



Chapter

1

Concepts and Fundamentals

NARRATION (DIRECT AND INDIRECT)

While we speak there are two ways of reporting :
either quote the exact words used by the speaker or
give a **gist** of what the speaker has and without quoting the exact word. The
first one is called direct speech and the second one the indirect or Reported speech.

Look at the following sentences :

- (i) Mohan said, "I will go to school."(Direct)
Mohan said that he would go to school."(Indirect)
- (ii) Satvik said, "Brother, I have already taken my lunch."(Direct)
Satvik said to his brother that he had already taken his lunch."(Indirect)

Now : Direct Narration :

The teacher said to Mudit,

Reporting Verb

"You are an intelligent student."

Reported Speech.

Indirect Narration : The teacher said to Mudit that he was an intelligent student.

Direct Narration-By looking the above examples we can notice that some changes have been made while changing the sentences from the direct form to the reported form. These are :

- Removal of inverted commas in the reported speech.
- The reporting verb 'said' is changed to 'told'.
- There are changes in the tense
- Pronouns used in the direct form are in the first person and these have been changed into second person in the reported speech.

Rules to Change Direct into Indirect :

When we change direct speech into indirect ; we have to put six changes which are mentioned below :

- (i) Omission of all punctuation marks,
- (ii) Change in the reporting verb,
- (iii) Using appropriate connective,
- (iv) Change in pronoun.

(v) Change in Verb.

(vi) Change in some words showing time and place.

(1) **Omission of all Punctuation Marks** : All the punctuation marks used in the Direct Speech as comma, inverted commas, interrogation mark, exclamatory sign etc. should be removed. Only the full stop (.) is used at the end of the sentence.

While changing a direct speech sentence into the reported form, changes occur in following aspects :

- (1) Tense change
- (2) Pronouns
- (3) Adverbs and Adverbial phrases of time.

Changes in Tense

When the tense of reporting verb is either in the present or future, there is no change in the tense of the verb of reported speech. e.g.

- (1) The student says, "I am solving the questions"
The student says that he is solving the questions.
- (2) The teacher will say, "you have to do your home assignment."
The teacher will say that we have to do our home assignment.

Note : In the above examples, the verb in sentence (1) is in the **present** and in the sentence (2) it is in the future.

When the tense of the reporting verb is in the past, the tense of the reported speech changes in the following manner.

Direct speech	Indirect/Reported speech
Simple present	Simple past
Present-Continuous	Past-Continuous
Present-Perfect	Past-Perfect
Present-Perfect continuous	Past-perfect continuous
Simple past	Past perfect
Past continuous	Past-perfect-continuous
Modals : shall, will, can, may	Should, would, could, might

(i) If the reporting verb is a simple sentence, we can either keep the same reporting verb in the same form or if we wish to change it; we can change it into (tell, told or will tell) according to the tense of the reporting verb.

e.g. : Abhinav said to me, "I am writing a letter."
Abhinav told me that he was writing a letter.

(ii) If the Reported Speech is an interrogative sentence, the reporting verb should be changed either in 'asked or inquired of.'

e.g. : Ram said to Mohan, "Where do you live ?"
Ram asked Mohan where he lived.

(iii) If the reported speech is an **imperative sentence** which expresses order, command, request, suggestion wish, prayer, forbade etc; the reporting verb should be changed in the verbs given above according to the sense of the sentence in the reported speech.

e.g. : (a) He said to me, "Stop talking."
He ordered me to stop talking.

(b) I said to my younger brother, "Pay attention at your studies."

I suggested my younger brother to pay attention at his studies.

(iv) If the reported speech is an **exclamatory sentence**; the reporting verb must be changed in the following ways :

(a) If it expresses some surprise or wonder, the reporting verb must be changed into 'exclaimed with surprise' or 'exclaimed with wonder.'

(b) If the sentence expresses, some sudden joy, the reporting verb must be changed into, 'exclaimed with joy/wonder.'

(c) If the sentence expresses the feeling of sorrow, the reporting verb should be changed into 'exclaimed with sorrow.'

e.g. : Direct : (1) Rahul said, "What a beautiful flower."

Indirect Rahul exclaimed with wonder that the flower was very beautiful.

Direct : (2) The man said, "Alas ! He is no more. "

Indirect The man exclaimed with sorrow that he was no more.

(3) **Using Appropriate Connective** : There are certain rules of using the connective in Reported Speech :

(i) If the sentence of the reported speech is a simple sentence, the connective 'that' is used.

(ii) If the sentence of the reported speech is an interrogative sentence and if it begins with some helping verb, the connective 'If or whether' is used. But if the sentence begins with 'Wh' word then the same 'Wh' word plays the role of connective.

(iii) If it is an imperative sentence the connective 'to' is used.

(iv) If it is an exclamatory sentence, the connective that is used.

Sentence	Connective
(1) Simple sentence	- that
(2) Exclamatory sentence	- that
(3) Optative sentence	- that
(4) Imperative sentence	- to
(5) Interrogative sentence	- it varies as per the sentence
a. beginning with 'wh' word	- 'Wh' word in itself
b. beginning with Helping Verb	- If/Whether

Rules for Connectives

In direct narration a sentence is divided into two parts. First part which is outside inverted commas is called Reporting speech and the other part which is inside inverted commas is called reported speech while converting Direct speech to Indirect. The rules followed for conversion are called rules of connectives. Following are the rules of connectives.

(i) **Assertive Sentences**-If Reported Speech is Assertive Sentence in the case 'that' is used. e.g.

Direct : Satvik said, "He is going to school."

Indirect : Satvik Said that he was going to school.

(ii) **Interrogative Sentences**-If reported speech is in interrogative sentence then while changing into indirect narration both the parts (Reporting verb and Reported speech) are joined by two ways :

Direct : Satvik said, "He is going to school."

Indirect : Satvik Said that he was going to school.

(a) If Interrogative starts with Interrogative Adverb (**where, what, when, how, why**) **Interrogative Adjective/Pronoun (Who, whose, which, what)** then no connective is used. e.g.

Direct : Mohit said, "Where are you going?"

Indirect : Mohit asked (me) where I was going.(that where I was going

Direct : He said, "Who is your boss ?"

Indirect : He asked me who my boss was. (that who my boss was

(b) If Reported Speech starts with Auxiliary Verb then while changing into indirect whether/if is used.

Direct : He said, "Is he a doctor?"

Indirect : He asked whether (or if) he was a doctor.

(that whether (or if) he was a doctor

Direct : I said, "Do you smoke ?"

Indirect : I asked whether (or if) you smoked.

(that whether (or if) you smoked

Imperative Sentences- If Reported Speech has Imperative Sentence (Command or request) then in place of Connective or that or whether or if is not placed but verb is changed into infinite.

Direct : He said, "Please give me a cup of tea.

Indirect : He requested to give him a cup of tea.

Direct : He said to the servant, "Close the window."

Indirect : He asked the servant to close the window.

(iii) **Exclamatory Sentences**-If Reported Speech has Exclamatory sentence (Surprise, fear, contempt or wish then while changing indirect exclamation is changed

to assertive sentence and a connective is used.

Direct : He said, "What a horrible scene!"

Indirect : He observed that it was a horrible scene.

Direct : He said, "May you live long!"

Indirect : He wished that I might live long.

(4) **Change in Pronoun** : Several changes take place :

(i) All the **Ist Person** pronouns in the reported speech change according to the subject of the reporting verb.

(ii) All the **IInd Person** pronouns in the reported speech change according to the object of the reporting verb.

(iii) No change takes place in **III person** pronoun.

Note : Sometimes the object of the reporting verb is not given and we find **II person** in the reported speech. In such case we must first see the sense of the reported speech and add the object of the reporting verb accordingly in the reported speech.

e.g. : **Direct** : The teacher said, "You must work hard to get success."

Indirect : The teacher said/told the boy that he must work hard to get success.

or

The teacher told me that I must work hard to get success.

Forms of Pronoun

I Form	I	we	you	He	She	They
II Form	my	our	your	his	her	their
III Form	me	us	you	him	her	them

Note : Formula to remember the above rule.

Rule : $\frac{SON}{123}$

1. I person pronoun changes as per the subject of the reporting verb.

2. II person pronoun changes as per the object of the reporting verb.

3. There is no change in third person pronoun.

Rules for Changing in Tense

Certain changes take place as under –

(i) If the Reporting Verb is in present or future tense, there will be no change in the verb of the reported speech.

(ii) But if the reporting verb is in past tense then the verb of the reported speech changes accordingly-

Direct Narration		Indirect Narration
Verb outside inverted commas	Words inside inverted commas	Change in verb
1. Present	Present/Past/Future	No change
2. Future	Present/Past/Future	No change
3. Past	Simple Present	Simple past
	Present Continuous	Past Continuous
	Present Perfect	Past Perfect
	Present Perfect Continuous	Past Perfect Continuous
	may	might
	can	could
Past	Simple Future	In Tense where will or shall has been used would or should be used
	Future Continuous	
	Future Perfect	
	Future Perfect Continuous	
Past	Simple past	Perfect Past
	Past Continuous	Past Perfect Continuous
	Past Perfect	No change
	Past Perfect Continuous	No change

RULES FOR THE CHANGE OF TENSES

Rule I- will or shall is changed to would or should.

Direct : He said, "I will definitely do this work."

Indirect : He said that he would definitely do that work.

Rule II- May is changed into might and can into could, e.g.

Direct : Arpit said, "I can do this work."

Indirect : Arpit said that he could do that work.

Rule III- If Reported speech contains a universal truth or fact then there is no change in reporting verb.

Direct : He said, "Man lives by bread."

Indirect : He said that man lives by bread.

Rule IV- If Reporting Verb is in Past Tense then Reported Speech and changed in following manner.

(A) (a) **Present Indefinite** is changed to Past Indefinite Tense. e.g.

Direct : He said, "I am unwell."

Indirect : He said that he was unwell.

(b) **Present Continuous** is changed to Past Continuous Tense e.g.

Direct : Mohit said, "My father is reading his novel."

Indirect : Mohit said that his father was reading his novel.

- (c) **Present Perfect** is changed to Past Perfect Tense e.g.
Direct : Raju said, "I have passed the examination."
Indirect : Raju said that he had passed the examination.
- (d) **Present Perfect Continuous** is changed to Past Perfect Continuous Tense e.g.
Direct : Mohan said, "I have been trying hard since July."
Indirect : Mohan said that he had been trying hard since July.
- (B) (a) **Past Indefinite Tense** changed generally is but not sometimes they are changed to past perfect.
Direct : Ram said, "He visited Delhi last year."
Indirect : Ram said that he had visited Delhi last year.
Direct : He said, "The horse died last night."
Indirect : He said that the horse had died last night.
- (b) **Past Continuous** is changed to Past Perfect Continuous Tense e.g.
Direct : Lalit said, "My father was working in this factory."
Indirect : Lalit said that his father had been working in that factory.
- (c) **Past Perfect** is changed to Past Perfect Continuous Tense, there is no change in verb e.g.
Direct : Ram said, "I had been doing that work for several years."
Indirect : Ram said that he had been doing that work for several years.
Direct : He said, "I had finished my work long ago."
Indirect : He said that he had finished his work long ago.
- Rule V-** There is no change in Must.
Direct : He said, "I must go at once."
Indirect : He said that he must go at once.

CHANGES OF TIME AND DISTANCE :

Some very common words showing time or distance must be changed in the Reported Speech. These changes are also known as Miscellaneous changes.

Direct	Indirect
this	that
these	those
here	there
today	that day
tonight	that night
tomorrow	the next day
yesterday	the previous day
last night/week	the previous night/week
next week/month	the following week/month
now	then
just	then

ago	before
thus	so
hence	thence
hither	thither
come	go

Change of Narrations in Different Sentences

Interrogative Sentence

Interrogative Sentences can start in two ways :

- (i) with Auxiliary or Helping Verb -Is, are, am, was, were, has, have, had, will, shall, do, does, did, can, could.
- (ii) With Interrogative Adjective/Pronoun or Interrogative Adverb Who, whom, whose, which, what, when, where, why, how.

Rules

Rule 1- If Interrogative Sentence begins with Auxiliary Verb or Helping Verb then Indirect Sentence *If/Whether* is used.

Rule 2- Auxiliary Verb *do* is removed and Past Indefinite Tense is used e.g.

Direct : He said to Ram, "Do you know his name ?"

Indirect : He asked Ram whether he knew his name.

Rule 3- Auxiliary Verb *did* is replaced from Past Perfect form e.g.

Direct : I said to him, "Did you go to school yesterday ?"

Indirect : I asked him whether he had gone to school the previous day.

Rule 4- If *do not* or *does not* has been used in reported speech then Present Indefinite form is used with *did not*.

Direct : He said to Ram, "Do you not know me ?"

Indirect : He asked Ram whether he did not know him.

Rule 5- If *did not* has been used in reported speech then *had not* is used.

Direct : I said to him, "Did you not promise to come ?"

Indirect : I asked him whether he had not promised to go.

Rule 6- Rules for changing pronouns are the same as for assertive sentences.

Rule 7- Conjunction "that" is not used.

EXCLAMATORY

- exclaimed with surprise
- exclaimed with joy (if sentence starts with hurrah)
- exclaimed with sorrow (If sentence starts with Alas or oh)
- (3) Remove What, How
- (4) If there is any Noun in the end of sentence use that Noun with 'The'

- (5) Use *was* or *were*.
- (6) Remove *a/an*
- (7) Use *very* after *was/were*.
- (8) Put remaining words after words.

e.g.

- (1) Teena said, "What a beautiful flower !"
Teena exclaimed with surprise that the flower was very beautiful.
He said, "What a dirty house."
He exclaimed with disgust that the house was very dirty.
- (2) Raman said, "How lucky I am !"
Raman exclaimed that he was very lucky.
- (3) "Alas! He is no more", exclaimed she.
She exclaimed with sorrow that he was no more.

IMPERATIVE SENTENCES

Sentences having order, request, wish or suggestions are called imperative sentences. Generally they start with finite verb.

Go away; Work hard; Bring a glass of water. Sometimes they start with **Let, Please, Kindly.**

Please help me; Kindly leave the seat; Let him come.

Direct : The teacher said to the students, "Work hard".

Indirect : The teacher advised the students to work hard.

In some of these Imperative Sentences for prohibition *forbid/forbade* can be used.

Direct : My father said, "Don't play in the sun".

Indirect : My father forbade me to play in the sun.

Reporting Verb should be changed as per the mode but tense should not be changed. Requested, asked, ordered, advised, suggested, proposed, forbade should be used in place of **Said**.

When Reported Speech starts with '**do not**' then remove 'do' and place not before the verb.

Direct : My father said to me, "Don't go there".

Indirect : My father advised me not to go there.

OPTATIVE SENTENCES

Sentences for wish, Pray. They start with *may*.

Golden Rule

- 1. In such sentences reporting verb 'said' is changed with the *with/pray*.

UNIVERSAL TRUTH

Let : Wish

There is not change in the tense of reported speech.

1. **Direct :** My father said, "Two and two make four."
Indirect : My father said that two and two make four.

Let : Wish

- (i) Replace **Let** with **should**.
- (ii) Objective Case after **let** is changed to **Nominative**.
Direct : The boy said, "Let me go out to play."
Indirect : The boy wished that he should go out to play.

Let : Order

Replace **let** with **should**.
Direct : The Principal said, "Let no student stand here."
Indirect : The Principal ordered that no student should stand there.

Let : Proposal

Replace **let** with **proposed** or **suggested**.
Connective **that** should be used
Objective Case after **let** should be changed to **Nominative Case**.
Direct : The Captain said, "Let us play a friendly match."
Indirect : The Captain **proposed that we should** play a friendly match.

Question Tags

Question-Tags can be of two types with or without Interrogative Sentences

(I) Interrogative Question-Tags

Use **if** or **whether**

- Direct :** He said, "You are a good businessman, aren't you?"
Indirect : He asked whether I was a good businessman.

(II) Imperative Question-Tags

- Direct :** He said, "Go away from here, will you?"
Indirect : He asked me to go away from there.

PRACTICE EXERCISES

Exercise 1

1. She said, "I am not feeling well, my son."
2. The teacher said, "Hari, you are a careless boy so I shall report against you to your father."
3. Leela said, "Hello Raju ! I am waiting here for you."
4. He said, "I am in trouble, my friends."
5. "If you want to pass, Babita, you should work hard," said his father.
6. The teacher said, "We shall read tomorrow, boys."
7. You said to Ramesh, "Hello ! Your sister has come."

8. The student said, "Sir, I did not do my homework yesterday because my father was ill."
9. He said, "Namita, I came to your house yesterday with my son."
10. Rakesh said, "Hello ! I am here."
11. Kishan said, "Sita, I am going to cinema with my brother."
12. Ram said, "Sir, I did not make this mistake."
13. You said, "Hello Vijay, I am waiting for you."
14. The leader said, "comrades, we must do or die."
15. I said, "This is quite a good picture, madam."

