

# **MODULE- 2**

## **COMMUNICATIVE GRAMMAR**

**TIME, TENSE AND ASPECT**

**VERBS OF STATE AND EVENTS**

**USE OF MODALS**

**ACTIVE & PASSIVE VOICE**

**'IF' CONDITIONALS**

**USE OF PHRASAL VERBS**

## TIME, TENSE AND ASPECT & VERBS OF STATE AND EVENTS

*Tense* is a term that refers to the way verbs change their form in order to indicate at which time a situation occurs or an event takes place. For finite verb phrases, English has just *one* inflectional form to express time, namely the past tense marker (-ed for regular verbs). Therefore, in English there is just a contrast between *present* and *past* tense. Needless to say, non-finite verb phrases (*to infinitives* and *-ing forms*) are not marked for tense. When occurring with modals, verb phrases are used in their *base* form, with no tense marker. Each tense can have a *simple* form as well as be combined with either the *progressive* or *perfective* aspect, or with both of them:

*I work; I'm working; I have worked; I have been working* (present)

*I worked; I was working; I had worked; I had been working* (past)

*Time* and *tense* are not overlapping concepts. Though *tense* is related to *time*, there is no one-to-one correspondence between the two. Tense is a grammatical category: rather than with “reality”, it has to do with how events are placed, seen, and referred to along the past-present-future time line.

Thus, a present tense does not always refer to present time, nor a past tense to past time. Actually, the present and past tenses can refer to all three segments of the time line (past, present, and future).

For example, the present tense may be used to speak about a future event (often, but not necessarily, accompanied by a future time adverbial), while the so-called “historic present” – frequently used to convey dramatic immediacy – refers to the past as if it were happening now:

*The World Cup starts next week*

*Hear what happened to me the other day. The boss comes in my office and says:  
'You're fired!'...*

By the same token, a past tense can refer to present time. This occurs, for instance, in hypothetical sentences, in reported speech, as well as in other structures:

*If I had more money, I would buy a new car*

*Did you tell him you were/are busy?*

*It's time you changed your car*

Furthermore, the past tense can express *tentativeness*, often associated with *politeness*:

*Did you want to make a phone call?*

*Were you looking for me?*

*Aspect* is a grammatical category that reflects the perspective from which an action/situation is seen: as complete, in progress, having duration, beginning, ending, or being repeated. English has two aspects, *progressive* (also called *continuous*) and *perfective*. Verbs that are not marked for aspect (the majority of them are not) are said to have *simple* aspect.

In British English, the perfective aspect is much more common than in American English, since Americans often use the past simple where Britons use the present perfect.

Verb phrases can be marked for both aspects at the same time (the perfect progressive, however, is infrequent). The following combinations are possible:

*present progressive; past progressive; present perfective; past perfective; present perfective progressive; past perfective progressive:*

*He's sleeping; He was sleeping*

*He has slept; He had slept*

*He has been sleeping; He had been sleeping*

Usually, grammars contrast the progressive with the perfective aspect (and the simple, for that matter) on the basis that the former refers to an action/event as in progress, while the latter tends to indicate the completeness of an action, to see actions and events as a whole and a situation as permanent. This is certainly a useful distinction, which will not be questioned here; yet students must be aware that the above is an oversimplified view, as is demonstrated by the fact that the two aspects can combine within a single verb phrase.

### **Progressive aspect**

The *progressive aspect*, either in the present or past tense, generally refers to an action/event (usually of limited duration) in progress at a particular time, to an uncompleted activity, to a temporary state of affairs or a temporary habit.

The *present progressive* is formed by the present tense of the verb *be* + the *-ing form* of the lexical verb, the *past progressive* by *was/were* + the *-ing form* of the lexical verb:

*I'm going to bed very late these days*

*We're studying German this year*

*I was sleeping when I hear a strange noise*

*I was living in Buenos Aires at the time.*

The activity may also not be, strictly speaking, continuous, that is to say it may refer to a series of individual acts:

*Some of the demonstrators are smashing shop windows*

Needless to say, the progressive aspect does not reflect the length of an action, but the speaker's view of a certain event. Though aspect and the duration of an action are somehow related – in fact, to describe an event lasting only a short time the *simple aspect* is more frequently used – the simple aspect is not reserved for short actions nor is the progressive used exclusively to talk about events lasting for a (fairly) long time.

As we have seen above, the progressive aspect can combine with the perfective aspect, both present and past, as well as with a modal or a modal and a perfective together. Finally, the infinitive can also be used in the progressive:

*You must be kidding*

*He must have been joking*

*It's too early to be sleeping*

Normally, only so-called *dynamic* verbs are used in the progressive, while *stative* verbs are found in the simple aspect. Yet, there is no one-to-one relationship between dynamic verbs and progressive aspect or between stative verbs and simple aspect: as we shall see later on, stative verbs can sometimes occur in the progressive – when, for instance, they refer to a situation which extends over time but is not permanent – while some dynamic verbs – those referring to actions taking a very short time – usually occur in the simple form. Indeed, the difference between stative and dynamic verbs is not so clear-cut as is often thought to be, and thus deserves to be examined in some detail. Such difference is better conceived in terms of a continuum, and it would be more correct to talk about the stative or dynamic *senses* in which a verb is used, though the traditional distinction between stative and dynamic verbs is undoubtedly convenient (provided it is not applied in a simplistic way).

*Stative verbs* are verbs of “being”. Since they refer to “states”, they are normally used with the simple aspect. On the contrary, *dynamic verbs* are verbs of “doing”, they refer to activities, events and processes. They can occur in both the simple and the progressive aspects, depending on the meaning speakers wish to convey. The first of the following sentences refers to a habitual, repeated action, the latter to an action in progress at the time of speaking:

*I work on Saturday morning*

*I'm working now*

In general, two elements determine if a verb is frequently or rarely found in the progressive aspect: the length of the action described by the verb and the status of the subject as either agent or experiencer. The progressive form is common in clauses that have a human agent as subject and refer to an action, event, state or situation which last for a substantial period of time; contrariwise, verbs that are rarely used in the progressive form describe temporary states of short duration or actions that take place very quickly.

*Stative verbs* indicate possession and describe thoughts, beliefs, feelings, wishes, preferences, perceptions of the senses, as well as states of being. Verbs that typically occur with stative senses are:

- 1) verbs of perception, such as: *appear, feel, hear, see, seem, smell, sound and taste*;
- 2) verbs that refers to mental, emotional and cognitive states, such as: *adore, assume, believe, care, consider, desire, detest, dislike, doubt, envy, expect, fear, find* (meaning "consider"), *forget, forgive, guess, hate, hear* (meaning "to be told"), *hope, imagine, intend, know, like, love, mean, mind, notice, prefer, realize, recall, recognize, refuse, regard, regret, remember, see* (meaning "understand"), *want, wish, wonder*;
- 3) verbs that contain the idea of "being" and "having", that refer to situations which cannot easily be imagined as having a time limitation: *be, have* (meaning "possess"), *belong, compare* (meaning "be similar to"), *concern, consist, contain, cost, depend, deserve, differ, equal, exist, fit, hold, include, interest, involve, lack, matter, measure, need, owe, own, possess, remain, require, resemble, suit*.

