning outcomes, glossary, and sample questions are given. At the end, a question paper is attached for giving the students an idea of the paper pattern.

It is hoped that the Self Learning Material (SLM) in your hand will be helpful in acquiring the basic communication skills in English with proper practice.

Prof. Mohammed Abdul Sami Siddiqui

Course Coordinator

English Communication Skills-I

Unit - 1: The Classification and Description of Consonant Sounds

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 The Classification and Description of Consonant Sounds
 - 1.2.1 Articulators and Work of Organs of Speech
 - 1.2.2 Definition of Consonant
 - 1.2.3 List of Symbols of Consonants
 - 1.2.4 Classification of English Consonants
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 - 1.2.5.4 Alveolar
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 - 1.2.5.6 Palatal
 - 1.2.5.7 Palate-Alveolar
 - 1.2.5.8 Velars
 - 1.2.5.9 Glottal
 - 1.2.6 Manner of Articulation
 - 1.2.6.1 Plosive/Stop
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 - 1.2.6.3 Affricates
 - 1.2.6.4 Nasal
 - 1.2.6.5 Lateral
 - 1.2.6.6 Approximant
 - 1.2.7 Voicing
- 1.3 Learning Outcomes
- 1.4 Glossary
- 1.5 Sample Questions
- 1.6 Suggested Readings

1.0 Introduction

This unit shall explain in detail the consonant sounds in the English Language. A comprehensive overview of the description and classification of consonant sounds will be

provided to the learners. Like many other languages, English also has a wide variation in pronunciation, which marks its differences from other languages. Every language differs from each other in terms of sounds, letters and different variants, and every sound differs in every language. In English, sounds of vowels and consonants differ depending on the usage. This unit would therefore, familiarize students with actual description and classification of the consonant sounds.

1.1 Objectives

After completing this unit students should be able:

- to understand and identify consonant sounds and phonemes
 - to relate phonic sounds to their symbols
 - to learn pronounce the correct consonant sound
-

1.2 The Classification and Description of Consonant Sounds

1.2.1 Articulators and Work of Organs of Speech:

The respiratory system provides the air movement, which is the first important mechanism for speech sounds to be articulated and expressed. The expelling air from the lungs produces sound. In the process of articulation of these sounds, organs like lungs, the wind-pipe and the bronchi have an active role. This air travels to the upper stages of the vocal tract from the lungs via wind-pipe. The first stage is it goes to the **larynx or voice box** encompassing the vocal cords. The larynx is cylindrical in shape.

Articulators are the sections of the vocal tract that can be used to shape sounds. By and large, there is a conversion of aerodynamic energy into acoustic in this process. The lower articulators of this tract are very much mobile. In the close connection and combination of these articulators, the sound waves are being formed and the sound is produced in the form of the voice and language.

Vocal cords: The function of the vocal cords is, to make a **vibration** to the air stream sent by the lungs.

Glottis: Glottis is opening between the vocal cords or the central part of the larynx. A glottal stop is formed when it is compactly closed.

As you know, in production and articulation of **voice**, vocal cords have an important role to play. When these vocal cords are together, the effect of voice is formed. In the process, vibration is triggered by compacted air causing the glottis to open and the resulting decreased air pressure to allow the vocal cords to come together again. The level of frequency of the vibration affects voice formation. This result, the higher the pitch is the more likely the vocal cords vibrate.

After the larynx, the air goes to **supraglottal** cavities that are to the **pharynx**, the mouth and the nasal cavities. These cavities have their functions they amend the note shaped in the larynx, in the end, comes out from the vocal tract in the form of speech sounds.

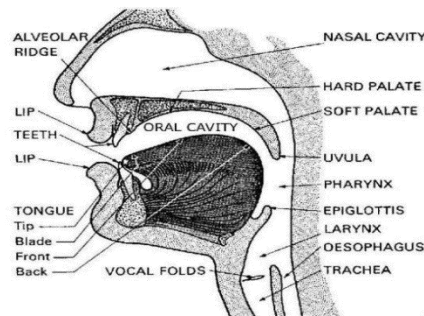


Figure – 1.2.1

<https://www.slideshare.net/achumitra/1-speech-organs-and-their-role>

Alveolar Ridge:

It is a bony hard ridge holds the teeth; the location of the alveolar ridge is just behind the upper teeth we all can feel it with the tip of our tongue.

Hard Palate:

Dear students, we can feel hard palate when we raise and elevate our tongue and touch the front portion of the top or roof of the mouth. The **hard palate** is a bony structure.

Soft Palate:

The **soft palate** is also called as **velum**, to feel it in the vocal cavity; you would possibly have to use a fingertip or have to curl the tongue to touch it with. Its location is at the upper back

of the mouth. It is a muscular flap. It easily shuts the nasal tract and blocks air going towards the nose.

1.2.2 Definition of Consonant:

The word ‘consonant’ is taken from the Greek words ‘consonautem’ which means ‘sounding together or ‘sounding with’. Consonant is a voice sound created using combinations and changes of lip, teeth, tongue, and velum changes with varying amounts of obstruction of the air stream in the mouth. A consonant is either voiced or voiceless. Voiced consonant is produced with vibration of the vocal cords while voiceless is produced without vibration of the vocal cords.

The movements of parts of vocal tract especially the lips, the tip of the tongue, body of the tongue and larynx; which are the major articulators or speech organs result in speech sounds. Once you exhale these articulators affect the flow. The blockage or obstruction from these articulators in the vocal cavity leads to form the consonants. On the contrary there no obstruction and blockage when we produce vowel sounds, in the articulation of vowel sound the mouth remains quite open. There are several sorts of consonant sounds and forms, however, what all have in common is the flow of air through the vocal tract gets halted. The obstruction varies in degree some consonants get obstructed completely and some partially. In English pronunciation, consonants have a significant role, especially in determining the organs involved in sound production. Consonants play a major role in English pronunciation, especially in determining the articulators involved in the activation and production of sound. So the major requirement is to know the participation, engagement and contribution of the articulators and speech organs to pronounce consonants.

1.2.3 List of Symbols of Consonants:

Symbol	As in the word	Place of Articulation
[p]	<i>pea, parrot, park, pencil, pocket</i>	
[b]	<i>ball, bee, basket, blue, break</i>	
[m]	<i>mango, map, master, maroon, mud, make</i>	
[t]	<i>toe, torch, truck, taste, ten</i>	
[d]	<i>dance, dove, donkey, dog</i>	
[s]	<i>soup, sip, sand, son, sun, saloon</i>	
[z]	<i>zebra, zip, zoo, zinc, zone</i>	
[l]	<i>lid, lip, love, long, lick, large, lot</i>	
[n]	<i>nose, nest, not, neck, narrow, noon</i>	

[k]	<i>kill, cap, cup, kilometer, kerosene, cut</i>	
[g]	<i>gun, going, guest, great, getting</i>	
[ŋ]	<i>going, ring, falling, dancing, during, singing</i>	
[f]	<i>fan, fat, frock, fridge, fat</i>	
[v]	<i>van, violence, velocity, vote</i>	
[θ]	<i>thought, thing, thorough, throw, think, three, thirteen</i>	
[ð]	<i>that, this, them, the, they, these, those, themselves</i>	
[ʃ]	<i>sheep, shy, shoulder, shun, she, ship, shop</i>	
[ʒ]	<i>pleasure, measure, vision, television, conclusion, division,</i>	
[tʃ]	<i>choice, church, chocolate, chimney, chin</i>	
[dʒ]	<i>jam, July, jar, January, just</i>	
[h]	<i>high, hello, hell, hilarious, home, hall, hallow</i>	
[r]	<i>red, rock, rare, rod, real, rat</i>	
[j]	<i>youth, yellow, yolk, young, yank</i>	

1.2.4 Classification of English Consonants:

Consonant sounds are categorized according to three dimensions

1. **Voicing:** (causing the vocal folds/cords to vibrate: voiced or voiceless), discusses the activity of the vocal cords, in the terms when the vocal cords or folds are wide apart, then the consonant sounds are voiceless, on the contrary when vocal cords or folds are narrowly together, therefore consonants are said to be voiced. In precise voicing stimulates the vocal cords to vibrate, this signals whether the sound produced is voiced or voiceless.
2. **Place of Articulation:** It means where the articulation happens, it is also named as 'point of articulation'. It refers to one of the regions of vocal cavity or folds where the articulators create an obstacle to the air come out from the lungs.
3. **Manner of Articulation:** It means how the articulation happens. It refers to how speech organs or articulators like lips, tongue and palate are set or in the configuration.

1.2.5 Place of Articulation:

The place of articulation simply comprises the active and passive role of speech organs used in the articulation of the particular consonant. In the vocal cavity, there is more or less blockade of air when we focus in the place of articulation. It refers to the location in which consonantal constrictions or closures are produced. In the phonetic classification of speech sounds, the place of articulation is a foremost parameter. In the parameter of a place of

articulation, consonants are classified as labial, labia-dental, dental, alveolar, palatal, velar, uvular, glottal, etc.

1.2.5.1 Bilabial:

“Bilabial” word is a derivative of two words “bi” meaning ‘two’ and “labia” which means lips’. So in similar terms bilabial denotestwo lips’. We can say that bilabial consonants are pronounced when the two lips are close to each other or articulated by pressing the two lips. They are also named as ‘labials’. The letters/symbols/sounds “[p], [b], [m]” etc. are articulated bypassing the two lips composed. During this process, the upper lip has reasonably inert role compared to the lower lip while voicing the words.

Examples:

[p] As in *pen, park, pencil*

[b] As in *ball, basket, buffalo*

[m] As in *mango, man, magic*

1.2.5.2 Labiodental:

Labiodentals sounds are formed when we use teeth and lips. The presence and the participation of the articulators like lower lip and the teeth typically produce these sounds. While pronouncing the letters and sounds like [f] and [v] one feels the use of the lower lips and the upper teeth are in process. When the upper teeth are fetched close near the lower lips these sounds are made. In labiodentals sounds lower lip is lively articulator or speech organ and the upper teeth are the reflexive and inert articulators.

Examples:

[f] As in *fit, fine, fat, fence*

[v] As in *violent, voice, velocity*

1.2.5.3 Dental/Interdentals:

When the tip of the tongue is positioned between the “upper and lower teeth” the dental sounds are formed. In dental sounds, both the lower teeth and the tongue act as an active articulator and the upper teeth have very less role to play. If you see and pronounce the words like “thought”, “through” and “thin” you will feel the tip of the tongue positions between upper teeth and lower teeth.

Example:

[θ] As in *thick, thin, thought*

[ð] As in *that, then, this*

1.2.5.4 Alveolar:

The production of the alveolar consonant sounds takes place at and the use of the alveolar ridge. The beginning of these words or sounds occurs at the tongue and then the sounds forwarded near to “alveolar ridge” are categorized in this collection. Here in this group of sounds the tip or the blade of the tongue is active articulator while the teeth-ridge is the flaccid articulator. The sounds or words like “day” and “nice” “lid” “table” are articulated by the tongue and then engaged with the alveolar ridge. Pronouncing the letters like [t], [d], [n], [s], [z], and [l] involves the use of the tip or the blade of the tongue.

Examples:

[t] As in the words *top, tip, table*

[d] As in words *dry, day, dog, dense*

[l] As in the words *lost, lip, lick, lovely*

[n] As in words *net, nice, nor, nib*

[s] As in words *sing, song, sun, speed*

[z] As in the words *zone, zoology, zebra, zinc*

1.2.5.5 Post-Alveolar:

The sounds and articulations produced by the tongue behind the alveolar ridge are referred to as post-alveolar consonants. In post-alveolar consonant sounds the tongue tip is the active articulator while as the passive articulator is back of the teeth-ridge.

Examples:

[r] As in the words *rock, red, real, rust*

1.2.5.6 Palatal:

When the tongue positions itself with the hard palate, the central section of the mouth the sound articulated in this process are called the palatal consonants. In palatal consonants, the tip of the tongue is an active part and the hard palate is a passive section. Words, like, ‘yellow’, ‘yolk’

and ‘your’ are the words pronounced due to the active participation of the tongue.

Examples:

[j] As in *young, youth, yellow*

1.2.5.7 Palate-Alveolar:

Palate-alveolar consonants are also called post alveolar consonants or sounds. They are common sounds across the languages voiced with tip or blade of the tongue. They are also called ‘apical’ or ‘laminal.’ In palate-alveolar consonant sounds active articulators are tip, blade and front of the tongue, and the passive articulators are teeth-ridge and rough palate.

[ʃ] as in the words *shoot, shallow, shy, ship*

[dʒ] as in *July, jam, jackal, job*

[ʒ] as in *pleasure, vision, conclusion, occasion,*

[tʃ] as in *chin, chocolate, lunch, church, picture, pitch*

1.2.5.8 Velars:

In the vocal cavity when there is a movement of the velum and the back of the tongue the sound which is being produced in this process is referred to as a velar consonant.

The words “kite” “gun” and “going” is articulated, when the back of the tongue is upraised in the direction of the velar. This process allows velar to play an active part in pronouncing the word.

Examples:

[k] As in the words *cup, kite, kilometer, kitchen*

[g] As in the words *goat, gun, ghost, great*

[ŋ] As in the *going, during, playing, dancing*

1.2.5.9 Glottal:

In the glottal consonants, glottis has a major role to play all the sounds which are articulated due to multiple movements of glottis are referred to as glottal consonants. These sounds or consonant are recognized when air passes through the vocal tract precisely at glottis as it is narrowed like in the sound [h].

Examples:

[H] As in the words *house, hat, high, hallow, hill, hilarious*

1.2.6 Manner of Articulation:

Manner of Articulation has the main concern that it deals with the manner of blockage or mode of obstruction of the airflow when it passes in the vocal cord. As mentioned earlier it means how the articulation happens. It refers to how speech organs or articulators like lips, tongue and palate are set or in configuration, and these important articulators in the manner of articulation are palate, lips and tongue.

Sometimes the air in the manner of articulation may come across closure; they are called **plosives**, the semi closures or having friction in sound are called **fricatives**. Then there are sounds having less degree of closure are called **approximants**. In **laterals**, the airflow scatters around the tongue and in **nasals**; it passes through the nasal cavity. The six ways elaborate in the articulation of consonant sounds are Plosive or stop, Fricative, Affricative, Approximant Lateral and the Nasal.

1.2.6.1 Plosive/Stop:

The word “plosive” has been originated from the term ‘explosive’ or fiery, it means an explosion or outbreak. These consonants are also referred to as occlusive “producing by blocking or occluding the airflow in the vocal tract”. Here in plosive or stop sounds one feels a burst of air in pronouncing these consonants words or sounds. The course of air is being halted in the vocal track that triggers the force results in a sudden sound. The stoppage in these sounds are made by the tip of the tongue, blade, tongue body, glottis etc. and one feels oral and nasal cessation in the articulation of these sounds. [p], [b], [t], [d] [k], [g] are six plosive consonant sounds in English language.

These plosive or stop sounds are further divided into the following categories:

[p] [b]	bilabial plosive	two lips are very close and pressed
[t] [d]	alveolar plosive	the tongue is curled and pressed with the hard palate or alveolar ridge
[k] [g]	velar plosive	the backside of the tongue is elevated and it touches the soft

		palate of the roof of the mouth
--	--	---------------------------------

Examples:

Keep your hand close to your mouth and attempt to speak [p] and [b] sounds. You will sense a small rupture of air on the hand in speaking these sounds. You will find the same burst of air while pronouncing the below words.

[p] As in *pink, pillar, plot, pick*

[b] As in *brother, blue, blank, blog*

[t] As in *treat, tall, table, truth*

[k] As in *kite, kilometer, kangaroo, kiss*

[d] As in *dog, den, donkey, door*

[g] As in *goat, gallows, great, going*

1.2.6.2 Fricative:

The term ‘fricative’ is taken from the word “friction”. In fricatives ‘friction’ is formed or created when two speech organs of the vocal cord like the two lips, lower lip and upper teeth and, alveolar ridge and tip of the tongue. These articulators generate a pause and halt the flow of the air partially. So consonants that are articulated and create blockade which is fricative to passing air from the lungs or vocal track are called fricative consonants. In process of articulating fricatives, the active speech organ is fetched together with the passive organ. The channel between these articulators is very thin and the air channelizes with distinct brushing and friction.

Examples:

While pronouncing the sounds following one feels hissing sound followed by the pronunciation.

[ʒ], [ʃ], [h], [z], [s], [ð], [θ], [v], [f], [v]

Labiodental

[f] As in *fill, form, fan, fruit, fall*

[v] As in *vet, van, violin, vast, velocity*

Dental

[θ] As in *three, thought, theory, theorem*

[ð] As in *these, their, them, the, those*

Alveolar

[s] As in *sit, song, singing, sorrow, set*

[z] As in *zebra, zoo, zodiac, zoology, zeal*

Glottal

[h] As in *has, horse, hang, host, hospital*

Palate-alveolar

[ʃ] As in *shoe, shy, shower, show, shot*

[ʒ] As in *leisure, vision, provision, region, religion*

1.2.6.3 Affricates:

The blend of a plosive and a fricative are referred to as affricate. Affricates are also called as “affricative plosives”. [tʃ] and [dʒ] are the only two affricate phonemes in the English language and both these affricates are palate-alveolar. “These consonants are pronounced by completely blocking the path of the air from the oral cavity, like the plosives, followed by slow release of the air like a fricative.” They start same as a plosive, with a total obstruction, with no explosion; on the contrary, these consonants have gentle discharge or release.

Examples:

[tʃ] As in the words *church, child, chocolate, chimpanzee, cherry, rich, chin, choke*

[dʒ] As in *judge, jug, bridge, urge, ridge, and joke*

1.2.6.4 Nasal:

In the production of the nasal sounds nasal passage has an active role. In these consonants, the air from the lungs passes through the nose due to the movements of the soft palate. There is a complete obstruction in the oral cavity then soft palate changes its position and the air forms its way through the nasal passage. There are three nasal consonants they all are alveolar, velar and bilabial.

Examples:

[m] As in *mango, mother, mustered, music, monopoly, mouth*

[n] As in *nest, narrow, nasal, mastic, nose, nope, nest*

[ŋ] As in *bring, morning, playing, during, ring, sing*

1.2.6.5 Lateral:

In producing the lateral sound the tongue elevates and the air passes past or behind the tongue. There is only one lateral consonant sound in the English language which is sound and letter [l]. It is voiced alveolar lateral. Its pronunciation and production occurs when tip of the tongue touches the alveolar area.

Examples:

[l] As in the words *love, light, lock, leg, lost, lip, long, light, lighter, laugh*

1.2.6.6 Approximant:

“[r], [j], [w]” are three approximants in English language. Approximant consonants are all voiced. Approximants are formed due to the movement of the lips, in the movement process of the lips; they do not touch one another. In the following sounds and words, you will feel lips moving and are close to each other but do not touch. They are consonant sounds resemble with the vowels.

[r] As in *right, brown, rat, roller, ring, rest, rich*

[j] As in *youth, you, use, your, yet, yellow*

[w] As in *why, water, twin, war, wasp, wink*

1.2.7 Voicing:

In the phonetic categorization of speech sound ‘Voicing’ is an essential term. It talks about the aural effect of the vibration of vocal cords. When the vocal cords are vibrating, sounds formed in the process are referred to as voiced consonants or sounds. [d], [b], [z], [ð] sounds are examples of voiced sounds. On the contrary sounds with no vibration are named as voiceless sounds. Following sounds are examples of voiceless sounds [p], [s], [f], [t], [ʃ].

So in consonant sounds, there are both voiced and voiceless sounds according to the degree of vibration. These consonant sounds are in set differentiating on the bases of vibration or

as voiceless or unvoiced. “So [b] is voiced (vibrated) and [p] is the unvoiced (non-vibrated) consonant in one pair, while voiced [g] (vibrated) and voiceless [k] (non-vibrated) form another pair.”

In vibrated or voiced consonants the vocal cords are very close and tight, and then the air comes from the lungs cause cords to vibrate. This process is referred to as **voicing**. “Sounds which are made with vocal cords vibration are said to be **voiced**. Sounds made without vocal cords vibration are said to be **voiceless**.”

Voiceless	Voiced
[p]	[b]
[f]	[v]
[k]	[g]
[t]	[d]
[θ]	[ð]
[tʃ]	[dʒ]
[s]	[z]
[ʃ]	[ʒ]

1.3 Learning Outcomes

In this Unit, we have described and classified the consonants of English in detail. The consonant sounds have been classified concerning “the manner and place of articulation, and the state of the glottis i.e. voiced or voiceless”. We suggested that a three-term label is a convenient way of describing consonant sounds. Each consonant phoneme has been sub-classified under the manner of articulation. And we have seen each consonant sound in different contexts.

1.4 Glossary

Articulator: The thing that articulates; one of the organs of speech, e.g. tongue, teeth, lips, etc

Vibration: Status and the position of vocal chords during the articulation of any sound.
(Voiced and voiceless)

Larynx:The hollow muscular organ forming an air passage to the lungs and holding the vocal cords.

Pharynx:It is the part of the throat behind the mouth and nasal cavity, and above the esophagus and trachea

Velum: The soft palate in mouth

Ridge:The roof of the mouth between the upper teeth and the hard palate or on the bottom of the mouth behind the lower teeth

1.5 Sample Questions

1.5.1 Objective Questions:

1. /p/ and /b/ are examples of
(a) bilabial consonants (b) dental consonants (c) labiodentals consonants (d) none of these
2. Which among the following is voiceless sound?
(a) /p/ (b) /b/ (c) /d/ (d) /ʒ/
3. Which among the following is velar plosive?
(a) /p/ /b/ (b) /k/ /g/ (c) /t/ /d/ (d) none of these
4. Identify the glottal sound from the following words?
(a) nimbu (b) ball (c) hero (d) kick
5. Identify the nasal sound from the following words?
(a) shoot (b) brush (c) morning (d) ditch
6. Which among the following is dental sound?
(a) judge (b) kilometer (c) thought (d) orange
7. “/p/, /b/, /m/” are
(a) dental sounds (b) labiodentals (c) bilabial (d) none of these
8. “**Church, child, chocolate, chimpanzee, cherry**” words start with which of the following sounds?
(a) affricate (b) nasal (c) fricative (d) approximant
9. According to the place of articulation, which of these is not a type of consonant?
(a) bilabial (b) dental (c) velar (d) caller

10. Which of these consonants are the one whose place of articulation is the lower lip and upper teeth?

- (a) dental (b) labiodentals (c) glottal (d) none of these

1.5.2 Short Answer Questions:

1. Describe and comment on velar and glottal consonant sounds.
2. Discuss articulators and function of different speech organs in articulating sounds.
3. Discuss fricatives and affricates.
4. [p] [d], discuss these two consonants in detail.
5. Describe dental and alveolar consonant sounds.

1.5.3 Long Answer Questions:

1. Discuss in detail the classification and description of consonant sounds in English.
2. Discuss in detail Voicing and deliberate on voiced and voiceless sounds.
3. Describe in detail “manner of articulation” and “place of articulation”.

1.6 Suggested Readings

1. Abercrombie, D. (1967) *Elements of General Phonetics*, Edinburgh: Edinburgh University Press.
2. Ashby, Patricia (2nd edition 2005) *Speech Sounds*. London and New York: Rutledge.
3. Collins, Beverley & Nigier Meets (2008) *Practical Phonetics and Phonology*, London and New York: Rutledge.
4. Gibson, A.C. (1989) *An Introduction to the Pronunciation of English*, 4th revised edition, London: Edward Arnold.
5. Hayward, K. (2000). *Experimental Phonetics*. London: Longman.
6. O’Conner, J.D. (1973) *Phonetics* Harmondsworth: Penguin.
7. O’Conner, J.D. (1973) *Better English Pronunciation* ELBS.
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Unit - 2: The Classification and Description of Vowel Sounds

Structure

- 2.0** Introduction
- 2.1** Objectives
- 2.2** The Classification and Description of Vowel Sounds
 - 2.2.1** Classification of Vowels
 - 2.2.1.1** Position of the Soft Palate
 - 2.2.1.2** Part of the Tongue Raised
 - 2.2.1.3** Height of the Tongue
 - 2.2.1.4** Position of the Lips
 - 2.2.2** Description of Vowel Sounds
 - 2.2.3** Monophthongs
 - 2.2.4** Diphthongs
- 2.3** Learning Outcomes
- 2.4** Glossary
- 2.5** Sample Questions
- 2.6** Suggested Readings

2.0 Introduction

Dear readers, as you know there are only twenty six letters in English. But we must not confuse letters with sounds. The English language has got 44 sounds in which 24 are consonant sounds and 20 are vowel sounds. You must have seen in lower classes that vowels are generally counted 5 in number such as a, e, i, o, u. But this is not the exact classification of vowel sounds. Before we move on, we must know, what are vowels? To put it in simple words, 'vowels are voiced sounds produced without any obstruction in the passage of air'. As it is necessary to distinguish vowels from consonants, you may still ask what consonants are then. Consonants are the sounds in which we find partial or complete obstruction in the flow of air. And, we need to

learn the difference between vowel sounds. For this, it is necessary to have the classification of vowel sounds. This unit will provide you the classification of vowels in detail.

Check your Progress

1. What are vowels?
2. Can you differentiate between vowels and consonants?

2.1 Objectives

After going through the unit you will be able to:

- To know the classification of vowels.
- To know about the types of Vowels.
- To learn the identification of vowel sounds in words initially, medially and finally.
- Also, to learn the description of vowels.

2.2 The Classification and Description of Vowel Sounds

2.2.1 Classification of Vowels:

The vowels are classified based on 'position of the palate', 'part of the tongue raised', 'height of the tongue' and 'position of the lips'. Let us discuss these in detail:

2.2.1.1 Position of the Soft Palate:

If we raise the soft palate (soft palate is the muscular part which constitutes the back of the roof of mouth see fig.1), the air will escape through the mouth and the resultant vowel sound is oral. However, if the soft palate is lowered, the oral passage gets closed, the nasal passage opens and the air passes through the nostrils which result in the production of a nasal vowel sound.

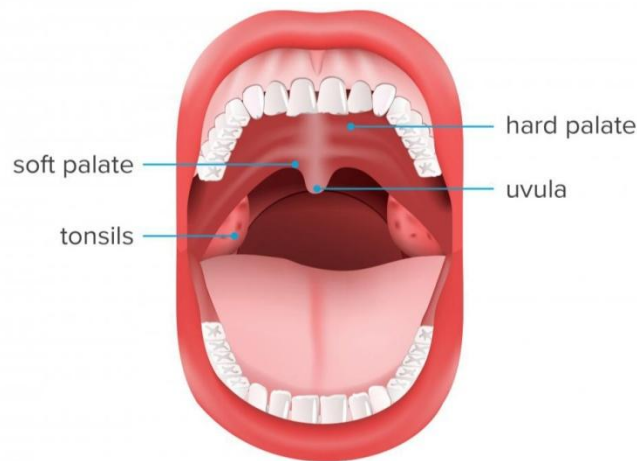


Fig.1. Caporuscio, Jessica. 'Human Mouth Anatomy'. 5 Nov. 2019. Medical News Today.

Link: <https://www.medicalnewstoday.com/articles/326894>

2.2.1.2. Part of the Tongue Raised:

In phonetics, the tongue is divided normally into three parts such as the front, the centre, and the back. The tongue as we know is the flexible organ within the mouth. It has the capability of assuming quite a large variety of positions in the articulation of sounds. We know that the tongue is arbitrarily divided into parts and production of vowel sounds depend entirely on it. Therefore, the vowels are classified as the *front*, *back*, and *central* vowels. Let us take examples to learn it clearly:

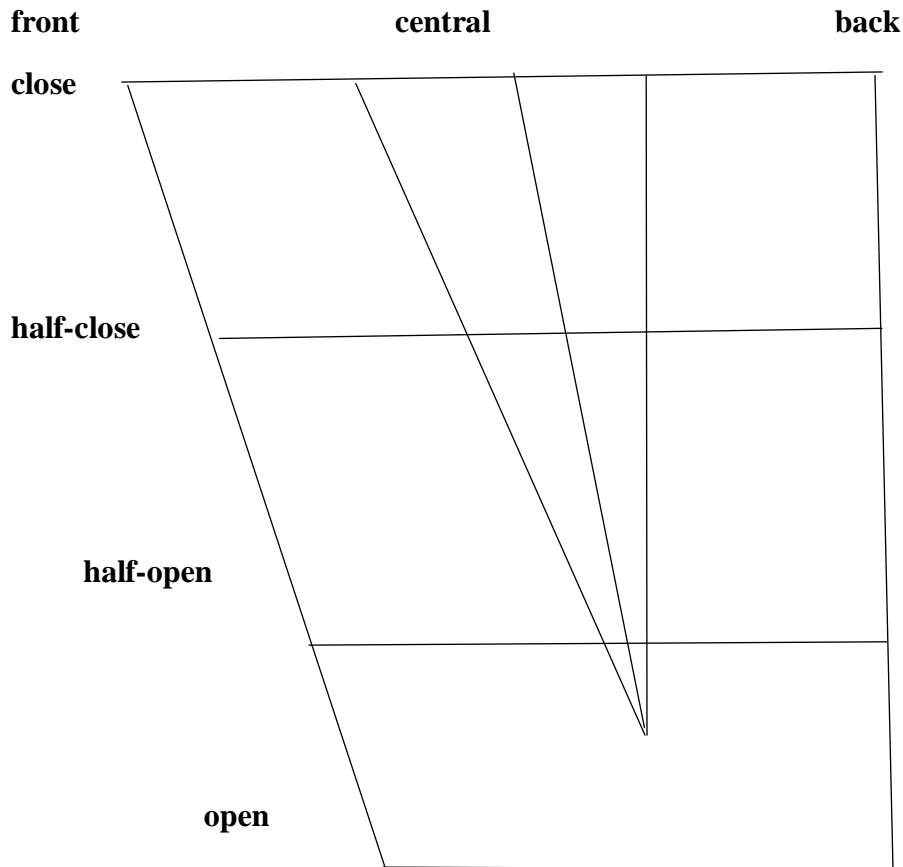
- (i) Front Vowels: Heat, sit and get. You can observe that while uttering the vowel sounds in these words, the front part of the tongue is raised.
- (ii) Back Vowels: Palm, ought, tool. While uttering the vowel sounds in these words, back part of the tongue is involved.
- (iii) Central Vowels: Hut, Shut, cut and bird have central vowels because the centre part of the tongue is used in uttering these sounds.

The tongue occupies a range of position within the oral cavity. The available space used by tongue to take positions in the oral cavity is known as the “vowel space”.

2.2.1.3 Height of the Tongue:

We have already distinguished vowels based on the part of the tongue raised. But it can never be sufficient to have such type of difference in vowels only. We can also distinguish vowels based on the tongue raised towards the roof of the mouth: close, open, half-close and

half-open. The close-open is not the only distinction and does not help distinguish all the back vowels or front vowels. So, we further need to refine the scale regarding the height of the tongue. For this, we mark imaginary positions between open and close and name them as half-close and half-open positions. For all this process, you can see the diagram below:



(Figure 2)

2.2.1.4 Position of the Lips:

We can distinguish vowels based on the shape of the lips while producing the vowels. For instance, the vowels in dot and cart, are both back and open vowels. They can be distinguished based on their lip position i.e., rounded and unrounded respectively. The different lip positions are discussed as under:

(1) Spread: smiling lip position. Observe the vowels in feel, keen, seat and beat. While producing these vowel sounds our lips come in a smiling position.

(2) Open Rounded: observe the vowels in these words: cot, hot, got, odd etc. We find that the position of the lips is brought slightly closer to each other and lips become slightly rounded while producing these vowels.

(3) Neutral: the position where lips are neither rounded nor spread. We can find this type of vowel sound in words like but, hut, bus etc.

(4) Open: the position where jaws are apart and we open the lips naturally to produce vowel sound. We can find this type of vowel in words like palm, calm, mask, task and car etc.

(5) Back Rounded: here, the lips are brought close together and then pushed slightly forward like in the book, hook, tool, fool, rude, and crude etc.

Check your Progress

1. The muscular part which constitutes the back of the roof of the mouth is known as.....hard palate/soft palate.
2. Palm, fool, ought are termed as.....central vowels/ back vowels.
3. If the centre part of the tongue is raised, we are dealing with.....central vowels/ back vowels.

2.2.2 Description of Vowel Sounds:

Vowels can be described using three-term labels. These are the part of the tongue raised (front, back or central), the height to which the tongue is raised (close, half-close, half-open, open) and the position of the lips (rounded/unrounded). The description unrounded, back, open vowel is the three-term label for the vowel in words like balm and palm.

However, Daniel Jones proposed a 'Cardinal Vowel System'. Because it was found that the above three-term labels were not sufficient to describe the vowels in all human languages. Therefore, a new system (Cardinal Vowel System) of reference was devised which can help to describe all vowels appropriately. These eight cardinals are described as under:

(1) Cardinal Vowel Number 1: It is transcribed as /i/, and is a close, front, unrounded vowel. It is located at the top-left hand corner of the diagram and it is produced with the lips spread (unrounded) and the tongue as high as possible in the vowel space.

(2) Cardinal Vowel Number 2: It is transcribed as /e/ and is a front, half-close, unrounded vowel. It is produced while the lips remain unrounded and the body of the tongue remains in the front as far as possible.

(3) Cardinal Vowel Number 3: It is transcribed as /ɛ/ and is a front, half-open, unrounded vowel. It is produced when the lips are unrounded and the body of the tongue remains far in the front as possible.

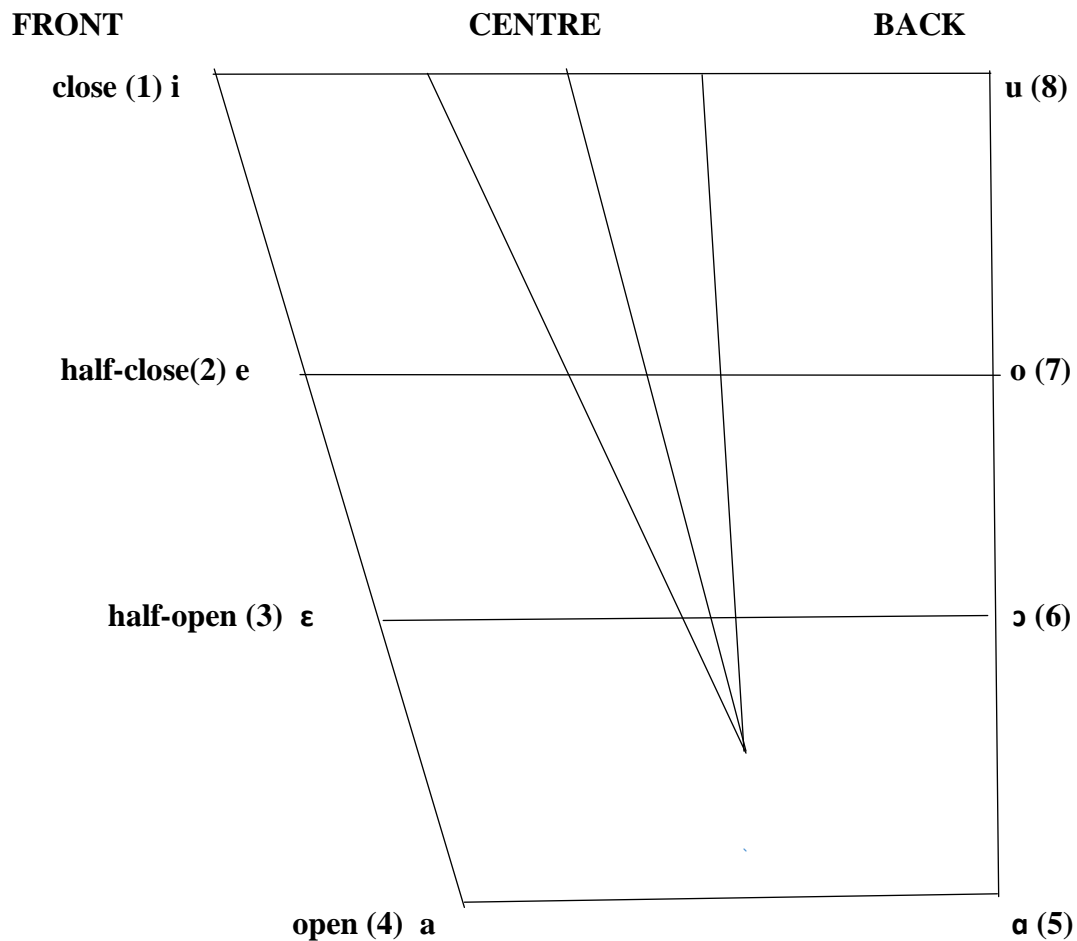
(4) Cardinal Vowel Number 4: It is transcribed as /a/. It's located at the bottom left-hand corner of the diagram and is an open, front, untouched vowel. It is produced when the lips are untouched and the body of the tongue remains as low as possible in the vowel space. The tongue is moved as far to the front of the space as possible without causing friction.

(5) Cardinal Vowel Number 5: It is transcribed as /ɑ/ and is an open, back, untouched vowel. It lies at the opposite end of the vowel space, is made with the lips in a neutral position (unrounded) and with the tongue as low as possible and as far back as possible without causing friction.

(6) Cardinal Vowel Number 6: It is transcribed as /ɔ/ and is a half-open, back, rounded vowel. It is produced with the lips rounded, the body of the tongue as far back as possible, but the tongue height is lowered further from the half-close position and moves to half-open position.

(7) Cardinal Vowel Number 7: It is transcribed as /o/ and is a half-close, back, rounded vowel. It is produced with the lips touched and the tongue as far back as possible, however, the tongue is lowered to the half-close position.

(8) Cardinal Vowel Number 8: It is transcribed as /u/ and is a close, back, rounded vowel. It is produced with the lips rounded and the tongue as far back as possible and as high possible without causing friction.



(Figure 3) Jones, Daniel. 2012. English Pronouncing Dictionary. Cambridge University press, Ind. Pvt. Ltd.

Check your Progress

1. Cardinal Vowels belong to a particular human language..... true/false.
2. Cardinal vowels are based on the vowels of existing language.....true/false.
3. The Cardinal Vowel system is a general phonetic system meant for the classification of vowels.....true/false.

2.2.3 Monophthongs:

There are two types of vowel sounds in English e.g., monophthongs or pure vowels and diphthongs. These are discussed as under:

(1) *Monophthongs or Pure vowels*

Those vowel sounds in which tongue assumes a single constant position are called monophthongs or pure vowels. These are 12 in number, see the chart below:

/i:/ read /ri:d/	/ɪ/ bid /bɪd/	/ʊ/ bull /bʊl/	/u:/ cool /ku:l/
/e/ bet /bet/	/ə/ America /əmerɪkə/	/ɜ:/ bird /bɜ:d/	/ɔ:/ short /ʃɔ:t/
/æ/ bat /bæt/	/ʌ/ bus /bʌs/	/ɑ:/ cart /kɑ:t/	/ɒ/ hot /hɒt/

Let us describe these vowel sounds one by one and see how they come in word initially, medially and finally.

/i:/

It is a long unrounded, front, close vowel. But it is slightly lower than cardinal vowel number 1.

Word- Initially:

eat /i:t/

each /i:tʃ/

easy /i:zɪ/

Word-Medially:

weak /wi:k/

seal /si:l/

sieve /si:v/

Word-finally:

see /si:/

bee /bi:/

degree /dɪɡri:/

/ɪ/

It is a short, unrounded, front, half-close vowel and its position lies more towards the centre of the tongue than to extreme close position.

Word-initially:

ill /ɪl/

insect /ɪnsekt/

if /ɪf/

Word-medially:

kick /kɪk/

sit /sɪt/

chick /tʃɪk/

Word-finally:

city /sɪtɪ/

pity /pɪtɪ/

easy /iːzi/

/e/

It is a short, unrounded, front, half-close vowel between cardinal vowel [e] and [ɛ].

