B. Ed (SE-DE) BANGLA PROGRAMME

SECM-01 : TEACHING OF ENGLISH

BLOCK - 01

NEED AND AIMS OF TEACHING ENGLISH IN INDIA

BLOCK 1 : NEED AND AIMS OF TEACHING ENGLISH IN INDIA

INTRODUCTION

Teaching in schools in India has been discussed and debated more than any other educaional issue after the country gained independence. While divergent views have been put forward about the relative position of English among the languages to be studied in the classroom and the number of years schooling as indeed the number of hours of schooling work every week that should be devoted to its study, there has never been any doubt in the minds of teachers and other educationists about the importance of English and its claim for a significant place in the school curriculum.

Taking this unanimity in view we put in your hands an account of the status of English and the methods and techniques to be used in teaching English. In Unit I you will find a brief history of the status of English in India and the need and nature of teaching English. Here you would come across the objectives of teaching English. In Unit II we provide you with approaches, methods and techniques of teaching English. In this unit you will learn about the various methods of teaching English and their utility in the Indian context. You will also learn something about the actual classroom situations in teaching English and about lesson planning and transaction techniques.

Unit 1 □ ENGLISH IN INDIA—A BRIEF HISTORY : NEEDS AND NATURE OF TEACHING ENGLISH

STRUCTURE

1.1   INTRODUCTION

In the recent times the teaching of English in secondary schools of India has become a ticklish problem. Since the advent of independence in 1947 the question of reducing the domination of English in secondary school curriculum has assumed gigantic proportions. The Indian Constitution accepts Hindi as the official language though it has allowed English the status of the 'associate language' The educational policies of various State Governments and that of the Union Government have quickened the pace of the process of replacing English by Hindi and/or regional language. But since English has been accorded the status of the associate language it is necessary that the teaching of English should be taken up in proper perspective.

There is no denying the fact that the personality of a free country is incomplete without its own language as the principal medium of state administration, education, commerce and inter-regional communication. Ever since the Swadeshi movement was launched in the first decade of the previous century India has seen efforts raging from violent to modest, having been made to rehabilitate the Indian languages in their rightful places in national affairs. Since Independence, too, a number of movements have been launched by political parties, social organisations, educational institutions and eminent individuals in the direction of encouraging Hindi and regional languages and circumscribing the role of English to a progressively limited area. Some of the significant features of these efforts have been :

(a)   Curtailment of the duration of teaching English at every stage of teaching.
(b)   Curtailment of the quantam of English taught at various levels.
(c)   Abolition of English as the compulsory subject at various levels.
(d)   Introduction of regional languages as media of instruction at the University stage.
(e)   Provision of admission to the University for students who have not passed the secondary school stage with English.
(f)   Introduction of regional languages in state administration.

The cumulative effect of all these forces at work has been the displacement of English from its position of privilege and eminence that it enjoyed since the British rule. But this must not lead us to the hasty conclusion that the country has followed the policy of linguistic fanaticism or political vengeance against English as the language of rulers. But the far-sighted Indian leadership under the impact of Mahatma Gandhi has taken a balanced view of the things in the larger interests of the country. In terms of numbers of English speakers, Indian subcontinent ranks third in the world, after the United States of America and the United Kingdom. This is largely due to the special status that the language has come to hold in India, where it has been estimated that some 4 or 5 per cent of the people make regular use of English. Naturally English cannot be wished away from India. The conflict between the supporters of English, Hindi and the regional languages led in the 1960s to a 'three language formula[1], in which English was introduced as the chief alternative to the local state language.

Thus, a sort of adjustment has been reached between the forces for and against English. The objective is to meet the demands of a developing country in a free and democratic set-up.

The country is, by and large, up with the idea of improving the standard of teaching and learning English at any cost, lest the era of development that has been ushered in the country should fail in providing leaders for various professions. Every one among-the educated seems to be concerned as wail as worried about one of the most vital aspects of Indian education, that is, the teaching of English for the future generation.

There have been many reasons why average, educated Indians have kept their attachment to this language. The first reason for this attachment towards English is the long contact with it for the last two centuries and more. In a way, English has been a part of the Indian culture that has come to stay, which is a composite multi-dimensional entity, a product of the interaction of various cultural forces, native as well as foreign. It was the British commerce that imported the language in India and the British rule that entrenched it in the responsive soil of the nation. Then, the upper class people absorbed English out of the sheer need of time. With the passage of time, the language carved for itselt a permanent niche in Indian life and psyche, so much so that for a considerable section of the population it became almost a second mother tounge.

It is, thus, an established fact that English has come to stay in Indian life and that it cannot be wished away, however bitter the feelings of the narrow nationalists might be. Dr. S. Radhakrishnan, a long time back said that "to reject English will amount ot the wanton assassination of a valuable source of the world culture", because English has percolated to every walk of life. English has retained its standing in the Indian society, continuing to be used within the legal system (at least in the higher judiciary), government administration, school and higher education, the armed forces, the media, business and tourism.

The very fact that English has got an ever increasing following almost everywhere in the world, speaks for its flexibility, felicity and sufficiency for various purposes. It Is, therefore not an act of blind emotional attachment but an act of need and expediency for the moment to retain English and do so with justifiable pride. There are newer avenues of social life, in different sectors, where the regional languages fall short of the requirements of scientific, precise and economical expression. The space research is one of the sevral areas of study in point.