Exercise 2

1. Mukesh said to Ritesh, "You will lend me your pen and I shall return it to you tomorrow."
2. Kamla said to Vimla, "I was waiting here for you and your son."
3. Rekha said to Babita, "I shall give you my necklace for a day."
4. Ram said to sita, "You have served me so well so I cannot leave you alone in this forest."
5. "He said to her, "You wrote a letter to me in your room."
6. Sita said to me, "You were writing a story for me."
7. He said to me, "You have made a great mistake in your statement."
8. Savita said to me, "My book has been lost so I cannot give it to you today."
9. Anshu said to me, "I may come to you tomorrow, so you should not wait for me at your house."
10. My mother said to me, "I shall write a letter to your father tomorrow."
11. You said to your brother, "If you had worked hard, you would have passed the examination."
12. He said to me, "I have never seen such a lazy boy as you are."
13. Rekha said to Babita, "I shall give you my necklace for a day."
14. She said to me, "I gave you a pen yesterday."
15. You said to me, "I do not think I can oblige you again in this way."

Exercise 3

1. His friend said to me, "What is your name ?"
2. I said to her, "When will you return ?"
3. Geeta asked to me, "Where are you going ?"
4. Lokesh said to his sister, "Why have you got washed my shirt ?"
5. The teacher said to me, "How old are you ?"
6. Namita said to the postman, "Are there any letters for me ?"
7. My mother said to me, "Will you help me in my work ?"
8. Bhawan said to me, "Do you know my brother ?"
9. Babita said to Rakesh, "Do you like my idea ?"
10. You said to your friend, "Do you not go to cinema ?"

11. The teacher said, "Did you come to my class yesterday?"
12. The Jew said to Christ, "Do you not cry when you are pricked?"
13. Rekha said to me, "How many students do you teach daily?"
14. The teacher said, "Did you break this table, Aruna?"
15. Ashish said to me, "Don't you see that ugly girl?"
16. Mudit said to Namita, "Where have you lost the book I brought for you yesterday?"
17. Neeraj asked me, "What is your name and what do you want?"
18. I said to him, "Have you finished your work?"

Exercise 4

1. I said to the policeman, "Why did you not arrest the thief while he was running?"
2. "Why did you travel by first class the last month?" I asked him.
3. She said to Atul, "Did you know me and my house?"
4. He asked his wife, "Do you not go with my friends?"
5. Mukesh asked Seema, "Did you do your work in my room?"
6. She said to Mukesh, "Did you not prepare tea for me?"
7. The teacher said, "Did you come to my house yesterday with your son?"
8. Babita said to me, "Don't you write a story for me?"
9. Father asked his daughter, "Did you not break my beautiful mirror yesterday?"
10. I said to him, "What is your new house like?"
11. The stranger said to Asha, "May I stay in your house tonight?"
12. The woman said to her neighbour, "What more can I do for you?"
13. She said to me, "Will you help me in my work?" I replied, "No."
14. The Principal said, "Do you want to take admission in my school?"
15. I said, "Can you solve my difficulty?"
The teacher said, "Yes".

ANSWERS**Exercise 1**

1. She told her son that she was not feeling well.
2. The teacher warned Hari that he was a careless boy and that's why she would report against him to his father.
3. Leela greeted Raju and said she was waiting there for him.
4. He told his friend that he was in trouble.
5. Father warned Babita to work hard if she wanted to pass.
6. The teacher told the boys that they would read the following day.
7. You greeted Ramesh and told him that his sister had come.
8. The student apologized to his teacher for not doing his homework as his father was ill.

9. He told Namita that he had come to her house the previous day along with his son.
10. Rakesh wished me and told he was there.
11. Kishan told Sita that he was going to cinema with his brother.
12. Ram told firmly to his teacher that the mistake was not committed by him.
13. You greeted Vijay and told you were waiting for him.
14. The leader guarded the comrades to do or die.
15. I told Madam that the picture was quite good.

Exercise 2

1. Mukesh asked Ritesh to lend him his pen and promised to return that back to him the next day.
2. Kamla told Vimla that she was waiting there for her and her son.
3. Rekha told Babita that she should give her necklace for a day.
4. Ram said to Sita that she had served him very well therefore he could not leave him alone in the forest.
5. He told her that she had written a letter to him in her room.
6. Sita told me that I had been writing a story for her.
7. He told me that I had committed a great mistake in my statement.
8. Savita told me that her book had got lost so she should not give that to me.
9. Anshu told me that he could come to my house the next day, therefore I should not wait for him at my house.
10. My mother suggested me to write a letter to my father the following day.
11. You questioned your brother if he had worked hard, he would have passed the examination.
12. He remarked that he had not seen any lazy boy like me.
13. Rekha told Babita that she should give her necklace for a day.
14. She told me that she gave me a pen previous day.
15. You informed me that you would not oblige me ever again in that way.

Exercise 3

1. His friend asked my name.
2. I asked her when she would return?
3. Geeta asked where I was going.
4. Lokesh asked his sister why she got his shirt washed.
5. The teacher asked how old I was.
6. Namita asked the postman if there were any letter for her.
7. My mother asked whether I would help in work.
8. Bhawan asked me whether I knew his brother.
9. Babita asked Rakesh if he liked his idea.
10. You asked your friend whether he goes to cinema.
11. The teacher asked whether I came to her class previous day.
12. The Jew asked Christ whether he would not cry when he is pricked.

- Or
 3. Active : 2. A pen was given to me by Seema.
 The Collector will give her a reward.
 Passive : 1. She will be given a reward by the Collector.
 Or 2. A reward will be given to her by the Collector.
 4. Active : My grandmother told me stories.
 Passive : 1. Stories were told to me by my grandmother.
 Or 2. I was told stories by my grandmother.
 5. Active : She promised me a gift.
 Passive : 1. I was promised a gift by her.
 Or 2. A gift was promised to me by her.
 6. Active : The cow gives us milk.
 Passive : 1. We are given milk by the cow.
 Or 2. Milk is given to us by the cow.

UNKNOWN OR VAGUE SUBJECTS

Unknown Subject : If Subject is not important in active voice then it is removed in passive voice. People, All of them, We, They, Someone, Somebody, Some one, Nobody, No One, Everybody, Everyone are called as Unknown subject.

Note : People and All people are -unimportant subjects but Many people, Some people, A lot of people and A few people are not unimportant subject.

I, We, You, They, One, A Man, A boy should not be used in passive voice.

1. Active : People speak English all over the world.
 Passive : English is spoken all over the world.
 2. Active : Somebody was waiting for you outside the room.
 Passive : You were being waited outside the room.

Where 'by' is Not Used

With some verbs with the subjects by is not used
 e.g. Known to, married to, admitted to, interested in, alarmed at, contained in, displeased with, satisfied with, surprised at.

1. Active : I do not know her son.
 Passive : Her son is not Known to me.
 2. Active : Ram married Sita.
 Passive : Sita was married to Ram.

Note : If must, need not, can, could, shall, should, will, would, may, might or ought to are there in active voice then helping verb-be would be used.

Five Golden Rules

Rules : 1 : Change Object to subject.

Rule : 2 : Put Helping Verb.

Rule : 3 : Always III form of verb is used.

Rule : 4 : Put By before subject (placed in object's place).

Rule : 5 : Put Subject in object place.

Note :

1. Tense of active voice remains the same.
2. While making Passive Voice only (i) Subject, (ii) Verb and (iii) Object are changed.

3. Passive voice can not be made without helping verb.

4. III Form of the verb is always used.

1. Active : I like your behaviour.
 Passive : Your behaviour is liked by me.
2. Active : He played football in the evening.
 Passive : Football was played by him in the evening
3. Active : He likes singing.
 Passive : Singing is liked by him.

RULES FOR CHANGING ACTIVE TO PASSIVE

Interchange Between Subject and Object

Rule 1- The pronouns are changed into their object form :

me	-	I
him	-	he
us	-	we
she	-	her
they	-	them

Active : Mohan loves her.

Passive : She is loved by Mohan.

Active : Sohan hates them.

Passive : They are hated by Sohan.

Rule 2- Articles, adjectives and adjectives phrases are not separated from their subjects.

Active : All the children heard an interesting story.

Passive : An Interesting story was heard by all the children.

Rule 3- Interchange of Subject and Object

While converting in the place of Active Voice to Passive Voice Subject is placed in the place of object and Object in place of Subject.

Active : Ram killed Ravan.

Passive : Ravan was killed by Ram.

Change in the verb

Rules : 4 : Verb is changed in following manner

- (i) Past Participle (Third Form) of verb is used.
- (ii) Helping 'Verb', 'to be' (is, are, am, was, were, be, been, being)

Verb 'to be' is used

Verb 'to be' + Love in Passive Voice

Tense	Indefinite	Continuous	Perfect	Perfect Continuous
Present	am loved is loved are loved	am being loved is being loved are being loved	have been loved has been loved	No Passive
Past	was loved were loved	was being loved were being loved	had been loved	No Passive
Future	will be loved shall be loved	No Passive Voice	will have been loved shall have been loved	No Passive

Examples**A. Present Tense****(I) Indefinite :**

Active : He reads a story.

Passive : A Story is read by him

Active : Ram writes letters.

Passive : Letters are written by Ram.

Active : Ram follows me.

Passive : I am followed by Ram.

Note- In Present Indefinite Tense is/am/are + III form of finite verb is used in passive voice.

(II) Continuous :

Active : He is singing a song.

Passive : A song is being sung by him.

Active : They are playing cricket.

Passive : Cricket is being played by them.

Active : Ram is teaching me.

Passive : I am being taught by Ram.

In Passive Voice is **being, are being or am being** is used before III form of verb.

Note- In Present Continuous Tense in Passive Voice is/am/are+being+III Form of the Verb is used.

(III) Perfect :

Active : John has written a letter. Passive : A letter has been written by John.

Active : Tony has read many books. Passive : Many books have been read by Tony.

Active : He has helped me. Passive : I have been helped by him.

Note- In Present Perfect Tense Passive Voice is written as **Has/have+been+III Form of Verb.**

B. Past Tense**(I) Simple Past Tense or Past Indefinite Tense :**

Active : Ram wrote a letter.

Passive : A letter was written by Ram.

Active : Ram read many books.

Passive : Many books were read by Ram.

Active : I punished him.

Passive : He was punished by me.

Note- In Past Indefinite Tense Passive Voice takes the form was/were+III Form of Verb

(II) Past Continuous :

Active : Ram was writing a letter.

Passive : A letter was being written by Ram.

Active : Hari was reading Ramayana.

Passive : Ramayana was being read by Hari.

Active : Ram was helping me.

Passive : I was being helped by Ram.

Note- In Past Continuous Tense Passive Voice is written as was/were+being+III Form of Verb.

(III) Past Perfect :

Active : Piyush had written a novel.

Passive : A novel had been written by Piyush.

Active : Ram had read many books.

Passive : Many books had been read by Ram.

Active : Neeraj had taught me by 2000.

Passive : I had been taught by Neeraj till 2000.

Note- In Past Perfect Tense Passive Voice is used as Had + been+III Form of the Verb.

C. Future Tense :

(I) Future Indefinite :

Active : Ashish will sing a Gazal.

Passive : A Gazal will be sung by Ashish.

Active : Ram will read books.

Passive : Books will be read by Ram.

Active : Aman will help me.

Passive : I shall be helped by Aman.

Note- In Future Indefinite Tense Passive Voice form takes the will/shall+III Form of the Verb

(II) Future Perfect Tense :

Active : Ram will have written a letter.

Passive : A letter will have been written by Ram.

Active : Ram will have read many books.

Passive : Many books will have been read by Ram.

Active : Ram will have helped me.

Passive : I shall have been helped by Ram.

Note- In Future Perfect Tense Passive Voice is written as

Will/Shall+have been+III Form of the Verb.

In Present Perfect Continuous, Past perfect Continuous and Future Continuous and Future Perfect Continuous Tense Active voice can not be converted to passive.

Rule : 6- Helping Verb Can/Could/May/Might/Should/Would comes after the main verb; while converting to passive voice, helping verb remains as it is and be is placed after that e.g.

Active : They can help you.

Passive : You can be helped by them.

Active : She should help Sita

Passive : Sita should be helped by her.

Rule : 7- Some sentences have two Objects

(i) Direct Object (ii) Indirect Object.

e.g. She teaches me grammar.

Here Grammar is Direct Object and me Indirect Object.

In such cases indirect object is placed subject e.g.

Active : She teaches me Hindi.

Passive : I am taught Hindi by her.

Active : The Principal gave you a prize.

Passive : You were given a prize by the Principal.

Active : I shall give you necessary help.

Passive : You will be given necessary help by me.

Note- Anyway Passive can be made by placing direct object as subject also.

Active : He teaches me History.

Passive : I am taught History by him.

or

History is taught to me by him.

Rule : 8- If sentence with Double Object starts with 'Let' then indirect object is made as subject.

Active : Let him bring a glass of water.

Passive : Let a glass of water be brought by him.

Rule : 9- In some sentences Verb 'to be' (am, is, are, was, were) is followed by has, have, had. In such cases while converting to passive to be is placed before is, am, are, was, were, has, have, had.

Active : I am to guide.

Passive : He is to be guided.

Active : She has served.

Passive : I have to be served by her.

Active : He was to bring you here.

Passive : You were to be brought here by him.

Rule : 10- In some cases Intransitive Verb with Preposition work as Transitive verb. In such cases while making Passive voice preposition should remain also with verb.

Active : She looks after him.

Passive : He is looked after by her.

Active : They laughed at him.

Passive : He was laughed at by them.

IMPERATIVE SENTENCES

Rule : 11- If sentence has (order, command) then passive voice starts with 'Let' and use be before verb.

Active : Bring the pen.

Passive : Let the pen be brought.

Active : Shut the door.

Passive : Let the door be shut.

Active : Open the window.

Passive : Let the window be opened.

Rule : 12- If Imperative Sentences has Request or Advice then 'should be' is used after III form of verb.

Active : Help the poor.

Passive : The poor should be helped.

Active : Feed the child.

Passive : The child should be fed.

Active : Love your country.

Passive : Your country should be loved.

Note- In Passive Voice words like 'Please, kindly' are not used

INTERROGATIVE SENTENCES

Rule : 13- If Interrogative Sentences starts with helping Verb (do, does, did, is, was, were, are, am, has, have, had) then passive voice also starts with helping verb but subject is changed e.g.

Active : Does he help Ram ?

Passive : Is Ram helped by him ?

Active : Has he killed the dog ?

Passive : Has the dog been killed by him ?

Active : Who has deceived you ?

Passive : By whom have you been deceived ?

Active : What pleased you so much ?

Passive : With what were you pleased so much ?

NEGATIVE SENTENCES

Rule : 14- In Negative Sentences while making passive NOT remains out its place e.g.

Active : This boy cannot lift the fox.

Passive : This box cannot be lifted by this boy.

Active : The baby was not hitting a toy.

Passive : A toy was not being hit by the baby.

Active : The boy did not kill the cat.

Passive : The cat was not killed by the boy.

Rule : 15- If Imperative Sentence is Negative the Do is replaced by Let and Not is not-used. e.g.

Active : Do not read a bad novel.

Passive : Let not a bad novel be read by you.

Active : Do not beat the child.

Passive : Let not the child be beaten.

Active : Do not defend the thief.

Passive : Let not the thief be defended.

Note- (i) be and III form of verb comes after the subject.

(ii) Do is replaced by Let and not is used after Let.

SOME OTHER STRUCTURES

Rules : 16- Often by is used before subject but

(i) Surprised, astonished, shocked, alarmed, disappointed, displeased, distressed are linked with at is followed by to.

(ii) Known obliged are followed by with.

(iii) Pleased, satisfied, disgusted, impressed are followed by with.

(iv) Interested, consisted, contained are followed by in.

Active : Her behaviour disappointed me.

Passive : I was disappointed at her behaviour.

Active : His condition alarmed me.

Passive : I was alarmed at his condition.

Active : I know his sister.

Passive : His sister is known to me.

Active : Your behaviour has pleased me.

Passive : I have been pleased with your behaviour.

Active : This job interests me.

Passive : I am interested in this job.

Active : Your talk displeases me.

Passive : I am displeased at your talk.

Rules : 17- In some cases Principal Clause is followed by and that Noun Clause starts Principle Clause is not changed to Passive Voice is also not used in passive voice. Noun Clause is converted to Noun Adjective.

Active : We know that he is a great scholar.

Passive : He is known to be a great scholar.

Active : It is believed that he is absolutely honest.

Passive : He is believed to be absolutely honest.

Note- Transitive Verbs of Noun Clause are-

know, say, believe, think, consider, find, claim, report, hold

Rules : 18- Noun Clause Some times starts with that and Noun Clause is already passive voice.

He wants that he should be recognized as a great scholar.

In such cases Principle clause remains as such but the verb to be is used with past principle.

Active : He wants that he should be recognized as a great scholar.

Passive : He wants to be recognized as a great scholar.

Active : He desires that he should be respected by all.

Passive : He desires to be respected by all.

Rules : 19- Some sentences starts with There and verb are followed by infinitive.

Active : There is no money to give.

Passive : There is no money to be given.

Active : There is no time to waste.

Passive : There is no time to be wasted.

Infinitive is changed only and it is changed with Past Infinitive (to be + Past Participle).

Rules : 20- In some cases Object is followed by infinitive (without 'to')

Active : I made him run away.

Passive : He was made to run away.