Word-initially:

enter /entə/

edge /edʒ/

end /end/

Word-medially:

pen /pen/

men /men/

dead /ded/

Note: it cannot stand alone in final position

/ə/

It is a short, unrounded, central vowel in between half-close and half-open position. It is considered to be a weak vowel in English and is called *schwa*.

Word-initially:

above /əbʌv/

ego /əgəʊ/

attend /ətend/

Word-medially:

gazette /gəzet/

parade /pəreɪd/

correct /kərekt/

Words-finally:

measure /meɜə/ colour /kʌlə/ sailor /seɪlə/

/æ/

It is a short, unrounded, front, open vowel. It is more open than /e/, but not as open as cardinal vowel number 4 [a].

Word-initially:

add /æd/ adam /ædəm/ axe /æks/

Word-medially:

van /væn/ sacks /sæks/ fact /fækt/

Note: /æ/ cannot stand alone in final position.

/ɜ:/

It is a long, unrounded, central vowel between half-close and half-open position. It is longer than /ə/.

Word-initially:

earth /ɜ:θ/ earl /ɜ:l/ urn /ɜ:n/

Words-medially:

girl /gɜ:l/ dearth /dɜ:θ/ word /wɜ:d/

Word-finally:

stir /stɜ:/ err /ɜ:/ prefer /prɪfɜ:/

/ʌ/

It is a short, unrounded, central, half-open vowel.

Word-initially:

up /ʌp/ ugly /ʌɡli/ utter /ʌtə/

Note: use only before consonants, at the initial stage.

Word-medially:

double /dʌbl/ luck /lʌk/ rough /rʌf/

/ɑ:/

It is a long, back, open vowel, in the position of the cardinal vowel number 5 [ɑ], but is not as back as the latter.

Word-initially:

arts /ɑ:ts/ army /ɑ:m/ arm /ɑ:m/

Word-medially:

balm /bɑ:m/ fast /fɑ:st/ shark /ʃɑ:k/

Word-finally:

bar /bɑ:/ jar /dʒɑ:/ czar /zɑ:/

/ɒ/

It is a short, rounded, back, open vowel. But it is not fully back. And the lips are slightly rounded.

Word-initially:

office /ɒfɪs/ otter /ɒtə/ Oscar /ɒscə/

Word-medially:

got /gɒt/ hot /hɒt/ shot /ʃɒt/

/ɔ:/

In tongue position, it is closer to cardinal vowel number 7 [o]. And it is a long, rounded, back, open vowel.

Word-initially:

order /ɔ:də/ ought /ɔ:t/ august /ɔ:gəst/

Word-medially:

ward /wɔ:d/ thought /θɔ:t/ short /ʃɔ:t/

Word-finally:

nor /nɔ:/ shaw /ʃɔ:/ law /lɔ:/

/ʊ/

It occurs only word medially and is a short, rounded, back, half-close vowel.

wool /wʊl/ full /fʊl/ foot /fʊt/

/u:/

It is closer to cardinal vowel number 8 [u], it is, however, not as back as the cardinal vowel. It is a long, rounded, back, close vowel.

Word-medially:

zoom /zu:m/ rule /ru:l/ goose /gu:s/

Word-finally:

zoo /zu:/ who /hu:/ true /tru:/

2.2.4. Diphthongs:

Vowels produced as a result of the glide of the tongue are called diphthongs. There is a glide from one vowel sound to another and for this, they are also called vowel glides. For instance, in the articulation of sound /ʊə/ as *insure*, there is a glide from the sound /ʊ/ to the sound /ə/. In English, there are 8 diphthongs. Three of them are centering, three close and two of the close at the back, as shown below:

Closing in front: /eɪ/, /aɪ/ and /ɔɪ/

Closing at back: /əʊ/, /aʊ/

Centering: /ɪə/, /eə/, /ʊə/

Note: the centering diphthongs glide towards the centre of the mouth indicated by schwa /ə/, and the closing diphthongs terminate at /ɪ/ and /ʊ/. Let us see how these diphthongs are used in words:

/iə/

seer /siə/ cheer /tʃiə/ fear /fiə/

/eə/

fair /feə/ scarce /skeəs/ chair /tʃeə/

/ʊə/

tour /tuə/ poor /pʊə/ sure /ʃʊə/

/ei/

say /sei/ may /mei/ fake /feik/

/ai/

eye /ai/ my /maɪ/ bike /baɪk/

/ɔɪ/

voice /vɔɪs/ joy /dʒɔɪ/ boy /bɔɪ/

/əʊ/

old /əʊld/ load /ləʊd/ own /əʊn/

/aʊ/

house /haʊs/ how /haʊ/ out /aʊt/

2.3 Learning Outcomes

Dear students, this unit provided us with information about the classification and description of vowel sounds. Besides, we learnt types of vowels and their uses in words. We also learnt a cardinal vowel system which helped us in classifying the vowels.

2.4 Glossary

Monophthongs: Pure vowel sounds, where the tongue assumes a single constant position.

Diphthongs: Combination of two vowel sounds within the same syllable. Also called glides.

Cardinal Vowels: A set of reference vowels used by phoneticians in describing the sounds of languages.

2.5 Sample Questions

2.5.1 Objective Questions:

1. There are only five vowel sounds in English.....yes/no.
2. Monophthongs are 12 in number.....yes/no.
3. Diphthongs are 8 in number.....yes/no.
4. Cardinal vowels were proposed by Daniel Jones.....yes/no.
5. We have 9 cardinal vowels in number.....yes/no.
6. The cardinal vowels are arbitrarily selected.....yes/no.
7. Diphthongs are also called vowel glides.....yes/no.
8. Do centering diphthongs glide towards the centre of the mouth.....yes/no.
9. /ə/ is a weak central vowel....yes/no.
10. /ə/ is also called 'schwa'.....yes/no.

2.5.2 Short Answer Questions:

1. What are monophthongs and why are they called pure vowels?
2. What are diphthongs?
3. What are cardinal vowels?
4. Write four monophthongs with examples?

5. Write four diphthongs with examples?

2.5.3 Long Answer Questions:

1. Draw a diagram and show vowel sounds in it as you have learnt in this unit?
2. Write monophthongs and use them in word-initially, word-medially and word finally?
3. What are centring and closing diphthongs? Give example.

2.6 Suggested Readings

1. Aslam, Mohammad and A.A. Kak.2011. English phonetics and phonology. Cambridge University Press India Pvt. Ltd.
2. Carr, Philip. 1993. Phonology. New York: St Martin Press.
3. O' Connor, JD. 1973. Phonetics. London. Penguin.
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Unit - 3: Phonetic Transcription

Structure

3.0 Introduction

3.1 Objectives

3.2 Phonetic Transcription

3.2.1 Phonetic Transcription

3.2.2 Types of Phonetic Transcription

3.2.3 International Phonetic Alphabet

3.2.4 Demonstration of Phonetic Transcription

3.2.5 Common Usages of Phonetic Transcription

3.3 Learning Outcomes

3.4 Glossary

3.5 Sample Questions

3.6 Suggested Readings

3.0 Introduction

Language has evolved with the necessity of human beings to communicate with each other. As civilization progressed, people of a certain group developed some common speech sounds and gestures to denote a particular meaning. And with times they also attributed some images or written signs to the sounds to preserve it. Thus, most of the languages, we have around the world, have a spoken and a written form or pattern. When we learn any language, we need to follow the way a particular sign or letter represents a speech sound to pronounce it properly. This pattern of pronunciation also varies from language to language as every language has its own set of sounds. We may not be able to find some sounds in some language. For example, in Arabic, we don't have the /p/ sound. So, when Arabic native speakers learn English, they find it difficult to pronounce it. In other cases, within a language, the pattern of pronunciation may also be different. Likely, in English the way we perceive the pronunciation the word 'do' is different from 'go'. Or, in case of 'patient', the letter 't' sounds like 'sh'. Resemblances between spelling and pronunciation are obvious but potentially misleading. This way the process of learning any language becomes more complicated. Phonetic transcription helps to eradicate these pitfalls.

Here, we use symbols to capture the actual pronunciation in writing. These symbols act as one-to-one equivalents between the graphemes and phonemes.

Check your Progress

1. What forms do most of the languages consist of?
2. How does phonetic transcription help?

3.1 Objectives

The main objectives of this unit are to provide information about:

- The basic concept about phonetic transcription, its definition and its main types.
- We will also have a comprehensive idea about the International Phonetic Alphabet (IPA) chart and its main features, i.e. the consonants, vowels and suprasegmentals.
- In the later part, we will take up some demonstration of phonetic transcription and practice.
- We will also know about various usages of the phonetic transcription.

3.2 Phonetic Transcription

3.2.1 Phonetic Transcription:

Phonetic transcription is concerned with how the sounds used in spoken language are represented in written form. Phonetic transcription makes it more conceivable by demonstrating the pronunciation of a given word of a language with the help of some specific symbols, which act as something exact or much nearer to one-to-one equivalent between sounds and letters than is possible with the regular orthographic presentation. It takes into account the nuances in pronunciation pattern rather than focusing on the spelling of a word. For example, in the word ‘machine’, the grapheme¹ ‘chi’ sounds like the phoneme ‘she’. So, when we do a phonetic transcription of the same word, we use the symbol /ʃ/ in place of ‘chi’. Further, we will discuss this more elaborately as we progress.

¹The smallest meaningful contrastive unit in a writing system. For example: machine= m-a-ch-i-ne (graphemes)

Check your Progress

1. Define phonetic transcription.
2. What is the role of a one-to-one equivalent?

3.2.2 Types of Phonetic Transcription:

Phonetic transcription can be categorized into many types depending upon what is its function or purpose, i.e., Systematic and Impressionistic Transcriptions, Specific and Generic Transcriptions etc.

Most notable categorization among all is a **narrow transcription** and **broad transcription**. Broad transcription takes into account only the most noticeable phonetic features of the pronunciation, while narrow transcription encrypts detailed information about the phonetic features of the pronunciation. It considers allophones and other nuances in the utterance of a word. The broad transcription is often referred to as phonemic transcription, which neglects all allophonic features. For example, the pronunciation of the English word ‘cat’ may be transcribed using the IPA as /kæt/ or [k^hæt]; the broad, phonemic transcription, placed between slanted lines or slashes, shows that the word starts with phoneme /k/, but the narrow, allophonic transcription, enclosed with square brackets, indicates that this /k/ is rather aspirated [k^h] and sounds different considering the native pronunciation.

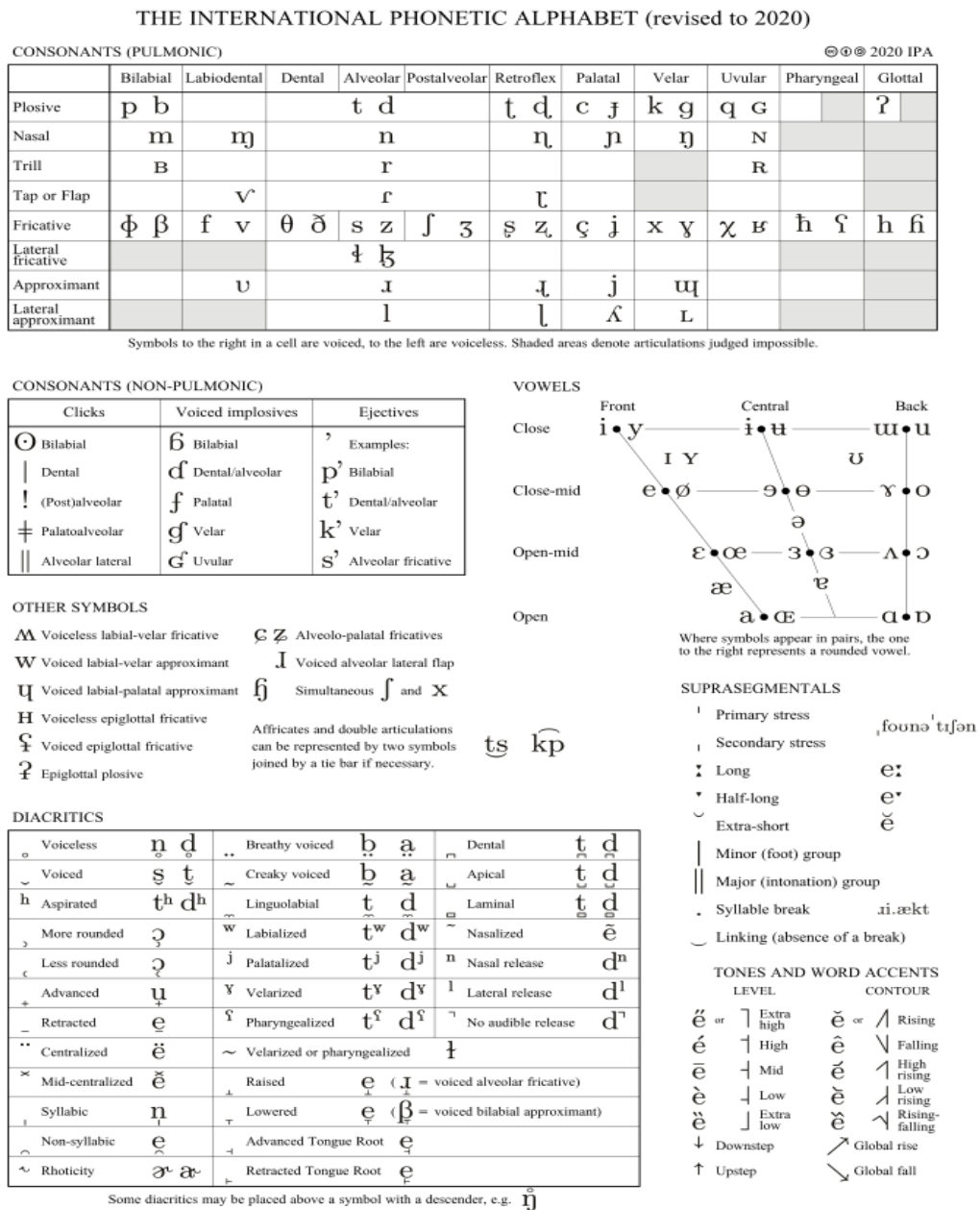
Check your Progress

1. What are the main types of phonetic transcription? Explain narrow transcription and broad

3.2.3 International Phonetic Alphabet:

The International Phonetic Alphabet (IPA) is an alphabetic system comprising of a standardized set of symbols which represent each distinctive sound of any language. These symbols are primarily based on Roman letters but also include some other characters from different languages and are modified to adapt to the Roman style. The concept of IPA was proposed by Otto Jespersen. Later it was developed by some linguists i.e., A.J. Ellis, Daniel Jones, Henry Sweet, and Passy in the late 19th century. The International Phonetic Association has been instrumental in the development of IPA and it also revised and updated the symbols on multiple occasions. The Association recommends that a phonetic transcription should be enclosed in square brackets “[]”. On the other hand, any particular symbol which is used to

denote phonological contrasts may be enclosed with slashes “/ ”. In case of any doubt, it is recommended to use brackets. The IPA chart presents the symbols in specific categories which comprises of **vowels, consonants, suprasegmentals, and diacritics**. We will look at the chart and describe the features of its components. See the figure 1.



(Fig. 1)²<https://www.ipachart.com/>

²As a reference, you can carefully listen to all the sounds of IPA visiting the website - <https://www.ipachart.com/> for better understanding.

Consonants:

In articulatory phonetics, consonant refers to those speech sounds that are articulated with complete or partial obstruction in the vocal tract. We generally describe a consonant sound mentioning its manner of articulation, place of articulation and voicing. Here we will describe and exemplify those consonants which are of English and those which we often encounter in many Indian languages.

The English Consonants:

Symbols	Description	Representative Graphemes	Examples
/ p /	voiceless bilabial stop	p, pp	pen, copper, top
/ b /	voiced bilabial stop	b, bb	ball, rubber, cab
/ f /	voiceless labiodental fricative	f, ff, ph, gh, lf, ft	fan, cliff, photo, rough, half, often
/ v /	voiced labiodental fricative	v, f, ph, ve	vine, of, Stephen, five
/ t /	voiceless alveolar stop	t, tt, th, ed	tap, utter, Thomas, slipped
/ d /	voiced alveolar stop	d, dd, ed	bad, odd, pilled
/ k /	voiceless velar stop	k, c, ch, cc, lk, q, ck	key, cat, Christ, accent, talk, quiet, sack
/ g /	voiced velar stop	g, gg, gh, gue	game, egg, ghost, dialogue
/ tʃ /	voiceless palato-alveolar affricate	ch, tch, t	chin, watch, actual
/ dʒ /	voiced palato-alveolar affricate	j, g, dge, di, gg	just, age, ridge, soldier, exaggerate
/ s /	voiceless alveolar fricative	s, ss, c, sc, ps, st	set, loss, cycle, scene, psycho, listen
/ ʃ /	voiced post-alveolar fricative	sh, ce, s, c, sio, ch, sci, tio	shut, ocean, sure, space, tension, machine, science, ration
/ θ /	voiceless dental fricative	Th	Thank
/ ð /	voiced dental fricative	Th	Feather
/ m /	voiced bilabial nasal	m, mm, mn, lm	man, summer, column, palm
/ n /	voiced alveolar nasal	n, nn, kn, gn, pn	not, funny, knot, gnosis, pneumonia
/ l /	voiced alveolar lateral approximant	l, ll	lot, well
/ r /	voiced alveolar trill	r, rr, wr, rh	red, parrot, wrong, rhyme
/ ŋ /	voiced velar nasal	ng, ngue	lung, tongue
/ w /	voiced labial-velar glide	w, wh, u, o	wit, why, quick, choir
/ j /	voiced palatal glide	y, io, j	you, onion, hallelujah
/ z /	voiced alveolar fricative	z, zz, s, ss, x	zebra, buzz, is, scissor, anxiety

/ ʒ /	voiced palato-alveolar fricative	s, zion, z	pleasure, division, azure
/ h /	voiceless glottal fricative	h, wh	hot, who

Some other Consonants in Indian languages:

Symbols	Description	Examples
/ p ^h /	voiceless aspirated bilabial stop	फाल/पहाल
/ b ^h /	voiced aspirated bilabial stop	भाल/बहाल
/ k ^h /	Voiceless aspirated velar stop	खान/कहान
/ g ^h /	voiced aspirated velar stop	घान/गहान
/ t̪ /	voiceless dental stop	ताल/तल
/ d̪ /	Voiced dental stop	दाल/दल
/ t̪ ^h /	Voiceless aspirated dental stop	थाल/तेहाल
/ d̪ ^h /	voiced aspirated dental stop	धार/दहार
/ tʃ ^h /	voiceless aspirated palatoalveolar affricate	छूट
/ dʒ ^h /	voiced aspirated palatoalveolar affricate	जूट
/ ɲ /	voiced palatal nasal	ஞானம்/ Nāṇam
/ q /	voiceless uvular stop	Qatar (Arabic)/قطره

There are many other consonants we come across in many of the Indian languages. Here we have discussed the most common ones.

Transcription of Consonant Cluster:

Consonant Cluster (CC) is formed when two or more consonants combine, without any intervening vowel sound, to create a distinct consonant-sound. In this case, the sounds from each original consonant can still be heard, they are just combined rapidly and efficiently together. We often encounter CC at the beginning, middle or end of a word. For example, we can take some words as follows- clock, spring, splash, strength, handspring.

While transcribing the consonant cluster, we only take into account the realized consonants. Likely, in the word ‘strengths’ we don’t realize any sound for the letter ‘g’, that’s why we transcribe it as /ˈstreŋθs/ where the consonant cluster ‘str’ is transcribed as /str/ and ‘ngths’ transcribed is as /ŋθs/.

Vowels:

Vowels are those sounds of any language that are pronounced without any obstruction in the vocal tract. In this case, the air passes through an open vocal tract with some slight modification. Vowel sounds are usually voiced, and function along with the suprasegmental features in prosodic variation such as tone, intonation and stress. Vowels are very important sounds of any language as it is rarely possible to form any word without the help of the vowel sounds.

British phonetician Daniel Jones introduced the cardinal vowel system (which resembles the shape of our mouth) to describe vowels in terms of the features like the height of the tongue (high, mid, low or close, mid-close, mid-open and open), the position of the tongue (front, central, back) and roundedness of the lip (unrounded or rounded). In English, we have twenty vowel sounds of which twelve sounds are monophthongs and eight sounds are diphthongs. Monophthongs refer to the single vowel sounds while the diphthongs are articulated as a combination of two vowel sounds which then form a distinct sound itself (i.e., /ʊə/ as in Poor). Here we can refer to the following diagram for our better understanding of the English vowel sounds along with examples. See figure 2.

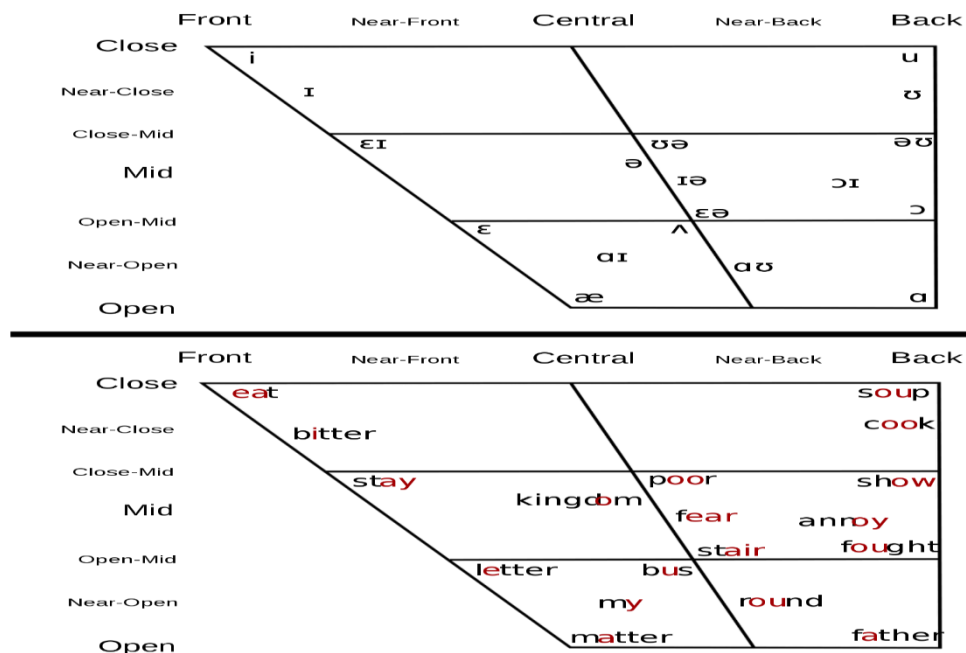


Fig. 2

(https://commons.wikimedia.org/wiki/File:IPA_English_Vowels_and_Diphthongs_with_Sound_Example_s.svg, Courtesy: TheCPMills)

According to Indian linguist Manjari Ohala, we have a symmetrical ten-vowel system in the Hindustani language. Three of them are short vowels i.e., /ə/, /ɪ/, /ʊ/, while the other vowels /a:/, /i:/, /u:/, /e:/, /o:/, /ɛ:/, /ɔ:/ are long vowels represented with the diacritic ':', in addition to this we have an eleventh vowel /æ:/ which is also common to many other Indian languages. Let us see the following chart to get an idea about the vowels in some Indian languages. See the figures 4 and 5.

Vowels							
IPA	Hindi		ISO 15919	Urdu			Approx. English equivalent
	Initial	Final		Final	Medial	Initial	
e	अ	ा	a	ا	ا	ا	about
a:	आ	ा	a		ا	ا	far
i:	इ	ि	i		ي	ي	still
i:	ई	ी	ī	ي	ي	ي	fee
u	उ	ु	u	و	و	و	book
u:	ऊ	ू	ū		و	و	moon
e:	ए	े	ē	ع	ع	ع	mate
ɛ:	ऐ	ै	ai	ع	ع	ع	fairy
o:	ओ	ो	ō		و	و	force
ɔ:	औ	ौ	au		و	و	lot (Received Pronunciation)

Fig. 3(https://en.wikipedia.org/wiki/Hindustani_phonology)

Comparing Orthographies of Vowel Sounds in Indian Languages

ISO 15919	a	ā	i	ī	u	ū	e	ē	ai	o	ō	au
Devanagari	अ	आ	इ	ई	उ	ऊ	ए	ए	ऐ	ओ	ओ	औ
Kannada	ಅ	ಆ	ಇ	ಈ	ಉ	ಊ	ಎ	ಏ	ಐ	ಒ	ಓ	ಔ
Malayalam	അ	ആ	ഇ	ഈ	ഉ	ഊ	എ	ഈ	ഐ	ഒ	ഓ	ഔ
Tamil	அ	ஆ	இ	ஈ	உ	ஊ	ஏ	ஈ	ஐ	ஓ	ஔ	ஔ
Telugu	అ	ఆ	ఇ	ఈ	ఉ	ఊ	ఎ	ఏ	ఐ	ఒ	ఓ	ఔ

Fig. 4

(<https://in.pinterest.com/pin/382172718374351809/>)

****ISO15919:** ISO15919 or, “Transliteration of Devanagari and related Indic scripts into Latin characters”, is an international standard for the transliteration of Indic scripts to Latin alphabet. It uses diacritics to map the Indic consonants and vowels to Latin script.

Suprasegmentals:

Vowels and consonants are considered as segments of which speech is composed. They form syllables together, which then make up utterances. Other features are superimposed on those syllables. These features are known as suprasegmentals. These features or markers denote variations in stress and pitch (tone and intonation). Differences in length (long, half-long, shorts) are also considered to be suprasegmental features. The suprasegmentals play very important role to represent the significant phonetic qualities of an utterance. There are many suprasegmentals mentioned in the IPA chart. Among them, the most important are as follows.

For example, ‘^ˈ’ refers to primary stress and ‘_ˈ’ for secondary stress. On the other hand, ‘ː’ refers to long vowels and ‘^ˑ’ refers to half-long vowels.

Diacritics:

Diacritics are mainly the markers that are added to the symbols of the specific sounds to provide them with a particular phonetic value (i.e., aspirated, dental or nasal qualities etc.). These markers are very crucial to represent the language-specific typical pronunciation pattern of the sounds. See the chart for some important diacritics and their functions.

◌̥	Voiced s̥	t̥	◌̚	Voiceless	ɳ̚
◌̃	Nasalized	ẽ	◌̪	Dental	t̪
◌ ^h	Aspirated	t ^h d ^h	◌ ^ɣ	Velarized	t ^ɣ d ^ɣ

Check your Progress

1. What is IPA? What does International Phonetic Association recommend about enclosing a transcription?
2. What are the main features of IPA? Discuss the vowels and consonants in English along with the symbols.
3. What is Diacritic and Suprasegmental? Give example.

3.2.4 Demonstration of Phonetic Transcription:

Now as we are acquainted with most of the common sounds and other features of the IPA, let us learn how to transcribe any word using IPA. While transcribing any word we should always take into account only the phonetically realized sounds. For example, in the word “subtle” the presence of the letter ‘b’ is not realized, hence, it is not considered.

Few other important things we need to notice to properly read any transcription or to transcribe any word are as follows-

In order to read out any transcription-

1. We need to first identify all the symbols.
2. Then we should recognize the actual pronunciation of each of the symbols.
3. Then we need to notice all the diacritic markers and suprasegmentals to correctly utter those symbols.
4. Then we should divide the same into a syllabic structure.
5. Finally, we can pronounce the word properly.

For example, say, we have encountered an unknown word in the Dictionary. Now we see the transcription below the word that is- /,ɒntrəprə'nə:/

Now we can recognize the sounds that are- ɒntrəprənə

Now we notice the suprasegmentals- ‘, ’ for secondary stress and ‘¹’ for primary stress. And, ‘:’ refers that final ə is a long vowel.

Then we divide them in a syllabic structure that is, ɒn - trə - prə¹ - nə: in order to pronounce the word “**entrepreneur**”.

In order to do a phonetic transcription of any word-

1. First of all, we should know the exact pronunciation of a particular word.
2. Now, we divide the word into a syllabic structure.
3. Then we need to recognize all the vowel and consonant sounds of these syllables and represent them with appropriate IPA symbols.
4. We should be aware of other suprasegmental features especially the kind of stresses on each syllable.

5. We should also be able to attribute appropriate phonetic value on necessary sounds such as aspirated or dental markers etc.
6. Finally, we combine all the symbols in the proper order to transcribe the word.

Now, let us go through some examples of IPA transcription of some English words involving English Vowels and consonants. See the figure 5.

Vowels and diphthongs			Consonants		
i:	see	/si:/	p	pen	/pen/
i	happy	/'hæpi/	b	bad	/bæd/
ɪ	sit	/sɪt/	t	tea	/ti:/
e	bed	/bed/	d	did	/dɪd/
æ	cat	/kæt/	k	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/	g	get	/get/
ɒ	got	/gɒt/ (British English)	tʃ	chain	/tʃeɪn/
ɔ:	saw	/sɔ:/	dʒ	jam	/dʒæm/
ʊ	put	/pʊt/	f	fall	/fɔ:l/
u	actual	/'æktʃuəl/	v	van	/væn/
u:	too	/tu:/	θ	thin	/θɪn/
ʌ	cup	/kʌp/	ð	this	/ðɪs/
ɜ:	fur	/'fɜ:(r)/	s	see	/si:/
ə	about	/'ə'baʊt/	z	zoo	/zu:/
eɪ	say	/seɪ/	ʃ	shoe	/'ʃu:/
əʊ	go	/gəʊ/	ʒ	vision	/'vɪʒn/
aɪ	my	/'maɪ/	h	hat	/'hæt/
ɔɪ	boy	/'bɔɪ/	m	man	/'mæn/
aʊ	now	/'naʊ/	n	now	/'naʊ/
ɪə	near	/'niə(r)/ (British English)	ŋ	sing	/'sɪŋ/
eə	hair	/'heə(r)/ (British English)	l	leg	/'leg/
ʊə	pure	/'pjʊə(r)/ (British English)	r	red	/'red/
			j	yes	/'jes/
			w	wet	/'wet/

(Fig. 5) (https://www.oxfordlearnersdictionaries.com/about/english/pronunciation_english)

Here we will see some more examples of Indian languages:

IPA	Examples			IPA	Examples		
	Hindi	Urdu	ISO 15919		Hindi	Urdu	ISO 15919
a:	काम	کام	kām	b	बच्चा	بچہ	baccā
a	जितना	جتنا	jitnā	b ^h	भालू	بھالو	bhālū
e:	जेब	جیب	jēb	d	दाल	دال	dāl
ɛ	रहना	رہنا	rēhnā	d ^h	धूप	دھوپ	dhūp
ɛ:	कैसा	کیسا	kaisā	dʒ	जान	جان	jān
ə	कल	کل	kal	dʒ ^h	झड़ना	چھڑنا	jharna

(Fig. 6) (https://en.wikipedia.org/wiki/Help:IPA/Hindi_and_Urdu)

Check your Progress

1. How to transcribe any word using IPA?
 2. Read out the transcribed words with the help of IPA.
- i) /'matə/, ii) /'ɒbdʒekt/, iii) /ɛdʒə'keɪʃ(ə)n/, iv) /'natʃ(ə)r(ə)l/,
v) /ɒm'niɒt(ə)nt/

3.2.5 Common Usages of Phonetic Transcription:

Phonetic Transcription is very useful in many ways. As it follows a standardized alphabet system (most commonly IPA), it is more convenient to recognize the symbols, their attributed pronunciation and other phonetic details. Especially, it proves to be extremely fruitful when we learn any language. There are many other usages of Phonetic Transcription as follows-

1. In case of learning any foreign language, we can note all the native pronunciation drills using the phonetic transcription.
2. In Dictionaries, we often encounter unfamiliar words of which we don't have any idea about correct pronunciation. If we know the IPA and phonetic transcription, we will be able to utter it.
3. In order to have an accurate written record of how a native speaker of some foreign language speaks, we can use phonetic transcription.
4. It is also useful in documentation of some of the forensic, pathological, or sociophonetic analysis, etc.

Check your Progress

1. What are the common usages of phonetic transcription?

3.3 Learning Outcomes

In this unit, we came to know about-

1. How languages are evolved in their spoken and written form and the relation between them.
2. Definition of Phonetic Transcription and the kinds of it.

3. How Phonetic transcription is helpful to overcome many pitfalls about specific pronunciation pattern.
 4. The International Phonetic Alphabet and its features.
 5. Information about useful vowels, consonants, suprasegmentals and diacritics. And also, the IPA symbols which denote them.
 6. The pattern of the pronunciation of the IPA symbols.
 7. How to read any transcribed word.
 8. How to do a phonetic transcription of any word from any language.
 9. And various usages of phonetic transcription.
-

3.4 Glossary

Phoneme: The smallest part of spoken language denoting distinction in meaning, as the **m** of a mat and the **b** of a bat in English.

One-to-one relationship: Refers to the relationship between two entities, here graphemes and phonemes.

Systematic Transcription: Identifies all acoustic differences of an utterance.

Impressionistic Transcription: Recognizes only the perceptible features of articulation.

Morphology: The study of words, how they are formed, and their relationship to other words in the same language.

Clicks, Implosives and Ejectives: Clicks are velaric ingressive sounds, while implosives are glottalic ingressive sounds. Ejectives are glottalic egressive sounds.

Devanagari: A syllabic script in which Sanskrit, Hindi, and other modern languages of India are written.

Velarized sound: A speech sound pronounced with the back of the tongue near the soft palate.

3.5 Sample Questions

3.5.1 Objective Questions:

1. What does IPA stand for in articulatory Phonetics?

- (a) International Phonetic Alphabet (b) Is Propyl Alcohol

- (c) Inflation-Protected Annuity (d) International Phonetic Association

2. Who did first propose the idea of IPA?

- (a) A.J. Ellis (b) Daniel Jones
(c) Otto Jespersen (d) Henry Sweet

3. What is the right phonetic transcription of the word “meticulous”:

- (a) /metikulus/ (b) /mitikoləs/
(c) /mɪ'tɪkjələs/ (d) /mɪ'tɪkjələs/

True (T) or False (F):

1. Daniel Jones developed the cardinal vowel system. T/F
2. The signs ‘, ’ stands primary stress and ‘ ’ for secondary stress. T/F
3. /d^h/ is an aspirated bilabial stop. T/F

Fill in the blanks:

1. Most of the languages have a written and a _____ form.
2. IPA chart provides details about the vowel and consonant sounds and _____.

Answer the question in a sentence:

1. What is a syllable?
2. How do we denote a long vowel in phonetic transcription?

3.5.2 Short Answer Questions:

1. What is the narrow transcription and broad transcription?
2. What are the suprasegmentals? Discuss along with some examples.
3. How does phonetic transcription help us in learning a language?
4. What are the Diacritics? Why do we need these markers?
5. Transcribe the following word using IPA.

- i) black ii) moisturizer iii) friends iv) play v) laboratory vi) microwave
vii) lieutenant viii) exotic ix) psychology x) examination

3.5.3 Long Answer Questions:

1. Discuss what is phonetic transcription? How does it become useful?
 2. What is IPA? What are the salient features of IPA?
 3. Demonstrate the process of phonetic transcription with the help of an example.
-

3.6 Suggested Readings:

1. Yule, George. *The Study of Language*. Cambridge University Press, 2006.
2. Heselwood, Barry. *Phonetic Transcription in Theory and Practice*. Edinburgh University Press, 2013.
3. Ladefoged, Peter. *A Course in Phonetics*. Wadsworth Publishing Co Inc, 2014.
4. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan India limited, 1981.

Unit - 4: English Pronunciation Practice

Structure

4.0 Introduction

4.1 Objectives

4.2 Organs of Speech

4.2.1 The Respiratory System

4.2.2 The Phonatory System

4.2.3 The Articulatory System

4.2.4 The Air-stream Mechanism

4.2.5 The Glottis/ The Larynx

4.2.6 Received Pronunciation

4.2.7 Vowels

4.2.7.1 Pure Vowels

4.2.7.2 Diphthongs

4.2.8 Consonants

4.2.9 Stress and Intonation

4.2.9.1 Word Stress

4.2.9.2 Intonation

4.2.10 Summary

4.3 Learning Outcomes

4.4 Glossary

4.5 Sample Questions

4.6 Suggested Readings

4.0 Introduction

The world is always becoming more and more connected. As English plays a crucial role in this many people are interested to learn and use English in their day-to-day life. It can be vexatious and discouraging for English language learners if they have recurring experiences where their communication breaks down because of the problems with their pronunciation. Those who have good command over vocabulary and grammar may also fail to convey their message as they lack good pronunciation.

Most of the language learners often wish their pronunciation to be easily comprehensible and are often prepared to work diligently to achieve this. As English is spoken all over the world its use varies from place to place. We do have several varieties such as ‘British’, ‘American’, ‘Australian’, ‘Indian’, ‘Malaysian’ English and so on.

The growing use of English as an international language for communication leads to the development of further varieties. Thus, there are many ways of pronouncing English and different English speakers. This, of course, evokes a question that on what model or way of pronunciation we need to follow. It is also useful for language learners to know in general what kinds of error are most likely to interfere with communication.

4.1 Objectives

English is a global language therefore its pronunciation varies with cultures, region and speakers. The learners of the English language must be aware of certain features of the English language for correct pronunciation. A brief understanding of phonetics makes it easier. Our objective in this unit is to familiarize you with the different stages of speech production and able you to identify the relationship between spelling and pronunciation and to acquaint you with different modes of transcription.

4.2 Organs of Speech

The air that we breathe comes out of the lungs and passes through various organs in our body. Before it gets out of the body it passes through various organs such as windpipe, larynx, lips, tongue, nose and other organs and gets converted into speech sounds. These various organs in our body we use to produce sounds are called organs of speech.

Lungs: Lungs are the main source of energy for speech. It has small air packets called alveoles in which oxygen is stored.

Larynx: Larynx is the protruding part of the throat which is most commonly called as ‘Adam’s apple’.

Vocal Cords: Vocal cords are two elastic strips placed across larynx facing each other. The gap between vocal cords is known as glottis.

Lips: Lips are two flexible organs of speech.

The roof of the mouth: It consists of the upper front teeth, alveolar ridge, palate, hard and soft palates.

Teeth: The upper front teeth are fixed organs of speech.

Alveolar ridge: Hard, bulging, bony part found immediately behind the upper front teeth is called the alveolar ridge.

Palate: Hard concave part of the roof of the mouth is known as the palate.

Soft Palate: Soft, loosely hanging, the fleshy part after the hard palate is called the soft palate.

Tongue: Tongue is the most flexible, prime organ of speech. It is divided into four parts:

The tip, the blade, the front and back. Organs of speech can be divided into three parts:

- 1) The Respiratory System
- 2) The Phonatory System
- 3) The Articulatory System

These three systems work together as a unified whole to produce sounds.

4.2.1 The Respiratory System:

This system comprises of the lungs, the windpipe, muscles of the chest and trachea. The main source of energy for producing sounds is provided by an airstream mechanism. Although there are some languages which have sounds not requiring lung air for the production of speech sounds, English need pulmonic air for the articulation of sounds.

4.2.2 The Phonatory System:

The system is formed by the larynx or voice box. It contains vocal cords or vocal folds. Vocal cords are the major source of periodic vibration which helps for the production of speech sounds. They let small puffs of air to pass through space between them. This space between the vocal cords is called the glottis.

4.2.3 The Articulatory System:

The articulatory system consists of the entire organism of the speech producing mechanism. Their stream after passing through the larynx is further modified by various organs

lying above it. As a result, the quality of sound is produced. It mainly consists of the nose, lips, the teeth and the mouth and its contents especially teeth and tongue.