India has much to derive from the cultural interactions with other nations and decidedly enormous literature of the world lies reposed in this language. English is, in reality, the most powerful repository of the varied culture of the world. In it the world has got one of the most inexhaustible reservoir of the culture of the world. Be it the ancient, the medieval or the modern fact of world culture, one has to rely on literature in English to get rich, authentic and workable data. There is no branch of human knowledge for which there is no literature in English at the service of the human race. Naturally, India,that is still on the threshold of monumental changes has to borrow much from it to eradicate poverty, ignorance, superstition, squalor and diseases that stalk the country and for the ushering in of the era of multi-faceted development.

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Once we accept that English will have to be given its due place in the curriculum of the Secondary Schools, because the schools have to send out young men and women, to take up their respective roles in social life and prosecute their studies at the Universities, we have to be clear about the goals and the ways and means of their realisation.

1.2   THE OBJECTIVES OF TEACHING ENGLISH

After all, we do not learn a language unless the objectives are very clear in our minds. By the term 'objective' we mean 'a thing aimed at or wished for.' For a proper study of English language the objectives are given separately for the following areas :
1.   Comprehension of the language
2.   Expression in the language
3.   Skills for expression in the language
4.   Understanding of the behaviour of the language

1.2.1 Comprehension Objectives

Comprehension is one of the earliest requisites of language learning. The pupils should be able to develop the following abilities after a particular course of study :
1.   (a) To listen to oral presentation and understand its meaning adequately and quickly,
       (b) To listen to the reading of others and understand its meaning adequately and quickly.
2.   (a) To read a continuous piece orally and to understand its meaning adequately.
       (b) To read a continuous piece silently and to understand its meaning adequately.

1.2.2 Expression Objectives

The pupils should develop the following abilities after a particular course of study :
1.   To speak English correctly, according to the level of the class.
2.   To wirte English correctly according to the level of the class.

1.2.3 Skill Objectives

The pupils should develop the following skills after a particular course of objective :
1.   To speak English with proper pronunciation, stress and intonation.
2.   To read orally with proper pronunciation, stress, intonation, clarity and speed.
3.   To read silently with speed.
4.   To recite a poem with proper pronunciation and rhythm.
5.   To write English in good hand, with correct spelling, proper marks of punctuation and reasonable speed.
6.   To translate a matter with precision and speed.

1.2.4 Knowledge Objectives

The pupils should develop the proper understanding of the structure and the behaviour of the language according to the following details, after a particular course of study :

1. To understand the structure of different types of statements.
2. To understand the scheme of order of words in statements.
3. To understand the concept of time in English expressions.
4. To understand the structure of reported narration and voice.
5. To understand the function of modifiers in the English language.
6. To understand the nature of the technique of speech in English.
7. To understand the nature of the technique of scription in English.

The statement of objectives may appear to be sterile without the inclusion of the objective of the appreciation of literature, through which interest in the language and positive attitudes towards its finer sides might be cultivated. However, in the present set up, English assumes a different but more purposeful role, of a skill subject, which postulates that a proper development of the skill is the necessary precondition for the enjoyment of the fruits of that skill. What the Indian student at the higher secondary level today needs is his linguistic equipment to a degree of efficiency, which might enable him to reap the harvest of finer sides at a later stage.   ,

Today the primary aim is to concentrate on the fundamental skills of the language of the pupils, that is,'listening, speaking, reading and writing and provide appropriate climate for their proper development in an efficient manner.

1.2.5   Specifications of Comprehension Objectives

1.2.5.1 Listening Comprehension

A. Pupils should be able to listen to the oral presentation of a material, in form of a sentence or several sentences and understand the surface meaning as well as the hidden meaning thereof with reasonable speed and without the confusion of the ideas intended by the speaker. If the pupil understands the aural impressions properly, the following behavioural patterns would be marked in him :

1. He finds out the main idea of the description, narration, talk, recitation or discussion given by the speaker.
2.   He finds out the central theme of the radio broadcast or a recorded narration or a recitation or a televised programme.
3. He tells the characteristics of the subject or the topic given in the oral presentation.
4. He carries out the instructions that are given orally.
5. He sees discrepancies or irrelevancies in an oral presentation.
6. He provides the missing points in an oral presentation.
7. He establishes chronological order of statements of narration keeping an eye on the continuity of a process.
8. He ascribes statements to their speakers.

9. He associates ideas with pictures or charts or objects in accordance with the contents of the oral presentation.

10. He observes relation between one narration and another.

The comprehension of spoken language has its specific problems because of the nature of the sopken language, in view of the speed, the delivery, the pauses, the colloquialism and the reflection of the personality of the speaker in his speech. Obviously, it is a more difficult exercise for a language learner.

B. In case of the listening comprehension of a piece read out to the listener, the reasonable expectation would be a proper understanding of the content of the reading material. The pattern of behaviour that would be usually found in the case would be of the following types.

1. The follows instructions read out by the reader with reasonable speed.

2. He picks up the important ideas from the reading material.

3. He picks up the central idea of the poem read out.

4. He provides the seential traits of events, occasions, characters and processes given in the reading material.

5. He sees relevant points on the basis of a conglomerated picture given in the context of the reading material.

6. He puts in order the ideas based on the reading material.

7. He associates statements with speakers.

8. He associates ideas with pictures or situations given in the context of the reading material.

9. He selects sentences, phrases, usages and words conveying a definite meaning in the context of the reading material.

11. He sees relationships between the material read out and the translated or summarised version thereof.

He solves matching tests, completion tests, and tests involving the selection of the right answer to a given question, based on the reading material.