Except Infinitive rest of the sentence is changed to passive and infinite is used with to.

to 'be' + Past Participle

Active : We saw him jump the ditch.

Passive : He was seen to jump the ditch.

Active : He let me read.

Passive : I was let read.

Note- Before Let to is not used.

PRACTICE EXERCISES

Exercise 1

Change the following sentences into Passive Voice :

1. He killed a serpent.
2. I can pardon you this time.
3. He does not like music.
4. A dog was chasing a cat.
5. She was writing a letter.
6. She will forgive him.
7. I know my friend very well.
8. He has given up all his bad habits.
9. The President will give him a medal.
10. We should love our country.
11. He can never discover the fact.
12. He may appoint you.
13. You have done your duty.
14. Bring a glass of water.
15. Never tell a lie.

Exercise 2

1. Do the students write a story?
2. Are the students playing a cricket match?
3. Is she waiting for her brothers?
4. Can you solve this problem?
5. May we help you in your trouble?
6. Are they pulling down the theatre?
7. Do the students write a story?
8. Do you not disturb me?
9. Did they punish her in the class?
10. Does she cook food for her husband?
11. Did he solve all the questions in the examination?
12. Have you paid your school fee?
13. Has he brought his fee today?
14. Will your uncle look after her?
15. Shall I purchase a new T.V. set?

Exercise 3

1. Help your sister.
2. Open the window.
3. Post this letter.
4. Write this letter in ink.
5. Do not insult the poor.
6. Do not waste your time.
7. Do not make a noise.
8. Do not punish him for his mistake.
9. Shut all the doors and windows.
10. Do not board a running bus.

ANSWERS

Exercise -1

1. A Serpant was killed by him.
2. You can be pardomed this time.
3. Music is not his liking.
4. The cat was being chased by the dog.
5. A letter was being written by her.
6. He will be forgiven by me.
7. My friend is very well known to me.
8. His all the the bad habits have been given up.
9. A medal will be warded to him by the president.
10. Our country should be loved.
11. The act can never be discovered by him.

12. You may be appointed.
13. Your duty has been done.
14. Let a glass of water be fetched.
15. Lie should not be told.

Exercise-2

1. Is the story written by the student ?
2. Is the cricket match being played by the students ?
3. Is her brother being waited ?
4. Can this problem be solved ?
5. Can you be helped in your trouble.
6. Is the theatre being pulled down ?
7. Is the story written by students ?
8. Am I not disturbed ?
9. Was she punished in the class ?
10. Is the food cooked for her husband ?
11. Were all the questions solved in the examination ?
12. Has your school fee been paid ?
13. Is his fees brought today ?
14. Will she be looked after by her uncle ?
15. Should a new T.V. set be purchased.

Exercise-3

1. Let your sister be helped.
2. Let the window be opened.
3. Let this letter be posted or/you are told to post this letter.
4. Let this letter be written in ink.
5. Let the poor not be insulted.
6. Let your time not be wasted.
7. You are ordered not-to maked a noise.
8. Let him not be punished for his mistake.
9. Let all the doors and windows be shut.
10. A running bus must not be boarded.

Modal Verbs**Modals (Modal Auxiliaries)**

Modal Auxiliaries are those verbs that indicate different moods. They represent the way or manner in which a speaker expresses his attitude towards a situation. These attitudes would include such concepts as **ability, possibility, permission, obligation, necessity, likelihood and prohibition etc.**

There are thirteen modal auxiliaries : **shall, will, can, may, should, would, could, might, must, ought to, used to, need, dare.** The modals are always used with other main verbs of the present tense form. They are used in affirmative, negative and interrogative sentences.

Note :

1. **Modals (Modal Auxiliaries) are always used with Main Verb.** They perform as helping verb.

2. **-ing** is not used ater verb modals.

He is writing a novel. He must write a novel.

3. Always 1st form of verb is used after modals

4. By putting '**not**' after modals the sentence becomes negative.

He can go. He cannot go. (Negative)

You must Play. You must not play. (Negative)

5. **-s/-es** is never used after modal verb.

1. He goes to market.

He can go to market.

2. Sita cooks food for her friends.

Sita can cook food for her friends.

6. If we put subject before modal sentence become interrogative.

Rama should eat food. Should Rama eat food?

He could help Rita. Could he help Rita?

7. There is no effect of **Subject, number, gender, Person** on modal verb.

1. He can jump. (Singular Subject)
(Masculine gender)

2. She can jump. (Singular Subject)
(Feminine gender)

3. Boys can read. (Plural-Subject)
(Masculine gender)

4. Girls can read. (Plural Subject)
(Feminine gender)

5. They can go. (Plural Subject)
(Common gender)

The Modal Auxiliaries

Non-Negative	Uncontracted Negative	Contracted Negative
can	cannot	can't
could	could not	couldn't
may	may not	mayn't
might	might not	mightn't
shall	shall not	shan't
should	should not	shouldn't
will	will not	won't
would	would not	wouldn't
must	must not	mustn't
ought to	must not	mustn't
used to	used not to	oughtn't
need	need not	needn't
dare	dare not	daren't

Modals-

Modals- are used to represent different moods. Main modals are :

can may shall will must need not dare not
could might should would ought to used to

(A) CAN

- Can is used for giving or taking permission.
 - You can go there. (Permission)
 - Now you can sit. (Permission)
 - Can I take your car for two hours? (Permission)
- It is also used to express ability.
 - He can swim fast. (Power)
 - Anil is very rich. He can buy a car. (Capability)
 - Rekha can drive a car. (ability)
- Can show Possibility or Impossibility.
 - Two-wheeler can be found in every middle-class family.
 - The train can be late tomorrow.

Note : Cannot is a word used to prohibit an order.

 - You cannot use my bicycle.
 - Sherya cannot solve this question.
- Can't is used if it is not your right. (Prohibition or Negation of Permission)

- You can't travel in first class with a second class ticket.
- You can't enter the examination hall without an admission card.

(B) Could

Could is the past equivalent of can.

- Can's Past Tense-could, ability, capability of past Could is in place of Can.
 - He could not come.
 - She could cook food. (Ability)
 - I could read without glasses a few years back. (Ability)
 - I could lift 100 kg. weight when I was young. (Ability)
- For Polite Request 'could' is used
 - Could you please help me ?
 - Could I use your telephone ?
- Could is used to show the possibility in the past.

He could have caught the bus if he had hurried.

(C) May

- Purpose, for fear-
 - Work hard so that you may perform better.
 - I am afraid the news may be true.
- Prohibition (Negation of permission)-

You may not go swimming. (You are not allowed to)
- Uncertainty and asking for information or expressing wonder.
 - How sad may she be?
- 'May' sometimes express what is reasonable
 - We may expect a good harvest this year.
- Permission or request for permission :
 - May I go to drink water.
 - You may go if you wish.
- Wishes or hopes-
 - May you live long !
 - May you all be prosperous !
- Low possibility (doubtful and unsure)
 - It may rain today. (It is possible it will rain)
 - Abhinav may go tomorrow. (There is a possibility of his going tomorrow.)

(D) Might

- Purpose (in past tense)-
 - He died so that others might live.

- (b) Raman worked hard so that he might get through the competition.
- To show greater hesitation, lack of belief, self-confidence :
 - Might I give an idea?
 - Might I borrow your dictionary?
 - Future possibility (more remote or uncertain that 'may')-
 - We might score the first position (remote possibility)
 - It might rain before evening, you should take an umbrella.
 - As past tense of may in Indirect Speech.
 - Shefali asked me if she might borrow my car.
 - Amit asked Preeti if he might help her.
 - Requests -(a) He might do me a favour.

(E) Shall/Will

- I with **We** use **Shall**- in Future show Intention
 - I **shall** give you a book. (Intention)
 - We **shall** go to cinema the next week. (Intention)
- When will is used with I/We it expresses the feelings of Certainty, threat, order or promise.
 - I **will** give you a book.
 - We **will** go to cinema the next week. (Certainty)
- With other subjects like You, he, she, they, Mohan, father, teacher to express certainty, threat, order or Promise **shall** is used.
 - He **shall** help me.
 - Boys **shall** be punished. (threat)
- With other subject (**You, he, she etc.**) **will** expresses feeling of future or intention.
 - She **will** go to cinema.
 - They **will** sell the car.
- Shall I/We** is also used to give order or advice, offers, suggestions for request.
 - Requests for orders :
 - How shall I cook it ?
 - Where shall we put this ?
 - Offers :
 - Shall I wait for you ?
 - Shall I help you to pack ?
 - Suggestions :
 - Shall we meet at the theatre ?
 - Let's meet at the theatre, shall we ?
- Will** is used to show prediction also.

- Capability (in third person in affirmative, negative and interrogative sentences)-
 - This glass will hold more water than that.
 - These shoes will wear well.
- 'Will' + infinitive is used to express Invitation.
 - Will you come to tea ?
 - Will you come with me ?
- 'Will' in affirmative can express a 'Command'.
 - You will attend the class at 10 o'clock tomorrow. (School notice)
 - She will work according to you.

(F) Should

- Duty, softened command, advice and probability.
 - One should try to do one's best. (duty)
 - You should go at once. (softened command)
 - You should call for a doctor. (advice)
 - You should find the book on the top of shelf. (probability)
- Obligation** (showing an assumption) (ought to)
 - They should be more careful now.
 - You should be in bed by now.
- Hypothetical situation** (It helps to form the future subjunctive)
 - Work hard lest you should fail.
 - He hurried lest he should be late.
- Expresses desire and preference with I person.**
 - I should like to leave early.
 - I should like to take milk.
- To express **probability** or **expectation**.
 - They should be there by now. (I think they are probably there)
 - You are an M.A. and should know this. (you are expected to know.)
- Purpose** Used with all person in clauses expressing purpose, equivalent to may or might (expressing a **condition, possibility or hypothesis**)

I lent him the book so that he should study it. (might)

(G) Would

- Polite request** (less authoritative)-
 - Would you open the window, please?
 - Would you bring me a glass of water? (to mother)
 - Will you bring me a glass of water? (to wife)
 - Will you lend me your pen?
- Past habit**-
 - He would sit for hours watching the ships.
 - He would blame Raman for everything.

3. **Preference** : rather sooner can be placed after 'would' rather/sooner
 (a) I would rather go. (I would prefer to go.)
 (b) He would rather die than beg. (He would prefer to die.....)
4. In conditional sentences it express the supposed result of an imaginary condition or improbable condition.
 (a) If were a bird I would fly. (Present or future)
 (b) If he came late he would be punished.
 (c) If he had come late, he **would have** been punished. (past, unfulfilled condition)

(H) Might

To express for future condition **might** is used and for Past **might have** is used.

- (i) This medicine **might** cure your illness in a month.
 (ii) This medicine **might have** cured your illness in a month.
 (iii) There are no clouds in the sky but it might rain. So take an umbrella with you. (Remote Possibility)

Note : In interrogative sentence for expressing possibility only 'can' should be used.

- (a) She may come by bus.
 (b) Can she come by bus?
 (iv) To express Condition **might** is used in Past Tense.
 He worked hard so that he might get good marks.
 (v) For (Permission)
 I asked if I **might** see him in the evening.

(I) Must

'Must' is used to express for Compulsion, Necessity, Duty, Certainty, Firm determination, Prohibition.

- (i) You **must** sleep at night. (Compulsion)
 (ii) She **must** cook food for her family. (Necessity)
 (iii) We **must** pay our taxes in time. (Duty)
 (iv) You **must not** drive fast on crowded roads. (Prohibition)
 (v) **must** is also used to show strong probability. (Possibility)
 1. The lights are on so someone must be in the room.
 2. The sky is covered with dark clouds so it must rain any moment.
 (vi) **must** is also used for emphatic advice
 1. You **must** read this. It's marvellous!
 2. You **must** take more exercise.

(J) Ought to

1. Duly neglected or unfulfilled obligation in the past- 'ought to have'
 (a) I ought to have done it.
 (b) You ought to have returned the books in time.
2. Obligation or Duty :
 (a) You ought to obey your parents.
 (b) You ought to finish your work in time.
3. Advice or advisability :
 (a) You ought to go to Jaipur.
 (b) You ought to work hard.
4. Assumption or strong probability :
 (a) That ought to be Raman's car.
 (b) He ought to be a good player.

(K) Need not

Needn't means not necessary (Need Necessary) or (absence of obligation).

- (i) It is bright sunlight so you needn't light a lamp.
 (ii) Sita has reached home so you needn't go to the station to take her.
 (iii) You need not go to school today because it is Sunday.

(L) Dare not

Dare mean courage and **dare not** means not having courage

- (i) Ashok dare not ask my address.
 (ii) How dare he say such things about me?
 (iii) You dare not do it again.
 (iv) I dare not leave without permission.
 (v) He dare not touch my purse.

(M) Used To

Used to expresses a discontinued habit. Habit which was there in past and now it is not there.

Used to means a habit of past which does not exist now.

- (i) I used to play football at school.
 (ii) Her hair used to be black in youth.
 (iii) Sheela used to be cheerful before her marriage.

VARIOUS CONCEPTS AND THE WAY OF THEIR EXPRESSION

1. **Willingness = Will** (with all persons)
 (a) I will try again if you wish. (willingness)

- (b) I will leave at 8 a.m. (intention)
2. **Duty neglected** (unfulfilled obligation in the past) = **ought to have**
 (a) You ought to have returned the library books in time.
 (b) You ought to have come earlier.
3. **Preference** = **would rather**
 (a) He would rather die than beg. (He would prefer to die)
 (b) He would rather fail than copy.
4. **Hypothetical situation** : = **lest + should**
 (a) Work hard lest you should fail.
 (b) Hurry up please, lest you should miss the train.
5. **Softend command** : = **should**
 (a) You should go at once.
 (b) You should reach there in time.
6. **Repeated activities in the past** : = **would or used to** (Past habit)
 (a) He would sit for hours watching the ships.
 (b) He would (used to) go to his village every week.
7. **Capability** = **will**
 (a) This glass will hold more water than that.
 (b) These shoes will wear well.
8. **Reasonability** (what is reasonable) = **may**
 (a) We may expect a good harvest this year.
 (b) The factory has worked to full capacity, it may earn reasonable profit.
9. **Lack of self-confidence, hesitation or lack of belief.**
 (a) Might I make a suggestion?
 (b) Might I borrow your cycle.
10. **Inference, deduction** : = **must be**
 (a) What you say must be true.
 (b) He must be forty.
 (c) Raman must be a rich man.
11. **Impatience : astonishment, despair** = **can**
 (a) What can he meant? (b) Where can they be?
 (c) Raman must be a rich man.
12. **Ability, capacity and know how to** : **can** (present tense)
 (a) I can speak English.
 (b) He can swim.
13. **Past ability** : = **could**
 (a) He could dance well when he was ten.
 (b) She could prepare her own dresses when she was sixteen.

14. **Order, command, necessity, obligation** : = **must**
 (a) You must come in time. (order)
 (b) You must leave the class. (order)
 (c) You must go just now.
15. **Prohibition** : = **Must not or mustn't**
 (a) Students must not take out reference books from the library.
 (b) Visitors must not pluck flowers.
 Note : If a sentence begins with Nobody or No one we use 'shall' for prohibition.
 Nobody shall pluck flowers.
 No one shall enter the room without permission.
16. **Refusal** : = **will not or won't**
 (a) I won't listen to you unless you talk sense.
 (b) I won't go.
17. **Right or absence of right** : = **can, can't**
 (a) You can't travel in first class with a second class ticket.
 (b) Students can't enter the examination hall without admission cards.
18. **Absence of necessity** : = **need not or needn't**
 (a) You need not read this book.
19. **Emphatic advice** : = **must**
 (a) You must visit the Taj when you go to Agra.
 (b) You must tell me the truth.
20. **Habit or obstinate insistence** : = **will** (in all persons)
 (a) Boys will be boys. (habit)
 (b) Some girls will come late. (habit)
 (c) My husband will drop ash on the carpet. (obstinate insistence)
21. **Probability, assumption** : = **ought to be, should be**
 (a) He ought to be a good player. (assumption)
 (b) You should find the book on the top shelf. (probability)
 (c) That ought to be Pramod's car.
22. **Invitation** : = **will + infinitive** (first form of verb)
 (a) Will you come to tea?
 (b) Will you play with me?
23. **Expectation or Probability** = **should**
 (a) They should be at home by now.
 (b) You are an M.A. and should know this. (you are expected to know)
24. **Purpose** : = **should** is used with all persons in clauses expressing purpose-
 (a) I lend him the book so that he should study it. (might study it.)
 (b) We work hard so that we should pass. (might pass)

- 25. **Suggestion** : in the sense of liking = **can**
 - (a) You can buy this car. (if you like)
 - (b) You can read this book. (if you like)
- 26. **Possibility** :
 - (a) It may rain today.
 - (b) He may not win the first prize.
- 27. **Remote Possibility** :
 - (a) We might win Rs. 5,00,000/- in lottery.
 - (b) It might rain today.
- 28. **Strong possibility (likelihood)** : = **must, must be**
 - (a) We must win the match.
 - (b) He must be a rich man.
- 29. **Permission** : = (with politeness) **May**
 - (a) May I come in sir?
 - (b) You may come in.
- 30. **Permission less polite than 'may'** : **May = can**
 - (a) You can go now but don't come again.
- 31. **Purpose** = Present tense = **may**, Past tense = **might**
 Future tense = **may**, All Tenses = **should**
 - (a) He will come here so that he might see Raman.
 - (b) He worked hard so that he might pass.
 - (c) I lend him the books so that he should study.
- 32. **Polite request (in question)** : **will or would** (less authoritative)
 - (a) Will you please shut the window?
 - (b) Would you lend me your book, sir?
- 33. **Moral obligation or advice** : = **should or ought to**.
 - (a) You should obey your parents.
 - (b) You ought to help the poor
- 34. **Advisability** = **should or ought to**
 - (a) You should consult a doctor.
 - (b) You should reach early.
- 35. **Offer of service (with first person)** : = **shall**
 - (a) Shall I bring you a glass of water?
 - (b) Shall I help you? (Do you wish me to help you?)
- 36. **Asking for advice or suggestion during conversation**.
 - (a) Shall we go to the cinema? (In questions only)
- 37. **Wishes or hopes** = **may** (in imperatives)
 - (a) May you both be happy!
 - (b) May you live long!