4.2.4 The Air-stream Mechanism:

The airstream mechanism is one of the main components of speech production by which airflow is formed in the vocal tract. There are mainly three types of air stream mechanisms in human speech and each has a different initiator. The organs generating the airstream in the vocal tract is called the initiator. The three initiators are the diaphragm together with the lungs and ribs, the glottis, and the tongue.

In speech sounds if the air stream is created by pushing air out through the nose or mouth are called **egressive** sounds and if the air stream is generated by drawing the air in through the nose or mouth are called **ingressive** sounds.

The main three types of air stream mechanisms are given below:

The **pulmonic** airstream mechanism is the first type of air-stream mechanism. It consists of lungs and the respiratory muscles. The walls of the lungs form as the initiator and air are either pushed in or out of them. English and most of the human languages employ such sounds and use pulmonic egressive airstream.

The second airstream mechanism is called **glottalic**, in which larynx and firmly closed glottis form as the initiator. An upward movement of the closed glottis let the airflow out of the mouth; a downward movement of the closed glottis causes air to be driven into the mouth. There are many languages which are produced by ingressive and egressive air-stream mechanisms.

The third and last of the air stream mechanisms is **velaric** airstream mechanism. These sounds are initiated when the back of the tongue comes into contact with velum (soft palate). The sounds produced by velaric air stream are referred to as 'clicks'.

4.2.5 The Glottis/ The Larynx:

The pulmonic airstream mechanism is the mechanism generally used for the production of sounds of English and most of the Indian languages. The air comes out of the lungs pass through the trachea or windpipe and reaches to the larynx. It consists of two elastic tissues which may be brought together or parted called vocal cords. The opening between the vocal cords is known as glottis. While articulating sounds sometimes glottis acts in different states such as

opened, closed and narrowed and vibrated. Based upon the state of articulation, sounds in English can be divided into two categories: voiced and voiceless. Sounds with vocal cords vibration are called voiced sounds. Sounds without the vibration of vocal cords are called voiceless sounds. This can be easily identified by placing your fingers on your throat while making the sounds. You may feel a vibration when you make the **b** sound and no vibration when you make the **f** sound.

Exercise I

Plug your ears with your fingers and then produce the /s/ sound and then produce /z/ sound. Check whether you could hear a buzzing sound when you say /z/. Repeat the same after removing the fingers from the ears and placing it above your Adam's apple. Check whether you hear the vibrations. Repeat the same task by producing the initial sounds in the following and decide whether a sound is voiced or voiceless.

<u>G</u> um	<u>S</u> ound
<u>T</u> own	<u>Z</u> oo

4.2.6 Received Pronunciation:

We know that there is no one to one relationship between the letters of the alphabet and the sounds they represent. Thus, we need a common notation in which one symbol represents only one sound. The symbols of the International Phonetic Association can be used to transcribe the sounds of any language. It is a unified system in which sounds are represented by the same symbols regardless of the language being transcribed. These symbols are known as the **International Phonetic Alphabet (IPA)**. It presents the symbols used to represent the main accents of British English (**Received Pronunciation**).

Phonetics is the branch of linguistics which deals with the scientific study of production, transmission and reception of human speech sounds. We all know that there are 26 letters of the alphabet in the English language. These alphabets represent 44 sounds in the received pronunciation of England, a variety of speech which we are going to discuss now. The 44 sounds can be classified as vowels and consonants.

4.2.7 Vowels:

Vowels have been further classified into 12 pure vowels and 8 vowel glides or diphthongs.

4.2.7.1 Pure Vowels:

Pure Vowels are sounds during the production of which air escapes through the mouth freely and continuously without any frictional noise. These vowels are made by opening the mouth and letting the airflow out freely. The following are 12 pure vowels in English.

/i/- pin, village, fill	/u/-women, put, would
/i:/- feel, key, field	/u:/-June, pool, blue
/e/-many, set, bread	/ʌ/- colour, cut, blood
/æ/-man, sat, hand	/ɑ:/-car, far, army
/ɒ/-pot, shot, orange	/ɜ:/-girl, bird, word
/ɔ:/-door, caught, war	/ə/-ago, mother, sugar

4.2.7.2 Diphthongs:

Diphthongs are vowel glides during the production of which the tongue glides from one vowel position to another. Diphthongs are represented by the symbols of two vowels; the first indicating the tongue position at the start and the second the direction of its movement.

/ɪə/- fear, sphere, ear	/aɪ/- fly, high, bye
/eə/- fare, air, pair	/ɔɪ/- boil, coin, annoy
/ʊə/- poor, sure, tour	/əʊ/- go, so, bow
/eɪ/- play, base, great	/aʊ/- now, out, found

Exercise II

Pronounce the words and identify the vowels represented by the underlined letters in the following words.

Spit

Brunch

Approve

Their

Exercise III

Categorize the words into monophthongs and diphthongs.

Sight, fuel, close, hike, couple, harm, poor, bear, badge, wear, spare, toil, rare, chin, spy	
Category	Words
Monophthongs	
Diphthongs	

4.2.8 Consonants:

Consonants are produced by mean of a complete or partial obstruction in the mouth, giving rise to a frictional noise. There are 24 consonant sounds in English represented by 21 letters of the alphabet. The consonants in English are

/p/-**pin, pet**

/z/- **zip, zeal**

/b/-**bin, bag**

/ʃ/- **shoe, ship**

/t/-**tap, tin**

/ʒ/-**measure, pleasure**

/d/-**dog, dig**

/h/- **hat, hot**

/k/-**kin, cat**

/l/- **light, leave**

/g/-**girl, gun**

/r/- **red, wrong**

/tʃ/-**chin, church**

/j/-**yet, you**

/dʒ/-**judge, jam**

/w/- **wet, wind**

/m/- **man, money**

/n/- **name, no**

/ŋ/-**king, sing**

/f/- **fish, fire**

/v/- **vase, van**

/θ/-**thought, thin**

/ð/-**then, this**

/s/- **sip, song**

Exercise IV

Identify the consonants represented by the underlined letters in the given words.

1. <u>G</u> ain	6. Fut <u>u</u> re
2. <u>V</u> et	7. <u>M</u> ake
3. Br <u>id</u> ge	8. <u>V</u> is <u>i</u> on
4. <u>Y</u> oung	9. Stea <u>l</u>
5. Sw <u>in</u> g	10. Che <u>ck</u>

Exercise V

Transcribe the following words in the space provided and then look up each word in the dictionary.

Word	Transcription
Country	/kʌntri/
About	-----
Church	-----
Pleasure	-----
Leave	-----

4.2.9 Stress & Intonation:

4.2.9.1 Word Stress:

All the syllables in a polysyllabic word in English are not pronounced with the same force. An understanding phonetic alphabet alone is not enough for the correct pronunciation. One should also know where to stress in each word. While uttering some are articulated with greater force than the others. Stress may be defined as the degree of force with which a sound or syllable is pronounced. As English is an accent-based language, in a word not all the syllables are pronounced with equal emphasis. Every syllable is pronounced with a certain degree of force and the one articulated with the greatest degree of force is known as the stressed or accented syllable. One syllable stands out than the others. For instance, in the word pizza (two syllables, 'piz-za') the first syllable is more prominent than the second syllable. Therefore, stress is marked on the

first syllable 'piz'. Stress is marked above the accented syllable as shown in the brackets('pizza). There are some rules in determining word stress. Some are given below.

- 3 Words with the same spelling and sound can have a difference in their pronunciation. If the word is a noun or adjective the stress is given on the first syllable.

Ex. Absent (noun)- /^ˈab-s nt/
 Absent (verb)- /ab-^ˈsent/

- 4 If the word is with a weak prefix the stress falls on the root word.

Ex. a^ˈgo, re^ˈduce

- 5 Words ending in -ion are stressed on the syllable before the final syllable.

Ex. examination- e-xa-mi-^ˈna-tion

- 6 Words that end in ic, ical, ically, ian have stress on the syllable before the suffix.

Ex. arti-^ˈficial

- 7 Words ending with the suffix-eer and ee are stressed on the suffix.

Ex. pay^ˈee

Exercise VI

Transcribe the following words and mark the word stress.

Word	Noun/Adjective	Verb
Accent	/ ^ˈ kʃent/	/k ^ˈ sent/
Digest		
Attribute		
Desert		

4.2.9.2 Intonation:

The term intonation refers to variations of pitch and stress in relations to utterances. It describes how the voice rises and falls in speech. Rather than focusing what we say it mainly focuses on how we say things. It is very difficult to understand the expressions and thoughts that

go with words. Intonation is used to express intentions. Pitch is decided by the frequency of the vibration of the vocal cords by considering the number of times they open and close in a second. When you say **Shut the door!** the pitch of your voice will move from a high level to a low level. This is called a **falling tone**. It can be illustrated as:

Shut the

d
o
o
r!

If you say the same sentence with a **rising tone** the pitch of your voice will move from low to high, as illustrated below:

r!
o
o
d

Shut the

There are mainly three patterns of intonation in English. They are falling intonation, rising intonation and fall-rise intonation.

The Rising Intonation

In rising intonation, the pitch of the voice rises from a low level to a high level. It is marked (↗). The rising tone is mostly used in incomplete statements, polarity questions which seek yes/no answer, wh-questions, requests, question tags, greetings, apologies and so on.

Examples:

1. I'll buy you a watch (if I go there)
2. 'Will you do it?

3. 'How's your family?
4. 'Go and open the door.
5. I'm so sorry.

The Falling intonation

Falling intonation consists of a fall in the pitch of the voice from a high level to a low level. It is marked as (↘). This tune is commonly used in statements, questions, commands, rhetorical questions and exclamations.

Examples:

1. Leave it , alone.
2. 'What's the, matter?
3. 'Wasn't that an, easy task?
4. Marvelous!
5. Keep,quiet.

The Falling-Rising Intonation

This type of intonation falls from high to low and then rises to the middle of the voice. This tune is marked (˘). This may be illustrated as:

d
That was g o
o

this type of tune is normally used for special implications not verbally expressed

Examples:

1. 'Please be ˘ careful.
2. He is ˘ handsome.
3. Is this your new ˘ car?

4. Would you like another ~ tea?
5. Thank you (to express one's displeasure).

Exercise VII

1. Try and say the following utterances using a falling tone
What's the time?
She is very beautiful.
Splendid!
2. Try and say the following utterances using a rising tone.
What's your name?
Keep it on the shelves.
Goodbye
3. Goof afternoon
Sit down
What can I do for you?

4.2.10 Summary:

Producing various speech sounds are depended on the movement of speech organs. It is essential to know the movement and place of articulation to produce particular sounds. The above descriptions have discussed the speech sounds and the body mechanisms involved in the production of speech. We have discussed the respiratory, phonatory and articulatory systems. The energy for most of the Indian languages and English comes from the lungs and the mechanism involved here is called pulmonic airstream mechanism. The state of the glottis decides whether the sound is a voice or voiceless. We understood that sounds with vocal cords vibration are called voiced sound and sounds without the vibration of vocal cords are called voiceless sounds. We also have understood that same letter of alphabet may have different pronunciations. Thus, we must have a system transcribing the sounds of English in which each sound is represented by one particular symbol. We have also studied various symbols based upon the IPA system. We advise you to practice transcribing English words and sentences for your understanding of the mismatch between the word and pronunciation.

4.3 Learning Outcomes

In this unit we have studied about the various organs of speech and the body mechanisms involved in the production of speech. We have shown you how we can give phonetic transcription of speech sounds-vowels and consonants.

4.4 Glossary

Phonetics:The science of speech sounds.

Phonology:The system of speech sounds in a language.

Stress:The degree of force put on a part of word.

Syllable:A word or part of the word which contains a vowel sound or a consonant acting as a vowel.

4.5 Sample Questions

4.5.1 Objective Questions:

- English and most of the human languages employ and use mechanism
 - Glottalic air stream
 - Pulmonic egressive airstream
 - Pulmonic ingressive airstream
 - Velaric airstream
- There aresounds in the received pronunciation of England.
 - 26
 - 44
 - 12
 - 8
- Expand the letters IPA.
 - Indian Phonetic Alphabet
 - International Phonetic Alphabet
 - International Pronouncing Alphabet
 - International Phonology Alphabet
- Find the pure vowel sound from the following.
 - /p/
 - /t/
 - /k/
 - /u/
- There arepure vowels or monophthongs in English.
 - 8
 - 12

(c) 20

(d) 24

6. The degree of force with which a sound or syllable is pronounced is known as

(a) Stress

(b) Intonation

(c) Rhythm

(d) Accent

7. If the word is a noun or adjective the stress is given on thesyllable.

(a) First

(b) Second

(c) Third

(d) Last

8. Variations of pitch and stress in relations to utterances is called

(a) Stress

(b) Intonation

(c) Rhythm

(d) Accent

9. Which of the following word does not have the sound /e/?

(a) Pet

(b) Feel

(c) Bet

(d) Spell

10. How many syllables are there in the word Examination?

(a) Two

(b) Three

(c) Four

(d) Five

4.5.2 Short Answer Questions:

1. Explain the term phonetics?

2. What is airstream mechanism?

3. Distinguish between voiced and voiceless sounds, giving examples?

4. Discuss the status of English as a global language.

5. Transcribe:

(a) College.

(b) English.

4.5.3 Long Answer Questions:

1. Discuss about various organs of Speech in detail.

2. Distinguish between vowels and consonants, giving examples.

3. Define Standard English and justify the need for it in the present world.

4.6 Suggested Readings

1. Abercrombie, D. *Elements of General Phonetics*. Edinburgh UP, 1967.
2. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*, Macmillan, 1981.
3. Gimson, A.C. *An Introduction to the Pronunciation of English*. Edward Arnold, 1989.
4. Kenworthy, Joanne. *Teaching English Pronunciation*. Longman, 1988.
5. O' Connor, J.D. *Better English Pronunciation*. ELBS, 1970.

Unit - 5: Greetings, Leave Taking, Compliment Extension, and Response

Structure

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5.1 Objectives

5.2 Greetings, Leave Taking, Compliment Extension, and Responses

5.2.1 Greetings

5.2.1.1 Introduction

5.2.1.2 Objectives

5.2.1.3 Formal Greetings

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5.2.1.5 Telephonic Greetings

5.2.2 Leave Taking

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5.2.3 Compliment Extension and Responses

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5.2.3.4 Compliments on Appearance

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5.3 Learning Outcomes

5.4 Glossary

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5.6 Suggested Readings

5.0 Introduction

Communication is inevitable to survive in any society. It strengthens the relationships and gets things organized in possible ways. Communication helps to create understanding and to

gain information through messages. The conversation is the tool used for conveying those meanings to listeners. When two people meet, the conversation begins with *greetings* and ends when one person takes the leave of others. There are two major types of conversations- formal and informal. Both have different styles, approaches, and uses in different contexts with a different language. When somebody makes a conversation at public offices, academic sphere, or professional spaces, formal language is mostly prescribed. *The informal* talk involves a personal and emotional exchange of information (Rizvi 109). The former is always formal in style and factual in content while the latter is both formal and informal in style and factual and emotional in content. The informal conversation does not follow any fixed rules. It involves simple social conversations, greetings and common inquiries while interacting in society every day. There can be semi-formal conversations too.

When we consider the normative aspects of any communicative event, one should remember that these rules/norms are culture-bound. The usages and expressions in English used for communication vary across cultures. However, beginners need to learn how to carry forward a conversation with a proper beginning, content, and end. This chapter investigates into three topics- greetings, leave-taking, compliment extension and responses. The session also looks at how these expressions are inevitable to social interaction and differ while performing in different contexts of communication.

5.1 Objectives

By the end of this unit, students will be able to:

- get a basic comprehensive understanding of English conversation.
- know the basic forms of formal-informal greetings.
- understand different leave-taking sequences while closing a conversation.
- learn how to extend compliments and responses at different contexts.

5.2 Greetings, Leave Taking, Compliment Extension, and Responses

5.2.1 Greetings:

5.2.1.1 Introduction:

Greetings are the beginning points of interaction among people. It can be verbal as well as nonverbal. The speakers take the help of different words, gestures, and facial expressions to convey their emotions. Greetings can extend up to the level of interest expressed by the listener. The conversation begins when people express their interest and ends when they show boredom. According to Goffman, “greetings mark a transition to increased access and farewells to a state of decreased access.” During social interactions, greetings always help to break the ice and thereby make communication much better. Greetings are not only dependent on people, but also contexts. For example, your greetings will be different for your colleague when you meet him/her in an official meeting or a party/get together.

5.2.1.2 Objectives:

After going through the unit you will be able to:

- To understand both formal and informal greetings
- To know the nature and dimensions of greetings
- Understand different situational usages
- Understanding how to respond to Greetings

5.2.1.3 Formal Greetings:

As mentioned before, formal greetings are used on certain occasions with certain people in a different language. The greetings change depending on time as well. Formal greetings are preferred to use in professional spaces for example, in a business conference, job interview, Client meetings etc. Apart from this, formal greetings are used while talking to elder people, strangers, etc.

The following are some samples sentences of greeting someone

- Good morning!
- Good afternoon!
- Good evening!
- How are you?
- How have you been?
- Nice to meet you.
- It was glad to see you.

- How do you do?
- It's a pleasure to see you
- How can I help you?

Here are some common situations where formal greetings are necessary.

i) Professional meeting/ conference

You: Good morning Sir!

B: Good morning Arun. How are you?

You: I am fine. Thank you! How about you?

B: I am good. By the way, meet Dr. Ansari. He is an expert in Developmental Studies.

You: It is my pleasure to meet him.

ii) Talking to a new colleague

You: Hello

A: Hello

You: Are you a new appointment here?

A: Yes. I am.

You: That is great. Nice to meet you.

A: Thank you so much. Glad to see you too.

You: Well, Can I know your name?

A: Asad. Yours?

You: Sameer

iii) Conversation between customer- seller

S: Good evening sir. How can I help you?

C: Good evening. I need to check out your cosmetic collection.

S: Sure, I will show you.

C: Actually, I would prefer the organic ones

S: Sorry, we don't keep organic products.

C: It is completely fine. Thank you

S: You are most welcome. Have a good day!

5.2.1.4 Informal Greetings:

Knowing people informally greet each other. In an informal conversation ‘hello’ can be replaced with ‘hi’. Instead of asking “How are you” to enquire wellbeing, “how’s it going” can be used. The following are some common greetings in informal conversation

- Hi
- How’s life?
- How’s it going?
- How are things?
- What’s new?
- What are you up to?
- Long-time no see
- What’s going on nowadays?

In the following situations, informal greetings are preferably used

Situations:

i) Meeting a friend

You: Hi Sarah. What’s up?

S: Going well. And you?

You: Not bad. What’s new?

S: I got a job by the way. Have to join next week.

You: Great! I’m so happy for you. Congrats dear

S: Thanks.

ii) Neighbours talk

You: Hey Anwar. What’s going on?

A: All good. You say. Long-time no see

You: Yeah. Was little busy.

A: I saw your mom yesterday by the way.

You: She told. Anyways, good to see you.

5.2.1.5 Telephone Conversation:

Telephonic conversations can be formal and informal. Here are some situations where **telephonic formal greetings** are used.

Situations:

- i) Enquiring about admission in a college

A: Hello Good Morning, GP Memorial College of Engineering, Sahil speaking, how may I help you?

You: Good Morning Sir. This is Irfan from Ghaziabad. I would like to get the recent updates of M Tech Admission 2021.

A: Pleasure to help you, sir. The admission process is about to start. We will update you further proceedings. Please drop your mail-id.

You: Sure. Thank you

- ii) Conversation with your doctor

R: Good Evening doctor. This is Raghu speaking

D: Hello Raghu. How are you feeling now?

R: Not feeling good for the last two days.

D: Did you finish the course of medicine?

R: Yes but, I think I might have a chest infection. Can I get an appointment to meet you tomorrow?

D: Sure. Please, come by 3 pm. Take care until then.

The following situations involve **telephonic informal greetings**.

Situations:

- i) Conversation between friends.

A: Hi Sunny. Guess who is this side.

B: Hey, you sound so familiar. Is there you Rahul?

A: Yep. What's up, dude? It's been a long time we talked.

B: Yeah. I'm good. Going like that. How about you?

A: All good. Listen, can we meet tomorrow at Almond Café?

B: Sure. I am free tomorrow.

ii) Mother-daughter conversation

D: Hi mom

M: Are you still sleepy? Its already 10 am.

D: Let it be. How's it going there?

M: Gonna work from home this week

D: Glad you agreed! Enjoy the week.

M: Well, Let's see how it works.

Check your Progress

1. Formal and informal greetings are preferred to use in what kind of situations?
2. What are the common usages in formal and informal greetings?
3. Discuss formal and informal telephonic greetings.

5.2.2 Leave Taking:

5.2.2.1 Introduction:

Leave-taking generally used when someone needs to say goodbye to somebody in various contexts. As Berne says, “an informal ritual, such as leave-taking, may be subject to considerable local variations in details, but the basic form remains the same” (qtd. in Knapp 2). According to situations, leave-taking expressions can be expressed as gestures, clear cut closing remarks or extended closing remarks.

‘Leaving’ can be two types- *formal leaving and informal leaving*. Leave-taking happens in a different variety of ways. There are both formal and informal situations where you must learn how to take leave and to how to respond to it.

5.2.2.2 Objectives:

- To understand different formal- informal leave-taking situations
- To understand various leave-taking expressions and learn how to respond to it
- To learn different situational usages.
-

5.2.2.3 Common Expressions and Responses:

Here are some common leave-taking expressions (both formal and informal) and its responses.

Formal Expressions	Responses
Goodbye!	Goodbye. Take care
See you soon	See you
I have to take a leave	Sure. See you
Sorry, I have to go now	It's ok. Never mind
I will see you later	Ok. Bye
Can we meet tomorrow then	Sure. See you tomorrow
I think I should say bye now	Ok. See you later
It's been nice talking to you	For me as well
Shall we continue over the phone?	Sure. Bye for now
How about meeting tomorrow?	Yeah. Sure.

Informal Expressions	Responses
Bye for now	Bye
So long for now	You are right. Bye
Bye. take care	You too. Bye
Say my 'hi' to parents	Sure, I will
Have a fun day ahead	Thanks
Shall I leave?	Yeah. Sure
I'll catch you later	Ok. See you.
I'll leave now	Ok. Bye
We'll meet tomorrow	Sure.
Take care. See you	Take care. Bye.

5.2.2.4 Formal Leaving:

Here are some situations where formal leave-taking expressions are applicable

Situations:

- i) Leaving from classroom
- A: Sir. My brother is hospitalised. He had a small accident.*
- B: How sad! It is really unfortunate. How is he now?*
- A: He is fine. Nothing to worry.*
- B: Glad to know that. I wish him a speedy recovery.*
- A: Thank You! I think I should leave for the hospital now.*
- B: Sure. Please take care*
- A: I will see you tomorrow*
- B: Ok. See you*
- i) Leave-taking from office
- A: What about arranging a client's meeting today evening?*
- B: I have some engagements today. Can we postpone it?*
- A: Ok. Will you be available tomorrow?*
- B: Yes. I will be there. For now, I have to take leave. Sorry.*
- A: It's ok. Please carry on*
- B: Ok. See you. Goodbye*
- A: See you.*

5.2.2.5 Informal Leaving:

Informal leave-taking expressions are used in casual and friendly conversations. For example,

- i) Saying goodbye to friends
- A: Hey Biswas, come let's have tea.*
- B: I am sorry, I have an online lecture. I'll leave now.*
- A: Ok then. We can meet tomorrow*
- B: Sure. Will see you in the canteen.*
- A: Ok. Bye. Take care*
- B: bye*
- ii) Saying goodbye to colleagues
- A: Hey guys. I better get going. I had a long day*
- B: Alright. Take care*
- C: I am also running late.*

A: It's time to leave. Bye, all.

Check your Progress

1. Discuss the common leave taking expressions and responses.
2. Discuss the situations where formal leave-taking expressions are applicable.
3. How to respond to informal leave taking situations?

5.2.3 Compliment Extension and Responses:

5.2.3.1 Introduction:

According to the definition of Cambridge advanced learner's dictionary (2008), a compliment is "a remark that expresses approval, admiration or respect." Paying compliments and giving responses in the appropriate context is an important aspect of communication. A compliment is an expression of admiration, respect, and appreciation. It is a quick way to make people understand that you are impressed by their appearance, ability, successes, skills, performances, or any other accomplishments. Verbal compliments and responses are affected by the complementor's feelings, attitudes, and thoughts.

Compliments vary across cultures. What is considered as appreciable in one culture may not be acceptable in another one? Compliments are supposed to be felt genuine by the listener. It should not be flattery, overly enthusiastic or unwelcoming. The rapport between complimenter and complimentee is one of the major factors that influence compliment responses. Thanking is the most common response to compliments. Responses can be either positive or negative. There are some common expressions to extend and receive compliments.

5.2.3.2 Objectives:

To understand the basic expressions to extend compliments.

To know the appropriate use of compliment responses.

To understand different situational uses.

5.2.3.3 Common Expressions and Responses:

Following are some common expressions in the English language to extend and receive a compliment.

Expressions	Responses
You look nice!	Thank you so much
You look beautiful!	Thank you for the compliment
You look stunning!	Thanks for the words
What a lovely dress!	Thank you! It's very economical
I like your hair cut	Thanks. The credit goes to.....
Western dress suits you.	I appreciate the compliment
You cook delicious	Thank you. That was just a humble attempt
I love your earring	Thanks. I love yours too
You are a great parent	Thank you. I am trying to be a better one
You carry yourself well	Well, I do. Thank you
You are an excellent orator	Thank you for your words
You have such a nice voice	Thank you for your kind words

5.2.3.4 Compliments on Appearance:

The following examples show how to compliment someone on their appearance.

Example 1

A: You have done your haircut? It looks amazing.

B: Thank you so much. By the way, I have done it myself.

A: Oh! Is it? It looks perfect.

B: I am glad you liked it.

Example 2 (Compliment on Possession)

A: I really like the watch you're wearing.

B: Thank you. I bought it from Amazon last year

A: It really suits you by the way.

B: That's a nice compliment. Thanks.

5.2.3.5 Compliments on Accomplishments:

Example 1

A: I must say, your recent article was superb.

B: Nice to hear this from you.

A: I will definitely share it among students.

B: Thank you so much. I would be honoured.

Example 2 (Compliment on skill)

A: This was the best chicken I have ever had in my life.

B: I am glad you liked it.

A: It was an amazing recipe. Can I get it?

B: Sure. Why not. Thank you.

Compliment responses can be agreement utterances with acceptance or disagreement utterances with rejection. The above examples come under the category of 'appreciation' or an agreement token where responses are given through 'thanking expressions'. There are responses which challenges/ questions the appreciation made by the complementor.

For example,

Agreement: *I like her/ I like her too.*

Disagreement: *She is very brave/ I don't think so.*

Acceptance: *You are pretty/ Thank you.*

Rejection/ negated appreciation: *I can stare you whole day/ No Thanks.*

Check your Progress

1. What are the common English expressions to extend and receive a compliment?
2. Give the examples which show how to compliment someone on their appearance, possessions, accomplishments, and skill.
3. Discuss how to reject/challenge/question a compliment.

5.3 Learning Outcomes

By the end of this unit, students will be able to

- Identify and understand different forms of greetings in conversation.
- Distinguish between formal and informal leaving situations
- Know how the compliments should be extended and how to give a response to it.
- To enhance the skills of academic communication.

5.4 Glossary

- **Communication:** Act of exchanging/ sharing ideas/ thoughts/ feelings
- **Conversation:** A talk between two or more people sharing sentiments/ opinions/ ideas.
- **Greetings:** A polite and friendly expression a person do when he meets/ welcome someone.
- **Compliment:** A statement of action that appreciates somebody

5.5 Sample Questions

5.5.1 Objective Questions:

1. Informal talk involves
 - (a) simple social conversations
 - (b) greetings

- (c) common inquiries
 - (d) All the above
2. Formal talk happens in
 - (a) public offices,
 - (b) academic sphere
 - (c) professional spaces
 - (d) All the above
 3. Giving compliments on people's accomplishment acknowledges their
 - (a) Skills
 - (b) Performances
 - (c) Ability
 - (d) All the above
 4. Compliments are not supposed to be
 - (a) Genuine
 - (b) Welcoming
 - (c) Flattery
 - (d) None of the above
 5. Compliment is an expression of
 - (a) Admiration
 - (b) Respect
 - (c) Appreciation
 - (d) All the above
1. A polite and friendly expression a person does when he meets/ welcome someone is called as
 2. A..... is a statement of action that appreciates somebody.
 3. In informal conversation, Hello can be replaced by
 4. "I'll catch you later" is an expression of leave-taking.
 5. "How are you" can be replaced by "How's it going" insituation

5.5.2 Short Answer Questions:

1. What are the different expressions used in informal and formal greetings?
2. Write a note on the common leave-taking expressions.

3. Telephone conversations can be both formal and informal. Explain with examples.
4. Write a note on Compliments on Accomplishments
5. Write a note on Compliments on appearance.

5.5.3 Long Answer Questions:

1. Write an essay on Formal and Informal greetings.
 2. Write an essay on Compliments and responses.
 3. Write an essay on 'Leave Taking'.
-

5.6 Suggested Readings

1. Alison Reid. (2011). *Spoken English*. Goodwill Publishing House.
2. Mark L. Knapp, et al. "The rhetoric of goodbye: Verbal and nonverbal correlates of human." *Speech Monographs*, vol. 40, no. 3, pp. 182-198, <http://dx.doi.org/10.1080/03637757309375796>.
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Unit - 6: Thanking, Regrets & Apologizing, and Responses

Structure

- 6.0** Introduction
- 6.1** Objectives
- 6.2** Thanking, Regrets & Apologizing, and Responses
 - 6.2.1** Thanking & Responses
 - 6.2.2** Regret and apologizing & Responses
 - 6.2.3** Conclusion
- 6.3** Learning Outcomes
- 6.4** Glossary
- 6.5** Sample Questions
- 6.6** Suggested Readings

6.0 Introduction

Communication is a mode of sharing thoughts, ideas, opinions and information with others via different modes and channels. It is a two-way process that takes place between listener and speaker. Communication can take place verbally and non-verbally, such as by speaking, listening, writing, drawing, and by gestures to mention a few. Different forms of communication such as most common phrases to express thankfulness, regret and apology including polite and courteous ways to responses facilitate the process of communication. These forms of communication help express ourselves ineffective, courteous and considerate manner at personal as well as professional fronts and make the process of communication more efficient. Expressing gratitude, disappointment, putting up a request for forgiveness and many other such forms of expression used in the process of communication in a variety of appropriate situational and timely manner makes communication more viable. Hence, knowledge and regular practice of incorporating these most commonly used English phrases of expressing thankfulness, conveying regret and apology, besides responses are important to let the effective and courteous process of communication take place.

6.1 Objectives

The unit has been designed to fulfil the following objectives:

- To familiarise students with the significant skills of communication, particularly thanking, regrets & apologizing, and responses Skills
- To enable students to understand and master the process of oral and verbal communication
- To make students comprehend, understand and become skilled at the process of verbal communication to facilitate and improvise their interpersonal skills
- To enable students to be able to master the four key skills in English, i.e. listening and speaking, reading and writing, particularly listening and speaking skills

6.2 Thanking, Regrets & Apologizing, and Responses

Thanking, regret & apologizing including responses are the most common phrases used in the process of communication. These courteous and polite expressions are used to demonstrate gratefulness, regrets and apologies or other responses to facilitate the process of expressing our thoughts in a considerate manner. Regular practice and use of these expressions can also help us create a good impression of ourselves at professional as well as personal fronts. Moreover, they help us express a specific intention and sincere gratitude to others. It could be, for instance, for the help or assistance that they have provided or maybe in establishing our candid regret for the mistake that was done whether intentionally or unintentionally to others. Hence, to smoothen the process of communication, one should be acquainted with a variety of different ways of expressing appreciation, gratitude, remorse and request including other responses.

6.2.1 Thanking and Responses:

Expressing gratefulness and appreciation to others by making use of polite and courteous words is a significant part of your communication that make others feel acknowledged and accredited for the good work they did or any help they offered. These expressions also work as an encouragement and motivation for people to whom they are addressed. The rightful acknowledgement for the good work boosts efficiency in people, in addition to, offers them the

rightful inspiration and reinforcement in continuing the good work that they have been carrying out.

It is not about a simple two-word phrase called ‘thank you’. The usage of this phrase has become so common over the period that eventually we have become much in habit of speaking ‘thank you’ up to the level of taking it for granted. Our conditioned and fixed mind-set, most of the times, even fail to consciously remember this noteworthy expression. It has become an immediate and automatic response for even the smallest gesture of exhibiting gratitude.

Being courteous also leaves a positive impact on our mind and body. It brings more positivity that helps us improvise the mood. Besides, a variety of expressions used to demonstrate sincere gratitude helps in showing the specific reason of thanking someone, such as whether it is just a used as a small token of gratitude, a sincere and deep appreciation or a kind acknowledgement towards someone. It comes handy on every occasion.

Please find the below-mentioned list of such diverse expressions to convey thankfulness in a variety of manner by using occasion appropriate different words. They also reflect the intensity of the gratefulness that you are trying to demonstrate in words.

❖ **Most common ways of saying ‘thank you’:**

- Thank you.
- Thanks.
- Thank you very much.
- Thanks so much.
- Thanks a lot.
- Thanks a million.
- All I can say is thank you.
- I appreciate it.
- I really appreciate it.
- That means a lot.

❖ **Thankfulness for specific reasons:**

- Thank you for your company.
- Thank you for calling.

- Thank you for letting me know.
- Thank you for the gift.
- I really appreciate the favour.
- Thank you for your kind words.
- Thank you for the encouragement.
- Thank you for the invitation.
- Thank you for your support.
- Thank you for taking the time to (do something)...

❖ **Some appreciative words:**

- You are very generous.
- That is very kind of you.
- That is so nice of you.
- I am deeply touched.
- You didn't have to do this.
- You don't need to do this.
- You are very thoughtful.
- You are very generous.
- That means a lot.
- That means so much to me.
- You are very sweet.
- This wouldn't have been possible without you.

❖ **More respectful appreciation with a sincere emphasis:**

- I am eternally grateful.
- I deeply respect it.
- I don't have words to thank you.
- I cannot thank you enough.
- I will never forget your kindness.
- I sincerely appreciate the help.
- I am deeply moved.

- Thank you from the bottom of my heart.

❖ **Expressing gratitude/thankfulness in business communication:**

A small expression of gratitude towards your colleagues or team members helps them understand them that their contribution is not only acknowledged but also appreciated or an expression of thankfulness to your senior or boss help them understand that how mindful you are of the support and encouragement you receive from them. Therefore, this small act of expressing gratefulness help us to establish a positive and encouraging environment at the workplace or professional front, whether it is said to your colleagues, juniors or seniors and facilitates the process of effective communication.

- My sincere appreciation/gratitude/thanks.
- My thanks and appreciations.
- Please accept my heartfelt gratitude.
- Please accept my deepest appreciations.
- I appreciate your guidance/consideration/time.
- Many thanks for the opportunity.
- Thank you very much for your guidance/time/considerate support.
- Thank you very much for referring us...
- I really appreciate your assistance and look forward to working with you sometime soon.
- It was very thoughtful of you.
- I truly appreciate the confidence you have shown in me.

❖ **Responses:**

- You are welcome.
- Don't mention it.
- That is alright.
- It's my pleasure.
- Not at all.
- I am glad you liked it.
- Happy to help.

- Thanks anyway.
- Anytime.
- Glad to be able to help.
- No worries.
- That is alright.
- It's my duty.
- I am glad you liked it.

Let's see how to express gratitude/thankfulness with appropriate responses in the below-mentioned sentences:

A. I really appreciate your assistance and look forward to working with you sometime soon.

B. I am glad you liked it.

A. This wouldn't have been possible without you.

B. It's my pleasure.

A. Thank you very much for your guidance/time/considerate support.

B. You are welcome.

A. I will never forget your kindness.

B. It's my duty.

A. Thank you for your kind words.

B. You are welcome.

A. Please accept my deepest appreciations.

B. Happy to help.

A. You are very thoughtful.

B. Glad to be able to help.

- A. Thank you for the gift.
- B. I am glad you liked it.
- A. All I can say is thank you.
- B. Anytime.

- A. That is so nice of you.
- B. Don't mention it.

Check your Progress

1. Why is courtesy a prominent part of public mannerism?
2. How can a simple expression of thankfulness make communication more effective?
3. What are the common phrases used for expressing gratitude?

6.2.2 Regret and Apologizing & Responses:

We often make mistakes – sometimes knowingly or many times unknowingly. However, at some point, they may lead us towards regret at the later stage. Once we acknowledge the error, we begin to feel overburdened with the conscience until it is excused. The simplest word ‘sorry’ could be of great help in accepting the error that was made whether intentionally or unintentionally. Remorse leads one to request a pardon for the hurt, caused deliberately or accidentally by his/her words or actions. One small sincere apology may help you express your sincere remorse caused by the wrongful act. Accepting mistake and working on it, to avoid repeating the same error in the future is, in fact, a key that is needed to let the effective communication take place. Mihai Mihaela defines apology in simple words in The Internet Encyclopaedia of Philosophy. She writes,

“An apology is the act of declaring one’s regret, remorse, or sorrow for having insulted, failed, injured, harmed or wronged another. Some apologies are interpersonal (between individuals, friends, family members, colleagues, lovers, neighbours, or strangers). Other apologies are collective (by one group to another group or by a group to an individual). More generally, apologies can be offered “one to one,” “one to many,” “many to one,” or “many to many.” (Mihai Mihaela “apology”)

It is important to understand that you should mean what you are speaking about and not say something only for the sake of saying. For instance, while expressing regret and asking for an apology you ought to take the responsibility of your actions, whether done intentionally or accidentally and make sure to sound humble and sincere. Please keep away from giving excuses and justifying your action. Hence, please, make sure to not use words such as ‘but’ and ‘so on’ when you say ‘sorry’. Use of these words could lead the listener to thinking that you do not mean what your words are expressing. It would be better if you sincerely address the precise mistake and express the apology instead of talking about it in general:

- **Most common ways of saying ‘sorry’:**

- I am sorry.
- I am really sorry.
- I apologize.
- I regret.
- It was all my fault.
- I beg your pardon.
- Please forgive me.
- I made mistake.
- That was wrong of me.
- I didn’t mean to do/say that.
- Sorry. It was an accident.

- **Sincere and deep remorse for the wrongful action:**

- I would like to express my sincere apologies.
- My apologies.
- I owe an explanation for my mistakes/actions.
- I am ashamed of my actions.
- I didn’t mean to hurt your emotions.
- I truly regret my actions.
- I take full responsibility for my misconducts.

- Mea culpa (a Latin phrase used in modern English that means ‘through my fault’. This noun is generally used to express a deepest and elaborate regret.)
 - Please accept my sincere apologies.
 - Such mistakes will not be repeated/it will not happen again.
- **Certain informal ways of expressing apology:**
 - My bad.
 - I hope you will forgive me.
 - How can I make it up to you for my mistakes?
 - Will you forgive me?
 - I shouldn’t have done that without asking you.
 - It was wrong.
 - I am ashamed of it.
 - It won’t happen again.
- **Saying ‘sorry’ and using alternative phrases to draw someone’s attention or politely ask them to repeat the said words:**
 - Excuse me, please.
 - Excuse me, may I talk to you for a moment?
 - Pardon?
 - Sorry, what?
 - I didn’t get what you said.
 - Would you mind repeating it?
 - Please excuse my negligence.
 - Excuse me, could you please pass on that book?

