

assumed that the readers are familiar with these aspects of words.

Phrase

A phrase is a unit higher than a word. It consists of a group of words which are closely knit together grammatically and function as a block in the structure of a sentence. In each phrase there is a main word called head; other constituent words govern, modify or qualify the head. There are however, many sentences which have a single-word phrase. In the sentence 'Man is a social animal' *man* is a free morpheme, a word as well as a phrase. Same is the case with *is*. The third part of the sentence, 'a social animal' is a phrase consisting of three words. In grammatical hierarchy, by definition a sentence consists of one or more than one phrase; a phrase consists of one or more than one word; and a word has one or more than one morpheme. So if a person says 'yes' in reply to a question, 'Are you going home?' 'yes' is conceptually a morpheme, a word, a phrase and a sentence at the same time. The discussion on clause and sentence given later would further clarify these concepts. Here, let us look at the phrase more closely.

There are four types of phrase in English:

- Nominal Phrase (NP)
- Verbal Phrase (VP)
- Prepositional Phrase (Prep P)
- Adverbial Phrase (Adv P)

Two examples of each are given below:

Phrase	Type	Head Word
(i) My neighbour next door	NP	NEIGHBOUR
(ii) Hari's brother	NP	BROTHER

(Continued)

(Continued)

(iii) has been written	VP	WRITTEN
(iv) must have been done	VP	DONE
(v) in the office	Prep P	OFFICE
(vi) at the desk	Prep P	DESK
(vii) very slowly	Adv P	SLOWLY
(viii) how often	Adv P	OFTEN

In (i) 'neighbour' is modified by 'my' and qualified by 'next door'. In (ii), (iii), (iv) and (viii) the head words are modified by word(s) preceding them. In (v) and (vi) the head words are governed and modified by prepositions 'in' and 'at' and by article 'the' respectively. Now let us examine the patterning of each type of phrase one by one.

Nominal Phrase

NP occurs as a subject, object or complement in a sentence:

- All the projects were completed in time. (Subject)
- Hari published four research papers last year. (object)
- All agree that Ritik is a good player. (complement)

A pronoun functions like a noun and so an NP may consist of a pronoun as well:

- He has returned the book to the library. (subject)
- Salim never permits her to go out at night all by herself. (object)
- The pleasure is entirely mine. (complement)

Verbal Phrase

A VP is the verbal element in a sentence. It expresses 'action' or 'being' in a sentence:

- Dheer pushed the ball into the goal with amazing speed.
- Within minutes Mathai was fast asleep.

If a VP has a finite form of a verb in it, it is called a finite Verbal Phrase (FVP). If not, it is termed as a Non-Finite Verbal Phrase (N-F VP). Usually an FVP occurs in a statement after the subject and before the object/complement, if any:

The manager has called a meeting to discuss the issue.

The arrangement of the constituents of a FVP is changed in certain types of interrogative and negative sentences:

- Has the manager called a meeting to discuss the issue?
- The manager has not called a meeting to discuss the issue.

The structural position of N-FVP is not fixed in a sentence.

Having gone there I had no option but to join the party.

Prepositional Phrase

A Prep P consists of a preposition and a nominal element (noun or pronoun) which is governed by it:

- in the field
- on the topic
- through the tunnel
- over a cup of tea
- from her
- with me

To identify a Prep P care has to be taken to see that words which look like prepositions also act like adverbial particles. It is essential to do so because some prepositions act like adverbials in certain constructions:

- worked *in*
- *over* there
- *on* time
- move *on*
- run *about*
- arrived soon *after*
- come *before*

Adverbial Phrase

An adverbial phrase (Adv P) functions like an adverb and mainly indicates manner (thus), place (there) and time (then). To the first category belong adverbs ending in -ly, most of which are formed from an adjective base, e.g. *slowly, quickly, properly, ultimately, adversely*, etc. In the second category fall words like, *here, away, out, yonder*, etc. Time indicators words such as *today, again, recently, yesterday, all night, now, daily*, etc. belong to the third category.