- 38. **Promise, threat, determination**
 I person = will, II and III Persons = shall
 - (a) You shall be punished if you make a mistake. (threat)
 - (b) You shall get your money tomorrow. (promise)
 - (a) I will not allow this. (determination)

VARIOUS MODALS AND THEIR EXPRESSION :

Modal	Modal
able, ability, capacity, capable, capability, power, strength If sentence is not past tense.	can could
possible, possibility, probable, probability, likely, likelihood, permission, permitted, allowed, perhaps, guess, wish Past Tense of may.	may might
obliged, obligatory, necessary, necessity, compulsory, compelled, certain, certainty, duty, sure (surely), determine, (determination) Promise, order, strong possibility	must must not
prohibition, prohibited, not allowed, forbade, forbidden advice, (advisability), moral duty, moral obligation, suggestion), (suggested), expectation	should
shall with denotes the feeling of surity determine, determination, promise shall I/we orders or advice, offers, suggestions, insistence	shall
I and with We 'will' gives the feeling of surity determine, determination, promise, prediction.	will
past intention, preference, invitation, request, polite request, please, kindly, past habit	would
moral obligation, moral duty, advice, deduction, logical expression	ought to

PRACTICE EXERCISES

Exercise 1

Fill in the blanks with paper model :

- 1. You stay to right here (obligation)
- 2. Babita pass the examination. (surely)
- 3. Rajesh attend her marriage. (certain)
- 4. Raju attend her marriage. (not certain)
- 5. Pakistan attack India. (not possible)
- 6. Pakistan attack India. (possibility)
- 7. Examinations are near. You..... work hard. (necessary)

- 8. You..... join your duty today. (order)
 - 9. You..... park your car here. (prohibited)
 - 10. If you park your car here, you be fined definitely. (decided)
 - 11. You go to the cinema today. (allowed to)
 - 12. You..... not abuse others.. (advise)
 - 13. He a strong man. He lift this box.. (able)
 - 14. If you pass. I give you prize.. (promise)
 - 15. He has two cars. He be a rich man. (surely)
- Solution :** 1. must 2. shall/must 3. must 4. may 5. cannot 6. may 7. must 8. must 9. must not 10. shall 11. may 12. should 13. can 14. will 15. must.

Exercise 2

Fill in the blanks with correct modal :

- 1. He understand why he was punished. (inability)
 - 2. I see your pen?. (permission)
 - 3. The teachers..... work hard with the students. (moral duty)
 - 4. We..... obey the laws of the country. (obligation)
 - 5. I..... have my money back.. (determination)
 - 6. A soldier..... fight for his country. (duty)
 - 7. He..... be away from home tomorrow. (possibility)
 - 8. I beat you in the race. (power)
 - 9. Students travel without ticket. (prohibition)
 - 10. He lend me some money. (not sure)
 - 11. Rajesh has insulted the teacher. The teacher punish him. (determined)
 - 12. you have a long and happy life. (wish)
 - 13. Soldiers obey orders without question. (strong moral obligation)
 - 14. Students pay their examination fee by tomorrow. (compulsion)
 - 15. She go to the cinema at night. (not allowed)
 - 16. You come to school in time. (moral duty)
 - 17. After lunch, he generally have a short nap. (past habit)
 - 18. I..... help you, if you like (promise)
 - 19. Your father be nearly eighty now. (strong likelihood)
 - 20. Babita win the first prize. (possibility)
 - 25. Students use unfair means in the examination. (prohibited)
- Solutions :** 1. could not 2. May 3. should 4. must 5. will/must 6. must 7. may 8. could 9. must not 10. may 11. shall 12. may 13. must 14. must 15. can not 16. should

Subject Verb Concord

Concord mean a harmonious relationship between two grammatical items/parts/topic. Verb needs to be agreed to the subject, this is called Agreement of Verb to the subject.

Rules
Look at the sentences

<p>A</p> <p>The <u>book</u> is on the table.</p> <p>A <u>child</u> likes sweets.</p> <p>The boy <u>has</u> left.</p>	<p>↓</p> <p>Here the subjects are singular, so the verb are singular.</p>
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<p>B</p> <p>The <u>books</u> are on the table.</p> <p><u>Children</u> like sweets.</p> <p>The boys <u>have</u> left.</p>	<p>↓</p> <p>Here the subjects are plural, so the verbs are plural.</p>
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This subject verb agreement in number is called,

Grammatical Concord

Example Category II

- (A)
- (i) The public consists of all kinds of people.
 - (ii) A new board has been constituted for the college.
 - (iii) The audience of college day was huge.
 - (iv) The committee was unanimous on the choice of the president.
- (B)
- (i) The public are tired of strikes.
 - (ii) The Board have revised the rules of admission.
 - (iii) The audience were getting board and restless.
 - (iv) The committee were divided on the choice of secretary.

<p>A</p> <p>Here is grammatical concord because the graph of people in each case is combined as one undivided body and therefore the verb are singular in number.</p>	<p>B</p> <p>There is no grammatical concord & the singular subject is followed by a plural verb. This placed form is used as the subject is thought of as individual forming a graph. "The word stands for member who formed".</p>
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This kind is called 'National Concord' and it is often preferred to grammatical concord dissatisfied, impatient, word.

III

- (a) Either your sister or our brothers answer to this.
 (b) Either your sisters or your brother answer to this.

- (a) No body, not even the members, were present.
 (b) No body, not even the chairman was present.

In each of these sentences the verb takes the number of the noun is the subject which is nearest to it.

This concord is called Principle of Proximity or nearness.

Therefore there are three principles in concord.

1. The principle of grammatical concord. This is the safest though it is not strictly followed by speakers and sometimes even written.
2. The principle of motional concord, natural in colloquid. English, that is, speaker.
3. The principle of proximity.

PRACTICE EXERCISE

- (a) Mr. John or Mr. samuel is to more the resolution.
 (The singlar subjects are connected by or so the verb has to be in singular)
- (b) Either Ravi or Raju has damaged this lock.
 (The singlar subject are connected by either or so the verb has to be in singular)
- (c) Neither the boy scouts nor the girl guides are participating in the rally.
 (The subject joined by nor are both plural so the verb is plural)
- (d) Good and bad. behaviours are inculcated by examples.
 (The subject is good beh & bad beh. Hence the verb in plural)
- (e) Either my son or those children have done this.
 (The plural subject is nearer the verb. so 'have')
- (f) Either these children or my son has picked all the flowers.
 (i) The two subjects are connected by or.
 (ii) The first plural second singular.
 (iii) The singular subject is nearer the verb.

Subordinating & Co-ordinating

Linking words, also known as conjunctions/ connectives are used for joining or merging sentences.

What is Conjunctions ?

Linking words or conjunction in English are words that are used to combine or link in the sentence two statements.

Definition : A conjunction is a joiner, a word that connects (conjoins) parts of a sentence.

A Conjunction is a word that joins words or sentences together.

Look at the following sentences :

- (a) Ramesh is honest and Aman is intelligent.
 (b) I shall either sing or dance.
 (c) Two and Two make four.
 (d) Suresh and Ganesh are brothers.

Note : Conjunctions are words that join clauses together to make sentences, and show how the meanings of the clauses relate to each other.

Kinds of Conjunction

Conjunctions are of three types :

- (A) Coordinating Conjunction
 (B) Subordinating Conjunction
 (C) Correlative Conjunctions

(A) **Coordinating Conjunctions :** Two words or clauses of the same rank are taken by these words.

(B) **Subordinating Conjunctions :** Conjunctions one Subordinating Clause is used with other clause : after, although, as, as if, as long as, as though, because, before, even if, even though, if, if only, in order that, now that, once, rather than, since, so that, than, that, though, fill, unless, until, when, whenever, where, whereas, wherever, while.

Note : Some of the Subordinating Conjunctions in the above examples like : after, before, since- are also prepositions, but as Subordinate Conjunctions are being used to introduce a clause and to subordinate the following clause to the independent element in the sentence.

Example :

- (i) After : (a) They are going out to eat after they have finished their homework.
 (b) After the rain stopped, the boys went in the ground to play. (ii)
 Since we were have lived in Mexico, we have gone to every exhibit at the Royal Hall.
 (iii) While : (a) While I was waiting in line for my turn, I ate my lunch.
 (b) Shalini steamed the corn while Jack fried the steaks.

(iv) Although : Although the line was long and we waited over at least three hours, exhibit was indeed worth it.

(v) Even if : Even if you have already finished your lunch, have a glass of milk.

(vi) Because : (a) I like her because she is intelligent.

(b) The snow melted because the sun is warm.

Note :

(i) Correlative Conjunctions are always used in pairs. They join similar elements. When joining singular and plural subjects, the subject closest to the verb determines whether the verb is singular or plural.

(ii) Coordinate Conjunctions are of the simplest kind, and they denote equality or relationship between the idea they join. Their relatives, Correlative Conjunctions, not only denote equality, but they also make the joining finer and more emphatic.

Conjunctive Adverbs

Conjunctive Adverbs make up an even stronger category of Conjunctions. They show logical relationships between two independent sentences, between sections of paragraphs, or between entire paragraphs.

Such Conjunctive Adverbs are : Also, hence, however, still, likewise, otherwise, therefore, conversely, rather, consequently, furthermore, nevertheless, instead, moreover, then, thus, meanwhile, accordingly.

e.g.

(a) I do not recommend that you play with a stick of dynamite at both ends. Rather, a sandwich would be better for you.

(b) John has a garage full of wood working tools. He might, however, have some metric wrenches, too.

Expletives

Expletives are closely related to conjunctive adverbs. Expletives convey no meaning of their own but instead serve only to emphasize the statement to which they are attached. As such, then, they technically do not show a logical relationship like time or cause between ideas, and that fact prevents them from being treated as conjunctive adverbs.

Such Expletives are : Of course, indeed, naturally, after all, in short, I hope, at least, remarkably, in fact, on the whole, I suppose, it seems, in brief, I think, clearly, assuredly, definitely, to be sure, without doubt, for all that, in any event, importantly, certainly.

Conjunction/Relative Pronoun/Relative Adverb/Preposition

Conjunctions with two words or clause but relative clauses with two sentences also.

Look at the following sentences :

(a) He stood beside me.

(b) This is the shirt that she gifted me.

(c) He came and he worked.

(d) This is the place where I slipped.

(Relative Pronoun)

(Relative Adverb)

(Preposition)

(Conjunction)

Use of Coordinating Conjunction

Coordinating Conjunctions can join two words or clauses of same rank.

(i) FOR

The word 'FOR' is most often used as a preposition. It is also used, as a Coordinating Conjunction. Beginning a sentence with the Conjunction 'for' should be avoided. Its function is to introduce the reason for the preceding clause ;

(ii) NOR

The Conjunction NOR is not used as often as the other Conjunctions, so it might feel a bit odd when nor does come up in conversation or writing. It is commonly used in the correlative pair, neither-nor (see below) :

(iii) OR

(a) This suggests that only one possibility can be realized, excluding one or the other :

e.g.- You study hard for this exam or you will not get through.

(b) To suggest the inclusive combination of alternatives :

We can cook dinner tonight, or we can just eat leftovers.

(c) To suggest a 'restatement' or 'correction' of the first part of the sentence:

There are no tigers in this sanctuary, or so our guide tells us.

(d) To suggest a negative condition.

The sayings of one of the freedom fighters was very important 'Do or die'.

(e) To suggest a negative alternative without the use of an imperative (see use of and above) :

They must approve his political style or they wouldn't keep electing him Chairman.

(iv) AND

(a) To suggest that one idea is in contrast to another (frequently replaced by **but** in this usage) :

(b) To suggest that one work is the result of another :

Raj became addicted to drinking and that surprised no one who knew him.

(c) To suggest that one work is the result of another :

Ramesh watched the match and promptly went of his house.

(d) To suggest that one work is sequential to another :

Kusum sent in her application and waited by the phone for a response.

(e) To reflect an element of surprise (sometimes replaced by yet in this usage).

Delhi is a rich city and suffers from many elements of urban blight.

(f) To reflect that one clause is conditionally dependent upon another (usually the first clause is an imperative) :

Use your money without care and you'll soon find yourself deep in trouble.

(v) BUT

- (a) To reflect in an affirmative sense, the first part of the sentence implied in a negative way (sometimes replaced by on the contrary)
The club never invested foolishly, but used the services of some intelligent counsellors.
- (b) To reflect a contrast that is unexpected in light of the first clause :
Harry lost a fortune in the stock market, but he still seems able to live quite comfortably.
- (c) To connect two ideas with the meaning of 'with the exception of' (and then the second word takes over as subject):
Everybody but Ram Prakash is trying out for the team.

(vi) SO

So, sometimes connects two independent clauses along with a comma, but sometimes it doesn't. For instance in this sentence :

- (a) He is not the only Olympic athlete in his family, so are his brother, sister, and his niece Chetna.
Here the word so means 'as well' or 'in addition',
In the following sentence, 'So' means 'therefore', the Conjunction and the comma are adequate to the task :
- (b) She has always been nervous in large gathering, so it is no surprise that she avoids crowds of her fans.
When 'So' is used at the beginning of a sentence, it will act as a kind of summing up word, in case comma is used after (So) the sentence would be as follows :
- (c) So, the Judge promptly removed the child from the custody of the culprits.

(vii) YET

The word YET functions sometimes as an adverb. It can be used reflecting several meanings :

- (i) in addition ('yet another cause of trouble' or a simple yet noble woman' (ii) even ('yet more expensive'), (iii) still ('he is yet a novice'), (iv) and so soon as now ('he's not here yet') (v) eventually ('then may yet win').
Yet also functions as a Coordinating Conjunction meaning something like 'nevertheless' or 'but'.
- (a) Jack plays basketball well, yet his favourite sport is cricket.
(b) The visitors complained a lot about the heat, yet they continued to play golf here every day.

Subordinating Conjunction

Subordinate conjunctions join one subordinate clause to another.

- (1) **Result or Consequences** : Conjunctions used in the context of result fall in this category, so that, such that etc.

Read the following sentences :

- (a) The ice-cream is so tasty that I can't resist one.
(b) He spoke in such a loud voice that everyone could hear him well.
(c) She is such a nasty girl they you can't rely on her.

- (2) **Purpose** : Express purpose, so that, so in order, that lest etc.

Read the following sentences :

- (a) We eat that we may live.
(b) He came here, so that he can discuss the plan.
(c) Run fast lest you should miss the class.

- (3) **Place** : Conjunctions are used in context of place wherever, whither (to what place), whence (from what place) etc.

Read the following sentences :

- (a) I found my purse where I left it.
(b) Let her go wherever she likes to go.
(c) Can you inform me where she has gone?
(d) He went back whence he came.

- (4) **Comparison** : These Conjunctions are used for comparison.

Read the following sentences :

- (a) He is as handsome as your brother.
(b) She is as beautiful as her sister.
(c) He is not so intelligent as her brother.

- (5) **Time** : There are used in context of times.

Read the following sentences :

- (a) When I went to office, the peon was going to his house.
(b) I have been searching her since I met her.
(c) Ramesh went to his home, after he completed his work.
(d) You should complete the work, before you go to market.

- (6) **Cause/Reason** : These are used to show the cause or reason in sentence

e.g.

Read the following sentences :

- (a) I telephoned to her father as she was not available in office.
(b) He is allowed to enter as he is invited by us.
(c) I can't buy this car, since it is very costly.

- (7) **Manner** : These Conjunctions represent the manner of doing in a sentence. as, as though, so far as etc.

Read the following sentences :

- (a) He spoke as if he was drunk.

(b) She was speaking the truth so far I could judge.

(c) He acted upon as he was instructed.

(8) **Concession** : These Conjunctions are used in context of concession e.g. Though, although, yet, notwithstanding, however etc

Read the following sentences :

(a) She is poor yet she is honest.

(b) I shall not meet her though she wants.

(c) Although he is intelligent, he is simple.

Copulative Conjunctions

Copulative Conjunctions join two sentences

(a) Ram as **well as** his brother was present in the meeting.

(b) You have finished your work, **well** you can go.

(c) Suresh is a great patriot **and** his son also.