- **Expressing apologies in business communication:**

An expression of remorse, owning and accepting the mistakes that were made, in front of your colleagues or team members or customers helps them understand that it is humane to make mistakes. An honest acceptance of the mistake not only can help others understand your deep regret but can also help you get another chance to correct and improvise them. Moreover,

truthful acknowledgement of mistakes could become a strong stepping-stone for future learning, it can also help you in becoming a better version of yourself. Your seniors/boss would trust you and the colleagues/juniors would look up to you since you can set an example by owning your mistakes because not everyone can do that. Therefore, the act of expressing regret or apology helps in establishing a positive and encouraging environment at the workplace or professional front, whether it is said to your colleagues, juniors or seniors, besides facilitates the process of effective communication.

- I regret...
- I truly regret....
- We sincerely apologize...
- I deeply regret...
- Please express our sincere apologies...
- I sincerely ask for forgiveness...
- I want to make an apology
- I own my inaccuracies.
- I beg your pardon for my erroneousness.

❖ **Responses:**

- That is alright.
- Never mind.
- I understand.
- It's alright.
- It's OK.
- It doesn't matter.
- You don't have to say that.
- Don't worry. It's Okay.
- Apology accepted.
- You don't need to apologize.
- No harm done.
- Not at all.
- I understand. I am sure you couldn't help it.

- Forget it.
- I forgive you.
- It happens.
- I quite understand.
- Forget about it.
- Don't apologize.
- It's not needed.
- Don't worry about it.
- Okay.
- No problem.
- No worries.
- It's my fault.
- Sorry about that.

Let's see how to express regret and accept apologies with appropriate responses in the below-mentioned sentences:

A. I truly regret the inconvenience caused owing to our unintentional actions.

B. I quite understand. It happens

A. I beg your pardon for my erroneousness.

B. I understand. I am sure you couldn't help it.

A. Excuse me, may I talk to you for a moment?

B. Sure. How can I help you?

A. I shouldn't have done that without asking you.

B. Don't worry about it.

A. Such mistakes will not be repeated/it will not happen again.

B. Don't worry. It's Okay.

A. I didn't mean to do/say that.

B. No harm done.

A. How can I make it up to you for my mistakes?

B. Forget it.

A. My apologies.

B. Apology accepted.

A. It won't happen again.

B. No worries.

A. Please excuse my negligence.

B. Never mind.

Check your Progress

1. Why should we use polite words to express regret?
2. Why are there a variety of different expressions used to express grief and accept mistakes?
3. Think and understand: Business communication and expressions of regret and apology.

6.2.3 Conclusion:

The process of communication is a direct way of establishing connection with others. To let an effective communication take place, we should ensure, to the best of our understanding that whatever the situation is, whether happy favourable or sad and negative the exact expressions should be used during the conversation. It is evident to let the other person(s) know directly and straightforwardly how do you feel about a particular event or incident. It helps establish an unambiguous environment between the speaker and the listener. For instance, if you are happy about someone's achievement, your small word of encouragement could boost his or her confidence. Speaking out loud and clear word of appreciation or thankfulness to someone for their assistance or help let them understand that they are valued and their efforts are acknowledged.

Similarly, a clear yet polite way of expressing your dissatisfaction/disappointment to someone for their mistakes can help them learn from their mistakes. It is also a key to establish a positive environment at your workplace/personal fronts. Besides, owning your own mistakes will send a direct message to your colleagues/team members/seniors/boss that you also can accept and learn from your mistakes.

Hence, the phrases of expressing thankfulness, regret and apologies including other responses, however, unimportant they seem, could help you grow as a better professional and a genuine human being as well. It also facilitates the unambiguous and effective process of communication.

Check your Progress

1. What is the significance of using a variety of diverse polite expressions during a communication process?
2. How can it make the process of communication more effective?
3. What if we do not use polite phrases to showcase thankfulness, regret, and apology in the process of communication?

6.3 Learning Outcomes

- Students learn the importance of using polite expression during the process of communication
- Students learn and understand the benefits of incorporating these expressions in their routine communication
- Students learn to express gratitude using a variety of different polite phrases
- Students learn to own and accept their mistakes, to learn from them
- Students learn how expressing thankfulness can make the process of communication more effective
- Students learn how expressing regret and apologizing can make the process of communication more effective

6.4 Glossary

Regret: A feeling of sadness about something sad or wrong

Gratitude: The quality of being thankful

Remorse: Deep regret or guilt for a wrongfully committed action

Appreciation: Recognition, admiration

Apology: A regretful acknowledgement of an offence or failure

Excuse: Seek to lessen the blame attaching to something, try to justify

6.5 Sample Questions

6.5.1 Objective Questions:

1. Can the acceptance of mistake make the process of communication more effective?
2. Can appreciation make the process of communication more effective?
3. Why should one own one's mistakes?
4. Why should one appreciate others efforts at professional or personal fronts?
5. Should the common phrases of expressing thankfulness be used more often? Why?
6. Should the common phrases of expressing regret be used more often? Why?
7. Should the common phrases of expressing of apologizing be used more often? Why?
8. Write two expressions of expressing sincere and deep gratitude.
9. Mention two phrases of showing polite and courteous regret.
10. Use two expressions of saying sorry from the unit into sentences.

6.5.2 Short Answer Questions:

1. How can accepting your mistakes help you in your growth?
2. How can acknowledging other's achievements help you in establishing a positive environment at the workplace?
3. What happens when you appreciate your juniors/team members?
4. What happens when you acknowledge the support received from the boss or seniors?
5. How can incorporating the gestures of thankfulness, apology & regret be useful in establishing an effective process of communication?

6.5.3 Long Answer Questions:

1. Write in detail, ‘significance of incorporating words of courteous thankfulness in the process of communication’.
2. Answer at length, ‘importance of using polite words of expressing regret and apologizing in the process of communication’.
3. Describe in detail the significance of incorporating polite expressions of thankfulness, apology & responses to make the process of communication more effective. Please support your statements with certain simple examples that are drawn from routine conversations.

6.6 Suggested Readings

1. Mihai, Mihaela. “Apology”. Internet Encyclopaedia of Philosophy. Accessed on 22.11.2. <https://iep.utm.edu/apology/>.
2. Popat, Parul and KaushalKotadia. *Effective Communication Skills for Engineers*. Pearson India Education Services, 2020.
3. Shereen J. Chaudhry, George Loewenstein. “Thanking, apologizing, bragging, and blaming: Responsibility exchange theory and the currency of communication.” *Psychological Review*, 2019; DOI: [10.1037/rev0000139](https://doi.org/10.1037/rev0000139).

Unit - 7: Making Request, Seeking Help, Giving Advice

Structure

7.0 Introduction

7.1 Objectives

7.2 Making Request, Seeking Help, Giving Advice

7.2.1 Making Requests

7.2.1.1 Introduction

7.2.1.2 Making Formal Requests

7.2.1.3 Making Requests for Permission

7.2.1.4 Making Informal Requests

7.2.2 Seeking Help

7.2.2.1 Introduction

7.2.2.2 Asking for Help Formally

7.2.2.3 Asking for Help Informally

7.2.2.4 Making Use of Question Tags

7.2.3 Giving Advice

7.2.3.1 Introduction

7.2.3.2 Giving Advice by Using Modal Verbs such as ‘Should’ and ‘Ought to’

7.2.3.3 Giving Advice by Using ‘Suggest’ and ‘Recommend’

7.2.3.4 Giving Advice by Asking Questions

7.2.3.5 Giving Conditional Advice

7.2.3.6 Using ‘Must’, ‘Have to’ and ‘Had Better’ to Give Direct Advice

7.2.3.7 Using Imperatives to Give Advice

7.3 Learning Outcomes

7.4 Glossary

7.5 Sample Questions

7.6 Suggested Readings

7.0 Introduction

The English Language has significance in Indian history due to its British colonial past. English despite being widely spoken in all parts of the world and with a history of use in India still creates confusion due to the many complexities that can be difficult to use intuitively when

needed by non-native speakers of the language. One of the ways to overcome such confusion is to read about the important aspects and basic phrases that can be used in basic conversation.

This unit deals with three such important topics of English-speaking skills that can be useful under multiple situations. The three topics discussed in the unit are making requests, seeking help and giving advice. Imagine going to a new place and not knowing where anything is or needing to tell your friend to study harder to pass an exam or just asking someone for help in understanding bus routes to your university. All of these different scenarios require the understanding and skills of requesting for help and advising someone. Making requests is important as they can be useful to a person in not only their professional but also in daily lives to ask for permission or other requests. Asking for help is another important skill to know for non-native English speakers as it can be of help in emergencies and times of need. There can be times when we might need to give some advice to others or give certain suggestions.

All of these topics are parts of our daily life and can be of great help at any point of time and knowing these topics and basic communication rules concerning them will be helpful for speakers learning the language.

7.1 Objectives

After reading this unit the student will be able to:

- Make requests, ask for help and give advice in a sufficiently fluent and coherent manner.
- Make requests and ask for certain things from others in a proper manner.
- Make formal and informal requests when required and understand the differences in their usage and the situations that require them.
- Ask for help from others when needed.
- Know when to be formal or informal in asking for help from others according to the demand of the situation.
- Give advice and suggestions to others when needed according to the situation and learn the different ways in which advice can be given in a subtle or direct manner.

7.2 Making Request, Seeking Help, Giving Advice

7.2.1 Making Requests:

7.2.1.1 Introduction:

When we need to ask something or make a request to someone we need to know how to make these requests politely. We make requests regularly but we often forget that the same types of requests cannot be used in all instances.

For example- a) Hey Rahul, pass me a pen.

This is an example of making requests in an informal conversational manner, often with friends.

Alternatively, b) Can you give me a blue pen, please?

This is a polite manner of requesting something from someone. 'Please' can be used at the end of the sentence like in the example given above or it can be used in the beginning in the following example, "Please can you give me a Blue pen?" Or added in, for example, "Can you please give me a blue pen?"

Therefore, it is important to know the different ways in which requests can be both formal and informal when seeking permission from others.

A key point to keep in mind when making requests is that they often start with modal verbs like can, could, will, would, and may. The making of requests is usually done by asking questions. And these questions are usually formed by starting the question with the modal verbs.

a) Can I use your textbook for my next class?

b) Would it be possible for me to use your textbook in my next class?

7.2.1.2 Making Formal Requests:

Formal Requests are usually made when asking someone older than us or in a higher position for something. A student could use it to request a further clarification of a concept in a class or to request for some information from an authority or administration. Formal requests can also be made in other situations that are formal like when making announcements requesting for certain things for example; Could Mr. Smith report to the information desk, please?

The modal verbs that are usually used when making formal requests are could, would, and may. This is because these are considered to be more formal and polite.

Examples of formal requests using ‘could’

- a) Could you tell me how to fill this form?
- b) Could you help me with this project?
- c) Could you possibly be able to complete the task tomorrow?

Examples of formal requests using ‘would’

- a) Would you please explain this concept again?
- b) Would it be fine if I ask a question?
- c) Would you be able to tell me where room number 112 is?

Note- Sometimes ‘would’ and ‘could’ can be used in other forms to create even more complex formal requests like,

The formal request. “Would you mind getting me a pen?” can be also written as, “I wonder if you could get me a pen?” or “I wonder if you would get me a pen?”

Examples of formal requests using ‘may’

- a) May I use your laptop to submit my assignment?

The modal verbs ‘may’ can also be used when making formal requests but is mostly used when asking for permission. This will be discussed in the next section.

7.2.1.3 Making Requests for Permission:

Permissions, like requests, are also asking something from someone but unlike making requests, asking for permission leads to the conclusion that certain activities are policed or restricted and thus need to be permitted for. It is more to do with rules in certain places like institutions, schools and universities. Another example is of asking for permission from parents. One of the best examples of requesting for permission is;

- a) May I go to the washroom?

This is a common request made by students in schools, colleges or even in universities.

The modal verb ‘may’ is commonly used for asking permission as it lends itself best to the formal dialogue where requesting for permission to do something is needed.

Here are some examples for the use of ‘may’ when requesting for permission

- a) May I be excused from writing the test as I was severely sick with dengue for a week?
- b) May I leave early as I have a doctor’s appointment? Or May I leave early?
- c) May I be allowed to stay awake late to watch a movie?

Informal requests	Will/Can + verb form	Will you do this? Can you do this?
Formal requests	Would/Could/May + Verb form	Would you be able to do this? Could you do this? May I ask you to please do this?

7.2.1.4 Making Informal Requests:

Informal requests can be made to our friends and family. These are mostly used when the person to whom the request made is someone familiar. Some of the informal requests can be made by using can and will. These are polite ways to make a request but still more casual than could and would.

Examples of informal requests with ‘can’

- a) Can you bring me a glass of water?
- b) Can I get some advice on these university applications?
- c) Can you switch on the light?

Examples of informal requests with ‘will’

- a) Will you help me to clean the room?
- b) Will it be alright if we eat out today?
- c) Will you pass the salt?

Another way to make requests that sound casual is through the use of question tags. Question tags are used to make statements into questions. Usually, if the statement clause is positive then the question tag is negative and if the statement clause is negative, the question tag is positive. The examples are:

- a) It is raining outside, isn't it?
- b) It is not raining outside, is it?

An example of how question tags are used to make requests is, "Can you give me a pen?" can also be written by using question tags; "you can give me a pen, can't you?"

Some other examples of using question tags to make requests

- a) This won't be possible for you to do, will it?
- b) You will be on time, won't you?
- c) You can't help me with this question, can you?

Check your Progress

1. What are the formal methods of making requests?
2. What are the informal methods of making requests?
3. Think about two situations each where formal and informal ways of making requests are needed.

7.2.2 Seeking Help:

7.2.2.1 Introduction:

There can be many situations in which there could be a need to ask for help like in emergencies, sickness or distress. We might also need to ask for help in simple everyday things like asking for directions, explanation or help in some work. Seeking help therefore is a very important speaking skill. It is usually done in the form of interrogative sentences. Interrogative sentences are sentences that ask questions and usually end in a question mark.

There is a difference between asking for help from officials or informal places and from friends or family. The latter does not require much sophistication and can also come out as an order. Think about any incident where you have asked a younger sibling to help you do

something. We often just tell them to do it rather than asking them for help. This can also be seen when our parents might tell us to do something like, “help me carry these shopping bags.” In this sentence, the parent is seeking help but these types of sentences are extremely informal and cannot be used in all situations.

7.2.2.2 Asking for Help Formally:

Many instances require the need to ask for help in a very polite and formal manner like when in institutional settings like schools, universities, hospitals, police stations etc. Just like making of formal requests, asking for help in a formal manner is usually done with the help of modals like ‘could’ and ‘would’.

One of the ways to ask for help is by using the modal ‘would’. It is used in informal conversations. Some of the examples are;

- a) Would you be able to help me with this application form?
- b) Would you be able to help me make an appointment with the doctor for tomorrow?
- c) Would you mind telling me where the post office is?

Another way to use ‘would’ is by adding the phrase ‘would it be possible’. This makes the request more polite.

- a) Would it be possible for you to help me with this question?
- b) Would it be possible for you to help me tomorrow?

‘Could’ is also a formal way of asking for help but it is slightly less formal than ‘would’.

Examples of seeking help by using ‘could’

- a) Could you tell me where the nearest bus stop is?
- b) Could you help me with this math problem?
- c) Could you come and help me with this package?

Another way of asking for help by using ‘could’ to make it more polite is by adding the phrase ‘I wonder if you could’ for example; “I wonder if you could help me with the assignment tomorrow?” or by using the phrase ‘Could it be possible’ for example; “Could it be possible for you to help me tomorrow?”

7.2.2.3 Asking for Help Informally:

Asking for help informally can be done in many ways. It can be through interrogative sentences or just through statements. We usually seek help informally in casual situations from our friends and family.

We can ask for help casually through interrogative sentences by using modals like ‘can’ and ‘will’.

- a) Can you help me, please?
- b) Will you be able to help me with this concept tomorrow?
- c) Will you help in organizing this seminar?

Sometimes interrogative sentences like; “Do you think you can help me with the homework?” or “Do you think you can pick me from the airport?” can also be used.

Sometimes we can even use sentences like “Please help me” or “help me, please” to seek help.

- a) I don’t know where the classroom is. Please help me.
- b) I lost my wallet in the city. Please Help.

7.2.2.4 Making Use of Question Tags:

Another way of seeking help is through the use of question tags in making requests. This is a very casual manner of asking for help from others.

Examples of seeking help by making use of question tags are

- a) You don’t know where the nearest playground is, do you?
- b) You can tell me the address of the hospital, can’t you?

To be more polite it is better to use the modals ‘could’ and ‘would’.

- a) You couldn’t tell me where to find the bathroom, Could you?
- b) You would be able to help with the project tomorrow, wouldn’t you?

Other phrases and questions that can be used to ask for help informally;

1. Can I ask you for a favor?
2. Can I ask your help for something?
3. I need help with something.
4. Do you mind helping with this?
5. Lend me a hand with this, please.

Check your Progress

1. What are some of the ways in which help can be asked for in formal situations?
2. What are the ways in which help can be asked informally?
3. Question tags are used often when seeking help in informal settings. Think about certain situations where they can be used with examples.

7.2.3 Giving Advice:

7.2.3.1 Introduction:

It is important to first know the difference between ‘advice’ and ‘advise’. ‘Advice’ is an opinion and ‘advise’ means counsel. Since giving advice means giving an opinion on something or someone it is uncountable and therefore usually advice is written as ‘some advice’.

There are many situations that might require us to advise others but the manner in which we give advice is important depending on the situation. There are many ways of giving advice that will be discussed in this unit. Sometimes advice can be given directly in a more forceful manner and sometimes in an indirect manner as suggestions or through personal experiences in a very casual suggestive manner.

The following table shows the different ways in which direct and indirect advice can be given.

Direct Advice that is Strong	Indirect Advice that is not Forceful
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<ul style="list-style-type: none"> • Giving Advice by Using Modal Verbs like ‘Should’ and ‘Ought to’ • Giving Advice by Using ‘Suggest’ and ‘Recommend’ • Using ‘Must’, ‘Have to’ and ‘Had Better’ to Give Strong Advice • Using Imperatives to Give Advice 	<ul style="list-style-type: none"> • Giving Advice by Asking Questions • Giving Conditional Advice by putting oneself in others position
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7.2.3.2 Giving Advice by Using Modal Verbs such as ‘Should’ and ‘Ought to’:

The modal verbs ‘should’ and ‘ought to’ are used to give suggestions that are direct in nature but not very strong. It is the most commonly used form of giving suggestions to others. Both are widely used but there is a slight difference between their usages. ‘Should’ is used to indicate that something should be done but ‘ought to’ implies some moral necessity, duty or urgency behind the suggestion.

Examples of giving advice by using the modal verb ‘should’

- a) You should eat all your vegetables.
- b) You should always be polite to your elders.

Examples of ‘ought to’ to give advice

- a) You ought to eat all your vegetables.
- b) You ought to do more exercise.

Notice the difference in both examples ‘a’ given above. They suggest the same thing but by changing ‘should’ to ‘ought to’, a sense of duty is added to the suggestion.

7.2.3.3 Giving Advice by Using ‘Suggest’ and ‘Recommend’:

Another way to give advice is to make use of ‘suggest’ or ‘recommend’. These can be used to advise more directly. There are two ways in which these can be used to give advice;

1. Suggest/Recommend + -ing form of the verb

- a) I suggest buying a new car as your last one was damaged in the accident.

b) I recommend going to the hospital.

c) I suggest doing the work on time.

2. Suggest/Recommend + that + simple present form of the verb

a) I suggest that you buy a new car as your last one was damaged in the accident.

b) I recommend that you go to the hospital.

c) I suggest that we do the work on time.

7.2.3.4 Giving Advice by Asking Questions:

Many times, it is easier to give advice and suggestions by asking questions to others. This form of giving advice is less forceful and direct.

Questions can be raised using modals like 'can' and 'could'. They can also be raised in other ways like adding 'how about', and 'why don't'.

Examples of raising questions as a form of giving advice

a) Can you study for your exam instead of going to the movies?

b) Can we cancel the meeting?

c) Could we make more calls to the customer service?

d) Could you make more tea for the guests?

e) How about completing the assignment before going out with friends?

f) How about joining an online certification course?

g) Why don't you go for a walk in the park?

h) Why don't you eat your meals on time?

7.2.3.5 Giving Conditional Advice:

Conditional advice is another form of advice that is not very forceful. It is conditional in nature and is given from personal experience and by putting oneself in someone else's shoes.

Examples of conditional advice

a) If I were you, I would tell the truth.

b) If I was in your position, I would try harder for the scholarship.

7.2.3.6 Using ‘Must’, ‘Have to’, and ‘Had Better’ to Give Direct Advice:

Sometimes we need to give direct and strong advice to others and in such situations, ‘must’, ‘have to’ and ‘had better’ is used to emphasize on the importance and give weight to the advice given.

Examples of giving direct advice

- a) You must take your medicines on time.
- b) You must attend the seminar.
- c) You have to go see the movie.
- d) You had better pay attention in class.

7.2.3.7 Using Imperatives to Give Advice:

Imperative sentences are sentences that usually provide some direction, order, or instruction to others. Imperative sentences are made up of imperative verbs. The root form of the verb is used to make imperative sentences for example, “Clean the room” and “Give me that book.”

Imperative verbs can also be used to advise others. It is a direct way of giving advice. One of the common ways to do so is to use the structure, Imperative verb + ing form of verb to give the advice.

Examples of imperative verbs to give advice

- a) Start going for a walk every day.
- b) Try becoming more patient.
- c) Stop wasting your time.
- d) Consider making an effort in the class.

Check your Progress

1. How can you give subtle advice?
2. What are the different ways of giving assertive advice?

7.3 Learning Outcomes

After studying the unit, the students should achieve the following learning outcomes:

- Gain knowledge about the different ways in which they can make requests, seek help, and give advice.
- Understand the different situations in which they should use the formal, informal, direct and indirect methods of making requests, seeking help and giving advice.
- Learn to apply the different ways of using these methods in everyday life.
- Be able to evaluate situations and give appropriate answers and ask an appropriate question during conversations.
- Achieve proficiency in speaking and using English when making requests, seeking help, and giving advice.

7.4 Glossary

Modal verbs: A verb that indicates modality or the likelihood, ability, permission, request, suggestions, order, duty, or advice.

Advice: Guidance, opinion or recommendation for a future action

Coherent: Logical and consistent

Conversation: It is a talk between two or more people that includes the exchange of ideas and news.

7.5 Sample Questions

7.5.1 Objective Questions:

Choose the most suitable answer.

1. (Can/Ought) I help you in cleaning the house?
2. You (should/might) be on time when going to a meeting.
3. (May/ Can) I come in, sir?

4. (Could/Will) I take a leave of absence as I have a doctor's appointment?
5. You (must/can) wear seatbelts when driving.

Fill in the blanks

6. You can help me with my homework,.....?
7. we eat more healthy today?
8.you pass me some butter for my bread?
9.you help me take a photograph?
10. Ithat we go on holiday next year.

7.5.2 Short Answer Questions:

1. Rani is trying to fill application forms for admission to a postgraduate course. She is confused about where she should apply. She asks her friend Zoya to help her make a decision. Give two examples each of how Zoya can advise her friend in a direct as well as an indirect manner.
2. Explain how you can request permission from someone. Also, explain in what situations you would need to ask for permission. Give an explanation with examples.
3. Your flight is arriving early in the morning at the airport. You need to seek help from your friend to come and pick you up from the airport and take you to your hostel. The help that you ask for, is it a formal or an informal request for help? Give examples of the different ways in which you can ask for help from your friend.
4. Explain how you can advise others that is not forceful in nature?
5. How can question tags be used to make requests and seek help casually in informal situations?

7.5.3 Long Answer Questions:

1. Explain how to make requests in both formal and informal situations with examples.
2. Explain the different ways in which advice can be given to others with the use of examples.
3. Explain how to seek help in both formal and informal situations with help of examples.

7.6 Suggested Readings

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Unit - 8: Seeking and Giving Directions

Structure

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8.2 Seeking and Giving Directions

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8.0 Introduction

Seeking and giving directions are a part and parcel of daily life, be it in the place of learning (school/college) or in public places, offices, buildings, streets and the like. The situation can arise where one has to seek for directions and there are situations where one is expected to give directions. In both these cases, there is a proper way of communicating with people. Communication has to be done in such a way that the message is received clearly and completely and also it must be done in a way that good relationships would be built amongst people. There are different ways of speaking to someone while seeking for directions. Depending on the situation, one may use formal or informal language.

Check your Progress

1. What are the formal and informal ways of communication?

8.1 Objectives

This unit is specifically designed keeping in mind the hindrances that might come about while in the process of seeking and giving directions. It must be understood that while some people are able to communicate their doubts in a proper way, others cannot for various reasons. The reasons could be problems with language or speech, a non-conducive atmosphere and other valid reasons. In the same way, a person's directions can be misconstrued or misheard. These things arise for many reasons; discrepancies that exist among the learning and reasoning capabilities of those seeking instructions and directions is largely dependent on the instructor's ability to fully communicate.

At the end of the unit, one should be able to grasp the following:

- Seeking and giving directions are important aspects in communication and in day-to-day life.
- The giver's role in effectively being able to give directions.
- Grasp the problems faced by "seekers" in comprehending directions for a certain method of communication.
- Utilizing of certain tools and techniques of seeking and giving directions that will contribute to learning.

8.2 Seeking and Giving Directions

Learning requires the acquisition of knowledge. By gathering knowledge about things, events and other phenomena of nature that were not previously known to an individual, learning can be accomplished. It is a widely accepted form of socialization of individuals; some learning is based on experiences and others are based on skills. For example, when one learns to not play with fire or poke a snake, it is experience based learning. Similarly, learning to ride a bike or a vehicle or even learning to handle heavy machinery is a skill that is acquired through diligent effort.

This unit concentrates on the second kind of learning. This involves the gathering of skills through research, reading, instruction and other interactions. There are many kinds of skills that can be acquired through learning that include not only job related skills but also knowledge-based critical engagement with nature, outer-space, individuals, society and structures of

knowledge. The various subjects within the natural sciences and social sciences are part of this kind of learning.

Effective Communication:

Learning is highly dependent on effective communication. One of the most important aspects of effective communication in distance learning is to always be in touch. This advice is helpful for both the tutor as well as the student. The second important aspect of effective communication is accessibility; this not only means access to learning materials for the students but also accessibility of mediums that will help in the instruction, interaction and comprehension (Example of such a medium would be postal mails or emails; access to internet as well as access to basic necessities that involves learning like electricity, tables, stationery etc.).

Classroom Communication:

Teachers should be careful in their attitudes towards their students. A teacher should always try to ascertain the background of each individual student and the access of the student to basic necessities. Depending on that, teachers should work towards building environments that are conducive to learning. Teachers should be careful about their tone when communicating with the students. Having an attitude of helpfulness, speaking with clarity and communicating precisely what one desires helps the students respond accordingly towards the instructions provided by her tutor.

Students should always listen to the instructions given by their teachers carefully. It is an essential part of effective communication. Having a friendly attitude that is open to learning is also helpful for the student. It is best if the student remembers and inculcates the habit of gleaning as much information, instruction and interaction with her tutors in order to give her best to any task put before her. A student who has her priorities in place and remembers why she has chosen to pursue her course through distance learning will be able to bring her best to the table.

8.2.1 Communication as an Art:

Communication is an important aspect of learning. Effective communication can open doors and show us opportunities that we would have otherwise overlooked. Communication is an art that involves the exchanging of ideas and the courteous techniques of seeking and giving instructions or directions to one another. It is the first tool of seeking knowledge.

It is through communication that people form social groups and develop deeper relationships. In the act of giving and seeking directions, people learn to appreciate the differences and support each other's' similarities.

There are two kinds of communications – informal and formal. The best way to glean the most out of any exchange with another person is to understand when to use formal and when to use informal communication. In terms of seeking and giving directions, it is best to use formal style of communication when it is being done via written method. On the other hand, with intimate relationships, informal exchange of information is definitely possible. The art is to understand when to use which form of communication. This unit will help you understand these various aspects of communication and exchange of information.

8.2.2 Seeking Knowledge and Asking for Directions:

Seeking knowledge is a time-honoured tradition of individuals in societies. Various cultures have had different instructions for both the teacher and the student when it comes to seeking knowledge. The respect that is afforded the teacher and the patience that a teacher has to show her student are long-standing customs.

Humans uniquely start to seek knowledge from the time of birth. They continue to pursue all kinds of knowledge throughout their life. As children, humans seek knowledge through playfulness and experimentation. It is only by dabbling with various sounds that children settle on the sounds that make meaning and sense in the grown-up world. It is through their playfulness including repetition of an activity, role play, building new games with rules etc., that they learn new things and seek knowledge.

As humans grow older, the quest for seeking knowledge does not get diminished. Depending on the circumstances in which they are born, humans learn various skills in order to survive. The education systems of the modern world are structured such that children grow up to acquire some skill or another that will help them continue to exist in a certain form of comfort. This leads to individuals seeking various ways of increasing their skill-set that will help them reach a higher form of well-being.

There are different ways in which instructions and directions for learning can be given to those seeking directions.

The person giving directions and the one seeking knowledge should always try to make the instruction engaging and precisely instructive. There are four points that should always be remembered while giving directions –

1. S/he should always seek to be proactive and engaging with those seeking knowledge. Similarly, the one seeking knowledge should appreciate the efforts of the teacher and try to respond appropriately to the efforts the teacher is making. Both should try to go the extra mile to make the work easier for each other.

2. S/he should always be careful that all her instructions are well-connected and make a coherent sense overall.

3. S/he should show empathy towards the one seeking knowledge so as to build better relationships.

4. S/he can best support her methods with various forms of courtesy. The seeker of knowledge should also show courtesy when receiving the desired information.

8.2.3 Giving Directions:

When person is asked for directions, he or she has to keep in mind that the one asking for directions is new to the field, the place or even the subject. One also has to keep in mind that the person seeking directions might have some discomfort to be in such a position of not knowing something. This is why it is important to be kind and patient enough to listen to the person's queries and needs without making the other person feel uncomfortable. The case with most people is that they are almost always in a rush themselves and thus, usually ending up giving people the wrong directions or else, they leave the person feeling awkward and uncomfortable by refusing to acknowledge his or her queries. Refusing help to those in need would be a disservice to the community in general. It ruins a person's day, possible future liaisons and impressions that a person might have of a place or a person.

Therefore, it is important and necessary to keep a few things in mind while being faced with a person with queries or in need of help and directions.

1. The person requiring help and directions must be new to the place (or subject in case of the classroom).
2. The person is already in an uncomfortable situation or position to have to be asking for help.
3. One must listen to the person and understand exactly what they need and give directions such that it does not confuse them in any way.

4. Giving directions is not exclusively about verbally dictating the directions. Body language and hand gestures are also equally important.
5. One must understand that it is their duty to make the person seeking directions comfortable enough to ensure the person trusts them.

One needs to keep the above in mind when faced with someone who needs help or directions. A person also has to bear in mind the following few questions when in such a situation.

- a. What does the person need?
- b. Where and how can a person obtain this?
- c. How can one make sure the person understands the directions given?

8.2.4 Seeking and Giving Direction in the Classroom:

The classroom is a forum and a platform where people from various backgrounds and learning capacities come to study and gain knowledge. Seeking and giving directions are important aspects of learning. Be it in traditional forms of learning (classrooms) or in non-traditional forms of learning (distance learning, online classes). Sometimes, due to some lapses in communication and direction giving on the instructor or the teacher's part, the student is unable to understand the exact purpose of an assignment or task. Some other times, it could arise that the teacher has been clear on instructions related to a task. A student may have misunderstood or is unclear about the instructions. It is the duty of said student to seek clarity from the instructor or teacher or from fellow classmates and school mates.

It is only through effective seeking and giving of directions that holistic and complete learning can be achieved. What the unit tries to do, then, is to show how the aspect of seeking directions (which is usually being done by the student or learner) is as important as giving directions (which is done by teacher or instructor). In any form of learning, both aspects are important because it is only through effective seeking and giving of directions can learning be implemented.

Following are examples of situations where a student may require seeking directions:

1. Directions regarding an assignment or a task that has been allotted to the class, in terms of subject matter, sources, word count, last date and others.
2. In the case of a new student, directions to the principal's office, staff/teachers'/faculty room or other facilities and rooms.

3. Directions on how to formulate a letter for a specific purpose or purposes like permission for leaves, half-days and permissions for various other activities.
4. Directions on how to perform tasks during laboratory practical exercises etc.

In each case, the approaches that the person or student must practice when seeking for directions must be polite and carefully thought out. The student in question should remember that he or she is the one in need of help. Communication must therefore be well thought out and the words must be framed accordingly. The “seeker” of directions has to be clear on what they want to know and must, therefore, approach people in a way that is polite and courteous. Conversations must start with “excuse me”, “please” and “may I?” and must end with a “thank you”. This is the only way in which a student will be able to get the help he or she needs while also simultaneously building stronger relationships and bonds with their peers.

When it comes to giving directions, the fellow students or classmates who are approached must be empathetic and kind. As has already been mentioned, the “giver” of directions needs to listen to the “seeker” carefully and make sense of what the latter needs in order to be able to give the proper directions adequately and clearly. In the case of a classroom, where students may feel insecure or uncomfortable asking the teacher or instructor directly for help, a peer’s duty is to ensure that they are as equipped to deal with the situation.

Replies by people giving directions must also be polite and courteous, keeping in mind one’s own capacity for helping as well.

For example, sentences or replies can begin with –

1. “of course”; or
2. “not a problem”;

And in case the person in question is unsure of the question, they may seek the help of someone else in turn or else refer to another person by saying –

3. “I’m sorry, I am not sure of this myself. May I refer you to someone else who might be able to help?”

8.2.5 Seeking and Giving Direction in Day-to-Day Life:

There are many instances where people will be faced with the situation of having to seek or give directions in their daily lives.

Below are examples of a few places where people would need the most help with directions since these are places that may not be the easiest places to get around.

- a. School/College/University
- b. Library
- c. Post Office or any other kind of postal service
- d. Government office (Transport office, Passport office etc.)
- e. Hospital or Clinics of any kind
- f. Departmental store or any other kind of store
- g. Car Garage or any kind of service centre
- h. Bank
- i. Market
- j. Fire Station
- k. Police Station
- l. Airport or Railway/Bus Station

These are a few places where one might be needing help with various issues. One also has to be ready to meet various other people who might be in need of directions and help. Courteousness and politeness is of the utmost importance in this case because (except in the case of school or college) the people a person will meet will be strangers in most cases.

When a person needs the help of someone else, it is not right to barge into people's spaces and demand that they give them directions immediately. Boundaries and people must be respected regardless of the emergency of the situation. It is necessary to ensure level-headedness while faced with a crisis of not knowing and one must approach the next person with caution.

Following are a few things one must keep in mind when having to approach a complete stranger for help especially in a public place.

1. The person in need of help must speak clearly and fluently in whatever language they believe would be best for the situation.
2. It is also not right to assume that the next person would understand the primary language one speaks in. Therefore, English is the more preferred of languages to begin a conversation with.
3. One's body language and gestures must reflect that of humility and politeness. No one likes to help a rude person.
4. "Please", "Sorry" and "Thank You" are a must to any approach. Especially in places where the other person might seem busy and preoccupied.

5. “Excuse me” is also a good way to enter into conversation with someone to seek for directions.

When faced with a situation where one must give directions to a person, it is important to bear in mind that the person in question must be new to the place or situation. Therefore, one must extend a helpful hand to those in need of help. This will give the person a good impression about the people and the place and will also ensure that everybody is able to complete the task or work they are there for. Following are a few ways in which a person can assist another person in need of their help and give proper directions to them.

1. Being gracious and kind to the person who is seeking for help. We do not know their situation and therefore, kindness is a necessity.
2. Body language and gestures are also a must in this case. Simply talking to them might not be enough. When a person asks for directions to a certain place or an office, it is also useful to employ hand gestures. Directions are subjective.
3. Making sure one gives the correct directions by being as clear and as simple as possible.
4. It is also usually the case where the person who is sought for help might not be sure of the place that the person needs help with. In this case, it is also useful to refer the person to someone else who might be able to help them better; like a desk clerk or an information helpdesk.
5. Sometimes, even the language that the person seeking directions uses might not be a comfortable area for the person who has been approached. In this case, one can take the help of someone else or refer the “seeker” to someone who might be able to assist the person better.

These are a few useful points that people must keep in mind when faced with such situations. The next topic will highlight a few examples (both in the classroom and in day-to-day life) that one can follow or take help from when faced with having to seek or give directions.

8.2.6 Examples of “Seeking and Giving Directions” in Practice:

These are examples of possible conversations between people seeking directions and those having to give directions. Examples **A** through **C** are classroom scenarios while examples **D** through **F** are day-to-day scenarios.

A. This is a scenario where a new student (NS) asks another student (S) for directions to the principal's office.

NS: Excuse me. I am new here. Please could you direct me to the principal's office?

S: Yes. It is the first room on the left down this hallway.

NS: Thank you so much!

* NS needs to approach S politely.

* S needs to make sure he/she is faced towards the hallway and gives the appropriate hand gestures showing which "left" he/she is talking about.

B. This is a scenario where a student who has been absent the previous day (AS) needs help with a particular task assigned to them on that day.

AS: Hello, I was absent yesterday. Please can you help me out with this assignment?

S: Sure, what do you need help with?

AS: I am not sure where to look for sources or material and also of the word count.

S: The word count is 1500 words but I am not sure of where to look for sources either.

Let me ask someone else and get back to you. Or else, we can go and find out together.

AS: That would be very helpful. We could go and find out together. Thank you!

C. This is a scenario where a student (S1) needs help formulating a letter for a half-day from school/college S1 asks another student (S2) for help.

S1: Excuse me; please could you help me frame this letter I am writing to the principal seeking a half-day from school. I am not feeling well.

S2: I am so sorry to hear that! I am not so good at writing letters myself but why don't you take help from S3 who was just writing a letter yesterday? I will speak to him for you.

S1: Yes, that would be fine too. Thank you so much!

S2: Not a problem, you are most welcome. Get well soon!

The above are a few examples that are common for school or college students. Following are a few examples of conversations at public places where a person is seeking directions from another.

D. A scene at the bank

X approaches Y with caution because Y seems to be preoccupied with filling out a form similar to the one X is filling.

X: Excuse me. I am sorry to disturb you but I see that you are also filling out a withdrawal slip. Please could you help me out with mine?

Y: Yes, sure. Let me just finish filling out mine and I will help you out with yours.

X: Thank you! (X then sits on the bench and patiently waits for Y to finish filling out the form).

E. A scene at the hospital/clinic

X has never been to this particular hospital before and is unsure of where the ENT doctor's room is. X approaches Y for help.

X: Excuse me, would you mind telling me where the ENT doctor's room is? I have never been to this hospital before.

Y: I am so sorry but I have not been here before either and I am here to get an X-Ray. The helpdesk is on the left side of the entrance to the building. Perhaps they can assist you better.

X: Oh, I see. Thank you so much!

F. A scene in a street

X is new to the locality and wants to know where the nearest post office is. X approaches Y who is strolling. X makes sure to approach Y politely.

X: Hello, I am sorry to disturb you. Would you mind telling me where the nearest post office is? I seem to be lost.

Y: Not a problem! It is just around this corner. I am going there myself.

X: What a relief! Thank you so much.

In the above situations, we find that it is not always the case that the person who is approached for help knows what to do. However, the person tries as much as possible to ensure that the other person is not uncomfortable and gets the help he/she needs.

8.3 Learning Outcomes

There are many kinds of learning outcomes that the seekers of knowledge will enjoy, on successful completion of this unit. These outcomes are multi-faceted. These are as follows.

- The candidate will understand the importance of effective communication
- The candidate will be able to acquire extensive knowledge through informative interaction
- S/he will be able to differentiate between a classroom atmosphere that is conducive to learning and one that is not
- The candidate will be able to garner enough knowledge through courteous and effective communication

On the whole, candidates will develop skills that will help them engage better during conversations and indulge in better communication. They will also become more competent, sure of themselves, and will see that having problems and doubts are natural and it is necessary to clarify them at the very outset. Subsequently, this unit will also be aiming to instruct candidates in the best ways to share experiences with others through proper kinds of communications. The unit is a step towards being more empathic, as a seeker of knowledge or a giver.