Most Adv P consist of a single word or two or three words and are moveable:

- Ramu was promoted as a manager *two years ago*.
- *Two years ago*, Ramu was promoted as a manager.
- Ramu was promoted *two years ago* as a manager.
- *Now* Chandra is going to join a management institute.
- Chandra is *now* going to join a management institute.
- Chandra is going to join a management institute *now*

However, a change in the position of an Adv P may alter the emphasis or the focus of communication; so the positioning of an Adv P in a sentence is determined by the nuances of meaning that a speaker-writer intends to convey.

Clause

The next unit higher in rank is clause. It has all the properties of a sentence but it does not occur independently. In other words, a clause forms part of a sentence; it is a sentence within a sentence. We shall look at sentence in some detail later. Here let us examine clause briefly. We may define it as a group of words, having a finite verbal phrase (FVP) and occurring as part of a sentence. So the number of clauses in a sentence would depend upon the number of FVP it has. Look at the following sentences.

After giving her instructions the manager asked Sheelu to leave his chamber

In this sentence there are three verbal elements, namely, *giving*, *asked*, and *to leave*. Out of these only one, 'asked' is a FVP. So the sentence is monoclausal.

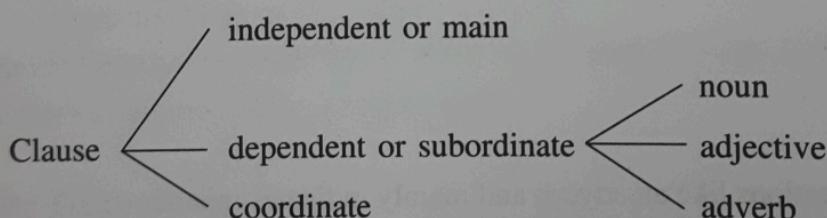
Now examine the following sentence:

The principal went to the assembly and made an important announcement.

This sentence has two clauses because it has two FVP's. Likewise the following sentence has three clauses:

He came, he saw, he conquered.

The clauses are classified as follows on the basis of the function they perform:



Noun Clause

It functions like a noun and occupies the same position as an NP in the structure of a sentence.

(a) *Subject:*

- (i) *All the heroic deeds he has done* would be written in history with golden letters.
- (ii) *Why the train has left before time* is a mystery.
- (iii) *When the marketing Manager will resume duty* is uncertain.

(b) *Object of a transitive verb:*

- (i) *Tell me what he has done to deserve such sever punishment.*
- (ii) *The visitor wanted to know from the technician how the machine worked.*
- (iii) *Nitin explained satisfactorily why he had to leave office suddenly.*

(c) Object of a preposition:

- (i) Listen to *what the doctor is saying.*
- (ii) The gathering was not impressed by *what the speaker suggested.*
- (iii) You have to take interest in *what is discussed in class.*

(d) Complement

- (i) His next request will be *that he should be rewarded for completing the project before time.*
- (ii) My fear is *that he will not be able to solve the problem within the given time.*
- (iii) In making this remark Sohan's intention was *that he should be left alone for sometime.*

(e) Apposition to a noun or pronoun:

- (i) It is rumored that *the meeting of the Review Committee will again be postponed.*
- (ii) Salma gave the explanation *that the delay in completing the assignment was owing to her ill health.*
- (iii) It is rather unfortunate *that you missed the First Division by just one mark.*

Adjective Clause

An adjective clause performs the function of an adjective and so it qualifies a noun or pronoun in the main clause. A few examples are given below:

- (i) This is the book *that I was looking for.*
- (ii) The time *when the train would arrive* has not yet been announced.
- (iii) Give me some interesting novel *which I may read during my journey to Delhi.*
- (iv) The man *who won the first prize in the National Essay Competition* is my next door neighbour.
- (v) Sing a song *which she likes.*

Adverb Clause

An adverb clause performs the function of an adverb and so it modifies a verb, an adjective or adverb in the main clause. There are nine main types of adverb clause. An example of each is given below:

- (i) *When you have completed this assignment, you may leave the class.* (time)
- (ii) *You can keep your suitcase wherever you like.* (place)
- (iii) *You must go for a walk daily so that you may keep fit.* (purpose)
- (iv) *Since you have worked on this project, you are the best person to explain it.* (cause)
- (v) *Unless you work hard, you will not be able to obtain a good grade in Mathematics.* (condition)
- (vi) *The presenter spoke so slowly that many in the audience began to yawn with boredom.* (result)
- (vii) *Shyam is older than he looks.* (comparison)
- (viii) *Although the students were hungry they marched sprightly.* (concession)
- (ix) *Even if it rains, we shall come to your son's birthday party.* (supposition)

Coordinate Clause

A coordinate clause is capable of occurring on its own and so its status is the same as that of the main clause. It is joined to the main clause by a coordinating conjunction. If the subject of the main clause and that of the coordinate clause is the same, it is generally not repeated as shown in the following example:

Keshu came home late last night *and quietly went to his room.*

A few examples using main types of coordinate conjunction are given below:

- (i) Geet Saxena can *neither* speak properly *nor* can he write effectively. (copulative)
- (ii) Sheetal is a sincere worker *but* he is rather slow (adversative)
- (iii) Either Nition is very clever *or* he is too busy to behave like this (alternative)
- (iv) Geeta is suffering from cold, *and* would not be able to engage the class today. (illative)

Sentence

In the chapter on Style we have discussed *sentence* briefly, in a different context. Here we shall go into details to make the discussion complete and self-contained.

When a person uses language, he does not go on speaking without a pause. After every group of a few words there is a pause. It is true that pauses occur between phrases also but if the pause is relatively longer and is preceded by a complete intonation pattern, it is indicative of the end of a sentence. So a **spoken sentence** may be defined as a segment of speech uttered with a complete intonation pattern and preceded and followed by a pause.

In writing, punctuation marks are used to indicate the boundary of a sentence. Thus we may define a **written sentence** as a word or group of words written between two end punctuation marks, namely, full stop, question mark and exclamation mark. Sometimes a colon also indicates the sentence boundary. An additional identification mark is that the first letter of the first word of a sentence is written in capitals.

The importance of pauses in speech and punctuation marks in writing can best be realised by speaking continuously without a pause for a short period of time and writing material without any punctuation mark. The speaker-writer would soon get tired and at the same time cause loss of interest in the listener-reader. Thus both physical and semantic constraints compel us to divide our linguistic communication into sentences.

By definition a sentence could thus be a word or phrase as shown below:

- Ia When do we have to submit the project report?
- Ib Tomorrow.
- IIC Have you sent the proposal to the finance division?
- IId Yes.
- IIIe When did you come back from Mumbai?
- IIIf Last night.
- IVg How would you travel upto Delhi?
- IVh By taxi.

The sentences b, d, f and h do not have a FVP and hence such sentences are sometimes called truncated or shortened sentences. Most sentences used for informal writing have a FVP as an essential constituent. But in informal situation and conversation, the use of truncated sentences is common. Such sentences make complete sense like full length sentences. The logic is that if one word would communicate the same meaning as, say, five words, there is no point in using the longer version. For illustration let us stretch the truncated sentences given above by adding a FVP.

- We have to submit it tomorrow.
- Yes, I have.
- I came last night.
- I would travel by taxi.

To sum up, sentence is the highest grammatical unit. A clause when independent attains the status of a sentence provided it occurs between two end punctuation marks. So do words and phrases if they have the contextual potential to be stretched to full length sentences by the addition of a FVP, and other phrases, if required. A full-length sentence is a group of words which contains a FVP.

Types of Sentences

Sentences can be classified

- (a) according to their structure; and
- (b) according to their function.

According to their structure they are classified into three categories, namely, *simple*, *compound*, and *complex*. A simple sentence consists of one independent clause. A compound sentence has two or more clauses, out of which one is the main clause and the rest are coordinate clause(s). A complex sentence contains two or more clauses, out of which at least one clause is a subordinate or dependent clause. In the discussion on clauses, a number of examples of each type have already been given.

According to their function, sentence are divided into the categories mentioned below. Two examples of each type are also given.

(i) Statements (also called Declarative or Assertive)

(a) Affirmative

- The seminar on 'Environmental Pollution' will be held at 3 p.m. today.
- Our college has won the first prize in the state level science quiz.