(d) He came **and** fought with me.

Alternative Conjunctions

These Conjunctions join the sentences which have an alternate. e.g. or, else otherwise, either.....or, Neither nor etc.

Read the following sentences :

(a) He should join or he will be terminated

(b) Rahul, move fast else you will be late.

(c) Ram, move fast otherwise you will miss the bus.

Adversative Conjunctions

These Conjunctions join two opposite sentence : however, but, still, yet, only, nevertheless, while etc.

Read the following sentences :

(a) He was not sincere however he got promotion.

(b) He is poor but he is trustworthy.

(c) He is rich yet he is not honest.

When two sentences in which one is the inference of other.

Inlative (Inferential) Conjunctions

Read the following sentences :

(a) Something has broken, **for** I have heard a splash.

(b) You are in power, **so** you are respected.

(c) You worked hard **therefore** you secured good marks.

(d) He secured good marks, **for** he worked hard.

Some Important Conjunctions

(I) **Not only-but also** : Not only-but also

(A) Same Subject

(B) Different Subjects

(A) **When subject is same**

Read the following sentences :

(i) (a) Suman is playing Chess.

(b) Suman is watching T.V.

(c) Suman is not only playing chess but also watching T.V.

(ii) (a) Neha eats an orange.

(b) Neha cooks food.

(c) Neha not only eats an orange but also cooks food.

(B) **When subjects are different**

Read the following sentences :

(i) (a) Preeti is reading a novel.

(b) Priyanka is reading a novel.

Not only Preeti but also Priyanka is watching T.V.

(ii) (a) Ram will play football.

(b) Shyam will play football.

(2) **Neither nor:**

(A) **When subject is same**

Read the following sentences :

(i) (a) Mohan is not a student.

(b) Mohan is not a player.

Mohan is neither a student nor a player.

(ii) (a) She is not cooking.

(b) She is not watching T.V.

She is neither cooking nor watching T.V.

(iii) (a) Suresh does not play.

(b) Suresh does not read.

Suresh neither plays nor reads.

(iv) (a) Ram is not in the house.

(b) Ram is not in the Garden.

Ram is neither in the house nor in the garden.

(B) **When subjects are different**

Read the following sentences :

(i) (a) Suresh is not going to Delhi

(b) Ramesh is not going to Delhi.

Neither Suresh nor Ramesh is going to Delhi.

(ii) (a) Kali does not read.

(b) Nisha does not read.

Neither Kali nor Nisha reads.

(iii) (a) Kukku will not take tea.

(b) Harsh will not take tea.

Neither Kukku nor Harsh will take tea.

(ii) (a) They do not play cricket.

(b) He does not play cricket.

Neither they nor he plays cricket.

(Verb should agree with the nearest subject.)

(3) **Either or:** When both sentences are affirmative they are joined by Conjunction

Neither nor and either or

(A) **When subject is same**

Read the following sentences :

- (i) (a) Sita plays chess.
(b) Sita plays cricket.

Sita plays either chess or cricket.

- (ii) (a) She writes a lesson.
(b) She reads a book.

She either writes a lesson or reads a book.

(B) **When subjects are different**

Read the following sentences :

- (i) (a) She will go to Mumbai.
(b) They will go to Mumbai.

Either she or they will go to Mumbai.

- (ii) (a) Mahesh is playing.
(b) They are playing.

Either Mahesh or they are playing.

(4) **Both-and :**

(A) **When subject is same**

Read the following sentences :

- (i) (a) Abhishek is a teacher.
(b) Abhishek is an author.

Abhishek is both a teacher and an author.

- (ii) (a) Ram can write.
(b) Ram can teach.

(c) Ram can both write and teach.

(B) **When subjects are different**

Read the following sentences :

- (i) (a) He is my friend.
(b) She is my friend.

Both he and she are my friends.

- (ii) (a) He is going to market.
(b) She is going to market.

Both he and she are going to market.

- (iii) (a) Ram will go to Jaipur.
(b) Shyam will go to Jaipur.

Both Ram and Shyam will go to Jaipur.

(5) **So that :**

Conjunction so that is generally used in transformation.

Read the following sentences :

- (i) (a) He is too weak to walk.
He is so weak that he cannot walk.

(6) **No sooner than:**

Read the following sentences :

- (i) (a) I had reached the station.
(b) The train departed.

No sooner had I reached the station than the train departed.

- (ii) (a) The bell rang.

(b) The students came out of their classes.

No sooner did the bell ring than the students came out of their classes.

(7) **Hardly had when :**

Read the following sentences :

- (i) (a) She reached the station.
(b) The train arrived.

Hardly had she reached the station when the train arrived.

(8) **As soon as :**

Read the following sentences :

- (ii) (a) She reached the station.
(b) The train arrived.

As soon as she reached the station, the train arrived.

- (ii) (a) He reached here.

(b) She went to market.

As soon as he reached here, she went to market.

Conjunctions : Who, Whom, Whose, Which, When, Where

(1) **Who :**

Type I : Look at the following sentences :

- (i) (a) I saw a woman.
(b) She wore a red saree.

I saw a woman, who wore a red saree.

- (ii) (a) Police arrested a thief.

(b) The thief was running.

Police arrested a thief, who was running.

Type II : Look at the following sentences :

- (i) (a) Sheela secured first position.
(b) She belonged to Assam.

Sheela, who belonged to Assam, secured first position.

or

Sheela, who secured first position, belonged to Assam.

- (ii) (a) Ramesh failed again.

(b) He did not work hard.

Ramesh, who didn't work hard, failed again.

or

Ramesh, who failed again, didn't work hard.

(2) Whom :

Look at the following sentences :

- (i) (a) He is the manager.
(b) I met him yesterday.

He is the manager whom I met yesterday.

- (ii) (a) This is the girl.
(b) The teacher punished her today.

This is the girl whom the teacher punished today.

(3) Whose :

Look at the following sentences :

- (i) (a) I know Suresh.
(b) His son passed B. Tech.

I know Suresh whose son passed B. Tech.

- (ii) (a) This is the girl.
(b) Her purse was stolen.

This is the girl whose purse was stolen.

(4) Which :

Look at the following sentences :

- (i) (a) I gave you a pen.
(b) You have lost it.

I gave you a pen which you have lost.

- (ii) (a) He lives in Jaipur.
(b) Jaipur is a beautiful city.

He lives in Jaipur which is a beautiful city.

(5) When :

Look at the following sentences :

- (i) (a) I was taking bath.
(b) He came to my house.

I was taking bath when he came to my house.

- (ii) (a) He went to market.
(b) She returned from office.

He went to market when she returned from office.

(6) Where :

Look at the following sentences :

- (i) (a) This is the house.
(b) I lived here for three years.

This is the house where I lived for three years.

- (ii) (a) This is the hospital.
(b) She was born here.

This is the hospital where she was born.

Omission of 'that'

Rule : 'That' should never be used in place of though, if, when, whether, etc.
For example ;

- (i) I doubt that he will succeed. (Change 'that' or 'whether')
- I doubt whether he will succeed.
- (ii) I asked him that he would help me. (Change 'that' to 'if')
- I asked him if he would help me.

Rule : 'That' should never be used before a sentence in the direct narration, or after a verb denoting question in direct speech.

For example ;

- (i) He said that "I will again come to your help." (Cancel 'that')
- (ii) He asked that how I was feeling. (Cancel 'that')

Rule : Such phrases as 'and that' or 'but that' should not be used to introduce a subordinate clause unless another subordinate clause similarly introduced by 'that' has been expressed already. Even then the repetition of 'that' in the second subordinate clause may not be necessary.

e.g. The treaty is said to have received some modifications, and that these modifications will be followed by the Senate. (The first part of the sentence must be re-written as, "It is said that the treaty as received" etc. 'that'.)

(4) however/But : is never used with however.

Read the following sentence :

- (i) But his behaviour, however has not changed. (Incorrect)
- His behaviour however has not changed. (Correct)

(5) Though, although and even though : Though/although are never used with but Yet can be used.

Though, although and even though are used to show a contrast between two clauses :

We can use though or although with no difference in meaning. But, some differences are :

Though is more common than although in conversation or writing.

Though (but not although) can come at the end of a sentence :

e.g. My new bike is really fast. I don't like the colour, though.

Though (but not although) can also be used as an adverb :

I'm not good at reasoning but I can help you with your geography, though, if you want. The meaning of though is similar to however, but though is much more common than however in conversation.

Even though can be used to make the contrast between two clauses stronger :

- (a) Although he is poor, yet he is honest.
- (b) Though he is poor, he is honest.

(6) Until/Unless : Until is used in reference to time while unless is used in reference to condition.

Read the following sentences :

- I will stay here until you return.
- He will wait until the train arrives.
- He can't succeed unless he works hard.

(7) **When and while** : While is used when two works are going on simultaneously.
Look at the following sentences :

- When he came here, she was going to market.
- I saw a monkey, when I woke up.
- He was reading while I was playing.
- She was watching T.V. while I was cooking.
- When I was young, I used to drive scooter.

(8) **As if/As though** : As if, As though mean, suppose.

Look at the following sentences :

- He behaves as if he were a king.
- She orders as though she were a king.
- They asked us for arranging tea and breakfast as if they were our invitees.

(9) **Because, as and since** : 'Because', 'As' and 'Since' are used to answer the question : 'Why?'

(i) They join two clauses in the same sentence :

- I lost my job because I was often late.
- Ram resigned because he wanted to spend more time with his family.

and (ii) 'Because', 'As' and 'Since' show the relationship between the two clauses :

- Why did you resign from such a well-paid job, Ram?
- Because I wanted to spend more time with my family.

'Because' is more common than 'As' and 'Since' when the 'reason' is the most important thing. The because clause usually placed after the main clause :

I went to Madras for a holiday last October because I knew it would be warm and sunny every day I was there.

'As' and 'Since' are used when the reason is already well-known and/or less important.

The 'As' or 'Since' clause often comes at the beginning of the sentence and are separated from the main clause by a comma :

- As my family had finished dinner when I reached home, I went to this really good beer bar. (I'm telling you about the beer bar. It's not so important 'why' I went there.)
- Since it's your birthday, I'll make your breakfast in bed. (I'm going to make you breakfast.)
- Since I have no money, I can't go to the movie.

PRACTICE EXERCISES

Exercise 1

Correct, improve, or justify the following sentences :

- How could I hear such words from any other man but him?
- My friend feels as though nothing has happened to him.
- Up to the time the last vote was recorded it was difficult to decide whether victory lay with conservatives or Liberals.
- He is the fastest runner and he came last.
- When you will come here, I shall go with you.
- Three years passed since my uncle died.
- Though he is poor, but he is honest.
- The crops will die, before the rains will fall.
- He had scarcely recovered from fever then he caught cold.
- Unless you do not speak the truth, nobody would honour you.
- Because he is laborious, therefore, he will find success everywhere.
- Both of us did not go there.
- He started early because he may not get late.
- I doubt that you can do this work.
- He is such a fool who will talk any nonsense.
- He enquired that who had eaten the boy.
- It is the duty of a judge neither to favour one party nor the other.
- He was chosen to be a captain.
- I requested him to lend me a few rupees and he refused to do so.
- No sooner the bell rang the boys ran into their classes.
- Not only, Mr. Nehru was a great statesman, but a distinguished writer also.
- Neither he is hard-working nor intelligent.
- Though everyone speaks ill of you but I will stand by you.
- He asked that whether I know what I was saying.
- I am not sure if he will succeed.
- He wished to make his brother as his assistant.
- She is equally good as her husband.
- Why should you imagine as if there is an insurmountable difference between you and me.
- When you say so I must take your word for it.
- He is a good student but I have much pleasure in recommending his case.
- Both he as well as his brother are first-rate fool.
- After you will return from Delhi I will come to see you.
- Success and failure will not effect one who is interested in one's work as a duty.
- Do you know whether he is putting up in a hotel or Dharmshala.
- He was both beaten and abused.

Solution : 1. Change 'but' to 'that', 2. Omit 'has', 3. Insert 'with' before 'liberals', 4. Change 'and' to 'but', 5. Omit 'will', 6. Insert 'have' before 'passed', 7. Omit 'but', 8. Omit second 'will', 9. Change 'than' to 'when', 10. Omit 'do not', 11. Either omit 'because' and place 'and' before 'therefore', or omit 'therefore', 12. Say 'Neither of us went there', 13. Change 'because' to 'in order that', 14. Change 'that' to 'whether', 15. Change 'Who' to 'as', 16. Omit 'that', 20. Place 'than' before 'the boys', 21. Place 'not only' before 'a great statesman', and 'also' before 'a distinguished writer', 22. Say, 'either nor is he intelligent, or neither hard working', 23. Cancel 'but', 24. Cancel 'that', 25. Change 'if' to 'that', 26. Cancel 'as', 27. Change 'equally' to 'as', 28. Change 'as if' to 'that', 29. Change 'when' to 'since', 30. Change 'but' to 'so that', 31. Cancel 'as well', 32. Cancel first 'will', 33. Change 'and' to 'or', 34. Place 'a' before 'Dharamshala', 35. Say, 'abused' and 'beaten'.

Exercise 2

1. I do not know that when she will go.
2. I cannot say that where he is working now-a-days.
3. I understand she will attend the function.
4. I hope that you are well now.
5. I can assert it is right.
6. I cannot explain that why I like her so much.
7. I asked my assistant that bring a chair and my mobile.
8. I agree it is a good oppourunity to invest the money.
9. As she started late, she will miss the train.
10. Since Ram is a poor fellow, he couldn't buy a new dersh.
11. The reason is because he is not well.

Solutions :

1. I do not know when she will go.
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Exercise 3

1. I could neither contact Lila nor Sarla
2. Neither he plays nor reads.
3. She both accused me and my friend Shyam.
4. Ram not only built a temple but also a mosque.

5. He has visited both to New York and Mexico.
6. English is not only difficult to speak but also to write.
7. She is as much noted for her beauty as for her wisdom.
8. I have both visited America and Russia.
9. He neither knows me nor my wife.
10. Ramesh neither went to Jaipur nor Delhi.

Solutions :

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9. He knows neither me nor my wife.
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Exercise 4**Correct the following Sentences :**

1. It was generally doubted that India would permit the use of her soil.
2. It is not doubtful whether she will attend the party.
3. Is there any doubt whether she will come?
4. Keep your body fit I do.
5. You are as dear to me as her.
6. Until he works hard, he can't pass.
7. Take an umbrella in case it may rain.
8. You wait here unless the train arrives.
9. You will succeed, if you will work hard.
10. If I had wings, I will fly to London.
11. If I win a lottery, I will buy a big house.
12. If he had worked hard, he would pass.

Solutions :

1. It was generally doubted whether India would permit the use of her soil.
2. It is not doubtful that she will attend the party.
3. Is there any doubt that she will come?
4. Keep your body fit like me.

or

- Keep your body fit as I do.
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6. Unless he works hard, he can't pass.

7. Take an umbrella in case it may rains.
8. You wait here until the train arrives.
9. You will succeed, if you work hard.
10. If I had wings, I would fly to London.
11. If I win a lottery, I would buy a big house.
12. If he had worked hard, he would have passed.

Exercise 5**Correct the following Sentences :**

1. No sooner had he reached the station when the train arrived.
2. Though he is poor but he is trustworthy.
3. Hardly had she left the hospital, than it began to rain.
4. He had neither a car or a scooter.
5. There was much disturbance both in Jammu as well as in Pahalgaoon.
6. One cannot be both present at New Delhi aswell as at Jaipur.
7. He cannot either read nor write English.
8. She cannot run nor walk.
9. He has not any book nor any copy.
10. I have never seen her nor heard of her.
11. He felt very sad though his pet died.

Solutions :

1. No sooner had he reached the station that the train arrived.
2. Though he is poor yet he is trustworthy.
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9. He has neither any book or copy.
10. I have never seen her or heard of her.
11. He felt very sad because his pet died.

Exercise 6**Correct the following Sentences:**

1. This newslaetter comes from Banglore. It appears fortnightly.
2. This is my laptop. I bought it last month.
3. Mr. Raman is a Professor. He has recently come firm Britian.
4. Rita has returned the book. I gave the book to her yesterday.
5. Ram plays chess brilliantly. He is in Xth class.

Solutions :

1. Which 2. Which 3. Who 4. Which 5. Who.

Chapter 2 Communication

COMMUNICATION : MEANING, IMPORTANCE AND PROCESS

MEANING :

The word communication is derived from Latin term *communicare/communio* which means to share. It can be defined as the activity or process of expressing ideas and feelings or information. Communication is the process of transmitting ideas or thoughts from one person to another. It is like a bridge that conveys meaning and involves a systematic and continuous process of telling, listening and understanding.

Language seems to be highly developed form of animal/human signalings.

A language consists of sound, words and possible sentences. When we say that we know a language we mean that we know the sounds and the words and the rules for their combination.

Communication has a central role in our lives. We spend a lot of time communicating with others relatives, friends, colleagues, employers or even unknown people. We have various social needs, such as pleasure, affection, inclusion, relaxation etc.

Communication is essential for the existence of our society and it plays a prominent role in the functioning of different professional organization. In fact it has a vital role to play in today's technical and professional world as it helps people.