Some examples of verbs normally used in stative senses:

*It just seems strange to me*

*I detest football*

*The police intend to prosecute him*

*Of course I recall our first meeting!*

*The whole estate belongs to him*

*I'm afraid this will involve plenty of paperwork*

*It surely matters how you spend our money!*

*I owe you a favour*

*We think we deserve some reward for our work*

*My opinion on the issue of genetically-modified food does not differ from yours*

The progressive aspect is unacceptable with stative verbs describing *qualities* – i.e. (relatively) permanent and inalienable characteristics/properties of the subject referent – as

different from *states*, which refer to less permanent situations and thus can occur in the progressive:

*They own a beautiful country house / \*They are owing a beautiful country house*

*She has wonderful eyes / \*She's having wonderful eyes*

*I'm hoping they will reconsider their decision*

*I'm forgetting all I have learnt at school*

*I was wondering if I did the right thing*

Verbs referring to sensory perceptions are usually preceded by *can/could*. However, they can also be used in the progressive, when emphasis is put on the process of perception:

*I can hear you*

*I could feel the difference*

*There's no need to shout. I'm hearing you!*

*I'm not seeing well with these new glasses*

The deliberate acts corresponding to the involuntary sensory reactions indicated by *hear* and *see* are expressed through the verbs *listen* and *look*. On the contrary, *feel*, *smell* and *taste* refer to both voluntary action and involuntary perception. Needless to say, verbs referring to voluntary actions can be found in the continuous form:

*I (can) hear what they say; I'm listening to what they are saying*

*I (can) see her; I'm looking at her*

*I felt / could feel a hand touching my shoulder; I'm feeling the quality of the leather*

*I (can) smell gas; She's smelling the flowers*

*I (can) taste cinnamon in the cake; He's tasting the custard*

When they refer to a temporary condition, verbs describing bodily sensation can be used in both the simple and progressive form with hardly any difference in meaning:

*My knee aches badly; My knee is aching badly*

*I feel tired; I'm feeling tired*

As we have already stated, *dynamic verbs* indicate activities, they do not describe events as a whole. They can occur in both the progressive and non-progressive form. They include verbs indicating a temporary situation (for example *cook, jog, live, read, study, work*):

*I was living in New York at that time*

*I'm making a cake*

Some dynamic verbs are *punctual*, i.e. they refer to events that have very little duration, and thus they generally occur in the simple aspect. Examples of punctual verbs are *break, close, hit, jump, knock, nod, and tap*. When used in the progressive, they often indicate the *repetition* of an action:

*They were jumping in with excitement*

*Someone's knocking at the door.*

### **Perfective aspect**

The *perfective aspect* is used to refer to a state or action which has taken place before the time of speaking, as well as to a state or action (or series of actions) occurring in a period of time we imagine as continuing until the present or until a certain moment in the past (until *now* or until *then*), or that has just ended. Remember: the events and situations referred to by the perfective aspect have some relevance to the time of speaking (the present in the case of the *present perfective*, the past in the case of the *past perfective*, the future in the case of the *future perfective*). The perfective aspect is also used to indicate the completeness of an action, to see events as a whole:

*I have tidied my room*

*I've often spent my holidays in South America*

*She had just found a solution to the problem*

The *present perfective* is formed by *have/has + past participle*, the *past perfective* (statistically less common than the present) by *had + past participle*, while the *future perfective* by *will have +past participle*:

*I have had the same car for twelve years! It's time to get a new one*

*I had lived in Paris for two years when I decided to come back home*

*We will have been together for ten years next month*

The *perfective aspect* can combine with the *progressive aspect*, with a modal or with a modal and a progressive together (examples of the first and third combination are also provided above); perfect infinitives are also to be found:

*I've been running*

*He had been watching TV all day*

*You should have done this more carefully*

*He must have been kidding*

*They seem to have liked the film*

Note that the perfect progressive aspect indicates the *possible incompleteness* of an action.

In the following examples, it is not clear whether the action has been completed or not:

*I've been repairing my bike* (I may or may not have finished repairing the bike)

*They have been cleaning their room for hours* (they may or may not have finished cleaning)

## USE OF MODALS

### 1. *can*

Use	Examples
ability to do sth. in the present (substitute form: to be able to)	I can speak English.
permission to do sth. in the present (substitute form: to be allowed to)	Can I go to the cinema?
Request	Can you wait a moment, please?
Offer	I can lend you my car till tomorrow.
Suggestion	Can we visit Grandma at the weekend?
Possibility	It can get very hot in Arizona.

### 2. *could*

Use	Examples
ability to do sth. in the past (substitute form: to be able to)	I could speak English.

Use	Examples
permission to do sth. in the past (substitute form: to be allowed to)	I could go to the cinema.
polite question *	Could I go to the cinema, please?
polite request *	Could you wait a moment, please?
polite offer *	I could lend you my car till tomorrow.
polite suggestion *	Could we visit Grandma at the weekend?
possibility *	It could get very hot in Montana.

### 3. *may*

Use	Examples
Possibility	It may rain today.
permission to do sth. in the present (substitute form: to be allowed to)	May I go to the cinema?
polite suggestion	May I help you?

## 4. *might*

Use	Examples
possibility (less possible than may) *	It might rain today.
hesitant offer *	Might I help you?

## 5. *must*

Use	Examples
force, necessity	I must go to the supermarket today.
Possibility	You must be tired.
advice, recommendation	You must see the new film with Brad Pitt.

## 6. *must not/may not*

Use	Examples
prohibition (must is a little stronger)	You mustn't work on dad's computer.
	You may not work on dad's computer.

## 7. *need not*

Use	Examples
sth. is not necessary	I needn't go to the supermarket, we're going to the restaurant tonight.

## 8. *ought to*

Use	Examples
advice	You ought to drive carefully in bad weather.
obligation	You ought to switch off the light when you leave the room.

## 9. *shall*

Use	Examples
suggestion	Shall I carry your bag?

## 10. *should*

Use	Examples
advice	You should drive carefully in bad weather.

Use	Examples
obligation	You should switch off the light when you leave the room.

## 11. *will*

Use	Examples
wish, request, demand, order (less polite than would)	Will you please shut the door?
prediction, assumption	I think it will rain on Friday.
Promise	I will stop smoking.
spontaneous decision	Can somebody drive me to the station? - I will.
Habits	She's strange, she'll sit for hours without talking.

## 12. *would*

Use	Examples
wish, request (more polite than will)	Would you shut the door, please?

