Module II

English Grammar

English Conditional Sentences

Conditional sentences express conditions that are required to be followed in order to achieve the desired end results. According to the Oxford Learner's Dictionary, a conditional sentence is defined as "a sentence that begins with if or unless and expresses a condition", and according to the Collins Dictionary, "if a situation or agreement is conditional on something, it will only happen or continue if this thing happens".

The Cambridge Dictionary defines a conditional sentence as " a sentence, often starting with "if" or "unless", in which one half expresses something which depends on the other half", and according to the Merriam-Webster Dictionary, a conditional is defined as "the mood or form that is used to say that something is true or happens only if something else is true or happens".

In the English language, conditional sentences are divided into four main types namely,

1. Zero Conditional Sentences
2. First Conditional Sentences
3. Second Conditional Sentences
4. Third Conditional Sentences

Zero Conditional Sentences

A zero conditional sentence is one which refers to a general truth. It denotes situations in which a particular thing or action always results in the other. In zero conditional sentences, both the dependent clause and the independent clause are written in the simple present tense. This is mainly due to the fact that the outcomes are guaranteed.

A few examples of zero conditional sentences are given below.

Examples of Zero Conditional Sentences

- When you smoke, your lungs are affected.
- The lawn gets wet when it rains.
- Babies cry when they are hungry and sick.
- If you don't water the plants, they die.
- If you don't exercise, you gain weight.

First Conditional Sentences

First conditional sentences are those sentences that express a situation in which the end result would be the one to most likely happen. This, however, is not the guaranteed outcome.

The tense used in a first conditional sentence is as follows:

- Simple present tense in the 'if clause' – the dependent clause.

- Simple future tense in the independent clause which expresses the outcome that is most likely to happen in the future as a result of the other action expressed in the 'if clause'.

Take a look at the examples below to understand.

Examples of First Conditional Sentences

- If you talk to someone about how you feel, you will feel better.
- If you are focussed, you will achieve your goal.
- If you take some medicines, you will feel better.
- If you go out now, you will get wet in the rain.
- If you like animated movies, you will like *Inside out.*

Second Conditional Sentences

Second conditional sentences are sentences in which hypothetical situations or unrealistic events that are not likely to ever happen are mentioned. In this type of conditional sentences, the tense used would be – simple past tense for the 'if clause' and use of a modal auxiliary along with a main verb in the independent clause. The common modal auxiliaries used in second conditional sentences include might, would, could, should, etc.

Look at the example sentences given below to learn how they work.

Examples of Second Conditional Sentences

- If I had a teleporting device, I would travel around the world in a jiffy.
- If I knew animation graphics, I would create real life animated characters.
- If I had a time travel machine, I could go back to my past and change a few things.
- If I won the lottery, I would buy all the famous super cars.
- If I had a choice, I would never marry at all.

Third Conditional Sentences

Third conditional sentences express alternate circumstances in the present. This is used to indicate that the outcome would have been different if there was a change in the past event mentioned in the dependent clause. The tense rules to be followed in third conditional sentences are – past perfect tense in the 'if clause' (the dependent clause) and modal auxiliary verb (would, should, could, etc.) + have + past participle in the independent clause.

Take a look at the following sentence examples to understand.

Examples of Third Conditional Sentences

- If I had been there, I would have surely helped you in one way or another.
- If Ashish had been with me, he would have known how to make me feel better.
- If they had taken him to hospital sooner, he would not have died.
- If you had not fought with me, everything would have been fine.
- If the teacher had informed us earlier, we could have finished it in time.

The difference between time and tense

Time refers to the specific point or period during which an action takes place on the other hand, tense is a grammatical concept used to express the time of an action or state in a sentence. Time and tense are two totally different concepts. While time is a natural or notional concept of language, tense is the relationship between the form of the verb which expresses the time. Time is a concept which is related to our perception of reality. There are three times: past, present and future. Tense is a grammatical category which is marked by verb inflection and expresses when an event or action happens in the flow of time.

Strictly speaking, only two English tenses are marked by the inflection of the verb:

- past (*talked*)
- present (*talks*)

Other tenses are marked by auxiliaries (*be*, *have*):

- past continuous (*was/were talking*)
- past perfect (*had talked*)
- past perfect continuous (*had been talking*)
- present continuous (*am/are/is talking*)
- present perfect (*have/has talked*)
- present perfect continuous (*have/has been talking*)

As future time is expressed with the modal *will* + infinitive and not with inflection, the forms with *will* (*will talk, will be talking, will have talked, will have been talking*) are not considered to be tenses. However, for the sake of convenience, we refer to them as such throughout this book.