Most of the conflicts in any professional set-up are generated due to miscommunication. By developing effective communication skills, professional can establish a good relationship with each other and thus avoid misunderstandings.

Communication can be social, collective, dynamic and multi-dimensional. The system of communication is commonly owned, accepted and organized by the members of a community. It is essential for social affair. It is dynamic, multi-dimensional and a continuous process.

IMPORTANCE OF COMMUNICATION

Communication is important in one's daily life. It is an integral part of daily activity. When an alarm clock goes off, it is communicating through sound, to leave bed. When one feels loyal toward a particular brand of toothpaste, it is possible that the

commercial ads broadcasted in television may prove successful in communicating a message. Watching news on T.V., saying goodbye to one's family or calling a cab are different kinds of communication, messages that are non technical or informal in nature are categorized as general purpose communication whereas messages pertaining to technical, industrial, business matters belong to the category of technical or business communication.

The following factors make communication indispensable in the world of business:

Growth :

Owing to emerging multinationals, eminent business houses usually operate both within and outside the country. The head office of a large corporate maintains a thorough and up to date knowledge of various activities at each of its branch office. It keeps them acquainted with the activities of all the centres.

Complexity :

This is an age of specialization and therefore even in a single organization different activities are held viz. planning, production, sales, stores advertising, financing, accounts, welfare etc. are handled by different departments.

Competitiveness :

Items of common consumption, such as tea, soaps etc. are available in a dozen brands today. Marketing research suggests that firms which communicate better sell better. The better the communication skills of a person (salesperson), the larger the number of customers he can attract.

Salesmanship is primarily an art of communication. Besides, companies keep competing with one another through advertisement for securing a higher position in the market. All this involves communication at every step.

HARMONY :

Trade unions believe in bargaining with the management and insist on the protection of the right and dignity of the workers. The management and such unions share a delicate relation and without a proper communication between the two, no harmony can be expected to exist in an organization.

UNDERSTANDING AND COOPERATION :

If there exists good communication between the management and employees, it will bring about an atmosphere of mutual trust and confidence. Only when the employees know exactly what is expected of them can the managements utilize their potentialities and make up for their limitations. Through effective communication, employees get job satisfaction and develop a sense of belongingness with the enterprise which ultimately helps the organizations grow well.

Difference : General & Technical Communication :

General Communication :

- Contains a general message
- Informal in style and approach
- No set pattern of communication

PROCES OF COMMUNICATION

Communication is a social process and function. Therefore, the community develops a common medium; i.e. language, writing and script etc. There are different ways and models of communication.

(1) The Linear Concept :

The earlier conceptualization of communication involved the following five basic questions :

→ Who → says what → on which channel → to whom → with what effect

Communication was considered one way process marked by the flow of information from a sender to a receiver.

Sender ⇒ message Media ⇒ message Receiver ⇒ Action

SHANNON-WEAVER MODEL :

C.E. Shannon and W. Weaver were the first to point out that actual practise, message can be changed or blocked. In Shannon Weaver model, feedback was not considered to be the integral part or component because model conceived the communication process as Linear act and feedback another new act of communication.

The model is based on the idea that communication occurs only when the message has been required and that it should be received as far as possible, unchanged.

TWO-WAY COMMUNICATION PROCESS :

The two way concept is more contemporary. It considers communication essentially to be a reciprocal process and a mutual exchange of messages. It makes no sharp distinction between the role of sender (source) and receiver, because the same person plays both roles, often simultaneously. The two way concept involves receiver as an active agent in the construction of meaning of the message. The message is as the receiver preserves it, in the light of his/her experiences, beliefs and feelings. The two way communication is also known as transactional communication.

Ideation → an organizations policy to be circulated among all employees through news bulletin.

Encoder → The editor / person who writes the policy.

Message → The context (policy details) and the words/pictures used to convey the policy to the employers.

Channel → The medium in this case the news bulletin.

Receiver → The audience of the message for whom the policy is intended and who read the bulletin.

Feedback → Employees reaction to the policy communication.

ELEMENTS OF COMMUNICATION

The various elements of communication are briefly described to help you understand the process of communication.

Message : It is the information, written or spoken, which is to be sent from one person to another. Here, the word, person stands for the two ends of a system, and

may represent an individual, or a group of individuals or even electronic machines.

The most important characteristics of the message as an element of communication is that it is organized, structured, shaped and selective a product of pre-writing or pre-speaking stage.

Sender : The person who transmits, spreads or communicates a message or operates an electronic device is the one who conceives and initiates the message with the purpose of informing / persuading / influencing and changing the attitude or behavior of the receiver.

Encoding : It means putting ideas, facts, feelings and opinions into symbols which can be words, actions, signs, pictures and audiovisuals. The communication symbols are used by the sender keeping in mind.

Channel : This is the vehicle or medium which facilitates the sender to convey the message to the receiver. The medium of communication can be written, oral, audiovisual or live projection.

The Written Medium : Letter, memos, reports, manuals, notices, circulars, questionnaire, minutes and soon.

Oral Medium : Dialogue, face to face interview, a telephone communication, a conference, recording and so on.

Different Channels : These can be visuals such as hoardings, posters, slides, documentary, films, tab mission programmer and advertisements.

Receiver : A receiver is the targeted audience of the message. The receiver gets the message, understands, interface and tries to perceive the total meaning of the message as transmitted by the sender.

Decoding : This is the act of translating symbols of communication into ordinary meanings.

Acting : Communication manipulates the receiver to act in a desired manner. A receiver's response action shows that he has understood the message.

Feedback : This is the look that connects the receiver in the communication process. Watches the sender, who in turn acts as a feedback receiver and thus gets to know that communication has been accomplished.

Objectives of Communication

The purpose or objectives can be classified into two broad categories :

- The General purpose
- The specific purpose

(1) The General Purpose of Communication :

All communication is a differed and intentional act of persuasion. A persuasive communication wants the reader to understand the message and to be influenced, as intended by him. The general purpose can be further sub divided into three subcategories:

(i) **Communication to inform :** Communication to inform is directed by the desire to expose, develop and explain the subject. It focuses on the subject of the

communication. e.g. "farming provides most of the food we eat. Our chief food crops are cereals or grains. Cereals include maize, rice and wheat. We also grow barley and grain.

Clearly, in the above passage the focus is on the subject "our food" and the logical presentation of facts associated with cereals tells us about the product we grow.

(ii) **Communication to persuade :** The communication may seek primarily to persuade the reader. In such a form of communication the focus is on the receiver and not the message. For example, consider this home loan advertisement by H.S.B.C.

"Now your dream home is just a step away from being a reality. Simply get an H.S.B.C. home loan and choose from a range of highly flexible repayment options, based on your convenience."

The advertisement is reader centred. The purpose of this write up is not just to inform you about the H.S.B.C home loan scheme but also to pursue you that H.S.B.C. offers the most flexible and convenient home loan schemes.

(iii) Communication to Entertain :

Communication serves the purpose of entertainment. It is the communication by which the company of friends, relatives etc. can be enjoyed and we can have the bonding with others strongly. Because the way, we communicate with others make us comfortable with them and it becomes the medium of entertainment as well. The websites, the inter net we surge, provides the comfort and it is only by communication that interaction between the two or more result into fruitfulness and it leads communication and its purpose to amusement.

The Specific Purpose of Communication :

When we prepare for a specific purpose statement, we need to specify whom we want to influence, what we want them to think or do not when and where we want them to do it. Thus the specific purpose can be divided into the following subcategories.

- to influence
- to think
- to do
- to train
- to sell

For example : If you want your boss to accept the proposal that you have presented at the discussion at the end of your presentation, you should formulate your specific purpose statement with the four 'whs' who, what, when and where. your purpose statement should clearly specify the desired outcome of your presentation. We should be as specific and as realistic as possible in our purpose because by getting clear goals, we will be better positioned to judge the likely success of our communication.

Common Problems in Two-Way Communication :

Some of the common problems related to the two way communication are given below :

- No perceived benefit to the audience.
- Noise, outside disturbance hard to hold attention
- Variation in listening skills.

- Cultural differences.
- Cultural of subject matter / message
- Time restraints - real or perceived.
- Personal biases, hostility or both.
- Responding to difficult questions
- Sidestepping sensitive issues.

PRACTICE EXERCISE

Very Short Question with Answers

1. **Define communication.**
Ans. Communication is the process of transmitting or conveying ideas, feelings or information of other person.
2. **What is technical communication ?**
Ans. The word technical refers to something connected with practical use of machinery methods etc. Therefore technical communication means the transmission of facts, figures, ideas and all sorts of scientific and technical information from one individual to another.
3. **What is technical writing ?**
Ans. Technical writing is practical writing that people do as part of their jobs.
4. **What is an e-mail ?**
Ans. E-mail is the process of sending/receiving letters or messages through the exchange of electronic signals between computer network.
5. **Complete the sentence**
Internal communication is the communication
Ans. Between the members of same group.
6. **To whom do we communicate in the external communication ?**
Ans. In the external communication we communicate to the people outside the group such as government agencies, department, traders, vendors, service providers, media, customer etc.
7. **What helps to make professional interaction possible ?**
Ans. Technical communication.
8. **What do you understand by information ?**
Ans. Information means transferring knowledge to another person or group.
9. **By what means information can be given.**
Ans. Information can be given by speaking, writing, e-mail, letters, seminar, conferences.
10. **What are the sources of obtaining information about any company ?**
Ans. Information can be obtained through internet, website, old files magazines literature of research exhibitions etc.

Short Answer type Questions (With Answers)

1. **What is the role of e-mail in communication ?**
Ans. E-mail or electronic mail has revolutionized the way of communication. The old system of exchanging hand written letters through postal system has been replaced by e-mail. Now-a-days an e-mail is the electronic equivalent of the ordinary letter.
2. **What is five steps in the process of communication ?**
Ans. The five steps in the process of communication are :
(1) Sender has an idea
(2) The idea becomes the message
(3) The message is transmitted
(4) Reception of the message
(5) Feedback
3. **Name some technologies being used in organization to communicate.**
Ans.
(1) Telephone and voice mails
(2) Computer network
(3) Electronic mail
(4) Electronic Bulletin Board
(5) Teleconferencing and video-conferencing.
(6) Tele commuting and home offices.
4. **What is horizontal or lateral communication ?**
Ans. Horizontal/lateral communication takes place between people who are working at some level in an organization. The channels used are memos, telephonic talk, face to face discussion and regular meetings. The objectives are to promote understanding and co-ordination among people, allow the sharing of information.
5. **Write about Diagonal/Crosswise communication.**
Ans. Diagonal/Crosswise communication flows in all directions and takes place between people at all level and functions. Increased use of e-mails encourages cross communication. Crosswise communication is quick and efficient as compared to normal communication.
6. **What is tele conferencing ?**
Ans. Tele conferencing is a powerful and effective medium in which one has been put to good use in business communication to conduct group discussion or meeting between people, who are not physically present at one place. Thus a board meeting can be held between groups of people spread at different locations. This cuts down the travel cost of executives and the time spent in organizing and conducting such meetings. Currently the cost of seeking up such facilities is high but technical advancement will eventually lead to cost reduction in future and in the long run. The system would prove to be cost effective.

7. What is upward communication and how it works ?

Ans. Upward communication flows from the lower level staff members to superiors. The channels usually used for this kind of communication are complaints and suggestion boxes. Social gathering, direct correspondence and resort. It serves following objectives-

- provides feedback to superiors
- release emotions of subordinates
- make the introduction of new employee
- promote harmony

8. How motivation can help to progress any organization ?

Ans. If any organization of employees are motivated they work eagerly, willingly. With much potential and even without supervision they would perform their jobs well. This leads to the best outcome of their efforts and no doubt such an organization is likely to progress.

9. What is downward communication and what are its objectives ?

Ans. Downward communication is a flow of communication from superior to junior staff through personal. Interactions, means notices or telephonic conversation. The objectives of downward communication are to give directions about jobs, state, policies, procedures, convey assessment and performance review, explain of responsibilities and duties to be performed.

10. What is nature of communication ?

Ans. Communication can be social collective dynamic and multi-dimensional. The system of communication is commonly owned, accepted and recognized by the members of a community. It enables them to acquire, exchange, store and process the communication. Hence it is essentially a social affair. It is dynamic and multi-dimensional and a continuous process. The system of communication starts before the actual communication event takes place and continuous even after it has occurred.

Long Answer Type Questions (With Answers)

1. What is the role of English language in communication ?

Ans. Any language whether it is English or any other serves as the medium through which communication happens. Words are vehicles on which our thoughts sit and travel from one sender to receiver. Hence language plays the role of a medium in the process of communication.

English language is used by the vast majority population. Besides English language has following because of which it serves an important tool of communication.

- (1) Language is man made. In fact human beings find meanings as per the need and modify these meanings according to changing needs.

- (2) Language has restrictions but can be supplemented. Many times we are unable to put our thoughts exactly in the same way as they appear in our mind. No word can transmit the exact reality. The same word can mean different realities at different times. The shortcomings can be overcome by using non-verbal to explain things better.
- (3) Language is creative. Every year innumerable words are added to the dictionary words can be borrowed from other language or combined with other words.
- (4) Choose the right and appropriate words to express exact thoughts.
- (5) Apart from being a good speaker and individual must learn to be a good listener.

2. Write the importance of communication.

Ans. For social business, academics or technical among all the fields communications play a great role. Its importance lies everywhere and in everyfield. It is necessary :

- (1) To exchange ideas, reveal our thoughts and express our feelings and emotions.
- (2) Internal communication boosts team spirit and effectiveness. Clear, honest, open and effective communication between senior employees and junior employees develop trust, clear understanding of goal and targets and help to build human relationships where people get to know and work with each others strength and weakness.
- (3) External communication is important to address various government agencies, department, traders, vendors, service, providers, media, customers banks, other companies as it helps to carry out normal business activities, solve day to day business problems, develop good will, gain information and generate resources.
- (4) Effective communication leads to success. Top managers need to have excellent writing and verbal skills in order to manage terms and make decision.
- (5) Main office work depends upon communication. Companies functional area such as sales, production, marketing, finance, accounts, HR etc. all work on communication. A wrong decision made independently by one department can have an adverse impact on other department.
- (6) Technical communication is useful for engineers, industrialist, research workers etc. In science and industry technical communication refers to transmission of facts, figures, ideas and all sort of scientific and technical information from one individual to another.
- (7) Communication plays an important role in civilization also. In order to be

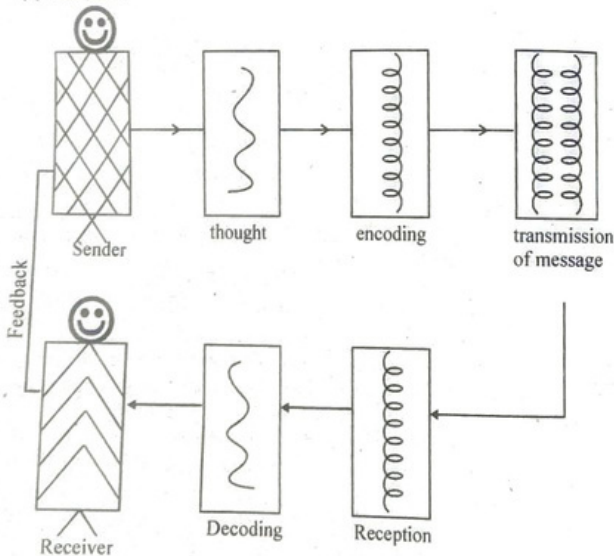
successful in any profession one needs effective technical communication because-

- it makes professional interaction possible. It directs the flow of technical information and knowledge for guidance of technocrat engineers and other professionals.
- Stimulates scientist and researches act in order to achieve individual as well as social and organizational objectives and develop information and understanding.
- ensures free exchange of information and ideas, promotes scientific tempo and maintenance of professional relations.

3. Describe the process of communication.

Ans. The entire process of communication requires five steps :

- (1) thoughts (feelings), encoding the message.
- (2) transmission of message
- (3) reception
- (4) de-coding of message
- (5) feedback



Thoughts : Communication begins with the thought. This thought is the content and the basis of the message.

Encoding : The thought is converted into a form which can be understood by a receiver via encoding.

Transmission of message : The encoded message passes through a channel or medium.

Reception : The transmitted message is received by a receiver.

Decoding : The received message is converted into a readable or understandable material or text via decoding. This leads to understand the message.

Feedback : By this receiver communicates back that he has received the message. This indicates whether the process of communication has been completed or not.

The SEVEN C's of Effective Communication

The qualities that are essential for effective communication are called the C's of communication as they begin with the letter C. There are 7 C's of effective communication which are applicable to both written as well as oral communication. These are as follows :

1. Completeness
2. Conciseness
3. Consideration
4. Clarity
5. Concreteness
6. Courtesy
7. Correctness

1. COMPLETENESS

The communication must be complete. It should convey all facts. Message should be arranged giving all facts. Message should be arranged in a way that receiver has no doubt about it.

2. CONCISENESS

Short, brief, to the point message is always listened. It is time-saving and cost-saving. It highlights the main message and avoids using excessive needless words.

3. CONSIDERATION

Make an attempt to envisage your audience by their requirements, emotions as well as problems. Emphasize and adopt "You attitude" approach.