(b) Negative

- The meeting will not be held tomorrow owing to unavoidable circumstances.
- With this speed he will never be able to achieve the goal.

(ii) Interrogative

(a) Question-word questions

- Why has the seminar been postponed?
- How many research papers were presented at the conference?

- (b) Yes/ No questions
 - Has everybody submitted the project report?
 - Is there any point in asking Suresh to join the discussion at this stage?
- (c) Question-tag questions
 - They have already left for Delhi, haven't they?
 - Shyamal is going to join Info Hardware Systems, isn't he?
- (iii) Imperative
 - (a) Command
 - Keep quiet.
 - Stand at ease.
 - (b) Request
 - Please ask him to return my book tomorrow.
 - Pass the salt, please.
 - (c) Entreaty
 - May God help Nitin to accomplish this difficult task.
 - Be considerate and do something for him to tide over the crisis.
- (iv) Exclamatory
 - How wonderful!
 - What a shot!

As the examples given above show, the names of each type clearly indicate their functions.

However, a few points regarding this scheme of classification are worth mentioning.

- (i) To the statement category also belong, what are termed by some grammarians as emphatic sentences, e.g. 'He does like speaking on such an occasion.'
- (ii) Occasionally a statement is made to function like a question. This is done in writing by putting a question mark (instead of a full stop) at the end of the statement. In speech, such a statement is spoken with a rising tone (see Appendix A). Similarly, the question-tag question functions like an interrogative if the question tag is spoken with a rising tone.
- (iii) Sometimes an interrogative sentence is used more like a powerful statement than a real question:
Is that the reason or disappointment?
It is also used to attract attention or to emphasise and/or dramatise a point:
What are the conclusions reached?
Such questions are called *rhetorical questions*.
- (iv) All requests are not imperative in form. There are several other ways of making a request. A few examples are given below:
 - Do you mind returning my book tomorrow?
 - Would you please return my book tomorrow?
 - Return my book tomorrow, will you?

As we stated in the beginning, sentence constitutes the upper limit of grammatical analysis. But communication does not always coterminate with a sentence. It mostly goes beyond and sentences are grouped into paragraphs and paragraphs into texts by lexical and semantic links. What a paragraph is and how it is developed has been discussed in the chapter on Style. The character of a text can be best understood by viewing the highest unit of meaning that is communicated through language. **Each text is completed, self-contained and has an independent entity.** A novel, an essay, a poem, a report are some of the examples of a text.

B.2 DIRECT AND INDIRECT SPEECH

There are two ways of reporting what a person says:

- (i) Hari said to me, 'The manager wants to see you tomorrow at 10 am'
- (ii) Hari told me that the manager wanted to see me the next day at 10 am.

In the first sentence the exact words spoken by Hari have been quoted. This is called Direct Speech. In the second sentence the same information has been transmitted but without quoting the exact words used by Hari. This is called Indirect Speech. A number of changes have been made in converting the Direct Speech into Indirect Speech:

- The comma after 'me' and the quotation mark have been removed.
- A conjunction, 'that' has been used to connect the main clause with the subordinate clause.
- The present tense of the verb 'wants' has been changed to past tense wanted.
- 'You' in the subordinate clause has been changed to 'me'.
- 'Tomorrow' has been replaced by 'the next day'.

Indirect speech is used when we have to tell somebody else what we heard and the context of situation does not require the exact reproduction of words we heard. The main clause is usually followed by one clause or two or more clauses in a sentence. The verb in the main clause is called *reporting verb* and the verb(s) in other clause(s) is called *reported verb(s)*. The tense of the reporting verb determines the tense of the reported verb. The changes are made in accordance with the rules of sequence of tenses. If the tense of the reporting verb is present or future, the tense of the reported verb does not change:

- (i) • Hari says to Sita, 'I have not borrowed your book.'
- Hari tells Sita that he has not borrowed her book.
- (ii) • Hari will again say to Sita, 'It is better to download the material from the computer.'
- Hari will again advise Sita that it is better to download the material from the computer.'