Therefore, the twelve basic tenses in English are:

	Simple	**Continuous**	**Perfect**	**Perfect continuous**
Past	Past simple	Past continuous	Past perfect	Past perfect continuous
Present	Present simple	Present continuous	Present perfect	Present perfect continuous
Future	Future simple	Future continuous	Future perfect	Future perfect continuous

Note that certain tenses in English may refer to a different time than that expressed by their names. For example, the present continuous tense may refer to either present or future time:

"What are you doing?" "I'm reading." (present reference)
"What are you doing on Wednesday evening?" "I'm visiting my grandma." (future reference)

Voice: Active and Passive

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

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

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

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

Let's consider a few more examples.

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

ii)   Active voice: The Barber cut his hair. Passive
        voice: Hair was cut (by the Barber).

iii)   Active voice: Mr. Krishna teaches us grammar. Passive
        voice: Grammar is taught us by Mr. Krishna.
        We're taught grammar by Mr. Krishna.

Module III

The Sounds of English

Introduction to Sounds of English

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

A basic understanding of the sound system of the English language is very important in effective oral communication. The ability to produce individual sounds, both in isolation and in combination with other sounds, also plays a significant role in effective oral communication. Pronunciation is far more than the accurate production of individual sounds. Pronunciation is the way a word or a language is usually spoken or the manner in which someone utters the words of a language. To develop proper oral communication proper pronunciation is one of the key factors. It is important to understand the sound system of English, including various aspects such as individual sounds-consonants and vowels. Production of speech, word stress, sentence stress (intonation), or the variation of speech are highly essential for proper pronunciation.

Varied Pronunciations: Interestingly, there is no such thing called correct pronunciation. The pronunciation of English varies from one country to another and there are marked pronunciation features associated with English spoken in important English speaking countries like the United Kingdom, United States of America, Canada, and Australia. Even within the United Kingdom, there are variations between England, Scotland, Wales and Northern Ireland. One particular accent, called Received Pronunciation (RP) has come to be accepted as the standard in the United Kingdom. Thus, it is better to consider pronunciation in terms of 'acceptable pronunciation' and 'unacceptable pronunciation' rather than correct or incorrect pronunciation. Acceptable pronunciation is, clearly intelligible to all ordinary people where as 'unacceptable pronunciation' refers to a way of talking that is

difficult for most people to understand. In order to, learn correct English pronunciation we have to understand sounds and basics of phonetics. Indian speakers of English suffer from a typical problem that is known as

Mother Tongue Influence/interference(**MTI**): Here, the pronunciation of English varies from region to region. As English, is not our mother tongue we speak this language as either a second language or third language. As a result, our vocal chords are already conditioned with the language we speak (mother tongue and in case with a second language). The tinge and touch of mother tongue is reflected in our speech when we utter the English language. While speaking we must consciously avoid MTI to be understood by others. In order to do that we should try to speak in a neutral accent.

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

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

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

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

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

Phonetic Transcription: In order to understand the sounds and symbols one must know how totranscribe the letters/words into sounds. The process of transforming letters into sounds is known as phonetic transcription. Phonetic transcription can be defined as a kind of alphabetical writing in which each letter represents one sound. It is, thus the writing of a language by means of a separate symbol for every sound. A pronunciation symbol or a phonemic symbol represents each English sound. As the letters of the English alphabet can be a poor guide to pronunciation, it is advisable to learn the

phonemic symbols of English because these symbols are a reliable guide to English pronunciation. Knowledge of these symbols is useful in referring to a dictionary to find out the pronunciation of any word. Every good dictionary contains a list of these pronunciation symbols. In order to understand phonetic transcription one must have knowledge of the classification of sounds in English.

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

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

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

Consonant Clusters: A consonant cluster is a group or sequence of consonants that appear together in a syllable without a vowel between them. E.g. In the word splits /spl/ and /ts/ are consonant clusters. It is important to distinguish between consonant clusters and digraphs with which they are often confused. In contrast to a consonant cluster, a digraph is a group of two or more symbols which really stand for just one sound (usually a consonant). In the word 'chat', the letters /c/ and /h/ appear contiguously but are not a consonant cluster. Even though, both are separate consonants in other contexts. In this instance, /ch/ is a digraph because the ch sequence represents a single sound in the underlying English sound system. It can also be understood like this, that consonant cluster can only occur within one syllable. Consonant clusters are more useful as a definition when they may occur across syllable boundaries. When there are three or more consonants together, native speakers do not always produce or pronounce as many consonant sounds. For example, the final consonant cluster in the word 'fifths' is usually reduced to the last two consonant phonemes.