The test of the forms of behaviour here would be to emphasise the passive reception of the language material rather than active production thereof.

1.2.5.2 Reading Comprehension

A. The first variety in this area pertains to the comprehension of the oral reading done by a pupil himself. While reading a unit and after finishing its reading, the reader should be able to understand what he reads. This is an essential condition of effective reading. In life situations one is expected to keep with the sense of th material one reads aloud, so that the misunderstanding or the lack of understanding on the part of the listeners can be remedied in time.

The behavioural manifestations of the reading comprehension on the part of the reader himself would take the following forms :

1. He finds out .the running thread of the reading material.
2. He finds out the traits of events given in the reading material.
3. He draws the central idea of the reading material.
4. He connects the ideas of the reading material with a picture or an object or a chart.
5. He tries to find out from the given list, ideas pertinent to the reading material.
6. He sorts out, from the given list, points that are irrelevant to the reading material.
7. He finds out appropriate answers to questions based on the reading material.
8. He points out inconsistencies in the reading material.
9. He shows relationship between the reading material and its translation.
10. He solves exercises based on the reading material, without referring to the material read out once.

B. The second variety is related to closer reading, which permits more concentration, in view of the opportunity to read silently, without the disturbance of the speech sounds. This assures greater attention on the part of the reader. Hence the behavioural changes here would be of more concrete nature than in the case of oral reading. The expected changes are :

1. The pupil finds out the important as well as the secondary points in relation to the subject or the reading material.
2. He finds out the discriminating features of various characters.
3. He finds out the discriminating features of various characters.
4. He finds out language points that express specific ideas or views,
5. He finds out from a given list, relevant answers to the questions and relevant items to complete sentences.
6. He ascribes statements to relevant speakers or situations.
7. He associates statements with pictures.
8. He associates the reading material with its corresponding version in the mother tongue or in midified English.
9. He rearranges the jumbled statements based on the reading material.
10. He evaluates the relevance of the interpretations of the reading material as a whole or in parts.
11. He picks up the central idea of the poem.
12. He solves matching tests, completion tests and multiple choice tests.

In fact, the realisation of the objectives here, can assume a variety of forms of the linguistic behaviour of a pupil.

1.2.6 Specifications of Expression Objectives

Expression is an essential virtue of a language learner. He should be able to express his ideas concisely and correctly.

A. Oral expression in correct English is the desired objective to be realised at the secondary level. It should be done with the help of the language material prescribed for a particular class.   The production of the language patterns in 'speech will be governed by the reception of these patterns with understanding and association thereof with life situations. The language patterns in the pupil's oral experssion may not necessarily be those that are found in the speech habits of children whose mother tongue is English. The expected behavioural patterns on the part of the pupil may be the following :

1. He makes correct use of different types of sentences in oral expression.

2. He makes correct use of words, phrases and usages to convey a particular sense.

3. He reproduces the statements spoken out or read our to him.

4. He completes the statements that have been given incompletely.

5. He expands or summarises a passage in correct, continuous expression.

6. He transforms a given statement.

7. He answer questions on a given topic.

8. He provides continuous description in response to a question or in response to outlines, hints and suggestions.

9. He interprets a picutre or a chart or an object in correct language.

10. He interprets a speech or a reading unit of prose or poetry.

11. He reproduces correct language in dramatising a piece.

12. He gives a report or a formal speech on an event or a proceeding.

13. He reproduces a memorised material in the form of recitation.

14. He uses language of courtesy for different occasions.

This is an endless field because it pertains to the living use of the language for the expression of one's ideas and feelings. In the case of a foreign language for pupils who face the handicaps of bilingualism, the active expression shall usually be a guided production of language patterns of the respective classes. Free oral expression in literary language would be out of the question.

B. Written expression in correct English, according to the level of the class, is an important objective to be kept in view.   The exphasis is on correct language in the accepted sense of the term.   As the pupils learn a controlled syllabus, the standard of written English, will not reflect the flavour that we find in natural, fluid written expression of those whose mother tongue is English.   Naturally, the ability of the pupils to express freely in writing will be extremely limited,   The average pupil will express his ideas within a limited stock of his language material.   Here the behavioural patterns will be of the folloowing forms :

1. To write different types of sentences correctly,
2. To use in writing, words, phrases and usages in a correct manner.
3. To write answers to questions or a known material, or a passage heard or read.
4. To change constructions in different patterns according to suggestions.
5. To expand a given idea or summarise a given passage or paraphrase a given poem.
6. To write short descriptions from a given outline.
7. To write in continuation or in'modification of a given material.
8. To transcribe a material or reproduce one from memory or with hints.
9. To write pieces of social utility like notes, letters, reports, comments, reviews etc.
10. To write correctly in response to listening or in continuation of speech by ourselves.

1.2.7   Specifications of Skill Objectives

1.2.7.1 Speech Skills

Oral expression in correct language is incomplete if it is not associated with the proper mode of speech. English speech- has many peculiarities of its own and so in India, where there are many regional languages, the teachers at the secondary school have to give attention to the cultivation of desirable modes of speech in English.

The teaching programme designed to develop appropriate speech skills in the pupil at the secondary school should, therefore, bring about the following types of speech patterns in his linguistic behaviour.