Use	Examples
habits in the past	Sometimes he would bring me some flowers.

\* These are no past forms, they refer to the future

## ACTIVE & PASSIVE VOICE

Active voice describes a sentence where the subject performs the action stated by the verb. In passive voice sentences, the subject is acted upon by the verb.

### Sentences in Active and Passive Voice

Here are examples of sentences written in both the active voice and the passive voice, with the active voice sentence appearing first:

Harry ate six shrimp at dinner. (active)

At dinner, six shrimp were eaten by Harry. (passive)

Beautiful giraffes roam the savannah. (active)

The savannah is roamed by beautiful giraffes. (passive)

Sue changed the flat tire. (active)

The flat tire was changed by Sue. (passive)

We are going to watch a movie tonight. (active)

A movie is going to be watched by us tonight. (passive)

I ran the obstacle course in record time. (active)

The obstacle course was run by me in record time. (passive)

The crew paved the entire stretch of highway. (active)

The entire stretch of highway was paved by the crew. (passive)

Mom read the novel in one day. (active)

The novel was read by Mom in one day. (passive)

The critic wrote a scathing review. (active)

A scathing review was written by the critic. (passive)

I will clean the house every Saturday. (active)

The house will be cleaned by me every Saturday. (passive)

The staff is required to watch a safety video every year. (active)  
A safety video will be watched by the staff every year. (passive)

She faxed her application for a new job. (active)  
The application for a new job was faxed by her. (passive)

Tom painted the entire house. (active)  
The entire house was painted by Tom. (passive)

The teacher always answers the students' questions. (active)  
The students' questions are always answered by the teacher. (passive)

The choir really enjoys that piece. (active)  
That piece is really enjoyed by the choir. (passive)

Who taught you to ski? (active)  
By whom were you taught to ski? (passive)

The forest fire destroyed the whole suburb. (active)  
The whole suburb was destroyed by the forest fire. (passive)

The two kings are signing the treaty. (active)  
The treaty is being signed by the two kings. (passive)

The cleaning crew vacuums and dusts the office every night. (active)  
Every night the office is vacuumed and dusted by the cleaning crew. (passive)

Larry generously donated money to the homeless shelter. (active)  
Money was generously donated to the homeless shelter by Larry. (passive)

No one responded to my sales ad. (active)  
My sales ad was not responded to by anyone. (passive)

The wedding planner is making all the reservations. (active)  
All the reservations will be made by the wedding planner. (passive)

Susan will bake two dozen cupcakes for the bake sale. (active)  
For the bake sale, two dozen cookies will be baked by Susan. (passive)

The science class viewed the comet. (active)  
The comet was viewed by the science class. (passive)

Who ate the last cookie? (active)  
The last cookie was eaten by whom? (passive)

Alex posted the video on Facebook. (active)  
The video was posted on Facebook by Alex. (passive)

The director will give you instructions. (active)  
Instructions will be given to you by the director. (passive)

Thousands of tourists view the Grand Canyon every year. (active)  
The Grand Canyon is viewed by thousands of tourists every year. (passive)

The homeowners remodeled the house to help it sell. (active)  
The house was remodeled by the homeowners to help it sell. (passive)

The team will celebrate their victory tomorrow. (active)  
The victory will be celebrated by the team tomorrow. (passive)

The saltwater eventually corroded the metal beams. (active)  
The metal beams were eventually corroded by the saltwater. (passive)

The kangaroo carried her baby in her pouch. (active)  
The baby was carried by the kangaroo in her pouch. (passive)

Some people raise sugar cane in Hawaii. (active)  
Sugar cane is raised by some people in Hawaii. (passive)

These different sentences written in both active voice and passive voice illustrate the differences.

## ‘IF’ CONDITIONALS

### First conditional

Nature: Open condition, what is said in the condition is **possible**.

Time: This condition refers either to present or to future time.  
e.g. If he is late, we will have to go without him.  
If my mother knows about this, we are in serious trouble.

**Form:** *if* + Simple Present, will-Future

Example: If I find her address, I'll send her an invitation.

### Second conditional

Nature: unreal (**impossible**) or **improbable** situations.

Time: present; the TENSE is past, but we are talking about the present, now.  
e.g. If I knew her name, I would tell you.  
If I were you, I would tell my father.  
*Compare:* If I become president, I will change the social security system. (Said by a presidential candidate)  
If I became president, I would change the social security system. (Said by a schoolboy: improbable)  
If we win this match, we are qualified for the semifinals.  
If I won a million pounds, I would stop teaching. (improbable)

**Form:** *if* + Simple Past, Conditional I (= would + Infinitive)

Example: If I found her address, I would send her an invitation.

### **Third conditional**

**Nature: unreal**

Time: Past (so we are talking about a situation that was not so in the past.)  
e.g. If you had warned me, I would not have told your father about that party.(But you didn't, and I have).

**Form:** *if* + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation.

## USE OF PHRASAL VERBS

Phrasal verbs are usually two-word phrases consisting of **verb + adverb** or **verb + preposition**. Think of them as you would any other English vocabulary. Study them as you come across them, rather than trying to memorize many at once. Use the list below as a reference guide when you find an expression that you don't recognize. The examples will help you understand the meanings. If you think of each phrasal verb as a separate verb with a specific meaning, you will be able to remember it more easily. Like many other verbs, phrasal verbs often have more than one meaning.

Phrasal Verb	Meaning	Example
<b>abide by</b>	To respect or obey a decision, a law or a rule	If you want to keep your job here, you must <b>abide by</b> our rules.
<b>account for</b>	To explain, give a reason	I hope you can <b>account for</b> the time you were out!
<b>add up</b>	To make sense, seem reasonable	The facts in the case just don't <b>add up</b> .
<b>advise against</b>	To recommend not doing something	I <b>advise against</b> walking alone in this neighborhood.
<b>agree with</b>	To have the same opinion as someone else.	I <b>agree with</b> you. I think you should go as well.
<b>allow for</b>	To take into consideration	We need to <b>allow for</b> unexpected charges along the way.
<b>appeal to</b>	<ol style="list-style-type: none"> <li>1. To plead or make a request</li> <li>2. To be attractive or interesting</li> </ol>	<ol style="list-style-type: none"> <li>1. He <b>appealed to</b> the court to change its decision.</li> <li>2. A vacation of sunbathing doesn't <b>appeal to</b> me.</li> </ol>
<b>apply for</b>	To make a formal request for something (job, permit, loan etc.)	He <b>applied for</b> a scholarship for next semester.
<b>back away</b>	To move backwards, in fear or dislike	When he saw the bear, he <b>backed away</b> in fright.
<b>back down</b>	To withdraw, concede defeat	Local authorities <b>backed down</b> on their threats to