8.4 Glossary

Analytical: Using analysis or logical capabilities

Clarify: To make something (a concept/subject/term/theory) clear and understandable

Competent: As having the necessary skills for a task or a role

Comprehend: Understand

Conducive: Which tends to promote, assist and make possible

Depth: The quality of a topic or a subject to be deep or intense

Develop: Growing from a primary and basic stage to a more advanced stage

Effective: That which produces the desired effect; successful (use of)

Empathetic: Understanding and being aware of

Epistemophile: One who loves knowledge and continues to seek it

Extensive: Something extending over a wide range

Gestures: A movement of the body to show an idea, attitude or direction

Holistic: Wholesome or how every part of something is connected and contributes to making it a whole

Honing: To make better or polish

Impartiality: Not preferring something or someone else over others, be fair

Implementation: The process of making certain law, tools or techniques active

Lapses: Slight errors

Liaisons: A close bond or connections

Multi-faceted: Having many layers or aspects

Reasoning: Thinking

Satiated: Satisfied or content

Simultaneously: At the same time

8.5 Sample Questions

8.5.1 Objective Questions:

1. The most important aspect of Effective Communication is
 - (a) attitude
 - (b) staying in touch
 - (c) being responsible
 - (d) always doing as the teacher says
2. Effective Learning includes the instructor
 - (a) showing courtesy and empathy
 - (b) mails
 - (c) discussions
 - (d) a and c
3. Humans have been learning since
 - (a) school
 - (b) they started playing
 - (c) being born
 - (d) they acquire language
4. Communication is an art because
 - (a) It involves the exchange of information
 - (b) writing postcards
 - (c) shorthand
 - (d) globalisation
5. Seeking knowledge helps individuals develop
 - (a) skills
 - (b) better relations

- (c) critical thinking (d) creative thinking
6. Doubts should be cleared to promote
- (a) healthy living (b) clear communication
(c) deep thinking (d) build character
7. An instructor or seeker should show empathy towards a seeker of directions in
- (a) understanding the instructions (b) lack of internet
(c) blaming the instructor for not understanding (d) being disrespectful
8. An instructor or giver should
- (a) refuse help to the seeker (b) bully the seeker for not knowing
(c) patiently listen to the seeker's questions and then decide if it is possible to help
(d) give the seeker wrong directions
9. Traditionally, learning can be done in
- (a) lassroom (b) home
(c) library (d) all of the above
10. Learning entails
- (a) face-to-face learning (b) seeking directions
(c) being attentive to instructions (d) all of the above

8.5.2 Short Answer Questions:

1. Why is proper communication important in daily life?
2. What do you understand by “seeking or asking of directions”?
3. What is the importance of practicing proper etiquette giving directions?
4. What is the role of effective speaking in the classroom?
5. How can one improve one’s skills in speaking?

8.5.3 Long Answer Questions:

1. What is the difference between “seeking and giving directions” in the classroom and in day-to-day life?
2. Why do people fail to make or create better relationships with other people that they meet? How can this be rectified?

3. How does one cultivate a better sense of confidence and self-esteem through effective speaking and communication?

8.6 Suggested Readings

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4. Giblin, Leslie. *How to Have Confidence and Power in Dealing with People*. Reward Books, New York, 1956
5. Kharu, P. N and Dr. Varinder Gandhi. *Communication Skills in English*. Laxmi Publications Pvt. Limited, New Delhi, 2009
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Unit - 9: English Phrases

Structure

9.0 Introduction

9.1 Objectives

9.2 English Phrases

9.2.1 Types of Phrases

9.2.2 Common Phrases in English Language

9.2.3 Importance of Phrases

9.2.4 Let's Sum Up

9.3 Learning Outcomes

9.4 Glossary

9.5 Sample Question

9.6 Suggested Readings

9.0 Introduction

English phrases hold an important place in English language. In order to improve our language, we need to learn phrases and idiomatic expressions. Phrases are the asset for English language users that can be used at various points in regular conversations. Possibly when you wish to greet an audience say, 'good morning/afternoon/evening, ladies and gentlemen/everyone', to introduce the speaker say 'my name is Sara and I am delighted to be here', or deal with other day to day circumstances. In all these situations, you can apply a number of useful expressions that will make you linguistically sound. Basically, a phrase is a group of correlated words that complement the framework of sentence. It plays an important role in a sentence. It cannot stand alone as it does not have a subject and a verb.

Examples:

One of her friends has gone to London.

She gave me a box full of candies.

The girl in the black coat won the debate.

Therefore, by standing alone a phrase does not give a complete idea. Generally, it consists of articles, preposition or noun. e.g. on a chair, at the lock, in a casket, on the roof.

Examples

They are standing on the roof.

He is drawing a picture on the wall.

The boy, in the blue shirt, won the match.

Teacher is writing on the black-board.

The pencils are kept in a box.

The kids, at the playground, were making a noise.

So, we can say a phrase is a fundamental part of a sentence. Therefore, it is a group of related words lacking subject and verb.

Check your Progress

1. Why should phrases be used?
2. Mention at least three phrases you know

9.1 Objectives

The objective of this lesson is to acquaint the learner with the common phrases used in English language. The learner is given in-depth understanding of meaning of a phrase, different types of phrases in the English language with appropriate examples to make the understanding clear with its practical usage. The chapter focuses on the usage of phrases in everyday language and for the better understanding of the language especially learners with English as second language. The chapter will improve competency of English language learners thereby improving their writing, reading and speaking skills. In this unit we will try:

- To know the usage and expression of phrases
- To understand the meaning of structures in English language
- To recognise grammatical structures in written and oral form
- To get familiar with different type of phrases

9.2 English Phrases

In everyday communication, phrases are commonly used. Phrases comprise of multiple words which work together to perform a single function. It acts like a chorus as in chorus individual voices sing together in one song. Phrases are used as a part of a sentence. e.g. very sad, at dinner etc. depending upon their role in a sentence, Phrases are classified into many types like Noun phrase, Adjective phrase, Appositive phrase, Adverb phrase, Gerund phrase, Infinitive phrase, Verb phrase, Prepositional phrase, Participial phrase and Absolute phrase etc.

In English language, a sentence comprises of various parts that are arranged in a specific manner to give a complete meaning. Each part serves its relative purpose to make sense. Therefore, it is important to understand the purpose and role of each part to have a better understanding of English language. A phrase is often confused with a clause and sometimes with an idiom, in the chapter, we will discuss in detail about phrases that form an important element of sentence building in English language.

In English language, a phrase can be defined as a group of words that forms a part of a sentence as a single grammatical unit to give a complete meaning. A phrase does not contain a subject and finite verb. A phrase cannot give any meaning standing on its own. It is a part of a sentence that gives out a complete meaning.

Examples:

- 1) The sun rises *in the east*.
- 2) Sohan has a bracelet *of silver*.
- 3) Geetika lives *in Delhi*.

In the above examples, ‘in the east’, ‘of silver’ and ‘in Delhi’ are phrases.

Check your Progress

1. What is a phrase?
2. What are some of the types of phrases?
3. What is the use of phrases?
4. Mention any two phrases based on the word ‘apple’

9.2.1 Types of Phrases:

A phrase is different from a clause as it does not have a subject and a verb while dependent and independent clauses both contain a subject and a verb. It is to be noted that a phrase can be present within a clause, but a phrase cannot have a clause in it.

A phrase can take the role of a noun, a verb, or a modifier in a sentence which depends on the headword in that phrase. Based on the nature of modifier we have different types of phrases in English language which are as follows:

- a) Noun phrase
- b) Verb phrase
- c) Adjective phrase
- d) Adverbial phrase
- e) Prepositional phrase

Noun Phrase:

A phrase that performs the function of a noun or acts like a noun in a sentence is called a noun phrase. It is built around a single noun (headword) and other related words usually modifiers and determiners which are present before or after the noun.

Examples:

- 1) We like to watch *romantic movies*.
- 2) He is wearing *a nice white shirt*.
- 3) The girl with *the glasses is laughing*.

Verb Phrase:

A verb phrase in a sentence is a phrase that acts like a verb; it is the combination of main verb and its auxiliaries.

Examples:

- 1) Shivay is *eating a banana*.
- 2) Shivangi has been *living in London*.
- 3) Abdul has *finished his work*.

Adjective Phrase

A combination of words that performs the role of an adjective in a sentence is called an adjective phrase. It gives additional detail about the noun or pronoun in a sentence.

Examples:

- 1) Manju is wearing *a nice red dress*.
- 2) She bought *a necklace made of gold*.
- 3) Ritik gave me *a box full of chocolates* on Diwali.

Adverbial Phrase:

An Adverbial phrase is a combination of words which gives additional detail about the meaning of a verb or an adjective or another adverb, i.e., which acts like an adverb in a sentence.

Examples:

- 1) Seema ran with *a great speed*.
- 2) Rohan buys *many books every month*.
- 3) We must finish our work *before the period gets over*.

Prepositional Phrase:

A group of words which consists of a preposition; object of preposition and sometimes other modifiers is a prepositional phrase in a sentence. It is to be noted that a prepositional phrase starts with a preposition and ends with the object of preposition (noun/pronoun).

Examples:

- 1) She sat *in the room*.
- 2) Raman was standing *at the door*.
- 3) Arshad kept his books *on the table*.

Infinitive Phrase:

It includes multi-words that start with infinitive (to+ base form of verb) or we can say a phrase in which infinitive 'to' is alongside with verb. It functions as noun, adverb or adjective in a sentence.

Examples:

The monkey danced to entertain the public.

NGO made a plan to help the needy people.

She enjoys to play the music.

I like to walk in the rain.

Gerund Phrase:

It refers to group of gerund i.e. a verb that ends with 'ing'. It functions as a noun in a sentence.

Examples:

Getting up late is a bad habit.

I enjoy *listening to* the radio.

She *started writing* a novel.

Participial Phrase:

It refers to an adjective constituted from verb. It consists of 'ing' participle (present) and 'ed' participle (past) and other related words.

Examples:

A sleeping dog

A raised child

A well mentioned plan

Absolute Phrase:

It comprises of participial phrases, noun or pronoun and other related words. It usually alters the rest of the sentence. It is usually spaced by putting a comma in a sentence. These phrases usually appear as complete sentence.

Examples:

She, having gift in her hands, met her partner.

The boy watched, his hands shivering in the cold.

Looking through a telescope, a man discovered big stars.

She is looking very beautiful, her smile is expressing a happiness.

Appositive Phrase:

It is a noun or noun phrase that functions as a noun and renames other noun. It can be shorter or longer sequence of words. It usually comes before noun or follows a noun. It can appear at the beginning, middle or end of the sentence.

Examples:

The insect, a caterpillar, is crawling across the garden.

The insect, a large caterpillar, is crawling across the garden.

The insect, a large caterpillar with thin legs, is crawling across the garden.

There are two types of Appositive phrase. These are: Essential Appositive Phrases and Non-Essential Appositive Phrases

Essential Appositive Phrases:

These phrases give valid knowledge to identify a noun or pronoun or we can say it gives much information about noun or pronoun to make it more meaningful. e.g. Artist Emily produced over 30 albums during her career in the music industry.

Non-Essential Appositive Phrases:

These phrases give extra information about noun or pronoun that does not add any value. Commas are mostly used in non-essential phrases. E.g. Charles, the teacher on duty, teaches English.

Check your Progress

1. What is a verb phrase?
2. What is a noun phrase?

9.2.2 Common Phrases in English Language:

In English language, a phrase is often a group of memorable words and the meaning of the words is not clear from the words contained in the phrase unless used in a sentence.

Given below are examples of phrases used in English language:

- 1) **To be dead against-** to be completely against something
My parents are dead against drugs.

- 2) **To be accompanied by-** to be in company with
Siya was accompanied by her brother.
- 3) **To be taken aback-** to be surprised
Rohan was taken aback when he saw the TajMahal.
- 4) **To be above board-** to be honest and fair
A person must learn to live his life above board.
- 5) **To be adept in-** to be expert in
A musician must be adept in using the musical instruments.
- 6) **To be brewing-** to grow, to emerge
Many food stalls are brewing in our locality.
- 7) **To be all ears-** to listen carefully and attentively
Himani is all ears to the latest announcement.
- 8) **To be one's own man-** to take one's own decisions
An honest man is always his own man.
- 9) **To be indebted to-** to be grateful
Arman is indebted to his friend to get him out of a difficult situation.
- 10) **To be at one's wit's end-** to be confused
Radhika was at her wit's end when she lost her wallet.
- 11) **To be foiled in-** to be unsuccessful in
Raman was foiled in his attempt to cross the river.
- 12) **To be exonerated from-** to be freed from
Shami is exonerated from crime.
- 13) **To be cocksure-** to be very sure
Aman is cocksure to excel in the examination.
- 14) **To have finger in the pie-** to interfere in other's matter
Clever people have a habit of having their fingers in everybody's pie.
- 15) **Byfar-** unquestionably
APJ Abdul Kalam was by far the most honest President of India.
- 16) **Law abiding-** following the laws
People in Europe are law abiding citizens.
- 17) **Put on a long face-** to look unhappy and serious
She had put on a long face after the results.

- 18) **With an eye to something**- with a special interest and aim
Corporates give aid to banks with an eye to self-interest
- 19) **Yellow livered**- cowardly
A yellow livered person has no guts to speak in public.
- 20) **Elixir of life**- a drug for long healthy life
Green tea with herbs is the elixir of life.
- 21) **To be at odds with someone**- to disagree
BJP is at odds with the Congress Party
- 22) **Pull through**- survive in difficult situation
Seema managed to pull through two surgeries.
- 23) **A fire in one's belly**- to be enthusiastic
Many social workers have fire in their belly to make changes in the society.
- 24) **To cover one's track**- to hide evidence
The murderer returned to the crime scene to cover his track.
- 25) **Bring about**- to make it happen
UNO tries to bring about peace in the world.
- 26) **To pine for**- to grieve for
Many influencers pine for social media publicity.
- 27) **Deep seated**- established some time ago
Reshab has deep seated animosity for his boss.
- 28) **Dirt cheap**- very cheap
Food was never dirt cheap for a poor.
- 29) **All the rage**- very popular
Sarees are all the rage in festive season.
- 30) **Break of day**- in the early morning
Riya arrived at my home at the break of day.
- 31) **Wheels within wheels**- complications within complications
Sushant Singh Rajput murder case had wheels within wheels.
- 32) **Teething troubles**- problems in early stage
Every start-up had to face teething troubles.
- 33) **A trump card**- an important possession.
He kept his trump card hidden till the end.

34) **In full swing**- in full operation

The factories are working in full swing to meet the demands of the customers.

35) **On patrol**- on security watch

The police was on patrol to avoid any criminal activity in the area.

36) **Twinkling of an eye**- in no time

The bullet hit the target in twinkling of an eye.

37) **A gravy train**- easy way to make money

These days selling drugs is a gravy train.

38) **The icing on the cake**- additional good happening

To be in the core committee of ruling party is icing on the cake.

39) **A slow coach**- a lazy person

A slow coach is not able to make in a long race.

40) **Without rhyme and reason**- meaningless

The speech made by the minister was without rhyme and reason.

Check your Progress

Underline the phrase in the following sentences

1. Every start-up had to face teething troubles.
2. The police was on patrol to avoid any criminal activity in the area.
3. Clever people have a habit of having their fingers in everybody's pie.

9.2.3 Importance of Phrases:

Every language has its own idioms and expression and it must be noted that English language has plenty of phrases that are useful for efficient communication. Idioms are words or phrases that aren't meant to be taken literally and usually have a cultural meaning behind them. Most of the English idioms you hear are offering advices but also contain some underlying principles and values. You have probably heard some of them, especially in TV-shows and movies, and wondered why you can't understand these idioms even though you fully understand the words. To learn English idioms and expression it can take some time but there are some of them that are more popular than others and will come handy if you know them. When you learn English idioms and phrases you will sound more confident especially when you speak with

native English speakers. If you can't understand idioms you will not be able to understand the context. That is why we have gathered some of the most common English phrases with an intention that you will understand the true meaning of them.

English language is unique and unpredictable and the most part of the language is made of phrases. To create fluency in language, one needs to eventually make it work by itself. Moreover one's speaking ability is concern for various human skills, remarkably memorisation of phrases. Phrases hold a special place in the language. It enhances vocabulary which is not so much improved by reading, writing or listening. Besides, common vocabulary, common phrases are one of the most important factors that decide whether or not you can speak a new language well in the short period of time. If you want to improve your English speaking quickly, you must learn the way native speakers speak, learn the phrases they often use.

The more of the language you learn, the less it will make sense to learn single words - you will be learning synonyms, so you need to be sure of the context of every word you learn. So, phrases and combinations should be learned by all possible means.

9.2.4 Lets Sum Up:

Dear learners, by now you must have got a good hold on the common phrases used in English language and how to use them in sentence building. It is only through practice and more reading that you will be able to have a command over the language. The more you read, the more comfortable you will be in deciding the right phrase and using it in a proper manner in a sentence. Now let's move to exam-oriented questions for its better understanding.

Exercises

1. Identify the type of phrases in the following sentences.

- i) Yesterday, we met *in the park*.
- ii) I hope *to win the first prize*.
- iii) The boy denied *stealing the money*.
- iv) The match will start *after the lunch break*.
- v) They *were playing cricket*.
- vi) Mohan *is taking his child to school*.
- vii) Rishika *is a well-behaved girl*.
- viii) Ahmad works *very fast*.
- ix) *Reading books* is a good habit.

x) Everybody *applauded for him*.

2. Make appropriate sentences using the phrases given below:

- i) A man of action
- ii) The rising generation
- iii) To burst into
- iv) To move away
- v) To drop into slumber
- vi) To give currency to
- vii) An open letter
- viii) To shrug off
- ix) Bring to bear
- x) Hard pressed

3. Write the meaning of the phrases and make sentences using the phrases given below:

- i) Cut out
- ii) Look on
- iii) Set off
- iv) Turn in
- v) Put through
- vi) Keep up with
- vii) Get through
- viii) Do up
- ix) Come across
- x) Turn up

9.3 Learning Outcomes

By the end of this chapter a learner will learn following things:

- The usage of common phrases in English language.
- This chapter can enhance the language learning ability of the student especially for those who learn English as their second language.
- Students will understand elements used in English language.
- They will know the meanings of English phrases.
- Students will grasp basic communication skills.

- Their perspective on using phrases will improve.
- Students will know how to communicate in written and oral form by using phrases.
- Students will develop creativity in their communication skills.

9.4 Glossary

Linguist: An expert of many languages

Linguistics: The scientific study of language

Correlated: Linked, connected

Acquaint: Familiarise

Combination: Made of multiple things

Modify: To change

Communicate: Talk, transfer

Common: Frequently used

9.5 Sample Questions

9.5.1 Objective Questions:

Identify the various phrases in the following sentences

- 1 We like to watch romantic movies.
 - (a) We like
 - (b) To watch
 - (c) None
 - (d) Both
- 2 Shivay is eating a banana.
 - (a) Shivay is
 - (b) Eating a banana
 - (c) Both
 - (d) None
- 3 She bought a necklace made of gold.

- (a) She bought
 - (b) A necklace
 - (c) Both
 - (d) None
- 4 Seema ran with a great speed.
- (a) Seema ran
 - (b) Great speed
 - (c) Both
 - (d) None
- 5 She sat in the room.
- (a) She sat
 - (b) In the room
 - (c) Both
 - (d) None
- 6 She enjoys *to play* the music.
- (a) She enjoys
 - (b) To play
 - (c) Both
 - (d) None
- 7 *Getting* up late is a bad habit.
- (a) Getting up
 - (b) Bad habit
 - (c) Both
 - (d) None
- 8 *The insect, a caterpillar,* is crawling across the garden.
- (a) A caterpillar
 - (b) The Insect
 - (c) Both
 - (d) None
- 9 The boy watched, his hands shivering in the cold.
- (a) The boy watched
 - (b) Shivering in the cold

- (c) Both
 - (d) None
- 10 A sleeping dog.
- (a) A sleeping dog
 - (b) Dog
 - (c) Both
 - (d) None

9.5.2 Short Answer Questions:

1. Write a brief note on the Importance of Phrases?
2. Define a Phrases?
3. Define Appositive phrase?
4. How do you identify participial phrase in a sentence?
5. What is a Noun Phrase?

9.5.3 Long Answer Questions:

1. What are various types of phrases? Discuss them in detail.
2. How would you speak phrases fluently? Give some examples based on your day to day life?
3. Differentiate between Prepositional phrase and Adverb phrase with some examples?

9.6 Suggested Readings

1. Attarde, I.P.. *Handbook of Idioms & Phrases*. Pentagon Press, 2006.
2. Downing, Angela, and Philip Locke. *English Grammar*. Routledge, 2006.
3. Lal, Mehak. *Principles Guide to English Grammar*. Rajat Publications, 2011.
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Unit - 10: English Idioms

Structure

10.0 Introduction

10.1 Objectives

10.2 Idioms

10.2.1 Expressions and Idioms

10.2.2 Types of Idioms

10.2.3 Analysis of the Meaning

10.2.4 Classification of Idioms on basis of Environment

10.2.5 Importance of Idioms

10.3 Learning Outcomes

10.4 Glossary

10.5 Sample Questions

10.6 Suggested Readings

10.0 Introduction

Dear readers, we live in a world where almost 6000 languages are spoken across the globe. Therefore, to know the variety of languages is interesting. We all know that the differences and similarities can really help us enlighten the topic of language. This modern world of science and technology has helped us advance in every aspect of life. The truth is that we want to be polished in every sphere of life; therefore, we want language part to be fine and expressive too. We want to be apt and precise in our expression, but how do we do that! We can do so by using idioms and phrases to convey our message in an effective manner.

10.1 Objectives

This unit have following objectives for the students:

This unit aims to provide an understanding of idioms. Moreover, it also provides an insight into various types of idioms. The unit will further explore the usage and expression of idioms, their linguistic composition and finally the importance of idioms. The purpose is to famalrise students with idiomatic expression and their usage.

10.2 Idioms

Idiom is simply a group of words which has special meaning that is different from the meaning of the separate words comprising it. In other words, it means an expression that doesn't mean exactly what the words say. *Webster's Dictionary* defines an idiom as "an expression whose meaning cannot be predicted from the usual meaning of its constituents."

Idioms play an important role in our social life. As idiomatic expressions are frequently used both in spoken and written language, they play an important role in vocabulary acquisition and language learning. In this unit, we will explore idioms with a focus on **denotative** versus **connotative** or the **metaphorical** translation or interpretation. 'Denotative' means the literal meaning while 'Connotative' refers to the hidden meaning or the meaning beyond the apparent or surface one. Let's understand it through certain illustrations. We shall start with the following examples:

At a stone's throw

Our university is **at a stone's throw** from the market.

Now read this idiom in the following sentence.

At an arm's length

Samiya doesn't trust her friend, therefore, she keeps her **at an arm's length**.

What is the first impression that you get after you read the two highlighted idioms in the above sentences. Do you think that the university is near or close to the market? Do you think Samiya kept her friend close or far away?

Now let's understand the connotative meaning of both the idioms. When you say **at a stone's throw**, apparently it looks this might mean "**far away**" because we create impression that we can throw stone with our power to the farthest place and that is where the sense of 'far away' comes to our mind. No absolutely not, it is in fact the other way round or vice versa, **at a stone's throw** means living very '**near to the place**.' So when we say, "Our university is at a stone's throw from the market", we actually mean to say that it is near to the market or very close to the market.

Similarly when you say "**at an arm's length**" we don't mean the close proximity of arm with body. It means to maintain distance from a particular person or place, not going close to that object. Therefore, when we say "Samiya doesn't trust her friend, therefore, she kept her **at an**

arm's length," it means, Samiya distanced herself from her friend. She felt unwise in resting her faith on her friend.

Dear readers, therefore, the connotation of the idiom "**at a stone's throw**" means **being very close** and "**at an arm's length**" means **keeping oneself away from something**.

Self Assessment Test

1. Write a short note on connotative meaning of the phrase?

2. What do you mean by denotative meaning of the phrase?

Likewise we have so many examples which apparently mean something but they connote a different meaning. Look at some of the examples below:

(i) **an early bird** (someone who gets up early in the morning)

My mother has been an early bird all her life.

(ii) **snake in the grass** (a hidden enemy)

She is a snake in the grass; while pretending to be your friend, she was defaming you behind your back.

(iii) **hold your horses**(be tolerant)

In order to control your anger hold your horses.

(iv) **in the same boat** (same position)

At the end of the day we are all in the same boat.

(v) **loose cannon** (unpredictable)

Mr. Peter is a loose cannon.

(vi) **overhead and ears** (deeply plunged)

He is over head and ears in love with her.

Check your Progress:

1. What is an Idiom?
2. What does *snake in the grass* mean?

10.2.1 Expression of Idioms:

Language is strictly knotted with culture. It serves as an instrument to express our perspectives, opinions, feeling, ideas or share information. Is it possible to communicate or express meaning without Idiom? Well, maybe, but the probability of channels is very less. According to S. J. Verneer, “Language is an intrinsic part of culture.” Here in this unit we will try to analyze some of the expressions and see what variety of idioms can convey their meaning. We shall also look how the same idioms are used differently across different cultures. Here is the list of the expressions.

1. Completing an action at the present time can help avoid future trouble
2. Solve two problems with one solution
3. Perform an action too quickly
4. Suddenly
5. Looking for the answer in the wrong place
6. A great invention
7. The full extent; the whole thing
8. Be skeptical of something
9. Very happy
10. Feel sick
11. An action involving more than one person
12. Tell a secret
13. Agree about something
14. It is your turn
15. Does not happen often
16. That’s easy

Expression 1 “Completing an action at the present time can help avoid future trouble.”

This idea is expressed in English with the idiom, “**A stich in time saves nine.**” Interestingly this idiom yields different expression in *Korean* and *Chinese* languages, both of these languages contain metaphors that are based on agriculture. For example in *Korean* expression it is used like: “**What can be stopped with a short hoe must be done with a shovel later**” while the *Chinese* expression is: “**If you don’t repair the small hole, you will suffer on a big hole**”

Expression 2 “Solve two problems with one solution”

This statement can be expressed with the idiom: “**Kill two birds with one stone**”

Expression 3 “Perform an action too quickly”

The English idiom that is used to convey the meaning of the above statement is: “**Jump the gun.**” However, this expression with an intention to convey the same meaning stands out in *Arabic* and *Thai* with a focus on ‘Violence’. In *Arabic* it refers to a rocket while in *Thai* it refers to a knife.’

Expression 4 “Suddenly”

In English this expression is conveyed through the idiom, “**At the drop of a hat**” Amusingly in *Korean* and *Thai* the idioms that are used in these two languages have to do something with ‘eye’. The *Korean* idiom expression for ‘suddenly’ is “**in the blink of an eye.**” Thai say “**in a matter of flash.**”

Expression 5 “Looking for the answer in the wrong place”

In English the idiom that is used to express this statement is “**Barking up the wrong tree.**” The expression points towards asking a blacksmith to treat a cancer patient. This is not a suitable job for blacksmith. This expression tells us about the manual labour.

Expression 6 “A great invention”

We use the idiom “**Best thing since sliced bread**” to convey the meaning of this idea. The example used in the English idiom points to a common household food, rather than something unique. However, in *German* the same idea is conveyed with the idiom “**that is yoke from the egg.**” This expression refers to something better than an ordinary or a common thing or simply a new innovation.

Expression 7 “The full extent; the whole thing”

In English the idiom “**the whole nine yards**” conveys this meaning. However, in *Arabic*, the expression is violent. The phrase “**the killing level**” is used.

Expression 8 “Be skeptical of something”

The English expression that is used to convey the meaning of the above statement is “**Take it with a grain of salt.**” The idioms used to convey this meaning across languages vary in interesting ways. The *German* idiom refers to **feeling for a fake tooth**; The *Korean* expression involves a **street pharmacy**. The *Arabic* phrase involves **prioritizing safety over danger**.

Expression 9 “Very happy”

The idea in English is generally expressed through the idiom “**On cloud nine.**” It is suggestive of universal happiness. One of the *Chinese* idioms used to express this sense of happiness is “**Dancing with hands and feet.**” This idiom creates a visual impression on the mind of the readers.

Expression 10 “Feel sick”

The English idiom “**Feel under the weather**” refers to this idea.

Expression 11 “An action involving more than one person”

This idea is expressed differently in different cultures. In English we say “**It takes two to tango**” while as *Nepali*, *Chinese* and *Korean* say it with the reference to the act of “clapping.” The *Thai* expression is “**Water and Boat, Tiger and Forest.**”

Expression 12 “Tell a secret”

This concept is expressed in English as “**Let the cat out of the bag.**” In *Nepali*, the idiom refers to leaking water—an image that many people will quickly understand, depending on how they access water. Remember this expression is conveyed by another idiom “**Spill the beans**” which means to reveal the secret.

Expression 13 “Agree about something”

The idioms that are used to convey this idea focus on the importance of body across universal languages. In English, the idiom “**see eye to eye**” is used to convey the meaning of the above expression. In *Korean*, the idiom is “**heart to heart**”. In *Chinese*, the expression is, “**head is nodding, heart is admiring.**”

Expression 14 “It is your turn”

The idiom that generally conveys the idea of this expression is, “**the ball is in your court.**”

Expression 15 “Does not happen often”

We use **once in a blue moon** idiom to convey this expression.

Expression 16 “That’s easy”

The figurative expressions to convey this idea express variety, but almost all expressions refer to food. The English idiom used for this expression is “**That’s a piece of cake.**”

Check your Progress

1. What does the expression to **spill the beans** mean?
2. **Looking for the answer in the wrong place** is an expression which is _____ best _____ expressed _____ by _____ the idiom_____
3. The idea “**Completing an action at the present time can help avoid future trouble**” is expressed in English through which idiom_____

10.2.2 Types of Idioms:

English idioms play an important role in everyday conversation. In order to know about various idioms, Palmer in his book *Semantic: A New Outline* (1976) divided idioms into three types: phrasal verb, prepositional phrase and partial idiom.

Phrasal verb:

A phrasal verb is a verb that is made up of a main verb together with an adverb or a preposition, or both. Basically their meaning is not apparent from the meanings of the individual words themselves. e.g Muneer always **looks down** on Saba. (Looks down does not mean to look down someone from the top of something to anything or anyone which is below you. It means that you think you are better than the other person).

Phrasal verbs are transitive (they have an object) as well as intransitive (they lack an object). For Example:

When the phone is opened, it **sets off** an alarm. (Transitive)

The Panchayat was **called upon** to resolve the fight. (Transitive)

She **broke up** two years ago. (Intransitive)

She **pulled up** outside. (intransitive)

Phrasal verbs are generally stressed. e.g He took the **hat off** or The airplane **took off**. Phrasal verbs are also often separated by nouns and pronouns. For example, put your coat on.

Prepositional verb:

A prepositional verb is a group of multi-words that combines a verb and a preposition to make a new verb with a clear meaning or a prepositional verb is a verb that is followed by a preposition. Some common examples are '**look after**' which means **care**, '**go for**' which means **attack** and '**worry about**' which means to **feel concerned** about someone or something. Other examples are: 'He is waiting for her.' 'She is suffering from cold.' Prepositional verbs cannot stand uniquely; they need to be followed by a complete sentence. Prepositional verbs are generally transitive. They have an object. Prepositional verbs are generally unstressed e.g. 'We knocked on the door.' Prepositional verbs cannot be separated. The two words must remain together. Prepositional verbs must have an object in the sentence.

Few examples are:

She is **looking at** the star.

He is **suffering from** fever.

Partial idiom:

Partial idiom is an idiom in which one of the words has its common meaning; the other has a meaning that is unusual to the specific sequence.

For example 'in black shoes' which refers to shoes, but not shoes that is Black in strict color terms. Other examples are 'scarlet women', 'hard time', 'the cold chill of winter', 'sparkling eyes', 'storm soaked in her eyes'.

Check you Progress

1. What is a phrasal verb?
2. What is a partial idiom?

10.2.3 Analysis of the Meaning: On the basis of analysis of meaning of idioms, idioms are classified as: Conceptual meaning, Connotative meaning, Affective meaning, Reflective meaning, Collocative meaning, and Thematic meaning.

Conceptual Meaning:

The Conceptual meaning or ‘explicit’ or ‘cognitive’ meaning is defined to be the fundamental factor in linguistic communication. Conceptual meaning deals with the essence or meaning of expression. It is the denotative or literal meaning. It is essential for the operative language.

For example, “flute” may be “thick”, “musical” “hollow” or “instrument”. Basically, the conceptual meaning is the base for all the other types of meaning.

There are many expressions that could be understood as conceptual meaning. They are: check into, waiting for, fall in, swing around, laying on, pop in and look in.

Affective Meaning:

Affective meaning is a form of meaning which can indicate the subjective feelings of the speakers, including his cognition to the listener, or his attitude to something he is addressing. For example, ‘You’re a brutal dictator and you have a perverted sense of loyalty, and I condemn you for it!’ This example shows the feeling of the speaker.

Connotative Meaning:

It simply signifies a suggestive or secondary meaning in addition to the primary meaning. Connotative meaning is defined as an expressive value. It is something that goes beyond simple referent of a word and points at its characteristics in the real world. Thus purely conceptual content of ‘man’ is human, male, adult but the psychological connotations could be ‘gregarious’, ‘having paternal instinct’ or typical attributes of manhood such as ‘taciturnity’, ‘intellectual’, ‘pant shirt wearing’ etc. Connotative meaning is the most common type of meaning, since most idioms cannot be figured by looking up the literal meaning, for example, a fantasy boy, it fell between chairs, to blow little ducks, etc.

Reflective Meaning:

It can be defined to convey contemplated thoughts about something or you can say to give careful attention on something. For example:

In the book, he reflects on his long career and offers advice for young writers.

The tree was perfectly reflected in the crystal clear pond.

He reflected on his country's role in history.

Self Assessment Test

1. Write a short note on the analysis of the phrases in your own words.

Collocative Meaning:

Collocation can be defined as an arrangement of words which overlap more than expected by chance. Collocations enforce restraint on how words can be used together.

Example: In English you say 'heavy weight'. It would not be normal to say 'big weight'. Another example is 'strong wind'. It would not be normal to say 'weak wind'.

Thematic Meaning:

It can be understood as a way of communication in which message is conveyed or organized in an order such as:

The young woman donated the blood voluntarily.

The blood was donated by a young woman voluntarily.

Check your progress

1. What is thematic meaning of an Idiom?
2. What is Collocative meaning of an Idiom?

10.2.4 Classification of the Idioms on the basis of Environment:

Vijayalakshmi in 1998 made an effort to classify idioms, based on their subject of use in the following:

Social relations: are defined as those which work through a person in relation with his family, experiences, feelings, etc. For example: **Been through the wars.**

Geographical: are defined as those, which are related with nature. For example: **Clear the air.**

Literature: are defined as those that are based on the heroic poems, literary texts, historical characters, fiction, culture etc. For example: **The World is my Oyster** from Shakespeare's play *The Merry Wives of Windsor*.

Proverbial: Some proverbs are used on a great extent, the shorter portion of it is used as an idiom. These are specifically called as Proverbial Idioms. For example, **A dog is a man's best friend.**

Analogical Idioms: Some idioms are produced analogically that means two different things are compared to each other. For example, **He is drowning in work.**

Parody Idioms: These idioms are primarily used in journalism, which are then adapted according to the context. This is done to get the attention of the readers. For example, **A laughing stock.**

10.2.5 Importance of Idioms:

Every language has idioms. One can choose either to use or to exclude them. Since the use of idioms is not necessary and their structure is complicated, they hold a special place in the language. They show a mentality which represents a great stock by worldly success and wisdom. Few of them have a relation to things virtuous or sacred. Most are of great historic period and venerate not only words, which have now become disused, but also holds the knowledge of life. As idioms are affected by the culture, learning idioms can lead to different level of imagination of that culture and fluency of language. Idioms also establish connections between native speakers and non-native speakers. It can improve various aspects of education. Students can easily tackle language of different countries.

Self Assessment Test

Mention five common phrases that are used in our daily conversation and use them in your sentences.

- 1 _____
- 2 _____
- 3 _____

4

5

10.3 Learning Outcomes

In this unit we discussed the types, expression and importance of idioms and how they are used. By the end of this unit, students will be able to understand the difference between literal and figurative meaning. It leads students to develop an extensive list of ‘new words’ so that the vocabulary of learner gets better. By the end of this unit, students will be able to use these idioms to make their point in a candid way without explaining a lot. This unit will certainly help to develop the habit of using idioms properly and effectively. It will help students to attain fluency in language, so that the person sounds natural.

10.4 Glossary

Figurative: Imaginative meaning

Metaphorical: Expressing one thing in terms of other or non-literal

Lexical: Relating to words or dictionaries

Acquisition: Assuming or acquiring something

Linguistic: Scientific study of language or related to language

Fabricate: Invent or construct

Solely: Alone

Gregarious: To form a group with others of same species

Taciturnity: People who don't talk much or reserved people

Intellectual: A person who has creative mind or are wise

Virtuous: Moral or pious

Colligation: Conjunction or union

Venerate: Respect or value

Tackle: Deal or accept as challenge

Fluency: Smoothness or skilfulness in writing or speaking

Effectively: Done in a powerful manner

10.5 Sample Questions

10.5.1 Objective Questions:

1. Select the alternative which is closer to meaning of given idiom?

‘The world is my oyster’

- (a) World is full of possibilities.
- (b) World is full of difficulties.
- (c) World is full of second chances.
- (d) World is full of praises.

2. Idiom is derived from which *French* word?

- (a) *Idiome*
- (b) *Idiomat*
- (c) *Idioma*
- (d) *Idiomi*

3. ‘Snake in the grass’ means?

- (a) Hidden enemy
- (b) Hidden snake
- (c) Dangerous
- (d) Hidden animal

4. What does the phrase *look after* mean?

- (a) To run away
- (b) To take care
- (c) To plead
- (d) To provoke

5. Which idiom expresses the idea of “Feel Sick”

- (a) Wet behind the ears

- (b) A narrow escape
 - (c) Feel under the weather
 - (d) None of the above
6. According to Palmer how many types of idioms are there.
- (a) 2
 - (b) 3
 - (c) 4
 - (d) 5
7. The Panchayat was **called upon** to resolve the fight, the bold phrase in the sentence means?
- (a) Summoned
 - (b) Cancelled
 - (c) Postponed
 - (d) None of the above
8. The idiom “At the drop of a hat” means
- (a) To do something without thinking
 - (b) To concentrate on something
 - (c) To shout at someone
 - (d) None of the above
9. If I have to say ‘I am very happy’; which idiom, discussed in the unit, possibly fits the expression?
- (a) On cloud 9
 - (b) Razor ‘s edge
 - (c) Narrow escape
 - (d) None
10. Which idiomatic expression means dearest person
- (a) Apple of my eyes
 - (b) Apple of discord
 - (c) None
 - (d) Both

10.5.2 Short Answer Questions:

1. What is an idiom?
2. Why are idioms important for conversation?
3. Mention at the least five idioms that you have learned from this unit.
4. What are the various types of idioms?
5. Write five idioms based on fruits.

10.5.3 Long Answer Questions:

- 1 What are idioms? On what basis can idioms be classified?
- 2 Write a brief note on “Conceptual, Connotative and Reflective” meaning of idioms?
- 3 Take any ten idioms that you have learned from the unit and use them in your own sentences.