4. CLARITY

Message should be clear in very first instance. It creates understanding and brings accurate feedback to the messages. A clear message makes the understanding easier. Clarity of thoughts and ideas enhances the meaning of message.

5. CONCRETENESS

It means communication should be effective, clear specific, vivid and definite. Concreteness strengthens the confidence as it is supported by facts and figures.

6. COURTESY

Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message is positive and focussed at the audience.

7. CORRECTNESS

Correctness in communication implies that there are no grammatical errors in communication. If the communication is correct, it boosts up the confidence level. It checks for the precision and accurateness of facts and figures used in the message. It makes use of appropriate and correct language in the message.

VERBAL AND NON-VERBAL COMMUNICATION

Technical communication can be divided under distinct categories of communication i.e. oral and written. Since a professional has to spend a large amount of his/her working time in speaking and listening others besides reading and writing; he/she has to use language as a vehicle of communication is termed as verbal communication. Verbal communication thus stands both for the spoken and the written word used in communication process.

Types of Verbal communication :

- (i) Oral Communication
- (ii) Verbal Communication (written)

Oral Communication : Oral communication primarily includes face to face communication, interviews, speeches, presentations meetings and group discussions where the presenter is personally present. The audience is able to see, hear and ask questions to the person giving the speech.

People can also express their concerns on their opinions. If a lot of information has to be given or there are too many qualities the oral communication is an inappropriate method. However, oral communication has its advantages as it helps to clear misunderstandings, which are not possible through e-mail or written communication.

A face to face interaction between the sender and the receiver is called oral communication. In this type of communication, there could be two or more than two persons who use spoken language as a medium of communication. For instance, wherever we make presentation, deliver speeches, participate in group discussions, appear for interviews or simply interact with somebody, we are involved in oral communication.

Written Communication : Written communication can take many forms, for example memo, letter, report, proposal, minutes, agenda, notice, thesis, manual, research

papers, newspapers, magazines and e-mail. Most of the technical correspondences are memos, letters, C.V. reports and proposals. These can also range up to 100 pages or more.

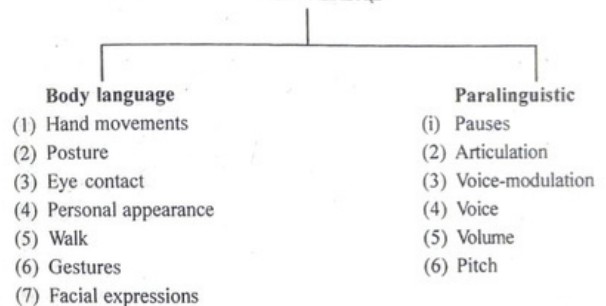
Written communication is also classified on the basis of audience, memo, notice, circular and agenda are for internal circulation whereas letters are for external circulation. Report may be for both audiences within the company and outside the company. Whereas memo and other types of documents serve to provide much needed information.

Letters are also used for building public relations, asking or granting credit giving references, covering letter to proposal and reports. Reports come in the form of a memo, letter or in lengthy documents in hundred of papers in a very formal tone.

NON-VERBAL COMMUNICATION

Non-verbal communication refers to all external stimuli other than spoken or written words and including body motion, characteristics of appearance, characteristics of voice and use space and distancing. When a message is communicated without using a word, the process required non-verbal has to be transmitted and received.

Non-verbal communication forms an important part in the world of professional communication. Non-verbal communication can be categorized into two parts-body language and paralinguistic communication.

NON-VERBAL

(A) Body Language : Body language is a form of mental and physical ability of non-verbal communication counting of body postures etc. Humans tend and interpret such signals almost entirely subconsciously.

1. Hand Movement : It is generally said that movement of hands get done half way of communication. This helps the speaker explaining his feelings in a better way.

2. Postures : Posture also conveys a width of meaning in an economical way. It is an important part of body language and generally refers to the way one stands, sits and walks. The movement of the body, the position of hands and legs and other parts of the body reveal an individual's personality whether he is vibrant, alive, dynamic, nervous, confident and self assured etc. A good speaker stands tall, feet together with the weight directly over the instep keeping him on a line parallel to the floor or a right angle to the backbone.

3. **Eye Contact** : Eye contact with the listener is perhaps the most important aspect of body language. It has been rightly said that the eye is an intention of the brain and a window of the soul. Eye contact is a means of gaining feedback, enabling the communicator to alter, adjust and reframe his message while transmitting it.

4. **Personal Appearance** : The first impact on the audience / listener is created by the personal appearance of the speaker. One's appearance may put the audience into a resistant or even a hostile attitude or induce in them a receptive mood, therefore personal appearance is essential for the success of communication. It is partly because of these uniforms have been prescribed by certain organization to be work on certain specified occasions.

(5) **Walk** : One should walk across the stage with ease and grace contributes a great deal to the first impression the speaker makes upon his audience. The walking posture may convey whether a speaker is confident, energetic and vital or withdrawn, different and nervous.

(6) **Gestures** : Gestures play a significant role in making the communication effective. Similarly, playing with ring, twisting a key-chain or clasp one hand tightly rob a speaker of effective communication. However, all oral communications are accompanied by gestures such as struggling of the shoulders, flourish of the hands, movement of the head etc. In fact, without the accompanying gestures it would be difficult to speak. These gestures enhance the impact and add a greater value to what is being said besides exercising a more powerful impact upon listener.

(7) **Facial Expression** : Of all parts of the body, face is most expressive. A smile (friendliness), a frown (discontent), raising the eyebrows (disbelief) or tightening the jaw muscles (antagonism) can add to the meaning being conveyed through verbal means. A wooden expression on the face may prejudice the listeners whereas brightness in the eyes may keep their interest sustained and also evoke an enthusiastic response.

(B) **Paralinguistic** : Paralanguage refers to all vocally produced sounds that are not the direct form of linguistic communication. Thus, paralanguage includes utterance that may have strong signifying traits but no semantic meaning. This non-lexical vocal communication may be considered a type of non-verbal communication in its broadest sense as it can suggest many emotional causes. This category includes a number of subcategories :

- Tone (direct, commanding, loud, harsh etc.)
- Voice Inflection (spread-narrow)
- Pitch (high-low)
- Intensity (loud - soft)
- Articulation (precise - imprecise)
- Pauses
- Volume or intensity
- Voice modulation.

(I) **Tone** : Tone is the physical level at which the sound of the human voice is transmitted. Tone means the quality of sound produced by the voice in uttering words. Tone is used to convey one's attitude. This may be done consciously or unconsciously. Intonation is the term by which we refer to the patterns of sound that are evident in every utterance. We sometimes use the term **monotone** to imply an absence of intonation. It usually suggests some negative state of mind on the part of the speaker.

(II) **Voice Inflection** : Voice inflection is the way we change the tone of our voice, emphasize key words. You can modulate voice by stressing a word or phrase, stretching a word or phrase or pausing before a word or phrase.

- Stressing - I' Ve got a **Big** project.
 Stretching - I' Ve got a **b-i-g** project.
 Pausing - I' Ve got a **big** project.

Pitch : Pitch is a measure of how high or low a voice is, and is mainly determined by the speed of vibration of the vocal folds; the higher the pitch, the faster the rate of vibration, and the lower the pitch, the slower the rate of vibration.

The pitch of a communicator's voice usually varies, depending on the subject. During a conversation, pitch almost changes if the subject changes. Changes in pitch are expected by receivers and make a communicator more colorful and dynamic. A monotonous pitch throughout a conversation will be perceived as neither competent nor dynamic. Change in pitch is known as inflection.

Intensity or Volume : Volume is defined as the degree of loudness or softness of the voice. It represents more than a level of sound. A person with a weak voice is usually perceived as lacking confidence, which lowers credibility. A strong voice shows great confidence. Volume can be controlled depending upon the situation, type and number of audience, size of the room and the acoustic sharpness.

Articulation : Articulation is the process by which sounds, syllables and words are formed when your tongue, jaw, lips, teeth and plate alter the air stream coming from the vocal folds. Poor articulation emerges when the sounds of words are omitted, substituted, distorted or just plain slurred. The most common problem words are :

- | | |
|---------------------|----------------------|
| gonna = going to | gimme = give me |
| woulda = would have | importen = important |
| coulda = could have | ya = you |
| ta = to | fishin = fishing |
| finely = finally | proably = probably |

dropping the 'g' from any word ending with 'ing' Poor articulating can certainly be due to physical or mental disorders beyond our immediate control. However it is often a result of years of bad habit. The good news is, clear articulation can quickly replace poor articulation and become a new habit.

PAUSES : To pause is not the sign of indecision or weakness. It can sign the beginning or the end of a thought, unit and lend dramatic impact to a statement. However the pause must not be too long. Developing a keen sense of timing is partly a matter of common sense, partly a matter of experience. Only experience can teach the speaker

how long to pause. Only practice can show the maximum period of pause for the best effect.

QUALITY : Quality is a characteristic that distinguishes one voice from another, is dependent on the resonating mechanism of the voice.

Good voice quality depends upon relaxation of the vocal mechanism. This means a voice quality produces without strain is pleasant to the listeners.

Remember that you should not allow your volume to overwhelm the listeners. Your goal should be to present your ideas in as pleasing vocal manner as it is possible.

FORMAL AND INFORMAL CHANNELS OF COMMUNICATION :

FORMAL COMMUNICATION :

A formal communication can be defined as a means of communication that is normally controlled by the managers in an organization. It has been called the main line of the organization operational communication.

It can also be defined as a means of communication that is normally controlled. Chain of command with officers in a position of authority communicating message down to the lower level.

CHANNELS OF COMMUNICATION :

A communication channel is the route through which messages flow from the sender to the receiver. Channels of communication can be both formal and informal.

Communication Network :

Formal Network Model : There are five common communication networks that come into play in formal communication in an organization as discussed below.

The Chain Network- represents a vertical hierarchy in which communication can flow only upward or downward.

The-Y-Network : The Y network is in effect a multilevel hierarchy and a combination of horizontal and vertical flow of communication. If we turn the Y upside down, we see two subordinates reporting to one senior, with two levels of authority above the latter.

The Wheel Network : The wheel network refers to several subordinates reporting to several subordinates reporting to a superior. In this, subordinates are of equal rank, all of them report to one superior, and without any interaction between themselves.

The Circle Network : The circle network allows employees to interact with adjacent members but no further. There is vertical communication between superiors and subordinates, and horizontal communication only at the lowest level.

The All Channel Network : It is the latest structure, enables each employee to communicate freely with others. There are no restrictions on - who can communicate with whom. All are equal as no- employee formally or informally assumes a leading role. Hence every body's views are equally and openly shared.

Finally for effective use of communication networks, we need to remember the following :

- No single network is suitable for all occasions,
- The wheel and all channel networks are preferred if speed of communication is a priority.
- The chain and wheel networks serve the best when accuracy is crucial.

Formal Communication Channels :

Formal communication refers to the communication which takes place in the chain of command. The organizational structure defines the communication between the superior and subordinate. The following are oral and written forms of formal communication channels.

- | | |
|-------------------|------------|
| → Newsletters | → Memos |
| → Meetings | → Notice |
| → Written | → Circular |
| → E - mails | → Report |
| → Bulletin boards | |
| → Letters | |

PRACTICE EXERCISES

Very Short Answer type Questions (With Answers)

1. Name three models of communication process.

Ans. Models of communication process is :

- (a) Transmission model
- (b) Reciprocal model
- (c) Model of highlighting assumptions

2. How can we develop trust and clear understanding with others ?

Ans. By clear, honest, open and effective communication we can develop trust and understanding and have better relationship.

3. Who are informediaries or informer ?

Ans. They are the middleman who deal with the good as well as information.

4. What does the term 'Operating plan' denote ?

Ans. The term 'operating plan' means the procedure that an organization has developed to perform a particular task i.e. particular service.

5. What does personal communication refer to ?

Ans. Personal communication is the exchange of information and feelings in which human beings engage whenever they come together.

6. Name the types of media for communication.

Ans. There are two types of media :

1. Physical media
2. Mechanical media

7. What do you understand by mechanical media ?

Ans. By mechanical media we mean written or electronic channels.

8. Besides speech oral communication is supported by which factors ?
 Ans. Oral communication is aided with body language, tone and accent. It requires the correctness of language and expression.
9. Name some places where you can find formal communication ?
 Ans. At working place, office deals, business purpose and with other people outside the organization.
10. Give some examples of technical writings.
 Ans. Memos, reports, proposals official letters, research articles journals are examples of technical writing.

Short Answer type Questions (With Answers)

1. What is subjective and objective writing ?
 Ans. Subjective writing prefers to the style of writing, expressing views of writer, objective writing refers to impersonal style of writing, where the writer has to stick to the hard facts, information of data and no personal views of opinions are there.
2. Write role of facial expression in communication ?
 Ans. Facial expression shows emotions, which originated in our evolutionary part. People irrespective of using different languages and cultures use a common pattern of facial expression to show emotions.
3. How dress and grooming are important in personal life ?
 Ans. In many developing countries workers whether in offices or in industries are provided with facilities where they should look clean. In these countries you may not get a job if you don't dress well or appear clean.
4. What is role of appearance in communication ?
 Ans. Appearance deals with the communication role played by a person's looks or physical appearance. It deals with physical aspects of body shape, hair colour and skin tone as well as grooming, dress and use of body enhances. Appearance speaks the personality, views, dignity of a person.
5. Write some features of good technical writing.
 Ans. Features of good technical writing are :
 (1) Use of familiar and easy words
 (2) Use of clear sentences
 (3) Sentences should be of moderate length
 (4) Use of active voice
 (5) Avoid phrases
 (6) Logical sequence of ideas and paragraphs.
6. What do you understand by synchrony ?
 Ans. Synchrony focuses on the amount of co-ordination in peoples' behaviour when their non-verbal ones are in relation with another. Examples include mimicry, mocking.

7. Distinguish formal and informal communication ?
 Ans. Formal communication refers to all aspects of communication which are undertaken at the workplace for business purposes and for academic purposes. Informal communication involves exchange of thoughts and ideas which are not done strictly.
8. What is crosswise communication ?
 Ans. Crosswise communication includes the horizontal flow of information (among people on the same or similar organizational level) and the diagonal flow of information among persons at a different organizational levels who have no direct reporting relationship.
9. What is grape vine network ?
 Ans. In actual practice we can not prevent people from talking with one another. This is the informal communication network that is found within organization and called as grapevine. Just as grapevine has no definite or orderly path of growth, so also the informal communication has no definite path in its flow as the formal communication.
10. Write full form of LAN and WAN. Write their functions also.
 Ans. LAN is Local Area Network and WAN is Wide Area Network. The two types of network LAN and WAN link remote users. Such networks now allow workers to share files easily among offices in nearby buildings and in some instances across the country.

Long Answer type Questions (With Answers)

1. What are type of barriers in communication ?
 Ans. Barriers are the elements which do not let the message pass through properly. A barrier acts like a sere, allowing only a part of the message to filter through. There are mainly three types of barriers-
- (1) **Intrapersonal** : These barriers arise coming to reason arising within the individual. A few causes of these barriers are wrong assumption, wrong interferences, varies preceptions, biased categories, differing background and "I know It all" attitude. In order to overcome these barriers one needs to have patience, not assume anything, stick to the subject, listen.
- (2) **Interpersonal** : These are due to in appropriate exchange of words between two or more people. The most common reasons are limited vocabulary, mismatching or verbal and non-verbal messages, emotions, poor listening skills and noise in the communication channel.
- (3) **Organizational** : These are barriers that are not limited to an individual or two people but exist in the entire organization. Rigid and hierarchial structure usually restrict the flow of communication. Reasons for organizational behaviour can be fear of superiors, negative attitude, job dissatisfaction etc.

2. Discuss about the types of media in communication ?

Ans. The different types of communication medium can be put in the categories,

- Physical media
- Mechanical media

Physical media : By physical media we mean channels where the person who is taking can be seen or heard by the audience. Hence not only the spoken message but the body language also plays an important role in the communicating. This is an effective way also. In organizations by following means using physical media the communication takes place :

- Large meetings
- Departmental meetings
- Up close and personal meeting
- Video conferences
- Viral communication or word of mouth

Large Meetings have got great symbolic value and should be used only at special occasions. This channels works very well when you need to get across strategic and important messages to a large group of people at the same time, are excellent to present a new vision or strategy.

Departmental meetings help to communicate operative issues, give status report and solve problems.

Up close and personal : This is a form of meeting when a random meeting is arranged with some personal to discuss.

Viral Communication : It can be word of mouth delivered or enhanced by the network effects of social media.

Mechanical Media : By this we mean written or electronic channels. These channels can be used as archives for messages or for giving the big picture and a deeper knowledge. Different sources are :

- E-mail
- Weekly letters or news letters
- Personal letters
- Intranet
- Magazines or papers
- Social media

E-mail is a good channel for daily communication. It is fast, quick and time, money and paper saving method.

Weekly letters/personal letters-In an organization, messages, informations, are delivered by such letters.

Bill Board can be used to inform people who do not have computers.

Intranet is an important channel and work tool within an organization

Magazines and papers : They offer the opportunity to deepen a specific issue, explain context, describe consequence.