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

Despite there being just 26 letters in the English language there are approximately 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word or meaning from another. Various letters and letter combinations known as graphemes are used to represent the sounds. The 44 English sounds fall into two categories: consonants and vowels. Below is a list of the 44 phonemes along with their International Phonetic Alphabet symbols and some examples of their use. Note that there is no such thing as a definitive list of

phonemes because of accents, dialects and the evolution of language itself. Therefore you may discover lists with more or less than these 44 sounds.

What is the International Phonetic Alphabet?

How can you pronounce a word you've never read? It can be a bit tricky. How about a word in a foreign language? Now that must be impossible! Or is it? Imagine a set of symbols that could tell you how to pronounce any word in any language on the planet? Well that is exactly what the International Phonetic Alphabet is. Currently, the IPA consists of 107 sound symbols, 52 diacritics (accents) and 4 prosodic marks (intonations) encompassing virtually every phoneme used in every language on the earth. So for any written word, you can identify the associated phoneme symbols, and with a bit of practice, pronounce the word! Congratulations, you can speak Greek now! The IPA was created by the International Phonetic Association. Founded in 1886 in Paris, their original mission was to help school children pronounce words in foreign languages and to aid in the teaching of reading. Today their mission is to promote the scientific study of phonetics.

Consonants

Phoneme	IPA Symbol	Graphemes	Examples	Voiced?
1	b	b, bb	bug, bubble	Yes
2	d	d, dd, ed	dad, add, milled	Yes
3	f	f, ff, ph, gh, lf, ft	fat, cliff, phone, enough, half, often	No
4	g	g, gg, gh,gu,gue	gun, egg, ghost, guest, prologue	Yes
5	h	h, wh	hop, who	No
6	dʒ	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate	Yes
7	k	k, c, ch, cc, lk, qu ,q(u), ck, x	kit, cat, chris, accent, folk, bouquet, queen, rack, box	No
8	l	l, ll	live, well	Yes
9	m	m, mm, mb, mn, lm	man, summer, comb, column, palm	Yes
10	n	n, nn,kn, gn, pn	net, funny, know, gnat, pneumonic	Yes
11	p	p, pp	pin, dippy	No
12	r	r, rr, wr, rh	run, carrot, wrench, rhyme	Yes

Phoneme	IPA Symbol	Graphemes	Examples	Voiced?
13	s	s, ss, c, sc, ps, st, ce, se	sit, less, circle, scene, psycho, listen, pace, course	No
14	t	t, tt, th, ed	tip, matter, thomas, ripped	No
15	v	v, f, ph, ve	vine, of, stephen, five	Yes
16	w	w, wh, u, o	wit, why, quick, choir	Yes
17	z	z, zz, s, ss, x, ze, se	zed, buzz, his, scissors, xylophone, craze	Yes
18	ʒ	s, si, z	treasure, division, azure	Yes
19	tʃ	ch, tch, tu, ti, te	chip, watch, future, action, righteous	No
20	ʃ	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension,machine, conscience, station	No
21	θ	th	thongs	No
22	ð	th	leather	Yes
23	ŋ	ng, n, ngue	ring, pink, tongue	Yes
24	j	y, i, j	you, onion, hallelujah	Yes

Vowels

Phoneme	IPA Symbol	Graphemes	Examples
25	æ	a, ai, au	cat, plaid, laugh
26	eɪ	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they
27	e	e, ea, u, ie, ai, a, eo, ei, ae	end, bread, bury, friend, said, many, leopard, heifer,

Phoneme	IPA Symbol	Graphemes	Examples
			aesthetic
28	iː	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay
29	ɪ	i, e, o, u, ui, y, ie	it, england, women, busy, guild, gym, sieve
30	aɪ	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, stye, aisle, island, height, kite
31	ɒ	a, ho, au, aw, ough	swan, honest, maul, slaw, fought
32	oʊ	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
33	ʊ	o, oo, u,ou	wolf, look, bush, would
34	ʌ	u, o, oo, ou	lug, monkey, blood, double
35	uː	o, oo, ew, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
36	ɔɪ	oi, oy, uoy	join, boy, buoy
37	aʊ	ow, ou, ough	now, shout, bough
38	ə	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur
39	eə	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
40	ɑː	a	arm
41	ɜː	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
42	ɔː	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce
43	ɪə	ear, eer, ere, ier	ear, steer, here, tier
44	ʊə	ure, our	cure, tourist