10.6 Suggested Readings

1. Fromkin.V and Rodman.R. *An Introduction to Language*. New York: Rineheart and Winston, 1974.
2. Gimson, A.C. *An Introduction to the Pronunciation of English*. Edward Arnold, 1989.
3. Greenbaun, S. *The Oxford English Grammar*. Oxford: Oxford University Press, 1966.
4. Kenworthy, Joanne. *Teaching English Pronunciation*. Longman, 1988.

Unit - 11: Confusing Words

Structure

11.0 Introduction

11.1 Objectives

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11.2.1 Homophones

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11.6 Suggested Readings

11.0 Introduction

Dear readers, we know that the essence of any language comes from its vocabulary. Words constitute the core element of English language. Some English words create confusion among the writers because these words share same sound or meaning, or even spelling with another word. These words are commonly known as confusing words. The precise meaning of each word must be understood to convey the intended meaning. The tone of the meaning of a word changes from one context to another. Students may mistake one tone of meaning for the other which leads to disharmony between the intended meaning and actual idea. We need to understand words in a systematic way and their origin, expansion, and other functions. You need to make sure that the word is the similar one that has the meaning you intended, so as not to confuse the reader.

A word has both form and function. In speech communication, the sound plays the role of a form while in writing its form is spelling.

Self Assessment Test

1. Discuss in your words why English language is important.

11.1 Objectives

This unit has the following objectives for the learners:

- Realise the importance of precise meaning
- Recognise the correct spelling
- Understand the difference of words, usage in its form and function.
- Enrich their vocabulary for practical use.
- Deciding on suitable English vocabulary

11.2 Confusing Words

These word sets can be of great confusion. Let's start with the basics.

The words which sound almost similar but vary in spelling and meanings are called **homophones**.

A **homonym** is a word that has same spelling and sound but differs only in meaning.

A **homograph** is a word that has the same spelling as of another word but has a different sound and a meaning:

Lets understand them in detail through some example given in the respective tables.

In fact, it is quite trickier to learn all these. Let's explore them in a lucid manner.

	Meaning	Spelling	Pronunciation	Example
Homophones	X	X	✓	I/eye
Homonyms	X	✓	✓	Gum/gum
Homographs	X	✓	X	Object/object

11.2.1 Homonyms:

Word	Meaning	Example
Cricket (n)	A game	Cricket is an outdoor game.
Cricket (n)	An insect	Cricket's sound is too annoying.
Bar (n)	A rod	He won a gold bar in the lottery.
Bar (v)	To prevent something	He was barred from entering into the examination hall.
Cross (n)	A mark formed by two intersecting lines	A cross is considered as religious symbol for Christians.
Cross (v)	Going across/beyond	She is crossing her limits.
Fare (n)	Travel cost	It charged double fare because of pandemic.
Fear (n)	Afraid of something	He is afraid of crackers.
Light(adj.)	Something gentle	Mr.Rao always lightens his customers whosever comes to get his counsel.
Light (n)	A source of illumination	The sunlight is always bright.
March (n)	Public event	They are planning a colossal march for Independence day.
March (n)	Third month of a year	Annual fest was conducted in March.
Part (n)	Not all but some portion of a thing	Part of my salmon fish isn't cooked well.
Part (n)	Separate piece	Mini pizza is divided into four parts.
Plant (n)	A living thing grows from the mother	Tulsi plant is considered as the greatest

	earth	herb in Ayurveda.
Plant (v)	To put something	He planted a farm house nearby his home.
Saw (n)	A cutting tool used for wood	A Woodcutter cut the tree with his silver saw.
Saw (v)	Past form of <i>see</i>	They saw a horrible accident on the MG road.
Lie (n)	To tell something which is not true	Adolescents often lie to their teachers.
Lie (v)	To relax in a supine position on bed	I was lying on the bed when you made a call.
Produce(n)	Agriculture/dairy/fresh produce	This year's rice produce has been enormous.
Produce(v)	Bring out something/result	CID investigation failed to produce any evidence.

11.2.2 Homophones:

Word	Meaning	Example
But (prep)	Indicates other thing apart	He is good at cricket but bad at football.
Butt (n)	The thicker end of some tool, a person's buttocks	Squats is a good exercise for butts.
Pain (n)	Unpleasant and uncomfortable sensation	She is suffering from tooth pain.
Pane (n)	A piece or section/side of something	Customers order food looking at a glass pane on which menu is inscribed.
Practice (n)	To get trained, engaged in work repeatedly to develop proficiency	I often practiced calligraphy for three hours every day.
Practise (v)	Able to perform	He practised artificial intelligence in UK but got settled in Mexico.
Allowed (v)	Permitted	Principal allowed him to write his exam after clearing the dues.
Aloud (v)	Clearly heard	She read her speech aloud in front of the

		audience.
Advice (n)	Recommending something politely	Her instructor gave her timely advice on the weightlifting training.
Advise (v)	Inform something formally	We advised her not to lift more than 50kgs.
Bored (adj.)	Feeling uninterested or tired of something	He is bored of his daily tasks of marketing.
Board (n)	A flat surface used for writing or to put some notice	My students write beautiful quotes on the board about life every day.
Cell (n)	A room in a prison, Basic unit of all living organisms	Researchers have found a new cell in combating covid-19.
Sell (v)	An act of giving and taking through money	He sold his Ferrari at a cheaper price which cost him to pay through his nose.
Maid (n)	A female servant	I hired a maid to look after my baby.
Made (v)	Past participle “make”	Our chef made world’s largest pizza to enter into the Guinness book of World Records.
Ascent (n)	A climb or walk to higher position	He began a long ascent to the Mt. Everest
Assent (v)	Approval	They want the PM’s assent on the bill
Peace (n)	Tranquillity	Meena wants peace in every sphere of life.
Piece (n)	A part of something	I have an important piece of work related to documentation tomorrow.
Stationary(adj.)	No movement	There are many stationary objects in the universe.
Stationery (n)	Office materials like books, files, pins etc.	Our University is providing stationery for new artists.

11.2.3 Homographs:

Word	Meaning	Example	Pronunciation
Wind (n)	Air currents	A gentle wind blew her hair into her face.	/wɪnd/
Wind (v)	To expose to the air or twine repeatedly some object	She winds her clock every morning.	/waɪnd/
Minute (n)	Related to time	I walk 20 minutes every day.	/'mɪn.ɪt/
Minute (adj.)	Tiny object or particles	Bacteria are minute organisms.	/(maɪ'nju:t)/
Live (n)	To have life/shelter	The US President lives in the Whitehouse.	/lɪv /
Live(adj.)	Real time performance	Bigboss is a live program.	[laɪv]
Present(n)	Related to present time	The waiter is present with the menu.	/'prezənt /
Present(adj.)(v)	To bring or offer ceremonially	He presented her his poetry book.	/prɪ'zɛnt/
Record(n)	A vinyl disc	Keep a record of your incurring life events.	/'rɛkərd /
Record (v)	note down	You may record this lecture.	/rɪ'kɔrd/
Project (n)	Assignment	Students are asked to complete their projects in the stipulated time.	/'prɒdʒekt/
Project (v)	Protrude	Radioactive waves project harmful radiation.	/prə'dʒɛkt /
Refill (n)	Top-up	The process of refilling will start next week.	/'rɪ, fɪl /
Refill (v)	Replenish	Librarian will bring an ink-bottle to refill your calligraphy pen when needed.	/'rɪ' fɪl /
Can (n)	A cylindrical box	Tuna fish are sold in cans.	/ kæn/

Can (v)	Ability	She can play baseball but not volleyball.	/ kæn/ Unstressed
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11.2.4 Puzzle Words:

As you know, there is a spelling variation that exists in different varieties of English. We mostly find this difference between British and American English. We can choose any one and be consistent with that when we are planning to write any document. Nowadays, our computer systems have got a spelling check feature based on different varieties of English like British, American etc. We can manually set that as per our desired spelling like British or American. You should bear this in mind that spell check does not mean grammar check. However, it is believed that American English has tried to simplify the spelling and pronunciation aspect of words.

Let's look at some of the example of British and American spelling variations:

Variation pattern	UK+ Irish spelling examples	US spelling examples	Remarks
Words with <i>-our/or</i>	colour, favour, labour, rumour	color, favor, labor, rumor	UK prefers <i>-or</i> form e.g. glamorous, Honorary
<i>-er/re</i>	centre, fibre, litre, metre, theatre	center, fiber, liter, meter, theatre	chapter, December, filter, letter, member, powder, proper, sober, disaster, diameter and tender are spelt same in US and UK
Verbs ending in <i>single l+suffix</i>	cancelling, travelling, fuelled, counsellor, modelled, marvellous	canceling, labeled, traveling, counselor, marvellous	Sometimes double <i>l</i> is found in both the variants. When you add <i>-ed, -er,</i> or <i>-y,</i> <i>l</i> is generally doubled in UK but before <i>-ish, -ism</i> and <i>-ist</i> it is not doubled
Nouns/ adj. with single or double <i>l</i>	fulfil, enrolment, instalment, wilful, skilful	fulfill, installment, enrollment, wilful	<i>Install</i> is acceptable in both US and UK
<i>-ogue/og</i>	analogue,	analog, catalog,	The <i>-gue</i> also exists in US

	catalogue, dialogue	dialog	
Verbs ending with <i>-ise/ize</i> and nouns with <i>isation/ization</i>	advertise, advise, devise, comprise, revise, promise, supervise, globalisation, colonisation, organisation, standardisation	emphasize, minimize, colonize, organize, globalization, colonization, organization, standardization	Verbs like advertise, advise, arise, comprise, despise, compromise, disguise, enterprise, exercise, surprise, incise, revise, improvise, apprise are same in both the variants
Verbs with <i>-yse/zye</i>	electrolyse, paralyse, hydrolyse, analyse	electrolyze, catalyse paralyze, hydrolyze, analyse	Verbs ending in <i>-yse</i> in UK are spelt as <i>-yze</i> in US Nouns analysis, catalysis and paralysis are spelt same in both the variants
<i>-ce/se</i>	defence, offence, pretence, practise(v), licence(n)	defense, offense, practice(v and n) license(v and n)	practice and licence are different in UK
Words with <i>-aeor-oe</i>	anaesthetic, oesophagus, orthopaedic, gynaecology	Anesthetic, esophagus, orthopedic, hemorrhage, gynecology	They all are of Greek origin and mostly occur in medical field.
Others	Aluminium, cheque, grey, programme, pyjamas, storey, tyre, plough	Aluminum, check, gray, program, pajamas, story (of a building), tire, plow	UK spelling check, curb, storey and tire have different meanings from cheque, kerb, storey and tyre.

Check your Progress:

1. How are homophones different from homographs?
2. Find out the whether highlighted words are homophones, homonyms or homographs
 - Men always wear belt on **waist** but do not **waste** a chance to grab anything_____
 - His **conduct** is very nice so he will **conduct** the entire meeting_____

11.2.5 Distinguished Words:

1. Empty/Vacant

Empty (adj.) not filled

e.g. An empty vessel makes much noise

Vacant (adj.) not occupied

e.g. The post of M.D. is vacant in our organisation.

2. Emigrant/Immigrant

Emigrant (n) One who goes away from the country

e.g. NiravModi is an emigrant from India.

Immigrant (n) One who comes into other country for settling

e.g. America has witnessed that their country is full of Indian Immigrants.

3. Farther/Further

Farther (adj.) distant

e.g. My home is farther from my office.

Further (adj.) – additional

e.g. Do you have any further questions on the topic?

4. Statue/Statute

Statue (n) an image carved from the stone or material

The Statue of Liberty attracts many tourists.

Statute (n) a law

e.g. A statute has been enacted to protect women's right.

5. Council/Counsel

Council (n) body of governance

e.g. The council of ministers has decided to hold a meeting tomorrow.

Counsel (n) guiding or advising properly

Indian ministers need counselling to work for the welfare of the people.

6. Compliment/Complement

Compliment (n) praise or admiration

I complimented her for her doctoral degree.

Complement (n) that which brings completion or perfection

The couple complemented the 50th wedding anniversary.

7. Imply/Infer

Imply (v)-to hint

e.g. He implied that he is not coming to the office tomorrow.

Infer (v) reasoning

e.g. She inferred that in 2021 there is a huge economic crisis in our country.

8. Adverse/Averse

Adverse (adj.)unfavourable conditions

e.g. Global warming has adverse effect on the climate conditions.

Averse (adj.) feeling away from the path

e.g. The staff is cautious and averse to taking risk in the new project.

9. Lightening/Lightning

Lightening (n) lowering/illuminating

Teachers always benefit students to lead successful and illuminating lives.

Lightning (n) accompanied with thunder

The sudden lightning made the pilot reconsider his impending journey.

10. Impinge/Infringe

Impinge (v) cause some restriction

e.g. Akshay's father has impinged on his riding a sports bike.

Infringe (v) violating law

e.g. Akshay has infringed traffic rules.

11. Urban/Urbane

Urban (adj.) relating to cities

Urbane (adj.) polite and confident

e.g. Mr.Rao was brought up in urban society so his mannerisms are urbane. One can blindly follow his path.

12. Veracious/Voracious

Veracious (adj.) habitually speaking the truth

e.g. Nobody believes her as her body language does not match with her words even though she appears veracious.

Voracious (adj.) eat/do anything in a considerable manner

e.g. Dr.Saeed is a voracious reader.

13. Continuous/Continuum

Continuous (adj.) to carry on work without any interruption

e.g. Climatic conditions are continuously getting unpredictable these days.

Continuum (n) consistent or grading things sequently of a particular kind

e.g. Include time continuum in the experiment column.

14. Facilitate/Felicitate

Facilitate (v) make something convenient

e.g. Vacuum cleaners have facilitated cleaning process at home

Felicitate (v) to congratulate

e.g. The members of the organisation held a ceremony to felicitate Dr. Abdul Kalam on his presidency.

15. Jealous/Zealous

Jealous (adj.) Envious

e.g. People who fail to prove themselves often get jealous of achievers.

Zealous (adj.) exhibiting enthusiasm

e.g. Mr. Suresh is a well-trained and zealous coach known for fitness training.

Conclusion:

A good knowledge of vocabulary is a prerequisite to enhance communication skills. Different shades of words develop our sense. Students are advised to have a correct knowledge and learn such words every day and implement it in their life.

11.2.6 Basic Rules of Spelling:

1. Place 'i' before 'e' except after 'c' and usually when it sounds like /a/

Believe (correct)

Beleive (incorrect)

However, you cannot use 'i' before 'e' in case the letter 'c' occurs before 'e'

Receive (correct)

Recieve (incorrect)

Or When it sounds like A

Neighbour (correct)

Nieghbour (correct)

It must be noted that there are always exceptions.

You may find words that have 'ie' even after c, e.g sufficient, ancient etc.

When to double the consonant:

Words ending with vowel + consonant, you can double the last consonant in some words. While in other words it is not doubled.

stop _____ stopped (doubled)

transmit _____ transmitting (doubled)

offer _____ offering (not doubled)

When to use '-us' or '-ous':

The simple thing to remember here is, if you are using nouns '-us' is required, but if you are using adjective then '-ous' is used.

virus, genius (Noun)

jealous, humorous, generous (Adjective)

Q is always followed by U:

Remember that we do not have words that start with 'q' and are not followed by 'u'. e.g. question, quest, query, quick etc.

11.3 Learning Outcomes

This unit offered a description of the words that are mostly confused. By the end of this unit, students can and will be able to identify the primary difference between words. Students will learn the rules of spelling the various confusing words. In addition to this, students will be able to use these words in the sentences to create desired or intended meaning.

11.4 Glossary

Disharmony: Disagreement

Veracious: Honest

Precise: Specific

Nuance: Tone

Intended: Proposed

Desired: Wished or longed for

Zealous: Enthusiastic

Confuse: Puzzle or perplex

Humorous: Funny

Compliment: Expressing praise

Emigrant: One who goes away from the country

Immigrant: One who comes into other country for settling

11.5 Sample Questions

11.5.1 Objective Questions:

1. _____ have similar pronunciation
 - (a) Homophones
 - (b) Homonyms

(c) Homographs

(d) All

2. _____ have different pronunciation

(a) Homophones

(b) Homonyms

(c) Homographs

(d) All

3. _____ have same meaning

(a) Homophones

(b) Homonyms

(c) Homographs

(d) All

4. Which of the following words is correctly spelled?

(a) Receive

(b) Receive

(c) Recceve

(d) None

5. Which of the following words is correctly spelled?

(a) Deceive

(b) Decieve

(c) Deceeeve

(d) None

Identify the parts of speech in the following words:

TajMahal

(a) Noun (b) Verb (c) Adjective (d) None

Drive

(a) Noun (b) Verb (c) Adjective (d) None

Beautiful

(a) Noun (b) Verb (c) Adjective (d) None

Use the following words in your own sentences:

1. Compliment
2. Counsel
3. Felicitate

11.5.2 Short Answer Questions:

1. What are homographs? Give examples.
2. What are homophones?
3. Define homonyms with examples?
4. Mention five commonly confused words.
5. What are the benefits of learning spelling rules?

11.5.3 Long Answer Questions:

1. Discuss some of the basic rules of spelling.
2. Why is learning of vocabulary important?
3. Take any ten words from the unit and use them in your own sentences.

11.6 Suggested Readings

1. Fromkin. V and Rodman .R.*An Introduction to Language*. New York: Rineheart and Winston, 1974.
2. Greenbaun, S. *The Oxford English Grammar*. Oxford: Oxford University Press, 1966.
3. Rao, K. Venugopal. *Techniques of Teaching English*. Hyderabad: Neelkamal Publications, 2011.
4. Quirk.R, et al. *A Comprehensive Grammar of English*. London: Longman press, 1985.

Unit - 12: Errors in Sentences

Structure

12.0 Introduction

12.1 Objectives

12.2 Errors in Sentence

12.2.1 Concord

12.2.2 Prepositional usage

12.2.3 Articles

12.3 Learning Outcomes

12.4 Glossary

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12.6 Suggested Readings

12.0 Introduction

To err is human; each one of us might have committed a mistake in life. We learn from mistakes and then try to rectify them. What are the stepping stones to success? One of the stepping stones is making mistakes and then trying to avoid them in the future. We should learn to overcome our own mistakes. Mistakes are accidental. English language is not as simple as it appears. It is a language which has many rules. Rules are important to learn. They are called building blocks of the English language.

Let us understand the difference between a mistake and an error. Mistakes are made unwillingly and it is where we do not pay much attention. Sometimes it is small and sometimes it creates blunders too, e.g. during an interview, you might forget to maintain eye contact with the interviewer which is really important. Though it's a minor mistake, it represents how honest you are while giving the answer. When there is no eye contact maintained properly, it reflects that you are not honest while replying.

Error is more formal than mistakes. Error is something when you do not follow norms. You go against it. It might be a grammatical error, mathematical error or incorrect formula, etc. It occurs when you lack knowledge.

People can make both errors and mistakes whereas technological equipment makes only errors. Errors are obvious and showing when you made them. Mistakes are not immediately noticed but will haunt you later, OH! OOPS! Or you would rather say AH! And then we may regret for committing these errors.

Mistake means you take a wrong turn on the road. You could not see it at the moment when you make them. An error indeed is obvious. Or can become obvious and you should have noticed it when you have made that error. Mistakes are also referred to as slips. It occurs when we are not aware of the rules.

Sometimes the writer keeps writing thinking whatever he is writing is correct, even though there is haunting that an error might have occurred. You try to learn and gather something there. It is an error. And when you skip something or forget it completely that is a *lapse*.

12.1 Objectives

This unit will have following objectives for students:

- To introduce grammatical concepts in a simple and lucid way.
- To help them identify errors in a sentence.
- To make the student learn the proper usage of articles, prepositions or any other grammatical unit.
- To familiarise students with some basic grammatical rules.
- To enable the students write error free sentences

12.2 Errors in Sentence

Every language has its pitfalls. English is no exception. Every writer and speaker is vulnerable. The best protection is becoming aware about your own shortcomings and learning how to control constructions that give you trouble. If you constantly have such trouble, make sure you ask yourself “who is the agent?” “Who is the receiver?” “Who is the doer?” This will help you to form an understanding about the concord.

The verb must agree with the grammatical subject of the sentence in number and person. The grammatical subject may be singular at times and plural also.

Let us first understand the basic rules of agreement between subject and the verb; it is called concord.

12.2.1 Concord:

The word concord is derived from the Latin for agreement. When applied to English grammar, the term is defined as the grammatical agreement between two words in a sentence. Some linguists use the terms concord and agreement interchangeably, although traditionally, concord is used in reference to the proper relationship between adjectives and the nouns they modify, while agreement refers to the proper relationship between verbs and their subjects or objects.

In grammar, concord refers to the way that a word has a form appropriate to the number or gender of the noun or pronoun it relates to. For example, in 'She hates it', there is concord between the singular form of the verb and the singular pronoun 'she'.

Let us learn some of the rules of concord:

Rule -1

A Subject or a pronoun must agree with its verb. To be clear here, we must remember singular subjects take singular verbs and whereas plural takes plural verbs. This is the thumb rule.

The *list* of items is too long. (Singular)

The *lists* of items are too long. (Plural)

You *were* quite friendly even to your enemies. (You always require a plural verb)

He *plays* badminton but not cricket.

They *play* badminton but not cricket. (by adding 's' to a verb we make it a singular verb but 's' when added to a noun we make it plural)

Rule-2

When plural subjects are joined by 'and' it follows with a plural verb.

Azhar, Wasim and Shoibare going to the library.

Her purse and my wallet *were* stolen yesterday.

Almonds, raisins and milk *is* our favorite snack. (Note: as we are referring to the same thing so the singular verb has to apply)

Rule-3

If words like *neither nor*, *either or*, *not only*, *but also* are used in the sentence then the verb should be in accordance with the nearest subject.

Neither the wife nor her *brothers have* changed.

Neither wife's brothers nor *she has* changed.

Not only his father but also *his mother is* in his favor.

Either Anil's parents or *he is* going to come to the party tonight.

Rule-4

Nouns like *news*, *measles*, *mumps*, *physics*, *electronics*, *tactics*, *economics* which are singular in form are followed by singular verbs and plural verbs are required for plural nouns which could not be singular like *ashes*, *credentials*, *remains*, *premises*, *goods*, *etc.*

Electronics is the most challenging subject.

The *news is* spreading rapidly like a fire.

The *goods were* delivered yesterday.

Rule-5

A singular verb is used when the particular group acts as one group but plural when it is separately doing a task. *The audience has* applauded her performance.

The *police are* investigating the case. (We use *police* in both cases singular and plural)

Rule-6

Words relating to *period of time*, *amount of money*, or *quantities*, use singular verbs and use a plural verb when followed with *plural noun + of*

Two hundred rupees is too much for one kg onion.

The number *of staff is* considerably small.

The majority of people have died in the pandemic.

Rule-7

A singular verb 'be' is chosen with the expression *one of them* and plural if it has *one of those who* or *one of the things that*

One of my friends has been fired from a company.

My father *was one of those* righteous leaders who worked for the people's welfare.

One of the things that I often forget are my keys.

Rule-9

Nouns like *hair, issue, advice, information, furniture, poetry, scenery, business, land, luggage, machinery* take a singular verb.

Romantic poetry has plenty of similes.

Is there any information on the updated timetable?

Rule-10

Anybody, everybody, nobody, somebody, anything, everything, nothing, something, no one, nobody, everyone, someone, each, every, neither and *either* always followed by a singular verb.

Neither of my students is responsible for this unruly behavior.

Each one of you has got brilliant ideas.

Everyone is welcomed wholeheartedly in the college fest.

Check your Progress

1. What is an error? Give one example
2. What is a concord?
3. List any three concord rules with your own examples.

12.2.2 Prepositions:

The most confusing part after tenses in the English language is prepositions. No doubt, they are short and simple words but create great trouble for the writers or speakers when they do not know rules regarding it.

Prepositions are classes of words used with nouns or other words to form prepositional phrases.

While studying this chapter, you must illustrate as many as possible your own examples for each rule otherwise you may forget to implement it later.

Let us learn some more rules regarding it to improve our understanding about these basic grammatical concepts.

Rule-1

All, of

This is the most common mistake that often goes unnoticed. *All* should not be followed by *of* until it is accompanied by a pronoun.

All the students are requested to come to the library.

All of us are requested to come to the library.

Rule-2

Among, between

Do you know how to use them correctly? It often gets interchangeable, isn't it?

Use *among* when it means more than two but *between* when it is two.

He has distributed blankets *among* the needy.

What is the difference *between* a computer and a mobile phone?

Rule-3

At, in

Both prepositions are used when we are speaking about places. *At* is used for smaller and when we are relating it to nearby distance.

In is used for larger places that are often covered by boundaries.

I reached *at* Salarjung Museum.

They live *in* Indore.

Rule-4

In, into, in to

Have you spotted what makes *in to* different? Why is it spaced? Well, *in to* is a phrase, where *in* is not preposition but an adverb. *Into* is related to movement called as preposition of movement.

In means something is within.

My documents are *in* the hardbound file.

It is really scary sometimes when wives walk *into* the husband's office.

The cops went *in to* investigate the case

Rule-5

Beside, besides

Beside is used when we are saying about a position that is by the next side whereas *besides* means in addition to something.

She always sits *beside* me in the classroom.

Besides, he also writes poetry in his free time.

Rule-6

On , upon, up on

Upon is a phrase and an adverb. *Upon* is suitable in formal situation. *Upon* is also used as a preposition of movement.

The laptop is *on* my desk.

The contract was negated *upon* his death.

It is essential to move *up on* the next floor.

Rule-7

Words like *senior, junior, prior, superior, inferior, preferable* are followed by *to*. Do not use *than* with these words.

Raju Ram is *junior to* me in the college.

Peace is *preferable to* money.

My brother is *superior to* me in the office.

Rule-8

Some words are used in *-inform* along with prepositions like *abstain, confident, prohibit, refrain, succeed etc* and some words are not used with preposition *if* followed with the present form of the verb like *stop, remember, dislike, help, etc*.

Visitors are *prohibited from parking* their vehicles.

Stop writing as the time is up. (not to stop)

I remember meeting him last month. (Not remembering)

Rule-9

Since/from/for

From and *since* are used to talk about definite time, day, date, etc and *for* implies a period of time.

To indicate a point of time with present perfect or perfect continuous tense use *since or for*.

To indicate the point of time with all other tenses, use *from*.

He has been living in Mumbai since last week.

I haven't met him since a long period.

He will study for his CA exams from tomorrow.

Rule-10

Until, unless

Unless means condition and *until* refers to a time before.

I cannot appear for IELTS *unless* I undergo the training.

Until her husband won't come, she cannot cut the cake.

Check your Progress

1. What is a prepositional phrase?
2. List any two prepositional rules with an illustration.
3. Provide ten examples from the browsed list of important words that are followed by suitable prepositions.

12.2.3 Articles:

Articles form a larger group of words which are also called determiners. You allremember that there are two types in old English grammar, *a* and *an* are called **indefinite articles** and *the* is called **definite article**.

When do you use 'a' and 'an'?

English language is not spoken the way it is spelt. We use *an* before a singular countable noun that begins with a vowel sound.

E.g.an island, an apple, an axe, etc.

When singular countable noun begins with a consonant sound, we use *a*.

E.g.A fox, a house, etc.

Use of Indefinite Article

S.no	Uses of a/an	Example
1.	Countable singular noun	They live in a flat. I ate an ice-cream.

2.	Noun complement	My mother is a physiotherapist. There was an earthquake yesterday.
3.	Numbers, speed, price, frequency	I bought a dozen of bananas. I ride 60 kms in an hour.
4.	Quantity expressions referring to some objects	Could you bring me a cup of coffee? May I get a piece of paper to write an address?
5.	Singular countable nouns in exclamatory sentences	What a pity! Oh my gosh, it is such a long queue!
6.	Use before certain adjectives to change the meaning	A few, a little, a slight means to some extent. <i>He spent a little time with his younger brother.(sometimes)</i> Few, little means nearly nothing <i>He spent little time with his brother(no time)</i>

Below is the table explaining when indefinite articles are not required in the sentence.

S.no	Omission of Indefinite articles	Examples
1.	Before Plural nouns	Dogs are barking outside.
2.	Before uncountable nouns	Water is a basic need for all living beings.
3.	Names of meals	I had ravadosa in breakfast.
4.	Before material nouns	It is made up of silk.

The is called as definite article. It has got several uses.

S.no	Uses of <i>the</i>	Examples
1.	Denoting one of their kind	I lost the watch which was gifted to me by my parents.
2.	Unique objects, universe	The earth orbits on around the sun.
3.	Use it before superlatives	He is the best poet in my country.
4.	Use it before only one adjective	This is the only reason why I quit my previous job.
5.	Making a noun definite by adding clause	The man with a beard is our manager.

6.	Names of rivers, seas, group of islands, mountains,	The Ganges is a sacred river.
7.	Names of newspapers, religious books	<i>The Mahabharata</i> is the greatest epic of all times.
8.	Musical instruments	I got arrested for playing the piano at midnight.
9.	Parts of a day/ seasons	It is bitterly cold in the morning these days. I go trekking in the summer.
10.	Plural names of countries	The Netherlands, The United Kingdom, The United Arab of Emirates
11.	Surnames in Plural	The Birla's are the most decent family in Bangalore.
12.	Ordinals numbers	He has secured the second position in boxing.
13.	Adjectives that represent a class of person	The poor, The rich, The child, The younger
14.	Comparatives used with an adverb	The more you exercise the better you get in fitness.

Rules explaining when *the* is not required in table- 3.

S.no	When <i>the</i> is not required	Example
1.	Abstract nouns	He is so compassionate.
2.	Proper nouns	Hyderabad is a historical city.
3.	Names of meals	I had Russian salad in lunch.
4.	Material nouns	Gold prices are increasing day by day.
5.	Parts of body used with possessive pronouns	My legs start burning when I do hip crunches.
6.	Titles/ positions	King Lear's tragic story.
7.	When using expression like <i>all day, all night</i>	On 15 th November, it rained all night long in Hyderabad.
8.	Places used for primary purpose	Aziz went to hospital for check up.

Self Assessment Test

1. What are some of the rules for using articles. Mention at least five rules where we have to use articles.

Exercise:

I. In the following sentences, parts are numbered and underlined as 1, 2, 3 and 4. Identify the underlined part which has an error. NO ERROR will be numbered as '5'.

1. Even animals (1) has (2) their (3) own territory. (4) No error (5).
2. Neither our trainer (1) nor the team's captain (2) have ever (3) participated in this competition. (4) No error (5).
3. Are (1) there any news (2) about the (3) Covid vaccine? (4) No error (5).
4. One of the reasons (1) for (2) global warming (3) are polluted environment. (4) No error (5).
5. Most of the (1) building (2) in the city (3) is well designed. (4) No error (5)
6. Each of the 900 volunteers (1) were (2) carried (3) at least two garbage bags. (4) No error (5)
7. The government (1) are taking (2) measures to check (3) the population growth. (4) No error (5)
8. The power (1) which the machines (2) has given us (3) are not civilization (4) but aids to civilization. No error(5)
9. This year (1) marks the 75th anniversary (2) of one of the most portentous events (3) in the history of science. (4) No error (5)
10. The members of the (1) organization is (2) not going to (3) accept his proposal. (4) No error (5)

12.3 Learning Outcomes

After studying this unit, students are able to:

- Understand various rules of English grammar
- Identify correct sentences while formatting sentences

- Help students in attempting error type questions
- Understand the usage of indefinite and definite article
- Apply what they have learnt in their written and spoken communication.
- Students will be able locate the errors in a sentence.
- They will be able to write grammatically correct sentences after the completion of this unit.
- They will be able to use error free written communication in all important aspects of life.

12.4 Glossary

Concord: Agreement between subject and a verb

Indefinite pronoun: Anybody, everybody, nobody, somebody, anything, everything, nothing, something, no one, nobody, everyone, someone, each, every

Trekking: Go on a mountainous track

Interchangeable: Apparently identical

Compassionate: Passionate, loving

Countable: Which can be counted

Superior: Relating to elite class or elite of something

Prohibit: Stop, forbade something

Abstain: Refrain

Lapse: Failure

Communication: Act of exchanging/ sharing ideas/ thoughts/ feelings

Conversation: A talk between two or more people sharing sentiments/ opinions/ ideas.

Greetings: A polite and friendly expression a person do when he meets/ welcome someone.

Compliment: A statement of action that appreciates somebody to most- maximum possible amount

Advent: Arrival, with coming of something

Formats: The layout/presentation of a document

Snail: Mail-postal mail

Crux: The main point

Rapport: A close and harmonious relationship

12.5 Sample Questions

12.5.1 Objective Questions:

I. Correct the following sentences by using suitable verbs:

1. She _____ to school

- (a) Go
- (b) Goes
- (c) Come
- (d) None

2. Aamir _____ to a rich family

- (a) Belong
- (b) Belongs
- (c) From
- (d) None

II. Fill in the blanks using appropriate articles.

i. I am _____ youngest member in my family

- (a) a
- (b) an
- (c) the
- (d) None

ii. _____ TajMahal of Agra is _____ popular tourist spot in India.

- (a) a
- (b) an
- (c) the
- (d) None

iii. It runs 150 kms _____ hour

- (a) a
- (b) an
- (c) the
- (d) none

III Using the appropriate prepositions in the following sentences.

- i. I was stuck ___ traffic jam
(a) in (b) over (c) to (d) of
- ii. He gave me _____ wrong information.
(a) above (b) some (c) at (d) of
- iii. He was held responsible _____ the mistake.
(a) for (b) some (c) at (d) of
- iv. He died _____ heart attack
(a) for (b) some (c) at (d) of
- v. He is married _____katrina.
(a) for (b) to (c) at (d) of

12.5.2 Short Answer Questions:

1. What is a preposition?
2. List three prepositional rules with examples?
3. What is indefinite article?
4. Explain rules regarding omission of *the* in the sentences?
5. Choose a passage of 150 words from a writer of your choice. Examine ten sentences and identify the techniques used in it.

12.5.3 Long Answer Questions:

1. What is concord? List any five rules along with examples.
2. Why are rules important in any language?
3. Write an essay on a subject of your own choice in which you consciously experiment with language.

12.6 Suggested Readings

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Unit - 13: Sentence Structure

Structure

13.0 Introduction

13.1 Objectives

13.2 Sentence Construction

13.2.1 Kinds of Sentence

13.2.2 Structure

13.2.3 Writing Effective Sentences

13.2.4 Sentence Coherence

13.2.5 Common Connectives and their Function

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13.4 Glossary

13.5 Sample Questions

13.6 Suggested Readings

13.0 Introduction

Dear readers, in this unit we will be discussing about Sentence structure. We shall first try to understand what do we mean by Sentence? A sentence is an arrangement of words that provides proper meaning. A verb is the most significant element of a sentence. Every sentence starts with a capital letter and ends with a full stop, also known as period (.) or note of interrogation (?) or note of exclamation (!). Sometimes a single word can provide a complete sense and can become a sentence. *Merriam Webster* defines a sentence as, “a word, clause, or phrase or a group of clauses or phrases forming a syntactic unit which expresses an assertion, a question, a command, a wish, an exclamation, or the performance of an action, that in writing usually begins with a capital letter and concludes with an appropriate end punctuation, and that in speaking is distinguished by characteristic patterns of stress, pitch, and pauses.” Some of the examples of sentences are as below:

- (i) Amir plays cricket in the courtyard.
- (ii) Razaqat ate a pizza.
- (iii) My father is watching a movie.

- (iv) She completed the computer course.
- (v) William Blake wrote *Songs of Experience* in 1794.

Check your Progress

1. What is a sentence?
2. What are components of a sentence?

13.1 Objectives

This unit will help students:

- To know the structure of the sentence
- To know the components of the sentence
- To know the various types of sentences
- To know how to write effective sentences

13.2 Sentence Construction

To frame a sentence, a logical connection of words and a proper pattern is followed. Subject-verb agreement (concord) must be necessarily followed while drafting a sentence. A simple sentence is constructed by applying some of the structures mentioned below:

- (i) Subject is followed by a verb.

He plays.



Subject verb

I wrote.



Subject verb

Ishfaq jumped.

↓ ↓
Subject verb

They play.
↓ ↓
Subject verb

‘He’, ‘I’, ‘Ishfaq’ and ‘they’ are subjects; ‘plays’, ‘wrote’, ‘jumped’ and ‘play’ are verbs.

(ii) Subject is followed by a verb and an object.

Iqbal sent a letter.
↓ ↓ ↓
Subject verb object

Deepak wore a coat.
↓ ↓ ↓
Subject verb object

The boy kicked the football.
↓ ↓ ↓
Subject verb object

A stranger opened the door.
↓ ↓ ↓
Subject verb object

‘Imran’, ‘Deepak’, ‘the boy’ and ‘a stranger’ are subjects. While as ‘send’, ‘wore’, ‘kicked’, ‘opens’ are verbs and ‘a letter’, ‘a coat’, ‘the football’ and ‘the door’ are objects.

(iii) Subject is succeeded by a verb and an adjective.

Rohit runs fast.

↓ ↓ ↓

Subject verb adjective

Manju is beautiful.

↓ ↓ ↓

Subject verb adjective

Umar worked well.

↓ ↓ ↓

Subject verb adjective

His uniform was clean.

↓ ↓ ↓

Subject verb adjective

(iv) Subject is followed by a verb and an adverb.

The girl walks slowly.

↓ ↓ ↓

Subject verb adverb

Farooq lives nearby.

↓ ↓ ↓

Subject verb adverb

The man jumps quickly.

↓ ↓ ↓

Subject verb adverb

The sky is cloudy.

↓ ↓ ↓

Subject verb adverb

(v) Subject is succeeded by a verb and double object.

The black boy gave me a pen.

↓ ↓ ↓ ↓
Subject verb object(1) object(2)

Mr.Qurash teaches them English.

↓ ↓ ↓ ↓
Subject verb object (1) object (2)

Grandmother narrated them a story.

↓ ↓ ↓ ↓
Subject verb object (1) object (2)

My friend sentmea letter.

↓ ↓ ↓ ↓
Subject verb object (1) object (2)

The coach provided us a new cricket kit.

↓ ↓ ↓ ↓
Subject verb object (1) object (2)

A sentence comprises of two parts; one is a subject or a noun phrase (NP) and another is known as a predicate. Subject is the main doer of an action in a sentence and the rest of the sentence describes about it. Subject is either a pronoun or a noun. The predicate elucidates the subject. It defines the real essence of the subject. It always carries a verb.

Rustum has a new car.

The old man plays with the children.

He reads in class 12th.

They are discussing with each other.

‘Rustum’, ‘The old man’, ‘He’ and ‘They’ are the subjects in the above sentences. The examples of predicate are, ‘has a new car’, ‘plays with the children’, ‘reads in class 12th’ and ‘are discussing with each other’.

Check the Progress

1. What do you mean by subject in a sentence?
2. Define a verb?

13.2.1 Kinds of Sentence:

Sentences are categorised based on purpose and structure. As per purpose, there are five types of sentences:

(i) Declarative Sentence: A sentence that makes a statement or asserts something is called a declarative sentence. It is also known as assertive sentence. It ends with a full stop.

This is an old man.

I am going to school.

IqbalNayak is my best friend.

This is not my book.

This type of sentence also shows affirmation and negation. The sentence which shows affirmation is called as affirmative or positive sentence and the sentence that depicts negation is known as negative sentence.

Examples of affirmative sentence are:

The ball is in the playground.

Bansal has visited the TajMahal.

They like to eat biryani for dinner.

Examples of negative sentence are:

I will never go there.

This pen is not mine.

Sheela did not like his behaviour.

(ii) Interrogative Sentence: A sentence that asks question is entitled an Interrogative Sentence.

This type of sentence either begins with a helping verb or with 'wh' and always ends with a note of interrogation (?). The sentence which starts with helping verbs are known as Yes/ No questions and those which start with 'wh' are termed as 'wh' questions.