If the tense of the reporting verb is past, the tense of the reported verb changes as follows:

- (i) *From simple present to simple past.*
 - Som said to his host, 'I take breakfast at 8 a.m'.
 - Som told his host that he took his breakfast at 8 am.

(ii) *From present continuous to past continuous.*

- Nitin said to Mini, 'I am reading a very informative book on yoga'.
- Nitin told Mini that he was reading a very informative book on yoga.

(iii) *From present perfect to past perfect*

- Som said to Simi, 'I have passed on your message to Ramu'.
- Som told Simi that he had passed on her message to Ramu.

(iv) *From present perfect continuous to past perfect continuous.*

- Simi said to her husband, 'Bunty has been playing tennis since 5 p.m'.
- Simi told her husband that Bunty had been playing tennis since 5 p.m.

(v) *From simple past to past perfect.*

- Neel said to Sam, 'Ramu went home without taking leave'.
- Neel informed Sam that Ramu had gone home without taking leave.

(vi) *From past continuous to past perfect continuous.*

- Nahar said to his mother, 'Monty was sleeping in the class'
- Nahar told his mother that Monty had been sleeping in the class.

(vii) *In past perfect and past perfect continuous tenses no change is made.*

- Som said to Shyam, 'Hanif had presented his case very effectively'.
- Som informed Shyam that Hanif had presented his case very effectively.
- Abdul told John that Som had been going to Maths class regularly.

(viii) *No change in the tense of the reported verb takes place if a scientific fact or a universal truth is stated.*

- The teacher said, 'Reproduction is a natural process'.
- The teacher remarked that reproduction is a natural process.
- Renu said, 'Necessity is the mother of invention'.
- Renu said that necessity is the mother of invention.

The changes in the pronoun are made, keeping in mind who is speaking to whom and the noun to which the pronoun refers to. An example is given below:

- Nitin said to Sunita, 'Your research proposal has been accepted'.
- Nitin told Sunita that her research proposal had been accepted.
- Nitin said to Sunita, 'My research proposal has been accepted'.
- Nitin told Sunita that his research proposal had been accepted.

Certain indicators of *direction*, *time* and *place* are also changed in indirect speech. A few examples are given as follows.

Appendix - B

<i>Direct Speech</i>	<i>Indirect Speech</i>
This	That
These	Those
Here	There
Now	Then
Ago	Before
Today	That day
Yesterday	The day before
Tomorrow	The next day
Last night	The night before
Last week, month, year, etc.	The previous week, month, year, etc.
Next week, month, year, etc.	The following week, month, year, etc.

What we have discussed so far applies mainly to one type of sentence, namely, statement. Let us now look at the changes that take place in other types of sentences.

Interrogative Sentences

- (i) When a question-word question is reported, the subordinate clause is preceded by words such as *asked*, *enquired*, etc. and the interrogative form is changed into a statement:
 - The teacher said to Rama, 'When are you going to submit the project report?'
 - The teacher asked Rama when he was going to submit the project report. (Indirect)
 - The officer said to me, 'Where do you live?'
 - The office asked me where I lived. (Indirect)
- (ii) In reporting a Yes/No question the clauses are connected by *whether* or *if* and the question form is changed into a statement form.
 - The teacher said to Hari, 'Is your younger brother also a student of this college?'
 - The teacher asked Hari whether his younger brother also was a student of that college. (indirect)

Imperative Sentences

The reporting verb is replaced by an appropriate verb such as *ordered*, *requested*, *asked*, *warned*, *urged*, *advised*, etc. and the imperative form is changed into infinite form:

- The officer said to cadets, 'Stand at ease.'
- The officer ordered the cadets to stand at ease. (Indirect)
- Nitin said to me, 'Pass the sugar pot, please'

- Nitin requested me to pass the sugar pot. (indirect)
- The speaker said to the audience, 'Be quiet and listen to what I am going to say now.'
- The speaker urged the audience to be quiet and to listen to what he was going to say then. (indirect)

Exclamatory Sentences

In reporting such sentences the reporting verb is replaced by a verb that reflects the strong feeling or emotion expressed in the exclamation. The mark of exclamation is removed and phrases such as *with grief*, *with regret* *with joy*, *with wonder*, etc. are used in indirect speech. Two examples are given below.