Problem Sounds

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

Speaker 1: Did you like the test of our copy?
Speaker 2: What do you mean? Which test and copy are you talking about?
Speaker 1: The copy you have just now finished!
Speaker 2: Oh! Your coffee! It tastes so well. Thank you.

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

Syllable division and Word Stress

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

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

Word Stress: When we are dealing with Indian languages, we give stress to all parts, particularly in Odia language. We try to speak (pronounce) each and every letter/syllable prominently, bringing out distinction between each letter. But in English language we don't do like that. We are not compelled to pronounce each and every letter separately. We just need to pronounce the syllables. In words of two or more syllables, one of the syllables stands out from the rest. Stress or accent is an important feature of the English language. Developing effective word stress and sentence stress is very important to speak intelligible English. The following discussion would enable one to understand the concepts pertaining to syllables, word stress, and sentence stress, which are necessary to speak English effectively with the right accent.

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

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

    i) It is said more loudly than the other syllable or syllables (loudness).
    ii) It is said on a different pitch (tone).
    iii) It is held for a longer time than the other syllable or syllables (duration).

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

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

accent

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

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

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

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

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

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

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

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

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

10) The suffixes –al, -ible, -ial, and –ially generally affect the stress pattern. E.g. <u>ac</u>cident – acci<u>den</u>tal, <u>ori</u>gin – o<u>ri</u>ginal, <u>sen</u>timent – senti<u>mental</u>, <u>ac</u>cess – ac<u>ces</u>sible, <u>Pre</u>sident – presi<u>den</u>tial, etc.'

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

<u>Noun /adjective</u> - <u>Verb</u>
<u>Con</u>vert - Con<u>vert</u>
<u>Pro</u>cess - Pro<u>cess</u>
<u>Trans</u>port - Trans<u>port</u>
<u>Con</u>duct - Con<u>duct</u>
<u>Con</u>tact - Con<u>tact</u>

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

Sentences contain both content and function words. The rhythm produced by the stressed and unstressed words in a sentence is a major characteristic of spoken English. Using only the strong forms (i.e. stressing all the words) in sentences may make a speech sound dull and artificial. The listener also may not understand the intended emphasis or meaning in the speech. Speed is another important factor for fluency in English. When we speak, we do not speak words in isolations but group them and speak without any pauses between them. Unstressed words always sound different when used in a sentence as against when

used in isolation. The most common feature of connected speech is the weak forms of function words such as *of, have, was, to, has,* etc., and contractions such as *can't, haven't, shouldn't, won't, didn't, they've,* etc. However, we ignore other features, namely elision (losing sounds as in the word listen), linking (adding or joining sounds between words as in 'far away'), and assimilation(changing sounds when two words are combined s in 'good girl'), that help preserve rhythm in our utterances. In addition to these features, there is schwa--- the most common vowel sound spoken in unstressed words in English. Stressed and Unstressed syllables are helpful in creating characteristics rhythm in a sentence. Unstressed syllables are clouded together and pronounced rapidly whereas stressed syllables are pronounced more clearly. Thus, accented/stressed syllables with no stressed syllables in between them are prolonged. The speed of delivery, therefore, depends on the number of unstressed syllables between the two stressed ones.

Weak forms: The weak form of a word is used when the word has no stress and is phonetically distinct from its strong/full form. A weak form is an unstressed syllable. A word may have multiple weak forms or none. In the English language there are around 45 such words, where it has got two pronunciations (one strong and one weak form). Words of this kind may be called *weak form words*. Since almost all native speakers of RP use weak forms in their pronunciation, it becomes difficult for non-native speakers to understand without learning those words properly. The main words with weak forms in RP are as follows: ***a, am, an, and, are, as, at, be, been, but, can, could, do, does, for, from, had, has, have, he, her, him, his, just, me, must, of, shall, she, should, some, than, that, the, them, there, to, us, was, we, were, who, would, you.***

In the word list the weak pronunciation is generally used in connected speech whereas the strong pronunciation is used when the word is stressed or spoken in isolation, and also when the word comes at the end of a sentence. Consider the following examples:

1) I am looking for my book.	Weak pronunciation
2) What are you looking for?	Strong pronunciation.
3) I am going to the party.	Weak pronunciation.
4) What are you up to?	Strong pronunciation

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

i)   And: full form: /ænd/, weak form: /nd/,/n/
       Bread and butter (weak form), you should not put 'and' at the end of a sentence (full form).

ii)   Can: full form: /kæn/: weak form: /kƏn/
       Malini can speak English better than I can. The first can is the weak form while the second is the full form.