1. He pronounces individual words correctly.
2. He pronounces words correctly, while speaking continuous sentences.
3. He stresses words properly in continuous speech.
4. He speaks continuously with proper intonation.
5. He speaks continuously with proper speed and pauses.
6. He speaks continuously with clarity of voice and ease of delivery.
7. He speaks expressively with appropriate gestures and actions.

12.7.2 Skill in Oral Reading

Like proper skill of speech, reading, too should be done in a proper manner. Reading before the class, before the assembly, at the microphone or in a public meeting can have different approaches. A teacher should train his pupils in such a way that the following patterns of behaviour may be developed in him in the course of time :

1. He reads words with proper pronunciation.
2. He reads continuous sentences with proper pronunciation of words in context
3. He reads with proper stress and intonation, a continuous passage.

4. He reads with proper speed and pauses.
5. He reads with clarity of voice and ease of delivery.
6. He reads with appropriate gestures and actions.

12.7.3 *Skill in Reading Silently*

Reading silently is a valuable skill to be developed in every language that possesses literature various branches of knowledge. As English is meant to be taught to the Indian pupils to enable them to make use of the literature in English for higher education, every language teacher should endeavour to develop this valuable skill, that can unlock the gate to many an avenue of knolwledge.

If properly developed, this skill can lead to the following patterns of behavioural changes in the pupils :

1. They read silently without any muttering sound.
2. They read continuously with the minimum of eye reversions.
3. They read speedily without using the finger or any other aid.
4. They read material written or printed in different scripts.
5. They read the material with appropriate visual interpretation.

12.7.4 *Skill in Reading a Poem*

Though poems occupy a much less significant place in the scheme of material meant to teach the language, whatever little of poetry we include, it would have to be read properly, so that the minimum of thrill it can give to the mind, may be experienced by the pupils. The standard of performance in this respect will not be qualitative, as it is in the case of native speakers, because of two factors, namelyh, the limited language material at the command of the pupils, with a strictly logical order of words, and the peculiar rhyhm of English poetry as compared to that of the poetry in the regional languages.

However, in order that poetry is retained as poetry, it should be seen that the pupil's behaviour shows the following patterns, if poetry is to appeal to the tender sides of pupils' experiences:

1. To read a poem with proper pronunciation, stress and rhythm.
2. To recite a poem with proper pronunciation, stress and rhythm.
3. To read and recite a poem with proper speed and pauses.
4. To read and recite a poem with the clarity of voice and ease of delivery.
5. To read and recite a poem with appropriate gestures, actions and feelings.

12.7.5 *Skill in Writing*

Writing is a complete skill. For Indian pupils, writing English poses several problems. There are many similarities and dissimilarities between Indian languages and English. Naturally, a systematic training in the skill of writing should be imparted to the pupils. The training in the skill of writing should bring about the following types of behavioural patterns in the pupil :

1. He writes different scripts in a proper manner.
2. He writes with proper capitalization.
3. He writes with proper marks of punctuation.
4. He spells correctly.
5. He writes in good handwriting, with proper slants and shapes.
6. He keeps proper spacing, proper direction of lines and proper paragraphing while writing.
7. He writes with proper speed.
8. He writes with a proper posture and keeps the proper position of the notebook and the pen.

1.2.7.6 Skill in Translation

For Indian pupil, translation is to be developed as a skill, which would be of great assistance to them in their future life. In fact, so long as the scope to develop the regional languages is limitless, the skill of translation will piay a vital role in the formative stage of a growing educational set-up. A proper development of the skill should lead to the following forms of behavioural patterns on the part of the pupil :
1. He translates words into their approximate equivalents.
2. He translates sentences with exactness of meaning.
3. He translates continuous passages to convey the original sense with precision and exactness.
4. He translates patterns and usages one language into another whenever feasible.
5. He translates simple constructions of one language by using patterns and usages of another, wherever feasible.
6. He translates the sentence structure of one language, into different sentence structures, wherever feasible.
7. He provides summarised translation of the original passage.

1.2.8 Specification of Knowledge Objectives

In the scheme of objectives the knowledge objectives are given in the last not because they are less important but because by being at the rear they emphasise the role of those that come earlier. These being the representatives of the form ot the language, have given precedence to its function, namely comprehension, expression and language skills. These objectives point tothe need of aqcquainting the pupils with the way in which a foreign language behaves *vis-a-vis* the behaviour of that language. It cannot be claimed, thereby, that this alone would encourage the pupils to learn the language in a better way, but it is not untrue to say that the knowledge of the structure and the working of tghe language would go a long way in establishing the conviction of the learners in the efficacy of the language as a tool of appropirate comprehension and adequate as well as effective expression.

The behavioural patterns of different knowledge objectives are provided here:

1.2.8.1 Understanding the Structure of Statements

We must now attempt to look at the structure of statements and how they can be understood

1. The pupil understands the structure of simple, complex and compound sentence.
2. The pupil understands the structure of statements, commands, questions and etc.
3. The pupil understands the structure of negative statements.
4. The pupil understands the structure of the statements of comparison.

1.2.8.2 Understanding the Scheme of Order of Words

1. The pupil understands the relationship between different words in a statement.
2. The pupil understands various types of the arrangement of words in sentences.
3. The pupil understands the impact of changes in the word order on the meaning.
4. The pupil understands the system of word order in English in the context of the prevailing in the mother tongue.

1.2.8.3 Understanding the concept of time in English expressions

1. The pupil understands the structure of different time constructions.
2. The pupil understands the function of important time constructions.
3. The pupil understands the dissimilarities of time concepts in English in the context of those in the mother tongue.