Phrasal Verb	Meaning	Example
		build on that part of the beach.
<b>back up</b>	<ul style="list-style-type: none"> <li>1. To give support or encouragement</li> <li>2. To make a copy of (file, program, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>1. I'm going to be very strict with him. I hope you'll <b>back me up</b> on this?</li> <li>2. You should <b>back up</b> all your computer files in a secure location.</li> </ul>
<b>bank on</b>	To base your hopes on something / someone	I'm <b>banking on</b> you to help with the charity event.
<b>black out</b>	To faint, lose consciousness	Jenna fell in the parking lot and <b>blacked out</b> .
<b>block off</b>	To separate using a barrier.	The police <b>blocked off</b> the street after the explosion.
<b>blow up</b>	<ul style="list-style-type: none"> <li>1. To explode</li> <li>2. To get angry</li> </ul>	<ul style="list-style-type: none"> <li>1. Tommy <b>blew up</b> the red balloon.</li> <li>2. Don't <b>blow up</b> at me. It's not my fault.</li> </ul>
<b>boil down to</b>	To be summarized as	It all <b>boils down to</b> who has more power.
<b>boot up</b>	To start a computer by loading an operating system or program	You need to <b>boot up</b> your computer before you begin to work.
<b>break away</b>	To separate from a crowd	One of the wolves <b>broke away</b> from his pack.
<b>break down</b>	<ul style="list-style-type: none"> <li>1. To go out of order, cease to function</li> <li>2. To lose control of one's emotions</li> </ul>	<ul style="list-style-type: none"> <li>1. The washing machine<b>broke down</b> so we had to call in the repair technician.</li> <li>2. John <b>broke down</b> when he heard the news.</li> </ul>
<b>break into</b>	To enter by force	Burglars <b>broke into</b> my car last night.
<b>break out</b>	To start suddenly	Rioting <b>broke out</b> after the government raised the fuel prices again.
<b>break out of</b>	To escape from a place by force	Several prisoners <b>broke out of</b> jail.
<b>break up</b>	To come to an end (marriage, relationship)	She <b>broke up</b> with Daniel after dating him for five years.
<b>bring up</b>	To raise (a child)	Sara is <b>bringing up</b> her children by herself.
<b>brush up on</b>	To improve, refresh one's knowledge of something	I must <b>brush up on</b> my French before going to Paris next month.
<b>bump into</b>	To meet by chance or unexpectedly	I <b>bumped into</b> Adam at the bank. He says "hello".
<b>burn out</b>	<ul style="list-style-type: none"> <li>1. stop (something) working</li> <li>2. become exhausted from over-</li> </ul>	<ul style="list-style-type: none"> <li>1. The light bulb <b>burnt out</b>. Please change it.</li> <li>2. She needs to work fewer hours. Otherwise she</li> </ul>

Phrasal Verb	Meaning	Example
	working	will <b>burn out</b> .
<b>call back</b>	To return a phone call	Could please call back in ten minutes?
<b>call off</b>	To cancel	The game was <b>called off</b> because of bad weather.
<b>calm down</b>	To become more relaxed, less angry or upset	It took Kylie several hours <b>to calm down</b> after she saw the accident.
<b>carry on</b>	To continue	The soldiers <b>carried on</b> walking in order to get to their post before dark.
<b>carry out</b>	<ul style="list-style-type: none"> <li>1. To do something as specified (a plan, an order, a threat)</li> <li>2. To perform or conduct (test, experiment)</li> </ul>	<ul style="list-style-type: none"> <li>1. His orders were <b>carried out</b> to the letter.</li> <li>2. That company does <b>not carry out</b> tests on animals.</li> </ul>
<b>check in</b>	To register at a hotel or airport	They said I must <b>check in</b> at least three hours before my flight.
<b>check out</b>	<ul style="list-style-type: none"> <li>1. To pay one's bill and leave (a hotel)</li> <li>2. To investigate</li> </ul>	<ul style="list-style-type: none"> <li>1. Donna <b>checked out</b> of the hotel this morning.</li> <li>2. I don't know if this price is correct. I'll <b>check it out</b> online.</li> </ul>
<b>clam up</b>	To refuse to speak	When the police started asking questions, the suspect <b>clammed up</b> .
<b>clamp down on</b>	To act strictly to prevent something	The local authorities have decided to <b>clamp down on</b> illegal parking in handicapped parking places.
<b>come across</b>	<ul style="list-style-type: none"> <li>1. To find by chance</li> <li>2. To appear, seem, make an impression</li> </ul>	<ul style="list-style-type: none"> <li>1. I was cleaning up and <b>came across</b> some old photos of you.</li> <li>2. The politician <b>came across</b> as a complete fool during the TV interview.</li> </ul>
<b>come forward</b>	To present oneself	Has the owner of the winning lotto ticket <b>come forward</b> ?
<b>count on</b>	To rely or depend on (for help)	You can <b>count on</b> me to keep your secret.
<b>cut down on</b>	To reduce in number or size	I've decided to <b>cut down on</b> the amount of sweets I eat.
<b>cut out</b>	<ul style="list-style-type: none"> <li>1. To remove using scissors</li> <li>2. To stop doing something</li> </ul>	<ul style="list-style-type: none"> <li>1. She <b>cut out</b> a coupon from the newspaper.</li> <li>2. You need to <b>cut out</b> all red meat from your diet.</li> </ul>
<b>deal with</b>	To handle, take care of (problem,	Catherine is not good at <b>dealing with</b> stress.

Phrasal Verb	Meaning	Example
	situation)	
<b>die down</b>	To calm down, become less strong	After the storm <b>died down</b> , we went outside to see the damage it had caused.
<b>do without</b>	To manage without	She didn't get a salary this month, so she'll have to <b>do without</b> extra treats.
<b>drag on</b>	To last longer than expected	The suspect's trial <b>dragged on</b> longer than we had expected!
<b>draw up</b>	To write (contract, agreement, document)	They <b>drew up</b> a contract and had me sign it.
<b>dress up</b>	wear elegant clothes	Their wedding gave us a chance to <b>dress up</b> and get out of the house.
<b>drop in</b>	To visit, usually on the way somewhere	Why don't you <b>drop in</b> to see us on your way home?
<b>drop off</b>	1. To deliver someone or something 2. To fall asleep	1. I'll <b>drop off</b> the papers later today. 2. I often <b>drop off</b> in front of the TV.
<b>drop out</b>	To leave school without finishing	Zack <b>dropped out</b> of college and joined the army.
<b>ease off</b>	To reduce, become less severe or slow down (pain, traffic, work)	Traffic usually <b>eases off</b> about 7pm
<b>end in</b>	To finish in a certain way; result in	Her marriage <b>ended in</b> divorce.
<b>end up</b>	To finally reach a state, place or action	If you don't improve your work habits, you'll <b>end up</b> being fired.
<b>fall through</b>	To fail; doesn't happen	His plans to trek through South America <b>fell through</b> when he got sick.
<b>figure out</b>	To understand, find the answer	He's trying to <b>figure out</b> how to earn enough money to go on the trip to Spain.
<b>fill out</b>	To complete (a form/an application)	Please <b>fill out</b> the enclosed form and return it as soon as possible.
<b>find out</b>	To discover or obtain information	I'm going to <b>find out</b> who's responsible for the power cut.
<b>focus on</b>	To concentrate on something	Tom had difficulty <b>focusing on</b> work the day before his holiday started.
<b>get along (with)</b>	To be on good terms; work well with	It's important to <b>get along</b> with your team supervisor.