- (i) They shouted, 'Hurrah! India has won the match!'
 - They exclaimed with joy that India had won the match. (Indirect)
- (ii) Sita said, 'I have lost everything!'
 - Sita sadly stated that she had lost everything. (Indirect).

B.3 SEQUENCE OF TENSES

We have already given some rules of sequence of tenses while discussing the change of Direct into Indirect Speech. But there are a few more rules which one needs to know in this context:

- (i) When the verb in the main clause is in the present or future tense, the verb in the subordinate adverbial clause of purpose is always in the present tense.
 - Shyamal eats plenty of green vegetables and fresh fruit so that he may keep good health.
 - Arpit will teach Mathematics to Shilpa so that she may score more marks in the Annual Examination.
- (ii) If the verb in the main clause is in the past tense and the subordinate clause begins with 'than', then the tense of the latter would depend upon the meaning intended to be conveyed.
 - He valued his friendship with Govind more than he values mine.
 - Govind worked longer than Hari does.
 - I used to meet him more frequently than I did during last month.
 - Som's attitude towards Sam was more positive than it was towards me.
- (iii) If the subordinate clause is introduced by *as if* or *as though*, it is in the past tense.
 - Hamif behaved in the party as if he was drunk.
 - Sohan reacted violently to the remarks of Sally as though somebody had beaten him.
- (iv) A subordinate clause beginning with *lest* always takes *should* in its verbal phrase, whatever be the tense of the verb in the main clause.
 - Get lost lest the boss should come.
 - Rachit spoke in whispers lest Shimpi should be disturbed.
 - I shall go now lest I should be misunderstood.

B.4 ACTIVE AND PASSIVE VOICE

Active voice is used when the focus is on the doer or the agent, i.e. the subject. In the passive voice the thing acted upon is focused and the agent is relegated to a secondary place or not mentioned at all.

- Her bag was stolen from the bus.
- The students were given intense training in spoken English.

In the above sentences the agents, that is, the person who stole the bag and the person who imparted the training are not mentioned. There are certain fields of activity or knowledge in which 'what is done' is more important than 'who does it', e.g., science and management. So in the discourses relating to these fields there is a preponderance of passive constructions:

- Quasi-stars *were discovered* in 1963 as a result of an effort to overcome the shortcomings of radio telescopes.
- In the digital computers the numbers to be manipulated are represented by sequences of light which *are first recorded* in suitable code and then converted into positive and negative impulses.
- The Dearness Allowance of all employees *was raised* from 90 per cent to 95 per cent with effect from 16 December 2007.
- The proposal to acquire Sonaar Communications Limited *would be taken up* in the next meeting of the Board of Directors.

There are, however, situations in which the agent is mentioned in the passive voice also. A few examples are given below:

- (i) ● Rohit has composed this interesting poem.
● This interesting poem has been composed by Rohit. (Passive)
- (ii) ● Rohtas received me with utmost courtesy.
● I was received by Rohtas with utmost courtesy. (Passive)
- (iii) ● Ali will return my Mathematics book tomorrow.
● My Mathematics book will be returned by Ali tomorrow. (Passive)
- (iv) ● The teacher has not yet evaluated the answer books.
● The answer books have not yet been evaluated by the teacher. (Passive)

When a sentence in active voice is changed into passive voice, two important changes take place:

- (a) The object is shifted to the position of the subject and the subject to the position of an object and is governed by the preposition *by*.
- (b) Only sentences having a transitive verb, which can take object, can be transformed into passive as shown above. The most crucial change takes place in the verbal phrase as shown below:

<i>Tense</i>	<i>Active</i>	<i>Passive</i>
• Simple present singular	gives	is given
• Simple present plural	give	are given
• Present continuous	is/are giving	is/are being given
• Present perfect	has/have given	has/have been given
• Simple past	gave	was/were given
• Past continuous	was/were giving	was/were being given
• Past perfect	had given	had been given
• Simple future	will give	will be given
• Future continuous	will be giving	will be being given
• Future perfect	will have given	will have been given