1.2.8.4 Understanding the structure of special constructions

1. The pupil understands the structure of the reported from of narration.
2. The pupil understands the effect of time on the reported from of narration.
3. The pupil understands the reported from of narration in the context of the comparable form in the mother tongue.
4. The pupil understands the structure and the function of the passive construction in different perspectives.

1.2.8.5 Understanding the function of the modifiers in English

1. The pupil understands the location of modifiers in sentences.
2. The pupil understands the impact of the interchange of the modifiers on the meaning of the sentence
3. The pupil understands the structure and function of different types of modifiers.

1.2.8.6 Understanding the nature of the technique of speech

1. The pupil understands the nature of different speech sounds.
2. The pupil understands the nature of different speech organs and their functions.
3. The pupil understands the form and use of the phonetic script.
4. The pupil understands the scheme of stress and tones, their constitution and use.

1.2.8.7 *Understanding the nature of the techniques of scription*

1. The pupil understands the structure of the letters of the alphabet as written in different scripts.

2. The pupil understands the function of capital letters in writing.

3. The pupil understands the function of different marks of punctuation.

4. The pupil understands the scheme of spelling in English.

5. The pupil understands the forms of different types of.writing in English.

In the Indian conditions the clarity of these objectives would go a long way in paving the way for a systematised course of action. It would not be an exaggeration to say that if these objectives are kept in view, the work of the syllabus framers, the teachers and the text book writers would assume more purposefulness and clarity.

1.3   UNIT SUMMARY : THINGS TO REMEMBER

- In India teaching of English in secondary schools has beaome a very ticklish problem.

- English has come to stay in India and naturally we must devise the ways in which this language can be taught successfully.

- India's long cantact with England has played an important role in the retention of the language in the country.

- English being the repository of world herigage should not be banished from the country.

- The very fact that English has got an ever increasing following in the world, speaks of its sufficiency for various expressional purposes.

- Naturally we must decide about the objectives of learning English.   There are :
  - Comprehension of the language
  - Expression in the language
  - Understanding of the behaviour of the English language
  - These objectives can be fulfilled in a variety of ways.

1.4   CHECK YOUR PROGRESS

1. What Official status has been accorded to the English language after independence in India?

2. What are the significant ways in which the role of English has been progressively limited in India?

3. What is the position of the English speaking people in the Indian sub-continent in terms of English speakers all the world over?

4. What is the three-language formula as it is operative in India?

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5. What are the reasons that have led average, educated Indians to keep their attachment to English?

6. Write an essay on the status of the English language in present-day India?

7. What are the objectives of learning English in present-day India?

8. What abilities the learners should be able to develop in comprehension, after a particular course of study?

9. What abilities should they be able to develop in terms of expression objectives?

10. What abilities should pupils be able to develop in terms of expression objectives?

11. Write an'essay on various comprehension objectives of learning English?

12. What to you mean by listening comprehension? How can the skills in this regard be developed?

13. Why is the proper mode of speech necessary in developing speech skills?

14. What do you mean by translation skills? What should we aim at in this regard from the pupils?

1.5 ASSIGNMENT / ACTIVITY

Insist on your class fellows to speak as far as possible in English. Then try to see how the various objectives of learning English can be fulfilled by you and your class fellows. Take help of your teacher where necessary.

1.6 POINTS FOR DISCUSSION / CLARIFICATION

After going through this Unit you might like to have furthe'r discussion on some points and clarification on others.

1.6.1 Points for discussion

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1.6.2   Points for Clarification

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Unit 2 □ APPROACHES, METHODS AND TECHNIQUES OF TEACHING ENGLISH

STRUCTURE

2.1   INTRODUCTION

The programme of teaching English as a foreign language can be implemented successfully through the instrumentality of efficient methods and techniques. In the opinion of Faucett, "A true method should be comprehensive, sound and elastic. It should be eclectic." The

principles enunciated here are sound but the search for efficient methods has never ceased. If one were to assess the efficacy of a method, one should taken into account the basic objectives of teaching the language and the language material with which the pertinent objectives are to be realised. The degree to which the basic language skills are developed and the extent to which the prescribed language material has been involved in that direction are the twin touchstones of determining the utility of the method.

The International Phonetic Association has provided guidelines to evaluate a method by applying the principles that it laid down for this purpose. The main principles put forward are:

(a)   Does the method provide for the teaching of more or less archaic language of the literature, or the spoken language of ordinary conversation?

(b)   Does the method help the teacher to make his pupils familiar with the sounds of the language?

(c)   Does the method impart a perfect command on language patterns by providing natural and interesting reading situations?

(d)   Does the method teach the grammar of the language in the deductive way?

(e)   Does the method provide for the establishment of a link between words and ideas or does it learn on the use of the mother tongue to convey the meaning?

(f)   Does the method provide for a graded work in writing or does it take a plunge into free writing?

These principles point to the main features that a method should have to justify its existence as a good instrument of teaching the language. In a country like Inida, where English is to be taught in the secondary schools for definite, precise objectives, methods and techniques used to implement them, shall have to be judged from the point of view of their utility in realising the objectives with the help of the language material selected for the purpose. From amongst the various methods and techniques of teaching English we shall evaluate the following : The grammar translation method; the direct method and the Structural method.