Phrasal Verb	Meaning	Example
<b>get at</b>	To imply	What are <b>you getting at?</b> Do you think I'm to blame?
<b>get away</b>	To escape	I think we should <b>get away</b> for the weekend.
<b>get by</b>	To manage to cope or to survive	Students without jobs have a hard time <b>getting by</b> .
<b>get in</b>	To enter	When did you <b>get in</b> last night?
<b>get into (+noun)</b>	To enter	How did you <b>get into</b> your car without the keys?
<b>get off</b>	1. To leave (bus, train, plane) 2. To remove	1. You should <b>get off</b> the train in Kings Heath. 2. I can't <b>get</b> the ink stain <b>off</b> my shirt.
<b>get on</b>	To board (bus, train, plane)	I'm trying to <b>get on</b> the flight to Brussels.
<b>get on with (something)</b>	To continue to do; make progress	After they split up, she had a hard time <b>getting on with</b> her life.
<b>get on (well) with (somebody)</b>	To have a good relationship with	He doesn't <b>get on</b> very well <b>with</b> the other members of the committee.
<b>get out</b>	To leave	He had a hard time <b>getting out</b> of Newark because of the snow?
<b>get out of</b>	To avoid doing something	Edna's trying to <b>get out of</b> working the night shift.
<b>get over</b>	To recover from (illness, disappointment)	Has she <b>gotten over</b> the flu?
<b>get over</b>	To recover from (illness, disappointment)	Mary had the chickenpox last week but she <b>got over</b> it.
<b>get rid of</b>	To eliminate	Please <b>get rid of</b> that old t-shirt. It's so ragged.
<b>get together</b>	To meet each other	Let's <b>get together</b> for your birthday on Saturday.
<b>get up</b>	To rise, leave bed	Will you please <b>get up</b> ? You've got a class in 20 minutes.
<b>give in</b>	1. To cease opposition; yield 2. To hand in; submit	1. We will never <b>give in</b> to the terrorists' demands. 2. I'll <b>give in</b> my paper tomorrow.
<b>give up</b>	To stop doing something	Morris <b>gave up</b> drinking 10 years ago.
<b>go through</b>	To experience	Andy <b>went through</b> a lot of pain after his mother died.
<b>grow up</b>	To spend one's childhood; develop; become an adult	He's like Peter Pan. He never really <b>grew up</b> at all.

Phrasal Verb	Meaning	Example
<b>hand in</b>	To submit (report, homework)	Please <b>hand in</b> your papers before Friday.
<b>hand out</b>	To distribute	Susan volunteered at the shelter where she <b>handed out</b> warm clothes.
<b>hang out</b>	To spend time in a particular place or with a group of friends	Which pub does the team <b>hang out</b> at after the game?
<b>hang up</b>	To end a phone conversation	If you <b>hang up</b> now, I'll never speak to you again.
<b>hold on</b>	<ul style="list-style-type: none"> <li>1. To wait</li> <li>2. To grip tightly</li> </ul>	<ul style="list-style-type: none"> <li>1. Please <b>hold on</b> and a representative will answer your call.</li> <li>2. She was so scared on the rollercoaster ride that she <b>held on</b> for dear life.</li> </ul>
<b>hurry up</b>	To be quick, act speedily	<b>Hurry up</b> and finish your lunch or we'll miss the train.
<b>iron out</b>	To resolve by discussion, eliminate differences	The two countries met at the conference to <b>iron out</b> their differences.
<b>join in</b>	To participate	Yes David, you can <b>join in</b> the discussion any time you like.
<b>join up</b>	<ul style="list-style-type: none"> <li>1. To engage in, become a member of</li> <li>2. To meet and unite with</li> </ul>	<ul style="list-style-type: none"> <li>1. There was a war on, so some kids were only sixteen when they<b>joined up</b>.</li> <li>2. Let's separate now and<b>join up</b> later at the restaurant.</li> </ul>
<b>keep on</b>	To continue doing something	If you <b>keep on</b> making that noise I will get annoyed.
<b>keep up with</b>	To stay at the same level as someone or something	I read the paper every day to <b>keep up with</b> the news.
<b>kick off</b>	To begin, start	The rugby match <b>kicked off</b> at 3 o'clock.
<b>leave out</b>	To omit, not mention	Please check your form again and make sure nothing is <b>left out</b> .
<b>let down</b>	To disappoint	I feel so <b>let down</b> because they promised me a puppy but all I got was a doll.
<b>look after</b>	To take care of	Andy can you <b>look after</b> your sister until I get back?
<b>look down on</b>	To consider as inferior	She's such a snob. She always <b>looks down on</b> anyone who is poor.
<b>look on</b>	To be a spectator at an event	If you don't want to take part in the game you can <b>look on</b> for now.

Phrasal Verb	Meaning	Example
<b>look for</b>	To try to find something	Harry went to the shop to <b>look for</b> a new computer.
<b>look forward to</b>	To await or anticipate with pleasure	I'm <b>looking forward to</b> my birthday. It's in two days time.
<b>look up to</b>	To admire	I always <b>looked up to</b> my father. He was a great man.
<b>make fun of</b>	To laugh at/ make jokes about	It's not nice to <b>make fun of</b> people in wheelchairs.
<b>make up</b>	To invent (excuse, story)	That's a good excuse. Did you <b>make up</b> it up yourself?
<b>mix up</b>	To mistake one thing or person for another	She had so many cats that she kept <b>mixing up</b> their names.
<b>move in</b>	To arrive in a new home or office	Did you hear? Our new neighbors are <b>moving in</b> this afternoon.
<b>move out</b>	To leave your home/office for another one.	When are you <b>moving out</b> ? We need your office for the new guy.
<b>nod off</b>	To fall asleep	You were so tired after the game that you <b>nodded off</b> on the couch.
<b>own up</b>	To admit or confess something	Come on. <b>Own up</b> . We know you did it!
<b>pass away</b>	To die	Your grandfather <b>passed away</b> peacefully in his sleep last night.
<b>pass out</b>	To faint	He didn't drink enough water so he <b>passed out</b> at the end of the race.
<b>pay back</b>	To reimburse	I'll <b>pay you back</b> as soon as I get the loan.
<b>put off</b>	To postpone, arrange a later date	Don't <b>put off</b> until tomorrow, what you can do today.
<b>put on</b>	To turn on, switch on	It's very dark in here. Please <b>put on</b> the light on.
<b>put out</b>	To extinguish	The fire fighters were able to <b>put out</b> fire in ten minutes.
<b>put up</b>	To accommodate, give somebody a bed	I can <b>put you up</b> until the weekend but then I'm going away.
<b>pick up</b>	To collect somebody	I'll <b>pick you up</b> at around 7:00 to take you to the airport.
<b>point out</b>	To indicate/direct attention to something	As I already <b>pointed out</b> , there was a mistake in your calculation.
<b>rely on</b>	To count on, depend on, trust	You can <b>rely on</b> me. I always arrive on time.