Social media supports the human need for social interaction using internet and web based technologies. More and more companies are using social media in their external marketing.

3. What are the requirements of a good speech ?

Ans. A good speech can begin with a quotable quote or proverb. The quote can be relevant to our speech or it can express the wrong point of view. Words or phrases should not be repeated. Speech should also need not to be too long. It is better to communicate the ideas quickly and effectively. Clarity of thought and speech are other requirements of a good speech. Content must be perfect and must carry some valuable information.

Besides barrier should also be removed. During the process of communication, the mind is quite active. If one is not alert due to any reason or the new idea are not connected to the existing ideas. The communication will not be effective. Noise or other barriers also distort the message and don't let it reach to receiver. In case of oral message, environmental disturbance should be eliminated, which can cause interference in hearing and understanding the message. Interference or noise catches the attention of listener and the alternation gets diverted resulting in poor acceptance of message.

BARRIERS OF COMMUNICATION

INTRODUCTION TO BARRIERS : MEANING :

We will often find that there are certain disrupt to the flow of communication. In such a situation, communication suffers a breakdown something that interrupts with the flow of communication or prevent the smooth passage of a message can be called communication barrier. The word barrier means a thing that makes communication difficult or impossible. Hurdles and problems which affect the transmission of information from the sender to the receiver in communication process are called barriers. These barriers usually arise because of wrong assumption made about the sender by the receiver.

Classification of Barriers :

- (i) Physical
- (ii) Organizational
- (iii) Psychological
- (iv) Interpersonal
- (v) Semantic

CAUSES OF BARRIERS :

(i) **Physical Barrier** : It causes noise, invisibility, environmental and physical discomfort and ill health, insufficiently insulated room, poor lighting.

(ii) **Psychological Barrier** : It causes prejudice, know it all, pre-occupation, ego, hang-ups, fatigue, anxiety, preconceived ideas, notion, background, hierarchial differences of sender and receiver, the rigidity of thought process, fixed areas, disinterest, inattention, in perception, unfulfilled curiosity, previous learning, knowledge and cultural disparities.

(iii) Semantic Causes :

- Use of unsuitable words,
- Improper sentence formation
- Imprecise and Ambiguous sentences
- Lack of comprehension
- Lack of clarity
- Not aware of different meanings or words.
- Not aware about polysomic feature of the language.

(iv) ORGANIZATIONAL BARRIERS :

- Processing of information from several people
- Delay in getting information because of many transfers of stations.
- Distortion of message because of different resources.

- (v) **Interpersonal** : The following points are taken care of
- Emotional feelings
 - Unsaved perceptions, ideas, views, values and opinion,
 - Attitude of the sender and the receiver (positive / negative)
 - Wrongly typed messages
 - Listening skills.
 - noise, distraction, disturbance.
 - Partial and in attentive listening.
 - Lack of attention while listening.

DETAILED DESCRIPTION :

Physical Barriers : Insufficiently insulated room, sounds related to physical disturbances and distractions either in the surrounding environment or somewhere close by which penforce draw attention of the participants can be termed as physical noise. Any distracting element can make the entire process of communication or ineffective communication.

Noise : Any disturbance or interference that reduces the clarity and effectiveness of communication is called noise.

Psychological Barriers : Mental disturbance of any type which distracts the interactive or prevent him from paying attention to the message is defined as psychological barrier. It could be due to host of reasons- preoccupation, ego hang-up, fatigue, anxiety, preconceived ideas and notions.

Background and hierarchial differences of sender and receiver play a significant role in the interpretation of the message. The difference in background is often overloaded. The fact is that an event can be perceived differently by different people. To make the communication effective, it is essential that the mental faculty or level of experiences of the speaker and the listener should match.

When compared to other groups, it is easier to communicate among peer groups. If there is a lot of difference between the sender and the receiver by write up of their knowledge, or position or even experience which neither has attempted to bridge different frames of reference would come to the force. As a result, there arises mismatch in the transmission and reception of the message.

Receives prejudice either against the speaker or his ideas create barriers which are difficult to be removed, at least during the course of communication. Prejudiced premise can have negative approach on the entire course of interaction. Sometimes the receiver is neither willing to learn from new information nor accept any view contradictory to his views. Sometimes the receiver leads to think, 'I am an expert in this field, so there is no need to learn anything from you. This rigidity of thought process of receiver burns his discriminating power.

There is another category of people, they think that they know it all. This attitude distort their comprehension ability. The receiver always thinks that I know more than required because of his attitude. Fixed ideas are entrenched in the mind of the receiver. Hence he refuses to accept the change. Passing of the new concepts will be ineffective, which definitely hampers the communication.

Semantic Barriers :

Selection of unsuitable words, improper sentence formation imprecise and ambiguous sentences can prove to be detrimental to effective communication. If the receiver is not able to comprehend the message that the sender intends to convey, it results into language barrier in the process of communication. The absence of clarity and precision in the subject matter of communication results in badly expressed message. The common cause for lack of clarity and precision is :

Use of words having more than one meaning. Connotative words, vague words, ambiguous words and abstract words. Usually semantic problems occur when we use either the same words in different ways or different words in the same way.

Organizational Barriers :

An organization is a collection of people who work together to achieve a common objective. If there is no communication between the members of the organization; then there will be failure to achieve their objective for which it is being done.

There are various policies, rules, regulations and procedures, laying down of harm of behavior instantiating a reward and punishment system, which is the inner process of an organization and can be a recourse of organization barriers.

(A) Status : People fear that the unpleasant facts communicated to their superior might have adverse effects on them if the information displeases the superiors. They are reluctant to communicate their problems, shortcomings and mistakes and other unfavorable information to the higher ups because of their fear that their superiors might consider them incompetent and in worthy of doing their jobs. They don't show courage for offering suggestions and plans for improving organization and its procedure for the fear of being called arrogant by their status. In order to safeguard the dignity of their status, to avoid accepting suggestiveness from the subordinates and presume that their higher status stands for better knowledge and competence.

These assumptions prove serious barriers to communicate between the superiors and subordinates.

Verbal Barriers :

There are some verbal barriers such as verbal attack, speaking loudly unnecessarily and using complex words and phrases. Whenever one interrogates, criticizes or blames others; verbal barriers occur. The following reasons may create verbal hinder once in the communication environment.

(i) Lack of Proper Planning :

Too often we find that people start talking or writing without thinking or planning.

They do not clearly state the purpose of the message. This often results in miscommunication or partial breakdown in the communication process.

(ii) Selection of a wrong language :

For various human interactions, we choose different varieties of expressions, wrong variety of language, gives a strategy otherwise effective and useful. Many fail miserably. In this world of communication, at times, it is the selection of a wrong variety of language that leads to failure as the speaker fails to get the feedback of his/her own liking.

(iii) Badly encoded or wrongly decoded Messages :

The sender may have clarity about the message that is to be conveyed, but it may still not reach the receiver because the message might have been improperly expressed. Choice of wrong words, absence of punctuation marks or wrong timed pauses, poor organization of ideas, use of unnecessary jargon etc. bring vagueness in the message.

Semantic Gap :

Semantic gap is a distortion, might be deliberate or accidental; for example an advertisement saying, we sell for less, raises question less than what ? Is the product sold to less number of people or offered at less price. Thus, a message such as this may have different commutations and may leave the reciprocal of message wondering about the real intention of message.

Difference in Perception of a Message :

Different people perceive a particular situation in different ways; e.g. consider a situation wherein there occurs a dispute between a worker and his superior and a third person is asked to enquire into the matter. During investigation it is very likely that both of them won't recall the situation is exactly the same way. This is mainly because their perception bulls are not the same. **To overcome this problem**, one really needs to **communicate** from various perspectives. Try to verify the matter from different point of vision and then come to conclusion.

Variation in Language :

Sometimes, certain words and idiomatic expressions are culture specific. If we don't use them appropriately in the respective cultural context, it might lead to non-communication. For example, what is called sidewalk in the U.S. in Britain it is called pavement; whereas in India it is called platform, same as apartment, flat, house. In Britain, to table a proposal, means to act in it, whereas in America it means to postpone.

(1) NON VERBAL (COMMUNICATION) BARRIERS:

Non verbal aspects too in order to be considered a disrupt in communication skills. When verbal and non-verbal message dash, receiver turned to trust the non-verbal messages. Sometimes even flashing eyes, rolling eyes, quick movements or very slow moment or avoiding eye contact may also cause non-verbal barriers to effective communicating. Raising eyebrow constantly suggests that the speaker is not

communicating about the information that she/he has shared. When the presenter keeps his/her hands or thumb constantly in the pocket of his/her trousers, that certainly appear snobbish, scared or despatches to his/her audience. Similarly, of some awkward gestures are constantly used by the speaker, these will create blocks in the smooth flow of communication.

(2) Listening Barriers :

Poor listening results in incomplete, incorrect and inconsistent responses. Sometimes people do not listen to other properly and patiently because rather than listening to others views, they may just be waiting anxiously for the speaker to keep quiet so that they may articulate their own views. Experience suggests that those who listen to other with dwindling attention fail to speak properly as well. It is so because listening in the matter of all speaking.

Listening requires concentration, patience and focus, the turbulence characterizing a quiet essential twenty-first century mind, however renders the whole task extremely challenging. And although, we all returned to listen to others while setting in a meeting or attending some oral presentation.

We, usually are occupied with the idea of speaking at the earliest opportunity. It is so because speaking is a human urge, while listening is a compulsion. We all aspire to be speakers but not necessarily all of us crave to be listener. That is early, there are many speakers but just a few listeners.

Listeners interrupting the speakers or according an eye contact with them also cause barriers to effective listening.

- (1) Sometimes audience making the speaker feel as though he/she is wasting the listener's time.
- (2) Being distracted by something that is not the part of the ongoing communication.
- (3) Getting ahead of speaker and completing his/her thoughts
- (4) Topping the speaker story with one's own set of example.
- (5) Forgetting what is being discussed.
- (6) Asking too many questions for the sake of proofing.

MISCELLANEOUS BARRIERS :

Remature Evaluation of Message : It is an undesirable human tendency to jump to hasty conditions, approve or disapprove what is being said or written, and generalise the ideas without being convinced. This tendency of ten leads to failure in communication because the listeners and readers evaluate the message without fully under standing its real essence.

Information Overload : In various organizations, the employees in the key positions get unrestricted flow of information, his information overload thus, they often tend to ignore the important information unconsciously while processing the information. For

example whenever authorities demand detailed documentation for processing government contract people sometimes share the task and simply furnish unauthentic or incomplete information.

Distrust threat and fear :

Inconsistent and unpredictable behavior of the superior leads or arise destruction or fear among the subordinates. If a subordinate has been punished for presenting unfavorable but true facts in the past, he/she will not express his/her ideas however innovative and crucial they may be due to real or imaginative fear. Eventually, the communication process, in a scenario like this will break down.

Less time for orientation and for adjustment to change

It affects people in different ways and it may take some time to adjust to the implication of changes occurring regularly both in our personal and professional world. Some communication situations indicate the need for further training, career adjustment or status identification. If the employees do not get sufficient time to adjust, after or prepare themselves to face the changes around them, it hampers communication, I can severely affect their performance in an organization.

Emotional Reaction : Sometime emotions like fear, suspicion, anger and joy may act as hurdles in making ourselves clear to our audience. We hooked with emotions, depending on the intensity of our emotions thus, our response or reaction may create a barrier in communication e.g. farewell, beauty peasant, wishing a game etc.

Rigid Attitude : Human communication is all about sharing and conveying emotions, ideas and attitudes. A stubborn attitude on the part of the listener or speaker may have to be a failure of communication. It is a well known fact that we can't learn anything unless we keep away ourselves of preconceived notions. These nations fix at our mind and stop us from recognising opinions of anyone. It hampers the flow of communication rather than gaining interactions.

PRACTICE EXERCISES

Very Short Answer type Questions (With Answers)

1. What is Barrier to communication ?
Ans. Anything that distract to the flow of communication.
2. Name the classification/categories of barriers to communication.

Ans.

- (1) Physical
- (2) Organizational
- (3) Psychological
- (4) Interpersonal
- (5) Semantic

3. Name some physical barriers.

Ans. Noise, invisibility, environmental discomfort, ill, health etc.

4. What are psychological barriers ?

Ans. Ego fatigue, anxiety, pre conceived ideas, background, disinterest etc.

5. Name some organizational barriers.

Ans. Information from varied sources, delay distortion in getting information.

6. What is a persuasive message ?

Ans. This message is necessary when your audience is not-willing or interested in your talks.

7. What is Aphasia ?

Ans. It is a disorder of speech when one is not able to speak clearly.

Short Answer type Questions (With Answers)

1. What things should be cared to check interpersonal barriers ?

Ans. The following points should be taken care of while dealing interpersonal communication :

- Emotional feeling
- Unsaved perceptions, ideas, news, values and opinion.
- Attitude of sender and the receiver (Positive/negative)
- Wrongly types messages
- Noise-distraction, disturbance
- Partial and in alternative listening
- Lack of attention while listening

2. How background of person is related to create a barrier in communication?

Ans. Background and hierarchial differences of sender and receiver play a significant role in the interpretation of the message. The difference in background is often overloaded. Any event is perceived in a different manner by different people. It makes the communication effective or distracts it.

3. How not being alert can be a barrier ?

Ans. Mind plays an important role in the process of communication. During the process of communication the mind is actively involved in selecting and judging the ideas presented with the existing ideas.

If one is not alert, due to any reason or the new ideas are non connected to the existing ideas of the mind there is possibility of the new ideas being lost i.e. the receiver can not understand.

4. How noise act as a barrier to communication ?

Ans. There are many possibilities for the message to get distorted on its way from the sender to the receiver. In case of oral message environmental disturbances such as noise can cause interference in hearing and understanding the message. Interference or noise catches the attention of listener and the

attention gets diverted resulting in poor acceptance of message or listening.

5. How behaviour is related with communication ?

Ans. Communicatin is very closely associated with human behaviour. Understanding of human behaviour enables us to apply its principles to communication. Psychological studies related to human behaviour speak to how and why most people behave the way they do. We can never have a complete knowledge of human behaviour and this lack of understanding gives rise to mishaps in communicaiton.

6. What are the difficult physical condition for listening ?

Ans. Poor listening may be as a result from the difficult conditions in which one has to listen at public places, shops, floors of manufacturing units, bus stops, railway stations are so noisy that listening becomes a problem, specially when the speaker is of a higher status.

7. How a bad message should be conveyed ?

Ans. This ia a challenging task for the communication because delivering a bad message or news is a sensitive issue. Such a message needs to be carefully planned and organized. The bad news has to be covered by other ideas that are natural or more positive. The explanation for the bad news has to go along with a positive role.

Long Answer type Questions (With Answers)

1. What can be the possible reasons for audience resistance ?

Ans. Audience may resist a message for many reasons. The message may contain bad news or because of past negative experience with the communicator or the company, following reasons can lead to develop resistance for listening :

(1) **The 'Age' of Information** : Audience resist message or information that is too old or outdated. If the message informs about something that is already happening and and of which people are already aware. Then audience will not be interested in reading or listening to that message.

(2) **Organizational Hierarchy** : Audience within an organization, expect the information to follow a certain organizational channel.

(3) **Group Membership and shared goals** : If you assume that the reader share your views or goals and your assumptions is incorrect, then the reader may resist your message. This often happens in an organization where the boss feels that his subordinates share the same concern or view or goals and lately find that the message is not received enthusiastically.

(4) **Expertise** : Reader may also resist a message because it does not match their level of expertise. Audience may become important with a message and resist what the communication has to say if the message is too different or too easy. Similarly they may resist the writer's message because they do not believe the writer has the qualification or expertise to provide the information.

2. **How being important can be a barrier to listening ?**

Ans. Importance is born out of confidence. Before they hear out the speaker some listeners assume that they know what is going to be told. Sometimes such listeners find the speakers to slow such listeners do not wish for the speaker to finish, tend to jump to conclusion, which annoys the speaker. Another form of importance is to plan ones response while pretending to be listening what the speaker is saying. This happens whne the listener guesses too soon what the speaker is going to say and on that assumption, concentrates on formulating his/her response. Another reason for importance is that many of us suffer for everyone tends to value their own thoughts and issues more highly than those of others. When we have to say is always more important than what others have to say.

As a result we are always anxious to talk. We want to demonstrate our knowledge base, correct the errors and misperceptions of others.

3. **Comment on the modes of listening.**

Ans. There are three main modes of listening :

- (1) **Combative mode** ; When the listener concentrates on his or her views and ideas without paying much attention to the speeches, he or she is in combative mode of listening. The listener wants to be heard and thus he or she tries to create an opportunity to express his or her views. This kind of listening lacks maturity as it can not bring about meaningful listening.
- (2) **Alternative mode** : In this mode, the listener believes every word of the speaker blindly. He or she at no point, critically evaluated the words of the speaker. This sort of listening lacks independent judgement and evaluation.
- (3) **Reflective listening** : This is the best mode of listening as in this 'mode the listener is smart, alert and active. He is actively involved in the process of listening, paying attention to all the words and pauses of the speaker. He or she summarizes each word of the speaker recalling all that the speaker said. On the basis of reflective thinking and judgement, he or she forms an opinion.