2.2   THE GRAMMAR TRANSLATION METHOD

This method was originally devised to teach the classical languages like Greek, Latin and Sanskrit. But soon it was transferred to the realm of living languages. It envisages a two-pronged treatment of the language, that is, grammatical explanation and translation of a language pattern, regardless of the purpose for which a particular language pattern is to be taught to the pupils.

The procedure adopted is fairly detailed in all respects. The behaviour of the language is explained in terms of a rule, which is further illustrated. The rule is often memorised and subsequently cited to explain a similar situation. Correction of mistakes is very necessary by a liberal reference to the rules. In point of fact rules supervene the entire programme of teaching the language.

Similarly the mother tougue becomes the medium of instruction of teaching English. English patterns are very carefully and faithfully translated; often the translation is very meticulous to the smallest part of the sentence in the sense that not even the article 'a' is excluded from translation.

Both the ways are adopted to teach any variety of material, say prose, poetry or composition. The climate of the class room would be permeated by these two very potent forces of grammar and translation.

2.2.1   Principles of the Method

This method has its own basic principles that would justify the measures it advocates for the teaching of English. Apparently the rules of the conduct of the method have their justification in their own way :

(1) it is easier to teach the foreign language through the medium of the mother tongue than through the foreign language itself as the former would smoothen all the complexities at a single stroke.

(2) Teaching through translation is a quick and economical process, A teaching procedure should economise on time, energy, and labour and should aim at quick results.

(3) Translation affords an opportunity for comparison and contrast between the language patterns of the mother tongue and those of English. Such a comparative study quickens the pace of learning and makes it firm in the minds of the learners.

(4) The liberal use of the mother tongue conforms with the well-known maxim of learning that going from the known to the unknown elements of knowledge.

(5) Learning that is free from frequent deadlocks, is less painful and more lasting.

(6) Analysis of a phenomenon develops insight and aids the understanding of that phenomenon. Explanation of the rules of the behaviour of the language encourages the learning of the language.   Knowledge of the rules helps the learner avoid mistakes and thereby develop habits of correct language.

2.2.2   Benefits of the Method

A method is adopted only when it is useful for the work for which it has been adopted. What are the benefits of the grammar translation method?

(a) Whatever the objective of teaching the language, one obvious benefit of this method is a quick understanding of the language patterns on the part of the pupils.   The understanding is facilitated by the immediate translation and the explanation of the behaviour of the language.

(b) Pupils learning under this scheme, have not to undergo the arduous process of drilling and repeated practice of the language patterns, as with passive recognition of the meaning of the language their function comes to an end.

(c) The pupils can convey their comprehension to others through the mother tongue without any inhibition. This gives them a sense of pleasant satisfaction at the consciousness of some achievement.

(d) Frequent comparison between two language structures Kelps the pupils to get a better idea of the two longuage systems. Such a comparative knowledge helps them to gain a firm grip on the foreign language.

(e) The knowledge of the rules of the language is likely to help them in finding out the errors in the language and thereby develop an eye for pure, faultless language.

(f) The pupils are likely to make use ofthe rules of the language in correcting their errors and those of their fellow pupils. Such a consciousness is likely to develop in them a sense for the purity of the language, as they are supposed to be equipped with the yardsticks that measure its purity.

2.2.3 Intrinsic Deficiencies of the Method

A method should be comprehensive to cover different areas of language skills and it should realise what it is meant to realise, that is, efficient language skills of speech, reading and writing, as the study of a foreign language is intended to contribute to the development of these language skills to a level they are socially useful The seeming gains achieved through the adoption of this method do not reveal the acquisition of the basic skills of the language. The single noteworthy gain is that of the skill of translation; but it is not the total personality of the language. Pupils might develop their recognition vacabauiary; whereas their production vocabaulary might be very less.

The other gain might be the acquirement of an analytical frame of mind. But the whole approach is incorrect. What ought to be the observation of a living organism, turns into the dissection of a dead body; and a post-mortem examination is the proper occupation of a language learner. In fact, the linguisic health of learners under this method is far from the mark of normalcy.

This method is not in conformity with the principles of the psychology of learning a language. It does not allow the establishment of a direct link between a concept and a word, but it considers is essential to bring in the intervention of the mother tongue and the explanation of the rule. It does not start with an appeal to the ear or the eye, laading to production through the mouth. It has no regard to aural-oral approach that has stood the test of psychology. It also does not take up language as a phenomenon of habit formation but considers it a collection of rules, without which it cannot be learnt or understood. Moreover, it does not accept language as a unity, an organic whole but through dissection compartmentalizes it. It does not take into account situational learning as well. In short, it does not treat language as a social phenomenon, whose growth depends upon the availability of an appropriate social climate, with normal forces of interaction and cooperation.

This method has an exclusive preference for logic. It emphasizes rules rather than practice, it prefers analysis to synthesis, deduction to induction, and parts to the whole. No learner's mind works in the direction in which this method leads him to go. Forma! learning imparted through these upstream channels never irrigates the soil of the mind, which remains sterile. Whatever little is sown there, never germinates in the form of languate skills. In a word, the method seems to be negative. It is the attitude of a rigid of a rigid purist,

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whereas learning a language requires a dynamic, positive approach. No body ever learnt a significant skill, if the hand of the purist was always at it to point out faults.

This method does not do what a good method should do in terms of precise gains of language skills. It gives the burden of two languages in learning one. In teaching a foreign language it gives emphasis to the mother tongue. For example, in giving the translation of a language pattern, it draws the attention of the pupils to remember the mother tongue pattern, that is easier, and forget the foreign language pattern that is difficult. For example, in translating the pattern, "He has been working since the early morning", the pupils tend to remember the translation rather than the structure "since" and its function.