Phrasal Verb	Meaning	Example
<b>rule out</b>	To eliminate	Since he had a sound alibi, the police <b>ruled</b> him <b>out</b> as a suspect.
<b>run away</b>	To escape from a place or suddenly leave	He <b>ran away</b> from home and joined the circus.
<b>run into</b>	To meet by accident or unexpectedly (also: bump into)	I'm so glad I <b>ran into</b> you. I need to ask you something.
<b>run out of</b>	To have no more of something.	We've <b>run out of</b> milk. I'll just pop next door to borrow some.
<b>set off</b>	To start a journey;	Let's <b>set off</b> early to miss the rush hour traffic.
<b>set up</b>	To start a business	They <b>set up</b> their own company when they were still in high school.
<b>shop around</b>	To compare prices	Don't buy that. Let's <b>shop around</b> and see if we can find something cheaper.
<b>show off</b>	To brag or want to be admired	He's such a <b>show off</b> . He has to tell everybody about his new computer.
<b>show up</b>	To appear/arrive	I don't think she'll <b>show up</b> tonight. Her daughter is sick.
<b>shut up (impolite)</b>	To be silent, stop talking	<b>Shut up</b> , you're spoiling the movie!
<b>sit down</b>	To take a seat	I think you should <b>sit down</b> . It's bad news.
<b>stand up</b>	To rise from a sitting position	The whole stadium <b>stood up</b> for the national anthem.
<b>stick up for</b>	To defend	My big brother always <b>stuck up for</b> me when I got into a fight.
<b>take after</b>	To resemble, in appearance or character	Angie really <b>takes after</b> her grandmother.
<b>take care of</b>	To look after	Please <b>take care of</b> my cat when I'm away.
<b>take off</b>	To leave the ground	The plane will <b>take off</b> as soon as the fog lifts.
<b>take on</b>	To hire or engage staff	I hear they're <b>taking on</b> extra staff for this event.
<b>take out</b>	To remove; extract	Please <b>take out</b> your mobile phones and turn them off.
<b>tell off</b>	To reprimand/criticize severely	The coach <b>told</b> her <b>off</b> for not trying hard enough.
<b>think over</b>	To consider	Take your time and <b>think it over</b> before you decide.
<b>try on</b>	To wear something to see if it suits	Go ahead, <b>try it on</b> and see if it fits?

Phrasal Verb	Meaning	Example
	or fits	
<b>turn down</b>	To refuse	I asked her out but she <b>turned me down</b> flat.
<b>use up</b>	To finish a product (so that there's none left)	Your parents <b>used up</b> all the coffee!
<b>watch out</b>	To be careful	<b>Watch out!</b> There's a dog in the road.
<b>wear out</b>	<ul style="list-style-type: none"> <li>1. To become unusable</li> <li>2. To become very tired</li> </ul>	<ul style="list-style-type: none"> <li>1. Julie <b>wore out</b> her shoes running the marathons.</li> <li>2. Julie was <b>worn out</b> after all that running.</li> </ul>
<b>work out</b>	<ul style="list-style-type: none"> <li>1. To do physical exercise</li> <li>2. To find a solution or calculate something</li> </ul>	<ul style="list-style-type: none"> <li>1. You should <b>work out</b> twice a week at the gym.</li> <li>2. Can you <b>work this out</b>? I'm no good at math.</li> </ul>
<b>wipe off</b>	To clean (board, table).	I'll wash up if you <b>wipe off</b> the table.

# **MODULE- 3**

## **SOUNDS OF ENGLISH**

**VOWEL SOUNDS OF ENGLISH**

**CONSONANT SOUNDS OF ENGLISH**

**PROBLEM SOUNDS FOR INDIAN SPEAKERS**

**STRESS PATTERNS**

**INTONATION**

## The Sounds of English

In the English alphabet we find 26 letters. However when we tend to pronounce the English these letters won't help. For that reason the IPA (International Phonetic Alphabet) was introduced to make it easier for the non-native speakers to pronounce English words with its original pronunciation with no mother tongue interference. Please find the chart and the examples below for your use.

### Sounds of English

#### VOWELS

I	ʊ	ʌ	ɒ	ə	e	æ	'short'	
iː	uː	aː	ɔː	ɜː			'long'	
ɪə	ʊə	aɪ	ɔɪ	əʊ	eə	au	ei	diphthongs

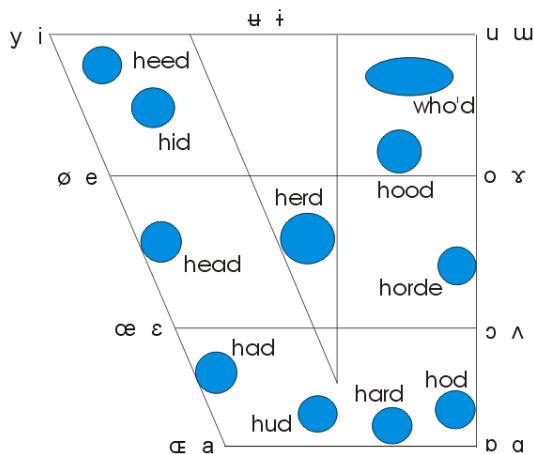
#### CONSONANTS

p	t	tʃ	k	f	θ	s	ʃ	voiceless
b	d	dʒ	g	v	ð	z	ʒ	voiced
m	n	ŋ	h	l	r	w	j	

## English Vowels

There are twelve vowel sounds in English. They are also called monophthongs. A monophthong (Greek *monóphthongos* from *mónos* "single" and *phthóngos* "sound") is a pure vowel sound, one whose articulation at both beginning and end is relatively fixed, and which does not glide up or down towards a new position of articulation. In English we have two variants of vowels i.e. shortvowels and long vowels. The short vowels take a shorter duration of time to be pronounced whereas the long vowels take longer duration.

i :	eat	- close,	front,	lips slightly spread
r	bit	- close-mid,	front,	lips slightly spread
e	<u>ten</u>	- mid,	front,	lips spread
æ	map	- open,	front,	lips neutral
ə	the	- mid,	central,	lips neutral lax
ɜ :	first	- mid,	central,	lips neutral tense
ʌ	cup	- open-mid,	central,	lips neutral
u:	<u>school</u>	- close,	back,	lips rounded
ʊ	put	- close-mid,	back,	lips slightly rounded
ɔ :	four	- mid,	back,	lips rounded
ɒ	<u>cop</u>	- open-mid,	back,	lips slightly rounded
ɑ :	far	- open,	back,	lips neutral



RP British English Monophthongs  
relative to the Cardinal Vowels

## DIPHTHONGS

A diphthong is a sound made by combining two vowel sounds, specifically when it starts as one vowel sound and goes to another, like the oy sound in oil. Diphthong comes from the Greek word *diphthongos* which means "having two sounds." Notice the di- for "double." So diphthongs are double vowel sounds in words like late, ride, or pout. If two vowels in a row are the same, as in boot or beer, then it's not a diphthong. Linguists, scholars who study language, analyze diphthongs, which differ from language to language. Ironically, the word diphthong has no diphthongs.