What is your name?

Where do you live?

How are you?

Is this your notebook?

Does the captain like this colour of uniform?

Are they going to the city mall?

(iii) Imperative Sentence: A sentence that conveys request, order, suggestion and instruction is termed as imperative sentence. Subject is not needed sometimes while articulating or writing such type of sentences.

Please, send me the Urdu notes tomorrow. (request)

Get out of my class. (order)

Do not smoke, it is injurious to health. (advice)

It is better to walk outside. (suggestion)

(iv) Exclamatory Sentence: A sentence that expresses or conveys a sudden feeling whether the feeling is of joy, surprise, sorrow, anger, hatred etc. An exclamation (!) is used in such kind of sentences.

Hurrah! He hit three sixes continuously.

Bravo! My friend cracked the exam.

Alas! Amjid met an accident.

What an attractive suit this is!

You crook!

(v) Optative Sentence: It is a kind of exclamatory sentence. It portrays wish or desire.

May Almighty Allah bless you all!

I wish you a jubilant journey!

May your parents live long!

Wish you a blissful matrimonial life!

Check your Progress

1. Define Optative sentence?
2. Define Imperative sentence?
3. What is a declarative sentence?

13.2.2 Structure:

As per structure, sentences are divided into the following categories:

(i) **Simple Sentence:** A sentence that is framed by only one independent clause and conveys one idea is known as simple sentence.

Note: A **clause** is a sentence or a fragment of a sentence that has its subject and predicate.

For example:

The man is seated under a tree.

There is noise outside the restaurant.

We love to read the writers of Africa.

Raju lost the keys of his new guesthouse.

(ii) **Compound Sentence:** A sentence that is constructed by connecting two or more than two independent clauses is known as a compound sentence. There is no subordinate clause used in this type of sentence. Such types of sentences are linked together by coordinating conjunctions. **FANBOYS** is an acronym of some coordinating conjunctions, which are: **For, And, Nor, But, Or, Yet** and **So**.

For Example:

Ahmad Ali burnt the midnight oil but he did not crack the IAS exam.

Musheer went to the party and he got his share in everything.

You can watch a hockey match or you can play a game of chess.

He walked very slowly yet he lost his balance.

(iii) **Complex Sentence:** A sentence that is constructed with the help of an independent clause and a subordinate clause (dependent clause) is called complex sentence. To frame complex sentence there can be more than one subordinate clause. The clauses are joined with subordinating conjunctions. The examples of subordinating conjunctions are: because, although, though, unless, since, as, if, than, after, till, unless etc.

He is not able to walk because he is suffering for typhoid.

↓

↓

Independent clause

Subordinate clause

Although the tiger was wounded, it was not caught.

↓ ↓
Subordinate clause Independent clause

If you go there, you will get the assistance.

↓ ↓
Subordinate clause Independent clause

Ramesh was working on this project since he signed it.

↓ ↓
Independent clause Subordinate clause

When you ring the bell, she will come out.

↓ ↓
Subordinate clause Independent clause

(iv) Compound Complex Sentence or Complex Compound Sentence: There can be more than one independent clause and subordinate clause in a complex compound sentence. The examples of such type of sentences are:

Tena fights with Leenaas they hate each other but their parents are close friends.

↓ ↓ ↓
Independent clause Subordinate clause Independent clause

Although the teacher said it is not an issue, Rajeesh is fat and Allok is thin.

↓ ↓ ↓
Subordinate clause Independent clause Independent clause

It is important to tell him everything when he will go thereor the man will not get the advantage.

↓ ↓ ↓
Independent clause Subordinate clause Independent clause

Check your Progress

1. What is a simple sentence?
2. What is a compound sentence?

13.2.3 Writing Effective Sentences:

While we construct a sentence, a fair portion of our attention should be on structure of the sentence. It is possible that a faulty and an inappropriate sentence structure will confuse readers. This will result in lack of communication. Edit sentence for structure wherever needed. We shall look at some of the guidelines that can help us to improve our sentences.

Choose Appropriate Sentence Patterns:

Sentences should be patterned properly in order to convey the needed information. We can use any structure as such but that structure should suffice our purpose of presenting our ideas in a concrete and effective manner. The aim of concrete and specific sentence is to communicate with clarity. Therefore, awkward sentences should be avoided as much as possible. It is advisable not to use comma to connect two sentences. To ensure easy readability we should try to present only one or two ideas in a sentence.

Avoid Awkward Sentences:

Of many errors that generally occur in sentences, one is awkward structure. It is probably because of wrong usage of word order, confusing phrases or loose clauses or modifiers. It is important that all writing matter should be edited for sentence structure. Let's look at the table below:

Incorrect	Correct
1. The student finds it exhaustive and appropriate and has gone through the structure of artificial intelligence unit. 2. Gold and silver are malleable metals among the best.	1. The student has gone through the structure of the artificial intelligence unit and finds it exhaustive and appropriate. 2. Gold and silver are among the best malleable metals.

Self Assesment Test

1. Explain why effective sentences are important for communicating effectively.

Avoid Sentence Fragments:

Dear readers, remember ideas must be expressed in complete sentences hence, sentence fragments should be avoided. A fragmented sentence does not communicate the complete meaning, therefore; it is possible it may create confusion. These sentences generally begin with words such as: since, although, because, as, etc. It is important to note that these linkers are used to connect a dependent clause and should be avoided to introduce an independent clause.

13.2.4 Sentence Coherence:

Sentence coherence plays an important part in communicating effectively. Therefore, appropriate connectives must be used for words, phrases or clauses in a sentence.

Connectives:

If we are to achieve coherence we should make use of several linking devices or connectives. There are two types of linkers **overt** and **covert**. **Overt** devices are direct and therefore explicit while **Covert** device are indirect and implicit. If we use the technique of repeated words such as the use of article like (a, an, the) or synonyms or pre-nominal forms we are then using covert device. It should be acknowledged that technical communication generally makes use of overt devices. This is to show the logical progression of the ideas in oral or writing discourse.

Below mentioned and underlined words are some of the examples of connectives:

- When an object is placed on one side or the other side of converging lens and beyond the focal plane, an image is formed on the opposite side.
- Fresh water is renewable resource, but its distribution is uneven.
- Sulphur dioxide is formed whensulphur or fuels containing sulphur are burnt in the air.

13.2.5 Common Connectives and their Function:

Connectives	Function
<ul style="list-style-type: none">• before, prior to, before that, previously, earlier, just as, during, throughout, at that time, at the moment, till then, as soon as, by the time	<ul style="list-style-type: none">• Indicating Time Relation
<ul style="list-style-type: none">• if, in case, unless, so long, provided	<ul style="list-style-type: none">• Expressing Condition

<p>that, subjected to, under any circumstances, no matter,</p> <ul style="list-style-type: none"> • as, since, because, owing to, due to, caused by, hence, thus, • as a result, consequently, therefore, • whereas, on the other hand, however, but, • and so on, further, along with, and, • namely, such as, like, 	<ul style="list-style-type: none"> • Expressing Cause • Expressing Results • Expressing Contrast • Expressing Addition • Exemplifies
--	---

Now let's read a paragraph and underline the connectives

“Plastics have specific properties, which may make them preferable over traditional materials for certain uses. In comparison with metals, for example, plastics have both advantages and disadvantages. Metals tend to be corroded by inorganic acid such as sulphuric acid and hydrochloric acid. Plastics tend to be resistant to these acids but can be dissolved and deformed by solvents such as carbon tetrachloride.”

Check your Progress

1. What do you understand by coherence in a sentence?
2. Mention some of the connectives that are used in a sentence

13.3 Learning Outcomes

By the end of this unit, students will be able to know various structures of the sentence. This unit has furnished details about the kinds of sentences. Students will benefit themselves by

using proper structure of sentences. They will be able to use sentences as per situation. This unit has also discussed sentence coherence. Therefore, it will help students to become good as well effective writers.

13.4 Glossary

Appropriate: Suitable

Syntactic: Connected to syntax

Syntax: A set of rules that govern how words are combined to form phrases and sentences

Logical: Rationale or reasonable

Subject: The doer of an action in a sentence, an agent, performer

Predicate: Whatever is said about the subject in a sentence

Clause: Part of a sentence that contains verb, a clause may also be a complete sentence

Independent clause: Principal clause, primary clause, main clause

Subordinate clause: Dependent clause

Coherence: Logical arrangements of parts in writing

Advantages: Favourable

Disadvantages: Unfavourable

Inappropriate: Notsuitable

13.5 Sample Questions

13.5.1 Objective Questions:

1. "They" is a _____ person singular subject.
(a) First (b) Second (c) Third (d) None
2. "He" is a _____ person plural subject.
(a) First (b) Second (c) Third (d) None
3. "I" is a _____ person singular subject.
(a) First (b) Second (c) Third (d) None

4. "Play" is a _____
(a) Verb (b) Noun (c) Adjective (d) None
5. "Write" is a _____
(a) Verb (b) Noun (c) Adjective (d) None
6. A simple sentence has only _____ clause
(a) One
(b) Two
(c) Three
(d) None
7. A compound sentence has _____ subordinate clauses
(a) One
(b) Two
(c) Three
(d) None
8. A complex sentence has _____ independent clauses
(a) One
(b) Two
(c) Three
(d) None
9. Every Affirmative sentence ends with a _____
(a) Question Mark
(b) Fullstop
(c) Note of Exclamation
(d) None
10. An interrogative sentence ends with a question _____
(a) Question Mark
(b) Fullstop
(c) Note of Exclamation
(d) None

13.5.2 Short Answer Questions:

1. Define a sentence. What are the various types of sentences?

2. What is a clause? Give examples
3. Write short notes on
 - (a) Subject
 - (b) Verb
4. Write five imperative sentences.
5. What do you mean by Independent clause?

13.5.3 Long Answer Questions:

1. Explain sentence structure with examples.
2. Write short notes on:
 - (a) Interrogative sentence
 - (b) Optative sentence
3. Frame at least five declarative and interrogative sentences.

13.6 Suggested Readings

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Unit - 14: Paragraph Writing

Structure

14.0 Introduction

14.1 Objectives

14.2 Principles of Paragraph Writing

14.2.1 Topic Sentence

14.2.2 Unity

14.2.3 Coherence

14.2.4 Types of Paragraph

14.2.5 Descriptive

14.2.6 Narrative

14.2.7 Persuasive

14.2.8 Compare and Contrast paragraphs

14.2.9 Critical Paragraph

14.2.10 Paragraph Structure

14.3 Learning Outcomes

14.4 Glossary

14.5 Sample Questions

14.6 Suggested Readings

14.0 Introduction

Dear readers, first we shall understand the definition of a paragraph and then will elaborate the paragraph in categories. Paragraph, in simple words, means a series of sentences which are systematically ordered and clear. These ordered sentences must be connected to a single thought or topic. In fact, every piece of writing that we do must be systematically organized in paragraphs. It is so because paragraphs help the readers to identify the subdivision in an essay, where the idea or thought in the essay started and where it ended. This helps the reader to understand the main points of the essay.

Paragraphs are written with different kinds of information. We can write a paragraph with number of brief examples or a long thread discussion regarding any single idea or topic. A

paragraph may provide description about a place, character, or process. A paragraph may also narrate a series of events. It may provide a classification of certain items or a description of similarities and differences. Irrespective of the information all paragraphs have some common features; like “Topic Sentence, Coherence etc.

Check you Progress

1. What is a paragraph?
2. Mention any two important features of all paragraphs?

14.1 Objectives

The following objective will be achieved in this unit:

- Know principles of paragraph writing.
- Understand paragraph structure
- Understand the concept of unity in a paragraph
- Understand how to connect ideas logically within a paragraph
- Understand the logical development of a paragraph.

14.2 Principles of Paragraph Writing

Of many things that we need to develop for paragraph writing, writing effective paragraphs in case of longer pieces is essential. In longer pieces like a report, proposal, paragraphs help to grow connection with the core idea of any document. For writing any technical message, a paragraph is used. This is so because we want our writing to be precise, compact, and no doubt reader oriented.

Paragraph writing is an important productive skill integrating both composing and organizing skills. We must create a careful plan for writing paragraphs effectively. Therefore, care must be taken about unity, coherence, logical development and organization of ideas.

14.2.1 Topic Sentence:

Any well-structured paragraph grows with a single dominating idea; the sentence that expresses **that single idea** may be called a **topic sentence**. A topic sentence does many tasks: it proves and validates the main argument or thesis statement. It is through the 'topic sentence' that the content of paragraph is unified. It guides a reader how to open the threads of the topic and elaborate the same. It is generally observed that readers look at the first three to five sentence and determine what kind of content it is. It is for the same reason advisable to place the topic sentence at the beginning of the paragraph.

It would be good if all paragraphs have topic sentences. However, it may not be possible always to have topic sentences in all paragraphs. In a situation where you narrate a series of events you may not need topic sentences or if an idea that you have discussed in one paragraph and it continues in the next paragraph, you can omit the topic sentence although vast majority of paragraphs have a topic sentence.

14.2.2 Unity:

The prime principle of oneness is unity. It means all the components as well as the whole idea is connected to a single idea, thought or theme. As we know readers get distracted if there is no unity in the paragraph. It further deviates us from conveying the main purpose. One of the ways to ensure unity is to certify that the composition is about a single idea. This is how a writer can examine minute details of a composition in a detailed manner. In fact, this helps the writer to unfold the theme of the composition logically. Hence an effective and purposeful paragraph must have one controlling idea or theme.

A paragraph serves as a logical division of the central theme of longer pieces of composition. Each paragraph deals with an important aspect of central thought; therefore, there is less scope that any paragraph should deviate a reader from the focus area. It means that each paragraph should strengthen the threads to stay connected to the main theme of the composition.

Thus, a paragraph constructs a single thought or idea which is linked to the main or primary idea. If we want to balance that and unity in paragraph it is better that only one idea should be expressed in one paragraph. Therefore, the related sub-themes or ideas should be subordinated. We should not forget or sideline the primary idea or thought in a paragraph.

14.2.3 Coherence:

Coherence is simply defined as something which makes sense as a whole; there should be a consistency that is to be followed. It serves as a connection between words, sentences and

paragraphs. It is possible to increase the level of coherence through traditional words, signposts, parallelism and consistent view point. In every paragraph, each sentence is linked to the controlling idea but there is more to coherence than that. If a paragraph is coherent each sentence runs to the next level without any jump or shift. A coherent paragraph shows connection between old and new information and is comprehensive to the reader.

In addition to the smooth flow, coherence is related to the length of a paragraph. If a paragraph is very long you should be careful and check whether there is possibility of new paragraph. In case of short paragraphs, it is advised that you should develop connection with the controlling idea.

Some of the techniques that you may use to ensure coherence in a paragraph are:

Key words and phrases: In a paragraph where you identify an important idea, try to be consistent about how you refer to the same idea. It will knit the threads of paragraph together and help the readers to understand it properly.

Produce parallel structures:

Parallel structures refer to using of one or two phrases or sentences that have same grammatical structure. Through this process it is easy to understand sentences. Look at the paragraph that we have used above regarding scientists and the sense of sight. Many sentences have been created in the parallel structure, as you can see they are emphasized.

Be consistent in point of view, verb and number:

A very subtle aspect of coherence in a paragraph is to be consistent in point of view and verb tense. If you shift the tense frequently from past to present or present tense to any other tense, it will lose its rhythm. If we are inconsistent it may create confusion in readers.

Use transition words or phrase between sentences:

Here emphasis is laid on the relationship between ideas. This helps to follow the chain of thoughts which might be misunderstood otherwise.

Pronouns:

It is possible to use number of pronouns or demonstrative pronouns such as, this, that, these, and those so as to achieve coherence in a paragraph. Let's look at the following paragraph and see how pronouns are used.

The largest and most powerful computers are called mainframes. Mainframe computers may fill an entire room. **They** are designed to work at a very high speed with large data

words, typically 64 bits or greater, and **they** have a massive memory size. **They** are used for military defense control, for business, data and for creating computer graphics display for science fiction MOVIES. Examples of **this** of type computer are the IBM 4381, the fastest of **these** computers are called supercomputers.

The highlighted words are demonstrative pronouns; remember demonstrative pronouns usually take a noun with them. For e.g this computer, these computers.

Sentence Linkers:

Sentence linkers are generally used to connect two sentences in a paragraph. This may consist of a single word or even may be a phrase. Look at the following paragraph and see how linkers can be used.

Air pollution has been a major threat not only to quality of environment but also to human health. **Moreover**, it was this reason that made scientists and policy makers think seriously about different ways to deal with the problem. **In fact**, during the recent years scientist and policy makers have paid substantial attention to airborne substances that pose a potential threat to human health or environment quality. There have been a large number of studies of these pollutants which have provided enough evidence that these pollutants may cause serious problems for human beings. This has resulted in a better understanding of health hazards due to air borne substances and has led to the enactment of measures to control them. **For example**, there have been controls on the emission from automobiles and it has tried to control vehicular pollution. Moreover, control on industries that burn gasoline, kerosene or coal have noticeably improved the quality of the air. A growing effort is being devoted to isolation of industrial activities and waste dumps that can release complex chemicals into the air and water. **In addition** a substantial and relatively effective regulatory structure is in place to control release of radioactivity to the general environment.

In the above paragraph the highlighted words serve as linkers as they connect the previous thought with the new thought in a paragraph.

Some of the commonly used linkers and their function

<i>Sentence Linkers</i>	<i>Function</i>
As an example, for example, as an illustration,	Exemplifies,

in other words for instance, furthermore, moreover, likewise	Expresses addition.
At that time, at that very moment, at that very time, in the meantime, meanwhile	Indicates time relation
Thus, hence, therefore, as a result, consequently, accordingly, this results in,	Indicates cause and results/effect
Similarly, also , likewise, too	Expresses comparison
On the other hand, in contrast, on the contrary , however, nevertheless, in comparison	Expresses contrast
To conclude, in conclusion, to sum up, to summarise, in a nutshell	Indicates conclusion

Use of Sequence words:

We use sequence words too in a paragraph. Some of the sequence words that we use are: first, firstly, second, secondly, the next, after that, now, later, finally, afterwards, lastly etc. Let's use them in sentences.

After I shut down my computer, I went to sleep.

First you clear the dues, only then you will take a loan again.

After the flight got cancelled, we had to book a new one.

For preparing a cup of tea, you should **first** take water, boil or steam it for some time, **next** you add tea leaves, **then** add sugar as per your taste, **finally** add milk and your tea is ready.

Check your Progress

1. What is a topic sentence?
2. What do you understand by coherence?

14.2.4 Types of Paragraph:

Dear readers, it is important to note that the point and purpose in a paragraph have a vital role. You should be able to make your point to readers and that will help you to attain your purpose, although point and purpose are interchangeably used as synonyms.

There are generally many types of paragraphs: descriptive, narrative, persuasive etc. We shall discuss some of them for our understanding.

14.2.5 Descriptive:

The primary purpose of a descriptive paragraph is to describe a person, place or a thing in such a manner that an image is created in the minds of the reader. Descriptive writing involves paying close attention to an event or a thing by involving all of your senses. How do we write a descriptive essay? For writing a descriptive essay or paragraph we should choose following things:

Choose a topic.

Create a thesis statement. (main idea)

Get the senses right.

Create an outline.

Write the conclusion.

Review your essay.

You can write a descriptive paragraph on some of the following topics: A Dream, A Nightmare, A Train Ride, A Sunset, My Best Friend etc.

Now let's understand it with an example.

Sunset is the time of the day when our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting, like clouds of balloons caught in a whirlwind. The sun moves slowly to hide behind the line of horizon, while the moon races to take its place in prominence atop the night sky. People slow to a crawl, entranced, fully forgetting the deeds that must still be done. There is calmness, when the sun does set.

Purpose: Writers generally intend to use descriptive paragraph to create a vivid picture about any place person or a thing, the purpose of a descriptive paragraph is to provide detailed meaning of the subject through sensory observation.

14.2.6 Narrative:

A narrative paragraph simply refers to a story that you narrate or tell in greater details. They are considered as creative too. At times, a narrative paragraph is generally written with an

intention to narrate a tale or motivate or educate. There is the possibility that a narrative paragraph can be factual or fictional.

Remember that a narrative paragraph must be easy else complex words can create a hindrance in understanding, therefore, avoid complex words. It is better to use first person narrative instead of second person narrative in such paragraphs.

You can write a narrative paragraph on following topics: My Childhood Days, My First Day at College, My Life as Sportsman etc. Now look at the following paragraph.

It was July 21, 1969, and Neil Armstrong woke with a start. It was the day he would become the first human being to ever walk on the moon. The journey had begun several days earlier, when on July 16th, the Apollo 11 launched from Earth headed into outer space. On board with Neil Armstrong were Michael Collins and Buzz Aldrin. The crew landed on the moon in the Sea of Tranquility a day before the actual walk. Upon Neil's first step onto the moon's surface, he declared, "That's one small step for man, one giant leap for mankind."

Take a look at another example below

Last year was the first time I had ever been the new kid at school. For the first four days, I was completely alone. I don't think I even spoke to a single person. Finally, at lunch on the fifth day, Karen Watson walked past her usual table and sat down right next to me. Even though I was new, I had already figured out who Karen Watson was. She was popular. Pretty soon, all of Karen's friends were sitting there right next to me. I never became great friends with Karen, but after lunch that day, it seemed like all sorts of people were happy to be my friend. You cannot convince me that Karen did not know what she was doing. I have a great respect for her, and I learned a great deal about what it means to be a true leader.

14.2.7 Persuasive: This type of paragraph aims to convince readers to believe in a particular idea or thing. Therefore, writings like criticism, reviews and reactions, proposals or advertisements generally stick to this type of writing. It is entirely aimed to influence readers.

Purpose:

It is used to convince readers that a particular point is correct and clear.

In order to write an effective or persuasive paragraph you should take following things into consideration:

Select a topic that you are passionate about.

You should know your audience.

Hook the reader's attention.

Be emphatic.

Ask rhetorical questions.

Repeat yourself.

In addition to these things you can use some of the following techniques in your persuasive paragraph:

Reciprocity:

It simply refers to the exchange of things. It is human tendency to pay back if we have got any favour from a social institute or from others. For instance, if Rahim did good to you, sometime later you are likely to pay him back for the favour even though in some other form. There are three types of reciprocity: generalized, balanced and negative.

Consistency:

It means to remain strict with your ideas, facts, or opinion. Staying consistent can help us to be more influential.

Using Ethos, Pathos and Logos:

Ethos, also called as an appeal to ethics is used as a means to motivate the audience through the medium of some influential personality.

Pathos, this is one of the ways where we convince audience through some emotional appeal.

Logos, is the way to convince audience through some facts, figures and reasoning.

Dear readers, now you have learned some of the tactics that can help you to be more effective and persuasive, therefore, you should be confident in the first place. You should also introduce a logical argument which you are planning to deliberate about. Make sure that this appears to be beneficial to the audience that you are addressing, choose your words carefully. Lastly, be patient but be persistent.

Let's look at this paragraph

The school fair is right around the corner, and tickets have just gone on sale. We are selling a limited number of tickets at a discount, so move fast and get yours while they are still available. This is going to be an event you will not want to miss! First off, the school fair is a great value when compared with other forms of entertainment. Also, your ticket purchase will help our school, and when you help the school, it helps the entire community. But that's not all! Every ticket you purchase enters you in a drawing to win fabulous prizes. And don't forget, you will have mountains of fun because there are acres and acres of great rides, fun games, and entertaining attractions! Spend time with your family and friends at our school fair. Buy your tickets now!

Now let's try another one, this paragraph explains, why my neighbor should attend a school fair.

The school fair is right around the corner, and tickets have just gone on sale. Even though you may be busy, you will still want to reserve just one day out of an entire year to relax and have fun with us. Even if you don't have much money, you don't have to worry. A school fair is a community event, and therefore prices are kept low. Perhaps, you are still not convinced. Maybe you feel you are too old for fairs, or you just don't like them. Well, that's what my grandfather thought, but he came to last year's school fair and had this to say about it: "I had the best time of my life!" While it's true that you may be able to think of a reason not to come, I'm also sure that you can think of several reasons why you must come. We look forward to seeing you at the school fair!

14.2.8 Compare and Contrast Paragraph:

We shall compare and contrast between a **Lake** and an **Ocean** in this paragraph.

Oceans and lakes have much in common, but they are also quite different. Both are water bodies, **but** oceans are very large bodies of salt water, while lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land, **while** oceans are what surround continents. Both have plants and animals living in them. The ocean is home to the largest animals on the planet, **whereas** lakes support much smaller forms of life. When it is time for a vacation, both will make a great place to visit and enjoy.

14.2.9 Critical Paragraph:

Let's look at this paragraph now. In such paragraphs we generally critique a composition

The Blue Whales just played their first baseball game of the new season; I believe there is much to be excited about. Although they lost, it was against an excellent team that had won the championship last year. The Blue Whales fell behind early but showed excellent teamwork and came back to tie the game. The team had 15 hits and scored 8 runs. That's excellent! Unfortunately, they had five fielding errors, which kept the other team in the lead the entire game. The game ended with the umpire making a bad call, and if the call had gone the other way, the Blue Whales might have actually won the game. It wasn't a victory, but I say the Blue Whales look like they have a shot at the championship, especially if they continue to improve.

Problem and Solution (Narrative version):

Last week we installed a kitty door so that our cat could come and go as she pleases. Unfortunately, we ran into a problem. Our cat was afraid to use the kitty door. We tried pushing her through, and that caused her to be even more afraid. The kitty door was dark, and she couldn't see what was on the other side. The first step we took in solving this problem was taping the kitty door open. After a couple of days, she was confidently coming and going through the open door. However, when we removed the tape and closed the door, once again, she would not go through. They say you catch more bees with honey, so we decided to use food as bait. We would sit next to the kitty door with a can of wet food and click the top of the can. When kitty came through the closed door, we would open the can and feed her. It took five days of doing this to make her unafraid of using the kitty door. Now we have just one last problem: our kitty controls our lives!

This began as one paragraph, but needed two—one for the problem and one for the solution. Also, notice that the second paragraph is a process paragraph. It would be very easy to add an introduction and conclusion to these two paragraphs and have a complete essay!

People often install a kitty door, only to discover that they have a problem. The problem is their cat will not use the kitty door. There are several common reasons why cats won't use kitty doors. First, they may not understand how a kitty door works. They may not understand that it is a little doorway just for them. Second, many kitty doors are dark, and cats cannot see to the other side. As such, they can't be sure of what is on the other side of the door, so they won't take the risk. One last reason cats won't use kitty doors is because some cats don't like the feeling of pushing through the door and having the door drag across their back. But don't worry—there is a solution for this kitty-door problem.

The first step in solving the problem is to prop the door open with tape. This means your cat will now be able to see through to the other side; your cat will likely begin using the kitty door immediately. Once your cat has gotten used to using the kitty door, remove the tape. Sometimes cats will continue to use the kitty door without any more prompting. If this does not happen, you will want to use food to bribe your cat. When it's feeding time, sit on the opposite side of the door from your cat and either click the top of the can or crinkle the cat food bag. Open the door to show your cat that it is both you and the food waiting on the other side of the door. Repeat this a couple of times, and then feed your cat. After a couple of days of this, your kitty-door problem will be solved.

Check your Progress

1. What is descriptive paragraph?
2. What is a persuasive paragraph?

14.2.10 Paragraph Structure:

Generally a paragraph consists of three parts 'Introduction, body and conclusion.' This structure you find in the paragraphs that narrate, describe, compare and contrast or analyze. Dear readers, it is important to know that all three parts play an important role to communicate with the reader.

Introduction:

This is the first part of the paragraph. In an introductory part we should include topic sentence or any other sentence that provides background information.

Body:

The introduction part is followed by 'body' in a paragraph. This is the main part of the paragraph where summary, discussion, analysis, information and examples are supported.

Conclusion:

This is the final part of the paragraph; here you summarize the discussion and controlling idea elaborated in the introduction and body part of the paragraph.

14.3 Learning Outcomes

By the end of this unit, students will be able to know types of paragraphs. Moreover, they can use the structure of the paragraph wherever it is applicable. The principles of writing paragraphs like unity, coherence and other necessary things will be utilized by the students in their composition. Students can easily identify the nature of paragraph whether it is descriptive, narrative, persuasive, critical, or creative. They can be effective and persuasive in their composition after studying this unit.

14.4 Glossary

Compulsory: Important

Coherent: Clear, rationale

Descriptive: Providing a detailed description

Persuasive: Very effective

Compare: Equate

Contrast: Difference

Creative: Innovative

14.5 Sample Questions

14.5.1 Objective Questions:

Select the type of paragraphs for following sentences:

1. A paragraph that narrates a story is called_____
 - (a) Narrative
 - (b) Creative
 - (c) Descriptive
 - (d) Persuasive.
2. A paragraph that gives description is called_____.
 - (a) Narrative
 - (b) Creative
 - (c) Descriptive
 - (d) Persuasive
3. A paragraph that aims to persuade someone is called_____.
 - (a) Narrative
 - (b) Creative

- (c) Descriptive
 - (d) Persuasive
4. When you make a critique of something it is called _____
- (a) Narrative
 - (b) Creative
 - (c) Descriptive
 - (d) Persuasive
5. Topic sentence is given in the _____ of the paragraph
- (a) At the beginning
 - (b) Middle
 - (c) End
 - (d) Nowhere
6. In compare and contrast paragraphs we look for similarities differences
- (a) Similarities
 - (b) Differences
 - (c) Both
 - (d) None
7. To conclude, *in a nutshell*, in paragraph indicates
- (a) Sum up
 - (b) Begin
 - (c) Plead
 - (d) None
8. On the other, indicates _____
- (a) Addition
 - (b) Contrast
 - (c) None
 - (d) Both
9. Which of the following is a principle of paragraph writing.
- (a) Unity
 - (b) Ambiguity
 - (c) None
 - (d) Both

10. _____ is a part of paragraph writing.
- (a) Coherence
 - (b) Ambiguity
 - (c) Both
 - (d) None

14.5.2 Short Answer Questions:

1. What are some of the types of paragraph? Mention at least five.
2. What is a persuasive paragraph?
3. What is a narrative paragraph?
4. What is meant by a topic sentence in a paragraph? Why is it important?
5. What do you mean by unity in paragraph?

14.5.3 Long Answer Questions:

1. Write a descriptive essay on any tourist place you have visited.
2. Narrate any incident that has been a memory for you throughout your life.
3. Explain what is a paragraph? Discuss importance of coherence in a paragraph

14.6 Suggested Readings

1. Baron, Naomi S. *Writing in the Age of E-mail: The Impact of Ideology versus Technology*. Visible language, 1998.
2. Bhatia, Vijay. ed. *The Routledge Handbook of Language and Professional Communication*. Routledge Publishing house, 2016.
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4. Fromkin. V and Rodman .R. *An Introduction to Language*. New York: Rinehart and Winston, 1974
5. Greenbaun, S. *The Oxford English Grammar*. Oxford: Oxford University Press, 1966.

Unit - 15: Letter Writing

Structure

15.0 Introduction

15.1 Objectives

15.2 Types of Letters

15.2.1 Process of Writing

15.2.2 Letter Writing Tips

15.2.3 Rules for Writing a Letter

15.2.4 Format of a Formal Letter

15.2.5 Writing a Job letter or Cover letter

15.3 Learning Outcomes

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15.6 Suggested Readings

15.0 Introduction

Dear Readers, before we start this topic, let me take you back to those olden days when technology was not so advanced. Do you know how we used to communicate with people who lived far away from us or resided overseas? The answer is “through letters.” It was in those days writing letter was considered a great art and requirement. It is important even today, it has still not lost its charm. Letter writing is essential both at work place as well as in our personal lives. Therefore, let’s understand some of the basic tips about letter writing.

So let us start with a question, what is letter writing? Letter writing is simply either a handwritten or a printed version of a message. A letter is generally sent through an email or posted in an envelope, however, this is not a hard and fast rule for it, therefore, any message which gets transferred to the receiver through post may be treated as letter. Although it must be admitted that most of the conversation in today’s world take place via e-mails known as **Electronic mail**, (it simply refers to the transfer of one’s message to another person through an electronic device) the art of letter writing is slightly low these days. In a world where everything is available at the press of button from ordering pizza online to booking cabs or watching

Netflix, some people still resort to the formal way of correspondence in this world of technology. Most of the organizations still correspond officially through letters, be it cover letter for a job, or acceptance of any proposal or confirmation of promotion or even resignation, letters come to the rescue. Don't you think then it is important for us to know details of letter writing.

Check your Progress

1. Define letter writing?
2. What is an e-mail?

15.1 Objectives

This unit aims to provide information with regard:

- To know the procedure of letter writing
- To identify various types of letters
- To understand difference between formal and informal letters
- To recognize the structure and format of formal and informal letters

15.2 Types of Letters

Another important aspect which we should understand is the difference between '**Letter**' and '**Application**.' Do you think they are same or different? There is a tissue thin difference that we must understand before we go ahead. A letter is also a means of communication; it can be formal, informal or casual while an application is a formal letter which can be used to apply for a job, leave or any professional information.

It is important for us to begin with types of letters. We must understand that there are broadly two types of letters: Formal letters and Informal letters. There are other types of letters also which are defined on the basis of their content, purpose or formalities of writing. So dear readers let's understand some of these types.

Formal Letter: A formal letter simply means a letter sent to an official of any company, institute, university or organization. This type of letters generally follows a particular pattern. It

is aimed to address the issue directly and maintain the spirit of professionalism. As mentioned already, any type of business letter or a letter to any official will come under this category.

Informal Letter: They are sometimes called as personal letters too. Here you enjoy the liberty; you don't have to strictly follow the rules like that of a formal letter. Personal letter contains personal information. These kinds of letters are generally addressed to friends or relatives.

Business Letter: When businessmen officially correspond to each other through letters containing details like quotations, commercial information, orders, or complaints, such letters are referred to as business letters. It must be kept in mind that the writers of business letters always follow a formal pattern.

Official Letter: Such letters contain the rules and regulations with an intention to inform the office branches or subordinates about the necessary guidelines pertaining to any office.

Social Letter: When you write a personal letter on the event of someone's success like felicitating one of your friends for qualifying the NEET 2020 with flying colours. Then you write a letter to them praising their grand success in a letter. This letter can be called as a social letter.

Circular Letter: If a letter is written with an intention to inform large number of people. Then it is considered as a circular. The same letter is circulated among peers in an office regarding any changes or orders.

Employment Letter: If a letter has something to do with employment process like, joining or promotion, such letters are called Employment Letters. An employment confirmation letter is a formal confirmation to summarize an, often previously made oral agreement, to a candidate who is officially doing a job application. People usually use this type of letter to record and confirm specific tasks. Confirmation letters are used by hiring manager/HR/HR director in various businesses or organizations to confirm the details of job interviews after candidates are selected for the job. By using this application confirmation template, it's easy to inform job candidates that you have successfully received their application for one of your open job vacancies. Prompt communication during the hiring process will help to leave a positive job candidate experience with your company, whatever the outcome may be

Check your Progress

1. If you were to write a letter to the editor of a newspaper regarding pollution in your city, what type of letter is it _____ Formal / Informal?
2. You wrote a letter to your father about the grades that you achieved in NEET what type of letter is it _____ Formal/ Informal.

15.2.1 Process of Writing:

Writing must be done in a systematic manner and plan, it is inclusive of three stages, **pre-writing, writing** and **post -writing**.

Pre-writing:

Pre-writing includes many things, it includes audience, purpose, identification, scope determination and an analysis of action desired. We must always consider key words in mind, Audience, Purpose, Scope and Action (APSA). Therefore, while writing a letter you must ask the following questions to yourself:

Who are my audience? (Audience Analysis)

Why am I writing? (Purpose)

How much should I write? (Scope determination)

What do I want readers to do? (Action desired analysis)

Some other questions possibly can be:

How do I start?

How do I make my point clear?

How do I say what I mean?

How can I make my point brief?

How can I produce logical flow?

How can I be more persuasive?

Writing: As you know writing is a process which involves many things like organizing the matter, drafting of what needs to be written, some of the strategies that we can make use of are:

Brainstorming, Free writing and Mind mapping.

Brainstorming: It simply refers to the listing of ideas that come to your mind when your plan to write something about anything.

Free writing: In this process you can express your ideas; here you are not worried about the grammatical aspects like spelling, punctuation marks etc.

Mind Mapping: This is a technique where the natural ability of our mind is used to organise the information.

Post -writing:

Dear readers, once you are done with writing the first draft of the letter or a document; immediately, it should be revised, edited, and finally evaluated. Through revision you can improve the content, the layout of the letter or structure of the letter. In editing all the grammatical errors and spelling errors will be corrected. Evaluating would mean critical appreciation of the letter that it aims to achieve a desired effect on the mind of the receiver.

Good Writing:

Any good writing must have at least following things:

Completeness: It should provide inclusive information.

Concise: to the point without giving unnecessary information.

Correct: It should provide the correct information.

Credibility: Your idea must be supported by valid arguments.

Clarity: It should not be confusing or incomprehensive.

15.2.2 Letter Writing Tips:

Dear readers, now that we have some understanding of letter writing and its types, let's also understand some of the basic tips for writing a letter.

Identify the type of letter:

One of the important things that we should bear in mind is the type of letter we are writing. One should be able to identify the type of letter. Now suppose you are writing a letter to the Head of the Department and requesting him/her to grant you leave for seven days. This is purely a case of formal letter. However, if you are writing a letter to a professor whom you want to catch up with after many years, you are his taught (student) and you want to meet him now after a long gap, then the type of letter will be informal or you can write a personal letter.

Know how to open and close the letter:

Dear Readers, opening and the way to close a letter tells a lot about the person's correspondence tactics or drafting skills. Generally formal letters open with a particular pattern which is formal in nature. However, informal letters can be addressed in an informal way with an informal greeting or heading.

Establish the main intent of the letter:

One of the basic things that you need to take care of is that once you start the content of the letter especially of formal letters, you must immediately address the purpose. It is important that the purpose of letter should be made clear sooner than later.

Be careful with the language:

It is important that the letter you are writing must be polite and considerate. Irrespective of the fact that the letter contains complaints about someone or something, it is always good to be careful and courteous. Therefore, it is important to be polite and civilized in all forms of letters.

Length of the letter:

Another important factor that we should take care of while writing a letter is its length. Formal letters are generally to-the-point and precise. It is evident that if you write a very lengthy letter, it will never have the desired impact on the people at the receiving end.

. Check your Progress

1. Should we encourage impolite and trash writing in a letter_____ Yes/No
2. A formal letter should be lengthy in nature_____ Yes/No

15.2.3 Rules for Writing a Letter:**Address:**

Under this heading, you mention the address of the person to whom the letter is addressed. It refers to the address of the person with whom you want to correspond through the letter. The address has to be put on the top left of the letter.

Date:

Different people put the date on different places like; some place it on the right side just after leaving one line of address mentioned on the left side, while others put it on the left side just below the details of the addressee, both are acceptable.

Subject:

Under this heading you mention the purpose of letter; it should be kept in mind that the subject line should be short and to the point. Lengthy subject will create a bad impression on the readers mind.

Salutation or greeting:

Dear Sir/Madam

In case you don't know the name of the person the letter is addressed to, you can write: Dear Sir/Madam. It is advisable to find out name.

Dear Mr. Amin

If you know the name then you should use the title like Mr., Mrs., Miss or Ms., Dr. etc. along with surname, if the letter is addressed to woman and you don't know whether she is married or not, it is better to use 'Ms.' which is used for both married as well as single women.

Ending a letter

1) Yours faithfully

In case you do not know of the person then it is better to use "Yours faithfully." This is placed on the left at the bottom of the letter ever since the rules for formal letters have changed.