Resort to translation cannot, moreover, exdplain the finer points of embellishments of a language, such as idioms, prepositional phrases, usages etc. or can they help learn appreciation of poetry, quick oral and written expression and reading skills. In fact, so far as the skills of the language are concerned, this method checks their development. The productivity of this method is the lowest of all the methods one could conceive of. Rules and translation can never be the effective ways of learning a language.

In terms of moral values as well, the method provides wrong norms. The pupils love ease and smoothness in preference of struggle with aforeign language. This tendency turns them into soft peddlers. They develop timidity at mistakes and chicken-heartedness in respect of the use of the language. It does not allow them to take a plunge into the sea of language and fight against normal odds. For safety they are kept away from such a veritable and gainful struggle with the language.

If the objective of language teaching is to train pupils in the skillos of purposeful listening, correct speech, reading with understanding and writing in correct language, the need would be of a more comprehensive method that would give scope .for the development of these skills. In that method too, there may be some scope for the use of mother tongue of the pupils to break deadlocks in the classroom, to explain an intricacy of a language or to give instructions. But the emphasis would be on the language as a composite entity and not on its translation or its rules which constitute only a fraction of the personality of the language, whose vista is too vast and too alive to be circumscribed by dead translation or equally dead rules of its behaviour.

2.3   THE DIRECT METHOD

As a reaction to the grammar-translation method was evolved the direct method, often hailed as the natural method or the mother's method. It aims at introducing the language directly to the learner in the same way as the person learns his mother tongue. It assumes that the same mental processes take place in learning a foreign language as are found taking place in learning the mother tongue. The usual procedure it advocates is that of the presentation of the prsentation of the model of the language pattern by the teacher and the subsequent absorption and production thereof by the pupil. This would ensure the reproduction of speech sounds and structurally correct language patterns. There is

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no interference in the form of translation or the use of the rules to explain a particular pattern of the language. Language learning here rests on the imitations of good models.

2.3.1   Principles of the Direct Method

After all every system is based on certain working principles.   The direct method is based on the following principles :

(a)   There should be a direct link between the experience and its corresponding expression.
(b)   There should be no interfering agency between the concept and tis word.
(c)   The aural-oral way is the most effective way to learn a language.
(d)   Language is essentially speech.
(e)   Language is a unity.
(f)   A language should be taught according to the principles of situationai learning.
(g)   Language is effectively learnt in the inductive way.
(h)   Practice is the surest way to learn a language.

2.3.2   The Benefits of the Direct Method

After all we should use a method only when it may show some advantages to the pupils. Here are some of the benefits that accrue from direct method in learning a foreign language:

(a)   Pupils acquire good speech skills, including the use of proper pronunciation, stress and intonation.
(b)   Pupils acquire a reasonable mastery over correct spoken language.
(c)   Good command over spoken language prepares a ground to lay the foundation for the development of the skills of reading and writing.
(d)   The elimination of the continual interference of the mother tongue results in a quick and economical learning process, free from the duality of languages.
(e)   The grammar of the language is imperceptibly learnt without the help of the rules.   It is practised through the repetitions of the various patterns.
(f)   The frequent give and take of the language affords opportunity for the location and the correction of the errors on the spot, forestalling thereby the confirmation of a wrong concept.
(g)   The greatest intellectual training derived through th& method lies in the fact that the pupils who try to learn the language with accuracy and order, learn at the same time, to think with accuracy and order.
(h)   The most important moral virtue that the pupils develop in this way is the development of the attitude of struggling with the language in order to learn it well and master it through a direct plunge into this current.

In short, this method provides for sense perception, interest and enjoyment. The experience that the pupils get is real and the language that is learnt with it, is an essential part of it,

and not just looked on artificially. Through this method the foreign language is woven into the pupil's mental life and linguistic habits by the movement of. interest, curiosity and imaginative understanding.

2.3.3. Limitation of the Direct Method

The direct method is not, however, without its limitations. Some of the major reasons for the lessening of its popularity are :

(a) The assumption that a foreign language is learnt the same way as the mother tongue is not ture. The problems of learning a second language. Whose patterns are altogether different from those of the first language, are too formidable to be dovetailed in the scheme of teaching it in an identical manner.

(b) The direct method emphasizes only the teaching procedure, irrespective of the language material, which is in fact the intimate handmaid of the method.   The indiscriminate use of the language material, without due regard for its difficulty value or utility for recognition prupeses or production prupeses or both, morally confuses the pupils. Unless the language material is rationally controlled and graded, the task of the learner of a foreign language is bound to be a very painful experience.

(c) The direct methbod gives undue importance to the skills of listening and speaking the language and does not care for the skills of rading and writing

(d) This method insists upon the banishment of the mother tongue of the pupils and hence it tends to be a long-tailed process involving unnecessary expenditure of time. In many cases the medium of the mother tongue helps a pupil immensely in learning the skills of a foreign language.