<b>Iθ</b> <u>here</u>	<b>eɪ</b> <u>wait</u>	
<b>ʊθ</b> <u>tourist</u>	<b>ɔɪ</b> <u>boy</u>	<b>əʊ</b> <u>show</u>
<b>eə</b> <u>hair</u>	<b>aɪ</b> <u>my</u>	<b>aʊ</b> <u>cow</u>

## **English Consonants**

A consonant is a speech sound that is not a vowel. It also refers to letters of the alphabet that represent those sounds: Z, B, T, G, and H are all consonants.

Consonants are all the non-vowel sounds, or their corresponding letters: A, E, I, O, U and sometimes Y are not consonants. In hat, H and T are consonants. Consonant can also be an adjective that describes things that seem like they should go together, things that are "agreeable." You could say a nation's offer of aid is consonant with their treaties. When you hear consonant sounds in music, they are pleasing, the opposite of "dissonant" sounds which are harsh.

<b>p</b>	<b>b</b>	<b>t</b>	<b>d</b>	<b>f</b>	<b>v</b>	<b>θ</b>	<b>ð</b>
/pɪn/	/bæd/	/tɪn/	/dɒg/	/faɪv/	/væn/	/θɪn/	/ðæt/
pin	bad	tin	dog	five	van	thin	that
<b>m</b>	<b>n</b>	<b>ŋ</b>	<b>h</b>	<b>tʃ</b>	<b>dʒ</b>	<b>k</b>	<b>g</b>
/mæn/	/nəuz/	/θɪŋ/	/ha:f/	/tʃə:tʃ/	/dʒæm/	/kaɪnd/	/gʌn/
man	nose	thing	half	church	jam	kind	gun
<b>s</b>	<b>z</b>	<b>ʃ</b>	<b>ʒ</b>	<b>l</b>	<b>r</b>	<b>w</b>	<b>j</b>
/seɪ/	/zu:/	/ʃɪp/	/meʒə/	/leg/	/rʌn/	/wə:k/	/jes/
say	zoo	ship	measure	leg	run	work	yes

## Problem sounds-consonants for Indian speakers.

### Hindi

#### Consonants

##### EQUIVALENTS

/s, z, ʃ, h, p, t, k, b, d, g, tʃ, dʒ, m, n, l, j, r/.

##### DIFFICULTIES

- 1 /f/ and /p/ are confused, /p/ being used for both.
- 2 /θ/ and /ð/ are replaced by dental stops, which causes confusion with /t/ and /d/.
- 3 /z/ is sometimes replaced by /dʒ/ or /dz/.

4 /ʒ/ and /z/ are confused, /z/ (or sometimes /dʒ/ or /dz/) being used for both.

5 /t/ and /d/ are made with the extreme edge of the tongue-tip

- 6 /p, t, k/ are often made with no aspiration even though the aspirated consonants occur in Hindi; this may cause confusion with /b, d, g/.  
 7 /ŋ/ may occur in final position, but between vowels it is always replaced by /ŋg/.

/w/ and /v/ are confused, an intermediate sound being used for both.

/r/ is often like the English sound in initial position, but elsewhere is a tongue-tip trill or tap.

Final consonants are often followed by /ə/ when they should not be, causing confusion between e.g. *bit* and *bitter*.

## Problem sounds- vowels

### DIFFICULTIES

- 1 /e/ is replaced by either /æ/ or /ɛ/.
- 2 /ɑ:/, /ɒ/, /ɔ:/ are confused.
- 3 /ɜ:/ is replaced by /ʌ/ + Hindi /r/.
- 4 /ə/ in final position is often a shortened form of /ɑ:/, and in all

5 /ɛ/ is replaced by the non-diphthongal vowel in Hindi *rel* ‘train’, and as this vowel is often quite short it may be confused with English /e/.

6 /əʊ/ is replaced by the non-diphthongal vowel in Hindi *log* ‘people’.  
 7 /ɪə, eə, ʊə/ are replaced by /i:ər, eər, u:ər/.

## SYLLABLE

It's a sound unit. It is analyzed in terms of its segments (consonants & vowels) which are called speech sounds. The vowel forms the nucleus or the central part. A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound(v). Some syllables are just one vowel sound .a syllable can have consonant sounds (C) before the V after the V or before and after the V.

For example the word CAT has a CVC (consonant Vowel Consonant) structure.

<b>CV</b>	<b>VC</b>	<b>CVC</b>
<b>GO</b>	<b>IF</b>	<b>CLAP</b>

<b>MY</b>	<b>EGG</b>	<b>HOPE</b>
<b>KNOW</b>	<b>ICE</b>	<b>MOUTH</b>

### **Consonant cluster**

A syllable must have a vowel, and zero, one or more than one consonant before the vowel or after it. When a sequence of two or more consonants occurs either before or after a vowel in a single syllable, it is known as a 'consonant cluster'.

Example

<b>Play</b>	<b>pl-</b>
<b>Clear</b>	<b>kl-</b>
<b>Spin</b>	<b>sp-</b>
<b>Past</b>	<b>-st</b>
<b>Tent</b>	<b>-nt</b>

### **Minimal pairs**

A minimal pair is a group of words that differ from each other in one sound. However this difference brings out a change in meaning.

Example:

<b>Sip</b>	<b>Ship</b>
<b>Said</b>	<b>Shed</b>
<b>Race</b>	<b>raise</b>

## **ENGLISH WORDS & STRESS**

STRESS in English word are fixed ,i.e., the stress always falls on a particular syllable (first,second,third or so)in a given word.

The syllable on which the pitch movement is initiated is said to have the primary stress/accent. the syllable which has primary stress becomes tonic syllable ,any other syllable is said to have the secondary stress/accent. Primary accent is marked with a vertical bar(|)above & in front of the syllable to which it refers.secondary stress is marked with a vertical bar below & in front of the syllable.