Remember there is no apostrophe in "Yours Faithfully", it should be "Yours Faithfully" not Your'sFaithfully

2) Yours Sincerely

In case you know the name of the person to whom the letter is addressed, you can also use "Yours Sincerely"

15.2.4 Format of a Formal Letter:

Sender's Address

Date (Head)

To, Designation Address

Dear Sir/ Madam (Salutation/ Greetings)

Subject (State the Purpose of the letter)

Introduction (Body)

Body Conclusion

Yours faithfully (Signature/ Subscription)

Dear readers, while writing informal letters, some of the headings that we follow are:

We mention the **address** and **date** here too on the **top left of the letter**.

We use following salutation in informal letters: **Dear Uncle/ Brother/ Mother/ Sister/ Friend**.

There is no **subject** required for an informal letter.

You may close an informal letter with following signatures:

Yours Lovingly/Affectionately/Truly/etc.

Let's us now show you some examples of formal, informal and business letters. Please note the structure and format and follow it whenever you are asked to write a letter in any case whether formal or informal. You can use your own language however do not forget to follow a proper pattern as we have discussed already in this unit.

Formal Letter Format

Name of the Sender

Address

Date

To

Name of the Receiver

Designation

Company Name

Address

Salutation: (Dear Sir/Madam)

Subject:

Body of the Letter

Write one or two paragraphs including the reason for writing the letter. Make sure you keep the letter concise without dragging it too much.

Yours Sincerely

Name

Signature

Example of a Formal letter

Gachibowli, 500032

MANUU, Hyderabad

Date: 20th December 2020

The Director

Distance Education, MANUU

Sub: Information about BA Admissions

Dear Sir/ Madam

I should be grateful if you provide me the necessary information about the regulations of the admission of BA in Distance Education of Maulana Azad National Urdu University (MANUU). It will be kind of you if you also inform me whether the university offers hostel accommodation for students who want to take admission in your university.

Kindly oblige and do the honour. Your cooperation in this regard will be appreciated.

Thanking you!

Yours Faithfully
Shazaib Mudasir

Check your Progress

1. Write an application to the Principal of a College requesting him to issue free books as you belong to a poor family and cannot afford them.
2. Write an application to the Bank Manager for opening of a new bank account.
3. Write an application to the MLA of your area, informing him about the problem of water scarcity and requesting him for the immediate address of the issue.

Example of an Informal Letter

Gori Mohala
Talangam,
Jammu and Kashmir

29th March 2021

Dear Shakir,

Hope this letter finds you in the best of your health. How are things at home? It has been a long wait to see you. It is hot here, I hope everyone along with Ammi and Abu is fine there.

I am coming home to attend your wedding next month. Let me know if you need anything from here. Do write back soon, I am waiting for your reply.

Take care of Ammi, Abu and yourself.

Yours Lovingly
Mudasir

Check your Progress

1. Write a letter to your sister about her well being and congratulate her for securing the distinction in the exams.
2. Write a letter to your father informing him about your hostel life in the college.

Example of a Business Letter

Alpha Company Limited
Hi-Tech City
Hyderabad 500032

Date: 3 March 2021

Dear Sir,

It is with pleasure that I accept your offer of Executive Officer's position in your company. I assure you that I will put all my skills and experience to work for the Alpha Company Limited.

As desired, I can join you by the end of March 2021. I am grateful to you for giving me this opportunity. I look forward to meeting you in March.

Yours faithfully

Abdul Samad

15.2.5 Writing a Job Letter or Cover Letter:

Most of the students often get confused when they are asked to send a cover letter. Dear readers you do not need to panic. In fact, a job letter is also called a cover letter. A cover letter serves as a tool for the applicant to take your talent to a prospective employer. It persuades the reader to believe in your suitability for the position. It is clear that the basic purpose of job application is to draw a clear connection between the job that you are seeking and one's qualification, it serves many purposes:

It helps to introduce applicant to the hiring organization.

Introduce his resume.

Highlight his achievements.

Dear readers, therefore, we can say that a cover letter is a type of document which is attached to your resume and offers description about why you are the best choice for the company that you are applying in. This is called letter of motivation in technical terms. For writing an effective Cover Letter you should always take care of the following things:

Mention the Source of Information:

You may start the letter by clearly mentioning where you found the advertisement of the job you are applying for, whether through newspaper, news agency, vacancy notice, job portal etc.

Matching Credentials of the Employers Needs:

Here you should mention the desired qualification that is suitable for the job. So you should mention the necessary credentials as desired by the employer.

Use References:

Making use of any references is one of the proper ways to solicit any cover letter. This is where your acquaintance helps you. In fact most of the companies hire the people who are already known, because it helps them to know and trust you more than any stranger that they might select.

Example of a Cover Letter

The Manager
Greater Kashmir
Srinagar

Date: 6 June 2021

Dear Sir,

It is with great interest that I am applying for the post of Editor. I found the job advertisement in a local newspaper and found that it was an ideal position for me. I firmly believe that I am a good match for this post.

I have an extensive experience of the field that you are looking for. My area of expertise includes developing content for various programs. I have an experience of 6 years working as Editorial Board Member.

Feel free to contact me and set an interview date as per your convenience. You can reach me by way of mail or phone number. I look forward to discussing my future with your organization.

Yours Sincerely

Dr. Muneeb Rashid

Sample of Employment Confirmation Letter

Date: 20/3/2021

Shakir Nazir
Talangam Pulwama
192301
India.

Sub: Employment Confirmation Letter

Dear, Mr. ShakirNazir

We hereby confirm that MrShakirNazir, born on 15/3/1997 is employed full-time as an administrative supervisor from today onwards i.e 20/3/2021

He will have look upto to the adinstartive aspects of the company. His task will be

- Applying legislation in areas of local government on an individual basis.
- Managing adminstartive and organistaional tasks
- Dealing with the process of budgeting

We are hopeful that the company will prosper under your able guidance. We look forward for a longer association with you.

Director

Sample of a Circular

Govt Degree College , Hyderabad

Ref: 23/GDC, Hyd.

Date: 29/4/2021

Circular

Sub: Holidays to Students –Reg

All students are hereby informed that summer vacation will commence from 20/5/2020 to20/6/2020. While as the summer vacation forteachers vacations will start from30/5/2020 to 10/6/2020.

However, the office and examination will continue function on all days with fullstrength.

Principal

15.3 Learning Outcomes

Dear students,this unit will have following outcomes for students:

- To provided the information about the process of writing a letter.

- To know the various types of letters.
- To know the format of the formal and informal letters.
- To learn the tips that are useful in writing our letters effectively.
- To understand the difference between various types of letters like formal and informal mainly.
- To learn about the format of cover letters.

15.4 Glossary

Brainstorming: To produce ideas

Essential: Important

Inclusive: Including all of anything

Correspond: To communicate or connect

Salutation: A gesture of greeting

Prospective: Referring to the bright future

15.5 Sample Questions

15.5.1 Objective Questions:

1. Electronic mail is also called _____
(a) Gmail (b) E-mail (c) None (d) Both
2. Business letter is a _____ letter.
(a) Formal (b) Informal (c) Both (d) None
3. Application is an informal letter. _____
(a) True (b) False (c) Both (d) None
4. What is the first stage of writing called _____?
5. What is last stage of writing called as mentioned in the above unit _____?
6. “Action, Purpose, Audience and Scope” fall under which stage of writing?
7. What does concise mean in good writing?
8. Brainstorming is part of pre-writing. _____ yes/no
9. Mind mapping is a part of post-writing. _____ yes/no
10. A cover letter is also called a job letter. _____ yes/no

15.5.2 Short Answer Questions:

1. What are the various types of letter writing?
2. What is the process of writing? Discuss the three stages of writing that have been described in the unit?
3. Discuss the structure of a formal letter.
4. Differentiate between a formal and informal letter.
5. What is a cover letter?

15.5.3 Long Answer Questions:

1. Write an application to the Principal of your college requesting him to extend the date for fee submission.
2. Write a letter to your younger brother advising him to focus on studies instead of wasting time.
3. Presume that you saw an advertisement for the post of a physical teacher in a college, how will you write a cover letter for it.

15.6 Suggested Readings

1. Doshi, S.R. *Life Skills*. Delhi: Global Fraternity Publishers, 2009.
2. G, Yule. *The Study of Language*. Cambridge: Cambridge University Press, 1985.
3. Rizvi, M. Ashraf. *Effective Technical Communication*. India: McGraw Hill Education Limited. 2018.
4. Varma, Shalini. *Development of Life Skills II*. Delhi: Vikas Publication House, 2015.

Unit - 16: E-mail, SMS and Invitation Writing

Structure

16.0 Introduction

16.1 Objectives

16.2 E-mail Writing

16.2.1 SMS Writing

16.2.2 Invitation Writing

16.3 Learning Outcomes

16.4 Glossary

16.5 Examination Oriented Questions

16.6 Suggested Readings

16.0 Introduction

In the age of information, developing good communication skills is of the **utmost** importance to establish and maintain good professional relationships. As most of the communication, with the **advent** of technology, is through written communication, therefore, it becomes important to develop good writing skills to improve communication with our business partners, colleagues, and friends. In this chapter, the three important components of written communication i.e., E-mail, SMS, and Invitation writing will be taught to the learner.

16.1 Objectives

The following objectives will be achieved in this unit:

- introduction and understanding E-mail writing, SMS writing, and Invitation writing
- know the different **formats** to write E-mails, SMS, and Invitation writing
- understand the use of language to communicate effectively through written forms such as E-mails, SMS, and Invitation writing
- develop skill to write good E-mails, SMS, and Invitations for professional growth

- attempt examination based questions without any difficulty

16.2 E-mail Writing

Electronic mail, popularly known as e-mail, has taken over the conventional post or **snail-mail** writing. It is important that one should write an e-mail in a convincing and comprehensible manner to communicate effectively. One can develop the skill to write an e-mail for professional communication if one learns the right way to do it. E-mail writing is used to communicate with people for official and business purposes but now it is also used to communicate with relatives and friends. See fig .no. 16.2



(Fig.no 16.2)

Since you have to use a computer to send an e-mail, the picture of the e-mail screen is given above. Here's how to write a proper e-mail after you have created an e-mail address that allows you to send and receive mails. E-mail writing includes a particular structure to make a good e-mail. An e-mail structure comprises of: Subject line, Salutation/greeting, e-mail body, and closing.

Structure of an E-mail:

- 1) **Subject line:** It is the most important part of the e-mail as it shows the reader the subject of the e-mail body. One should write a descriptive subject line in a few words that tell the receiver about what is enclosed in the e-mail. It is like the face

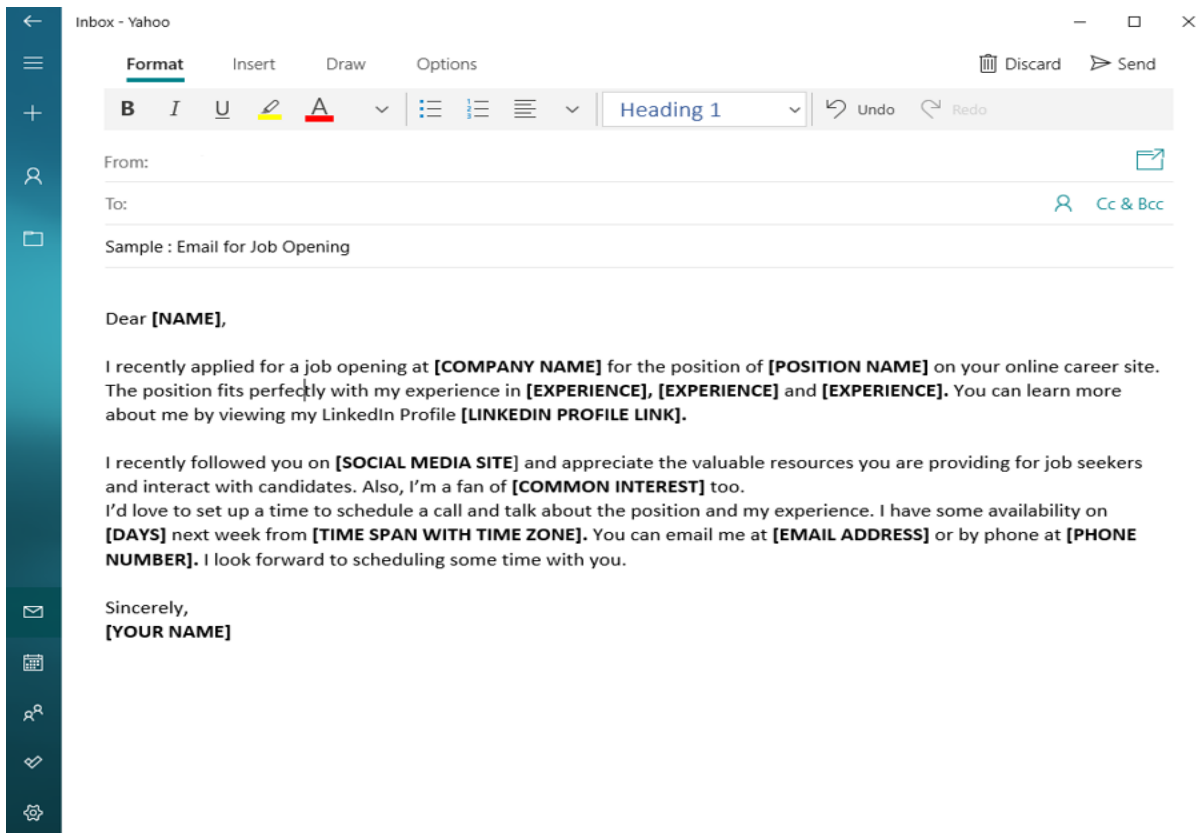
of the body which conveys about the person. Subject line is important to establish good professional relationship. It should clearly mention the purpose of the e-mail. It serves the same purpose as a subject serves in letter writing. The use of right subject line can help the receiver to respond to your e-mail on time otherwise e-mails with poor subject line can end up in spam messages. One should spend enough time to craft the right subject line as it is the **crux** of the e-mail written.

- 2) **Salutation/ Openers:** It is used to acknowledge the reader before they start reading the e-mail to establish a better professional **rapport**. It is seen as a mark of respect or a quick greeting for the reader mostly while writing a formal e-mail. Sometimes the sender may choose to drop the opener while referring to close colleagues. Salutations such as “Hi”, “Hello”, “Respected”, “Dear Sir”, “Dear Madam”, “Hello everyone”, “Dear All”, “Dear colleagues” are used, if writing for a group of people sometimes people simply mention the name to whom they are addressing.
- 3) **Body: (the reason for writing)** - The body of an e-mail is a detailed description of your message. It should be written in a clear, informative and comprehensible language rather than jargon words if you do not share the same background with the receiver. It is always good to maintain polite and a neutral tone, avoiding **emoticons**, personal comments, and gossip. It should state the purpose clearly so that the receiver feels more inclined to read without missing the important information mentioned in the e-mail sent. It is important that only important points regarding the message you want to convey should be written in the e-mail. A good subject line also helps you to explain the content of the e-mail to the receiver.
- 4) **Closing:** Closing refers to the remarks that we use at the end of an e-mail just like salutation. It is used to part well on a good note. One can use a friendly sign –off before sending the e-mail. Closing phrases such as “Cheers”, “Thanks”, “Regards”, “Take care”, “Sincerely”, “All the Best”, “Respectively” are used as closing phrases. Before closing, be sure you clearly write to the receiver what are they supposed to do next or what course of action you require on his/her behalf. Check your e-mail before you send it.


Sample E-mails:


Here are a few samples fore-mail writing.

1. To apply for a job opening



The screenshot shows a Yahoo email composition window. The window title is "Inbox - Yahoo". The top menu bar includes "Format", "Insert", "Draw", and "Options". The "Format" menu is open, showing options for bold (B), italic (I), underline (U), text color (A), background color, bulleted list, numbered list, indent, and heading (Heading 1). There are also "Undo" and "Redo" buttons. The "Send" button is visible in the top right corner. The email content is as follows:

From: [Redacted] 

To: [Redacted]  Cc & Bcc

Sample : Email for Job Opening

Dear **[NAME]**,

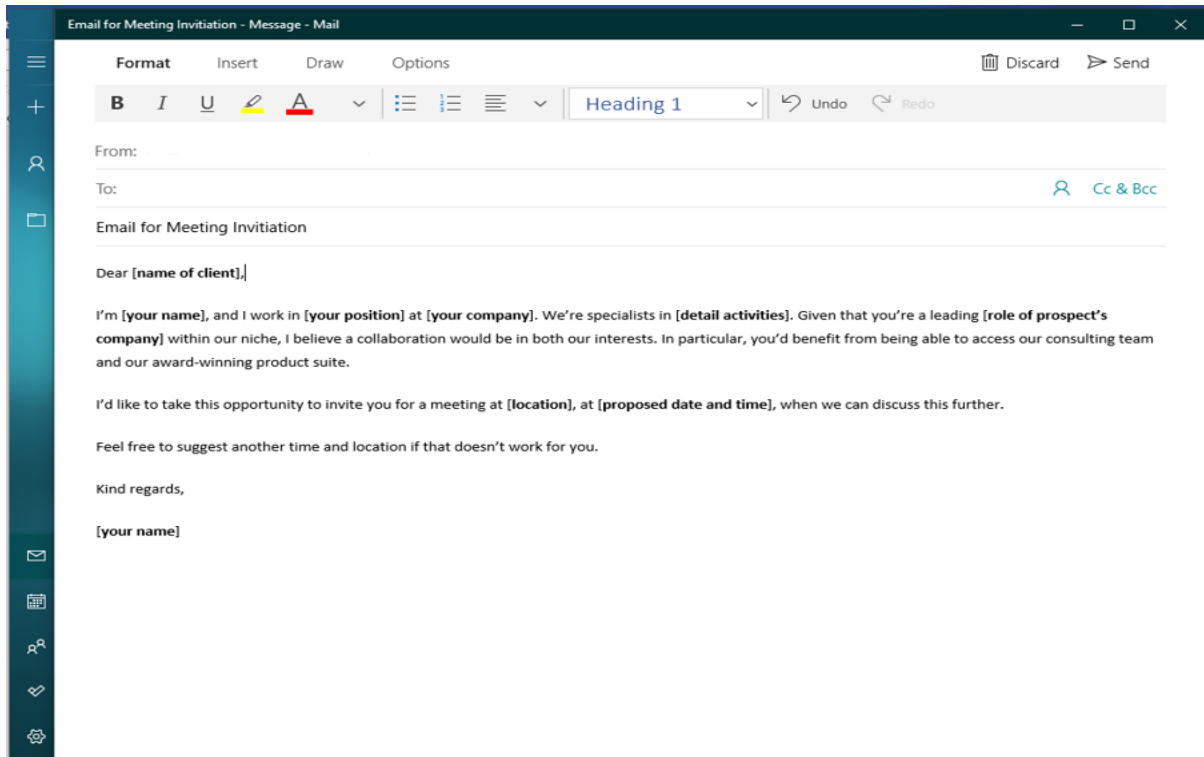
I recently applied for a job opening at **[COMPANY NAME]** for the position of **[POSITION NAME]** on your online career site. The position fits perfectly with my experience in **[EXPERIENCE]**, **[EXPERIENCE]** and **[EXPERIENCE]**. You can learn more about me by viewing my LinkedIn Profile **[LINKEDIN PROFILE LINK]**.

I recently followed you on **[SOCIAL MEDIA SITE]** and appreciate the valuable resources you are providing for job seekers and interact with candidates. Also, I'm a fan of **[COMMON INTEREST]** too.

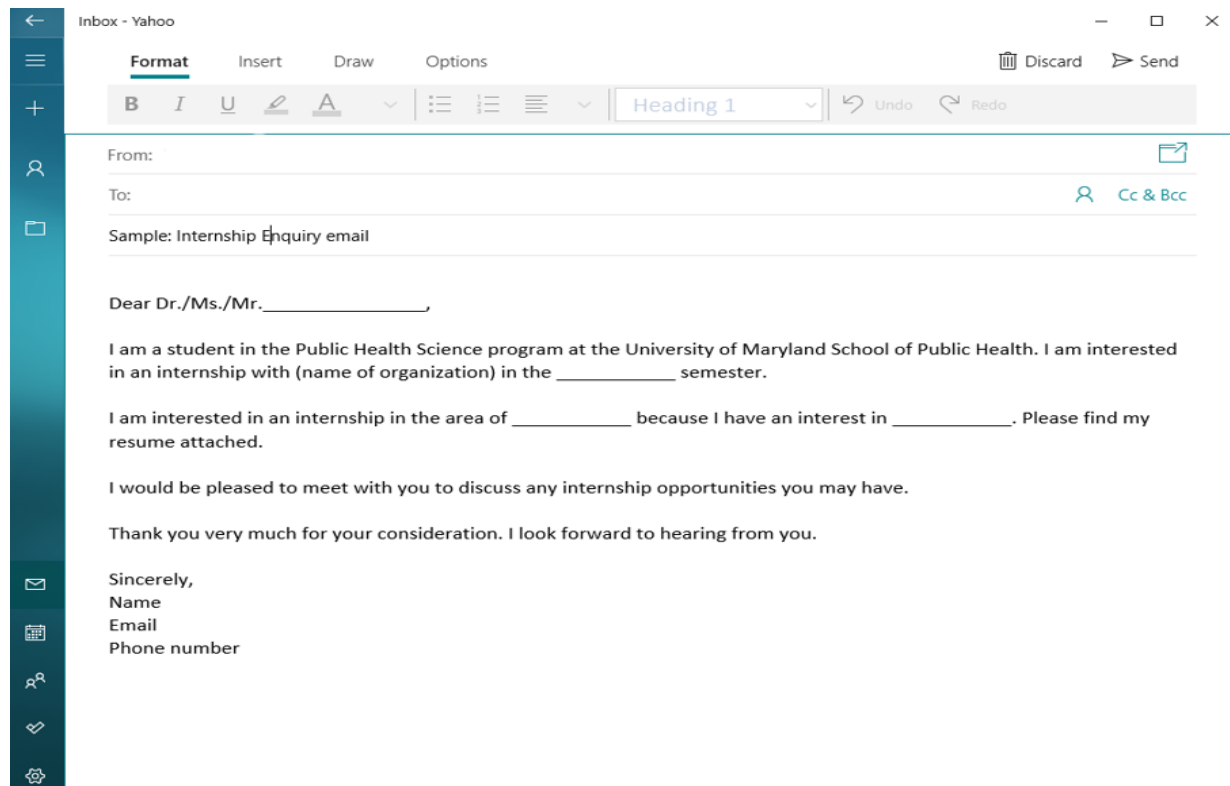
I'd love to set up a time to schedule a call and talk about the position and my experience. I have some availability on **[DAYS]** next week from **[TIME SPAN WITH TIME ZONE]**. You can email me at **[EMAIL ADDRESS]** or by phone at **[PHONE NUMBER]**. I look forward to scheduling some time with you.

Sincerely,
[YOUR NAME]

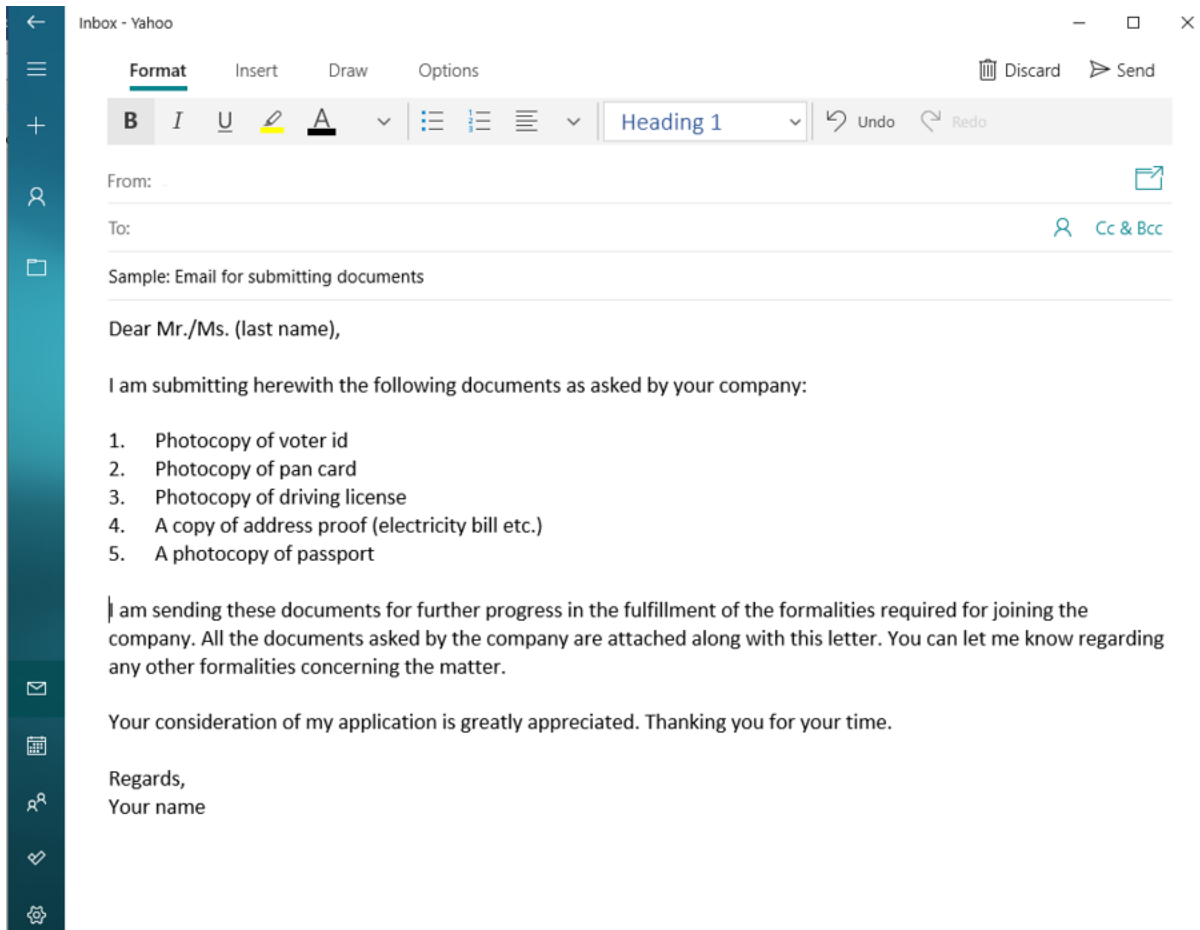
2. For a meeting



3. For internship enquiry



4. For submitting documents



16.2.2 SMS Writing:

SMS is short message service that we use for formal as well as informal communication. It is mostly in written form, therefore called 'text'. With mobile phones in our hands, computers on our desks sending SMS for formal and informal communication is a boon as it allows messages to reach across the globe in a fraction of seconds. In SMS writing, you can use short forms to convey messages. SMS writing is more than sending and receiving messages, it helps you to send messages to large number of people and it helps you to put your emotions in the form of text message as you can use various emoticons to convey the same. SMS writing is really useful when you are not able to take calls directly and you can send auto responders, **triggers**, **templates**, scheduled texts etc. to save time. In order to ensure the receiver understands the message you want to convey. One uses few words to communicate clearly, concisely and concretely and maintain the tone of the message.

Types of SMS:

There are primarily four kinds of messages, let's look at them in detail

1. SMS and MMS Messaging:

Anyone who is having a mobile phone is familiar with having received or sent a text message on phone. If a message contains simple words in it then it is called a simple text message, but if that text contains a photo or video, then it is an MMS (Multimedia messaging service). There's a limit of characters that we can use to send SMS whereas MMS can use extended character limits.

2. Push Notifications:

Push notifications are SMS messages that pop-up on your mobile screen. These are automatically generated messages that appear in the inbox alongside other texts. One ends up mistaking these as normal text messages when they light up on the mobile's screen even when the mobile screen is locked. These are mostly sent as promotional messages by business companies to lure customers to use the service. One has to disable these push notifications to stop receiving them.

3. In-App Messages:

In-App messages are SMS that you receive from the downloaded application on your mobile phone. When a person using a smartphone downloads an application, they agree to the notifications to be sent by these applications, these notifications reach us in the form of in-app messages. In-app messages do not pop-up like push notifications on our mobile screens rather, these appear when we open the application.

4. RCS:

RCS refers to Rich Communication Services; it is new to mobile communication. It works similar to Facebook, Messenger and Whatsapp. with messaging as a platform technology. It allows interoperability within the apps and helps to move beyond just texting. It is a part of IP multimedia subsystem. It works on the principle of built-in software that does not require the downloading of any external app. It will work from a single platform as a text message but with messages from other in-built applications i.e., a person will be able

to receive messages from the application in the inbox but can have the experience of using it in the app without opening the application.

List of templates and acronyms used: Here's a list of text templates and acronyms that are in-built in the software that help us in texting whether on mobile or on our computers.

1. BRB- Be right back
2. BTW- By the way.
3. LOL- Laugh out loud.
4. ROFL- Rolling of the floor laughing
5. TYSM- Thank you so much
6. HB2U- Happy birthday to you
7. GR8- Great
8. SOB- Stressed out bad
9. TTYL- Talk to you later
10. IDK- I don't know

SMS Template for Marketing:

- Save Now! Archie's Gifts is offering up to 60% off on selected items up to Dec 25. Heavy Discount. Don't miss out. Archiessgifts.com.
- Nykaa Fashion - Flash sale starts now. 3 for 1 on all accessories. Only 2 days left. nykaafashion.com. Visit soon

Medical SMS Template:

- Hi Ekta, you're due for your annual check-up after four days. Click here to schedule: example.com
- Hi Stacy, your test results for COVID-19 are now available. Please click this link below to view your results: example.com

Political SMS Templates:

- Sign up to join as a volunteer for the rally on Sunday. Click the link below: example.com

Restaurant SMS Templates:

- Daily deal: Order any small Pizza and we'll toss in a free side of fries. Valid till 6p.m.

School SMS Templates:

- Reminder: PTA meeting this Saturday at 6:30 p.m. Hope to see you there!

16.2.3 Invitation Writing:

There are many occasions like weddings, wedding anniversaries, **housewarming** ceremonies, birthdays, and the inauguration of a shop/factory or organising a small party etc., which we celebrate with our friends, relatives and colleagues. So, we invite people for such occasions by sending them written invitations, generally printed on cards or e-cards as well where the complete information about the event is given i.e., name of the invitee, name of the host, date, time, venue, name of the chief guest in case of an official invitation.

Invitations are of two types:

- 1) **Formal Invitations:** Formal invitation is an invitation sent in accordance with a convention for an important event. A formal invitation should be written in the third person. It is generally forwarded through the post and the sender waits for its confirmation before including the person in the event. Such an event where we send formal invitations generally has a fixed number of invitees. Format of a formal invitation should include the name of the hosts, name of the invitee, date, time, venue of the event, the reason for the invitation, formal phrase of invitation, name and contact details of the organizer should be mentioned on the left side of the invitation. In the case of a chief guest, the name should be mentioned in the invitation. The invitation should be written in 50-60 words.
- 2) **Informal Invitations:** Informal invitations are sent to friends, relatives, dear ones, and people with whom you are familiar on social occasions such as birthdays, engagements, and other public functions. It is an informal, friendly, and persuasive invitation written in the first person where the sender uses salutations like ‘Dear’, ‘My loving’ etc. and a complimentary close like ‘Yours Sincerely’, ‘Yours Lovingly’. In the case of informal invitations, you don’t wait for the reply from the receiver for confirmation.

Samples of different types of invitations. See fig (a)

i) **Formal Invitation**

Sample 1


THE LITERARY CLUB
OF
RAMJAS PUBLIC SCHOOL, NEW DELHI

Solicits the pleasure of your Company on the occasion of
The Play Waiting for Godot at
5:00 pm on Sunday, 18th December, 20xx
Mr. Sudeesh Gupta, the famous writer
will be the Guest of Honour.

R.S.V.P
Govind/Gauri
Ramjas Public School, New Delhi
Phone: 011-32753217

Fig(a)

Sample 2



MEDICAL SEMINAR

*We take immense pleasure in inviting
all the members of the*
HARYANA CIVIL MEDICAL DOCTORS' ASSOCIATION
to a talk on
AIDS - A GLOBAL CONCERN
on
17 August, 20XX at 11.30 a.m.
at
Hotel Ranjit, Panchkula-7
Guest Speaker: Dr P.S. Ahluwalia
(HOD Medicine PGIMS Chandigarh)
Note: The programme will be followed by lunch.

Organised by
HCMD Association
2345 Panchkula-15
Ph.: 2341023, 2342323

Fig (b)

Sample 3

M/S SHYAM LAL & SONS
announce the opening of
GALAXY NOVELTIES
a general store
in Geetanjali Enclave, Dwarika, Delhi

INAUGURATION

on
SUNDAY, THE 19TH OF OCTOBER, 20XX
At 11 a.m.

All are cordially invited
Visit for all kinds of Grocery & Domestic items

AVAIL INAUGURAL DISCOUNT OF 10% ON ALL GOODS

R.S.V.P
Galaxy Novelities
Phone: 011-27543201

Fig (c)

ii) Informal Invitations:

Sample 1

Sender's address	←	27, The Apple Tree Orchard Kottayam
Date	←	8 October 20XX
Salutation	←	My dear/Dear Naomi,
Occasion	←	We have much pleasure in inviting you to the 21st birthday party which we are giving for our son, Vineet, at 6.30 p.m. on 14 October at our residence.
Time, date and venue	←	We hope that you will be able to come.
Subscription and sender's name	←	Yours sincerely Mr and Mrs G. Joseph

Sample 2

M-42, RaminikVihar

New Delhi

15 June 20XX

Dear Riya

Do join me on 25 June 20XX at 6.00 p.m. at my residence for the party of my success to make it in the final list of Indian Army. You will get to meet a lot of our classmates also. Hope to see you soon.

Sandeep

Sample 3

Lotus Farms

Tajo Pure Village

25 April, 20XX

Dear Rishika

I will be returning to my farm house after the examination for a few days. You are invited to spend at least a fortnight with me. The place is really beautiful with no pollution, situated in lower Shivaliks. It is refreshing for people like you who love nature and adventure. We can trek to nearby places. Looking forward to your arrival.

Yours sincerely,

Parmit Singh

Sample 4

Youth Club

Shimla

5 September, 20XX

Dear Mr. Khan

I shall feel obliged if you kindly spare some time from your busy schedule and consent to be one of the judges for an inter-school dance competition to be held on 25th September, 20XX at 2 p.m. in the Community Centre, Mall Road.

Kindly confirm your acceptance by 10th December.

Yours sincerely

Skilva
Secretary

Sample 5

315/2 Riwaaz Apartments
New Delhi
25 October, 20XX

Dear Samrat

As you promised me last year that you would celebrate Diwali with us this year; it gives me great pleasure to invite you to Diwali celebrations, festival of lights at my residence. We shall have great fun.

I will wait for the 'Puja' and Diwali celebrations with you.

Yours sincerely,

Dhruv

16.3 Learning Outcomes

The chapter gives a detailed understanding of writing various forms of writing like e-mail writing, SMS writing, and Invitation writing with samples and appropriate formats to be used. It is clear that in all forms of writing the use of appropriate language to cater to the needs of the receiver is to be followed so that effective communication takes place. At the end of this chapter, a learner must have learnt about different forms of formal and informal communication in the age of technology. This chapter will enhance the writing skills of the learner to communicate effectively through e-mails, SMS, and Invitations. The learner will learn about the examination based questions so that he/she can attempt the questions in the exam without any difficulty. Now let's move to exam-oriented questions for the better understanding.

16.4 Glossary

Snail: Mail- postal mail

Crux: The main point

Rapport: A harmonious relationship in which people understand each other

Emoticons: A graphical representation of an emotion by the writer in communication

Triggers: Something that initiates the response

Templates: A model used as a guide or pattern for something

Housewarming: A celebration done to move into a new house

16.5 Sample Questions

16.5.1 Objective Questions:

1. E-mail writing is used for
 - (a) Formal communication
 - (b) Informal Communication
2. Which of the following include salutations in its format
 - (a) E-mail
 - (b) SMS
3. The acronym TTYL stands for
 - (a) Take them your letter
 - (b) Talk to you later
4. A formal invitation has
 - (a) Fixed number of invitees
 - (b) Unlimited number of invitees
5. Push notification is a form of
 - (a) An e-mail
 - (b) SMS
6. Which of the following is not a part of an email
 - (a) Opener
 - (b) Templers
 - (c) Body
 - (d) Closing
7. An informal invitation includes
 - (a) Time/place/ venue
 - (b) Sender's address
 - (c) Occasion
 - (d) All of the above
8. The subject line of an email should be
 - (a) A salutation
 - (b) Long and vivid
 - (c) Short and precise
 - (d) Long and clear
9. The tone (language used) of an email should be
 - (a) Be bossy
 - (b) Mellow
 - (c) Polite yet assertive
 - (d) Doesn't matter
10. Business invitation has an immediate effect because they are
 - (a) Informal
 - (b) Brief
 - (c) Formal
 - (d) Polite

16.5.2 Short Answer Questions:

1. Write an e-mail to a hotel manager to make a reservation.

2. Write an e-mail to your friend giving him some health tips/ precautionary measures to fight COVID-19.
3. Write an e-mail to the editor of *The Hindu* to discuss environment issues in the country.
4. As a member of your residential society, send an e-mail to the inspector of nearest police station to stop the selling of liquor in the locality.
5. Write an e-mail to your friend requesting him to attend a seminar

16.5.3 Long Answer Questions:

1. Write a formal invitation inviting guests to the auspicious occasion
2. As the Principal of Army Public School, Delhi which is holding youth exchange programme at 2.00 p.m. on 15 October 20XX in the school auditorium, design a letter of invitation to be sent to the Brigadier requesting him to be the Chief Guest on this occasion. (50 words)
3. Write a letter to your friend inviting him on the house-warming-ceremony of your newly constructed house.

16.6 Suggested Readings

1. Barker, Alan. *Improve Your Communication Skills*. London: Kogan Page, 2013.
2. Baron, Naomi S. *Writing in the Age of E-mail: The Impact of Ideology versus Technology*. Visible language, 1998.

Maulana Azad National Urdu University

Programme: UG (B.A / B.SC / B.Com / B.A (JMC))

I Semester Examination, December-2018

Paper Code: **UGEN101AET** Paper Title: **English Communication Skills-I**

Time: 2 Hours

Total Marks: 35

Note: This question paper consists of three parts: Part – A, Part-B and Part-C. Number of words to answers each question is only indicative. Attempt all parts.

Part-A contains **05** compulsory questions of multiple choice/fill in the blank/very short answer type question. Answer all questions. Each question carries **1** mark. **(5x1=5 marks)**

Part-B contains **08** questions of which students are supposed to answer **05** questions. Answer each question in approximately 200 words. Each question carries **04** marks. **(5x4=20 marks)**

Part-C contains **02** questions of which students are supposed to answer **01** question. Answer each question in approximately 250 words. Each question carries **10** marks. **(1x10=10 marks)**

Part-A

Question: 1:

- i. We use informal English when we speak to..... (officials / friends).
- ii. There are (26/44) sounds in English language.
- iii. According to RP, there are ----- (8/12) diphthongs in English Language.
- iv. There are (6 / 3) aspirated sounds in English language.
- v. The letter..... (m/b) is silent in the word “comb”.

Part-B

2. Define and discuss the difference between ‘formal and informal English’.
3. Write a short paragraph on the use of ‘Smart Phone’.
4. Explain briefly problems you face in speaking English.
5. Write a brief note on SMS language.
6. Describe your favourite political leader in a paragraph.
7. Write a short description of your home town.
8. Write a letter to your friend inviting him to attend your brother’s marriage.

Part-C

9. Discuss the ‘Consonants Sounds’ of English with appropriate examples.
10. Write an e-mail to your friend about ‘Azad Day Celebrations.’

Notes

Notes