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

When you stress the word 'very', the importance shifts to the nature of the harm.

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

Examples:
i) This is the latest book I have read.
ii) The company produces ten thousand cars every day.
iii) Manohar is going to Paris.

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

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

Example:

Can you lend me some money?	Desperate plea
Can you lend me some money?	Others did not give me will you?
Can you lend me some money?	I am asking for a loan, which I intend to return.
Can you lend me some money?	I require the money/will you trust me.
Can you lend me some money?	I am not asking for more but some amount of money
Can you lend me some money?	I am asking for money not any other kind of help

Intonation: Falling, rising and falling-rising tones

Intonation: It can be claimed as the melody of language or music of speech. If we tend to speakin one pitch from beginning till end of the sentence, the process will be monotonous and listening will be hampered. At the same time the desired result of the speech will not be achieved as the listeners will not understand anything. To speak fluent English, we need to develop the correct tone or intonation. Intonation is a significant variation in pitch from one part of an utterance to another. Stress and Intonation are linked phenomena; they work together to give the effect of 'prominence' or 'accent'. Important changes in pitch occur with stressed syllables. A tone refers to the modulation of the voice expressing a particular feeling or mood. It is an important feature of spoken English and plays an

important role in verbal communication. The tone of a voice shows the attitude of the speaker and reveals his intention. It gives implicit information by indicating the type of sentence spoken by the speaker. In order to use and identify correct tone in spoken English, we should identify the tonic syllable, understand different types of tones, and divide an utterance into tone groups. A segment of speech carrying one intonation pattern is called a tone. Tone can be understood as the modulation of the voice that shows the attitude, approach and intention of the speaker. Emotional degrees of the speaker affect his intonation. The more the speaker is involved with what he is saying, by way of anger, grief, excitement, self-importance and so on, the greater will be the range of pitch and the amount of pitch changes he uses. Intonation of language is not one-time occurrence, rather it refers to patterns of pitch variation. In a normal speech the pitch of our voice goes on changing constantly, going up, going down, and sometimes remaining steady.

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

- Distinguishing different types of utterances such as statements, commands, requests and questions.

- Differentiating the speaker's emotional attitude such as curiosity, apprehension, friendliness and politeness.

- Drawing the listeners' attention to those segments of an utterance that one considers important.

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

1) **In ordinary statements made without emotional implications.**
   E.g. i) I am 'writing a book.
   ii) I can 'drive a 'car.
   iii) She is 'going to 'London.
   iv)I am 'pleased to 'talk to you.

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

3) **Polite expressions:**

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

        ii)'So 'nice of you.

4) **Greetings or Farewells:**

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

        ii)'Cheers!

        iii)   See you 'good 'night.

5) **Exclamatory sentences:**

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

        ii)'How 'wonderful!

        iii)'What a 'nice 'place!

6) **Imperative Sentences: Commands, prohibitions**

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

        ii)'Pick up the 'phone.

        iii)'Finish the 'job.

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

1) **Polite questions:**

    E.g. i) How is your study?

        ii)What's the name?

        iii)Can I help you?

2) **Conditional expressions:**

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

        ii) If you do what I say, you will get what you want. If you read well, you will secure good marks.

3) **Polite requests:**

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

        ii)Please sit down.

        iii)Shut the door please.

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

    i) Do you like English music?

        ii)Have you finished the job?

        iii)Did you attend the meeting?

5) **Incomplete utterances…**

    E.g. i) By the way…

ii) Fortunately…

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

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

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

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

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

Varieties of Spoken English: Standard Indian, American and British

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

Received Pronunciation: 20 Vowels (12 pure and 8 gliding).
Educated Indian English: 17 Vowels (11 pure and 6 gliding).
General American: 15 Vowels (10 pure and 5 gliding).

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