Exp: after 'noon

## **RULES OF WORD STRESS-**

1. Words with weak prefixes are stressed on the root

a • rise	be • low
a • lone	be • come
a • loud	be • fall
ad • mit	be • tween
a • mount	be • gin

a • part	be • hold
a • float	be • lieve
a • ccept	be • side
a • bove	com • pose
A • bout	De • velop

2. PREFIXES with negative connotations get stressed

'dis'loyal	'insincere
i'llogical	'half-'finished

3. VERBS of two syllable beginning with the prefix dis- are stressed on the last syllable.

<b>dis'arm</b>	<b>dis'may</b>
Dis'band	dis'pel
dis'solve	dis'turb
dis'tress	dis'guise
<b>dis'close</b>	dis'count

4. VERBS of two syllable ending in-ate,-ise/ize,-ct are stressed on the last syllable.

<b>-ATE</b>	<b>-IZE</b>
nar'rate	cap'size
mi'grate	bap'tize
de'bate	-CT
lo'cate	at'tarct
pul'sate	de'pict

5. WORDS ending in –ion have the stress on the penultimate(i.e.last but one) syllable.

<b>Application</b>	<b>Civilization</b>
Com'position	Conversation
Cul-ti-'va-tion	Examination
Qualification	Introduction

6. WORDS ENDING in –ic,-ical,ically,-ian have the stress on the syllable preceding the suffix

<b>Apologetic</b>	<b>Electric</b>
Sympa'thetic	Official
Scientific	Presidential
-ical	Industrial
Apolo'getical	Special
-ically	Residential
Apolo'getically	Ceremonial
-ial	Essential
Memorial	-ian Victorian

7. WORDS ending in –ious,-eous have the stress on the last but one syllable

<b>-ious</b>	<b>-eous</b>
Anxious	Piteous
Industrious	Courageous
Industrious	Courageous

### **Sentence stress**

Sentence stress provides rhythm in connected speech. All words have their own stress in isolation, but when they are connected into a sentence, content words are stressed, and function words aren't; sense groups (i.e., logically connected groups of words) are singled

out by pauses and intonation; the stressed syllables occur at regular intervals and are usually higher in pitch than the unstressed syllables; the unstressed syllables are blended into a stream of sounds between the stressed syllables; emphatic stress may be used in the sentence to single out the most important word; the last stressed word in the sentence gets the strongest stress with the help of a fall or a rise.

### **Primary Stress/ Secondary Stress**

In longer English words, there may be more than one prominent syllable. In such words, one syllable may have the main emphasis or stress called primary stress, whereas the other syllable may have a weak stress called secondary stress.

Word	Primary stress	Secondary stress
Possibility	3 <sup>rd</sup> bl	1 <sup>st</sup> po
Departmental	3 <sup>rd</sup> ment	1 <sup>st</sup> de
Information	3 <sup>rd</sup> ma	1 <sup>st</sup> in
Photograph	1 <sup>st</sup> pho	3 <sup>rd</sup> graph
Beautify	1 <sup>st</sup> beau	3 <sup>rd</sup> fy
chronological	3 <sup>rd</sup> lo	1 <sup>st</sup> chron

### **Stress timed vs. Syllable timed**

A stress-timed language is a language where the **stressed** syllables are said at approximately regular intervals, and unstressed syllables shorten to fit this rhythm. Stress-timed languages can be compared with syllable-timed ones, where each syllable takes roughly the same amount of time. English and German are examples of stress-timed languages, while Spanish and Japanese are syllable-timed.

Example: The baby became quiet after feeding from the bottle.

1      2      3      4      5

In the above sentence the stressed words are marked 1,2,3... . For a native speaker of English the time taken to reach from 1 to 2 , 2 to 3 will always be same regardless of the unstressed words between the stressed words.

### **Syllable-timed languages**

A syllable-timed language is a language whose syllables take approximately equal amounts of time to pronounce. It can be compared with a stress-timed language, where there is approximately the same amount of time between stressed syllables. Learners whose first language can be described as syllable-timed often have problems recognising and then producing features of English such as contractions, main and secondary stress, and elision. French is described as a syllable-timed language, English as a stress-timed one.

### **Contrastive Stress**

When stress is shifted( from its regular position in a sentence) to put emphasis on a particular aspect we know it as contrastive stress.

1. Joan is leaving for Moscow to attend a conference **next week**. (when)
2. Joan is leaving for **Moscow** to attend a conference next week. (where)
3. Joan is leaving for Moscow to attend a **conference** next week. (not a pleasure trip)
4. Joan **is** leaving for Moscow to attend a conference next week. (its true)
5. **Joan** is leaving for Moscow to attend a conference next week. (not someone else)

## **Weak forms**

Certain very common words, such as articles, personal and relative pronouns, auxiliary verb forms, prepositions and conjunctions usually have two pronunciations, a strong pronunciation and a weak pronunciation. Weak pronunciation is used in connected speech. 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. Find the table below for your use.

prepositions	At, for, from, of, to
articles	A,an,the
Conjunctions	And ,as,than,that,but
Auxiliary verbs	Is,am,are.was,were,does,c an,has,have,shall,will,wo uld,must

## **English is a non-tonal language**

English is a non-tonal language. Thus it sounds very different from tone languages such Chinese or Vietnamese. In tone languages pitch is used to distinguish word meaning. So a word said with high pitch may have a different meaning than the same word said with a low pitch. In English pitch are used to emphasize or express emotion, not to give a different word meaning to the sound.

## Intonation

**Intonation** is based on several key components, such as pitch, sentence stress, and rhythm.

- Intonation performs several important functions in English.
- The first function is uniting separate words into sentences in oral speech.
- The second function of intonation is distinguishing between types of sentences (i.e., statements, questions, commands, requests, exclamations).
- And Also, intonation allows us to express various emotions: finality, confidence, interest, surprise, doubt, joy, pain, irony, etc.

## Pitch

Determined by the frequency of the vibration of vocal cords i.e. the no. of times they open & close in a second.

### The falling tune

Fall in the pitch of the voice from a high level to low level.

### The rising tune`

Rise in the pitch of the voice from a low level to high level.

### **The falling tune**

#### **1. Ordinary statements made without any implications.**

I liked it very `much

It was quite `good.

#### **2. Questions beginning with question-word such as what, why etc, when said in a neutral way.**

Who were you `talking to?

What's the `matter?

### **3. Commands**

Take it `away.

`Have them

### **4. Question tags when the speaker expects the listener to agree with him**

It's pleasant today , `isn't it?

It was a good film, `wasn't it?

## **The Rising Tone**

### **1. Incomplete sentences.**

It's seven o'clock (she hasn't got up)

### **2. Polarity type questions which demand a yes/no answer.**

Are they /coming?

### **3. Polite requests.**

Go and open the /window.

Take it /away.

### **4. Question tags when speaker gives his listener to disagree with him.**

You aren't a gardener,/are you?