2.3.4 Suitability of the Direct Method

It is undeniable that the underlying spirit of the direct method has a significant contribution to make to the practice of teaching a foreign language. But, the method needs modification to suit to foreign environments. The teaching of the speech skills in the direct way should be correlated with the development of the skills of reading and writing. Only then the method would be adequately comprehensive to cover all the basic skills of the language. For this prupose the programme of teaching should be suitably planned to cover all the skills. For example, it the training of oral skill is based on the use of the "passive" construction, with a fixed number of words, the reading and writing assignments shoudl be inevitably based on the same material to derive gain from the work done for oral skill. The method should be supplemented by other measures as well. For example, the use of the mother tongue should not be excluded when abstract terms are to be used. Similarly resort to the explanation of typical behaviour of the language should also be made, where such an explanation would save the teacher and the learner from moving into uncertainties. For example, in Indirect Narration time expressions, like "Now Today, Here, This Time" etc. have to be changed. And if they have no parallels in the mother tongue resort should be taken to explain the behaviour of the language and take up practice on that basis. There

should be nothing in the method which should be considered very important not to be changed, or else teaching would suffer.

2.4 THE STRUCTURAL METHOD

Now the questions arises why a third method? What would be its adequacy in language learning?

Linguists agree that a language should be studied as a living body of communication rather than as a body of rules governing speech and writing. To the pupils the study of grammar is an activity that has no relationship with their needs; so they are either confused or forget it altogether. The definitions of various grammatical items are, moreover, sometimes confusing. The porper attitude towards language learning is the 'linguistic' attitude. The Grammar -Translation method does not help develop such an attitude; hence its abandonment.

The direct method, too needs rationalisation since English is a foreign language for the Indian learners, it requires modifications in order to be an effective tool of teaching the language.

The approach to the language through its structure arose out of this need. The English language is a system of signals and markers, which require appropriate understanding of their function in the sentence. Of course, of all the phases of the study of a language, structure is the most difficult and at the same time most important. Structures constitute the fundamentals of the language. It is desirable, therefore, that the pupils should be trained in their application. This the reason why a third method of learning a language was evolved.

2.4.1 The Concept

In order to learn the language and various skills of the language, one should know its structures, handle them in proper situations and master them for the purposes of various skills. The structures provide the basic framework of the language. Without the mastery of the structures the translation of the language would be meaningless. On the framework of the structures we can add new patterns, usages and vocabulary, which cumulatively provide the material to build up the organic body of the language. Through structures one can learn to express the subtlest feelings of the human mind.

Take the simplest structure, "He is...." The variety of situations it can interpret is almost limitless, depending upon the range of the speaker who may say or write in several possible ways as given below :

1. He is a man / a boy / a teacher / an artist / a journalist.
2. He is good / healthy / happy / naughty child.
3. He is naughty / honest / hungry.
4. H is here / under the table / behind the almirah / near the desk.
5. He is playing / reading.
6. He is beside himself / true to himself.

We can add other examples as well. The basic point is the structure that gives rise to so may dimensions of expression. Mastery of one structure can lead to other more complicated structures.

Naturally, the structural approach envisages the programme of teaching, in its entirety, as a gradually developing scheme of structures. It accepts all the basic structures of English, grades them according to their difficulty level, arranges them in logical progression and disperses them over difficult units, taking into consideration the scope of their utility in the context of the social need of the learners. The basic factors that govern the arrangement of the scheme are :

(a) Control of structures.

(b) Gradation of structures.

(c) Inter-relationship of structures.

(d) Teachability of structures.

(e)   Productivity of structures.

The structures are evaluated from these angles and put into a scheme of well-welded programme to develop the skills of speech, reading and writing in the pupils.

2.4.2 Working of the Method

The success of the structural method rests on the fulfillment of certain basic conditions, which are :

(a) There should be ample oral work through repeated practice and drill to establish a structure in the minds of the pupils.

(b) Too many structures should not be included in a single teaching unit,'

(c) New structures should not be mixed up with new usages and vocabulary in the same teaching unit.

(d) No new structures should be taught before the previous one has been thoroughly understood by the pupils.

(e) The previous structure should be organically linked with the subsequent one to make the learning process a whole.

(f) Translation of the structures into the mother tongue of the pupils shoudl be avoided.

(g) A structure should be woven in the maximum possible patterns it can give rise to.

(h) Structures are not the rules of grammar and they should not be taught in the way of formal grammar

(i) The same structures should be used in oral lessons, reading lessons and lessons on written work to provide the maximum of varied use of them in situations.

(j) A liberal use of aids and activities should be made to make the teaching of structures a less mechanical and dry process and a more varied and pleasurable experience.

2.4.3   Principles of the Structural Approach

We must also try to know what are the principles involved in this approach. The structural approach to the teaching of the language is based on the following principles.

(a) Language is a system of structures and signals.   It is learnt well and properly if its teaching accords with its structures and signals in a scientific manner.

(b) Learning of a language is facilitated if the language is presented as a progressively developing system of elements that are mutually connected in an organic manner.

(c) Learning of a language is easier if the language is presented into small units that cumulatively lead to the formation of the concepts of the language in its entirely.

(d) Learning of a language is governed by the quantity of the language is learnt as a living system. Learning the grammar through its analysis and rules makes the process uninteresting.

(e)   Learning of a language is productively done if the language is learnt as a living system. Learning the grammar through its analysis and rules makes the process uninteresting.

2.4.4   Benefits of the Structural Approach

Now let us consider the gains that can accrue to us through the structural approach. Teaching on the basis of this method involves economy of effort and time as the imjplementation is to be done on the basis of fixed and graded material. These is no last-minute search for material or the modification fo the plan.

Teaching, on the basis of gradation, control and economy yields highest productivity. It makes the teacher's work thoroughly streamlined, involving a minimum of wastage, that would be encountered in an ungraded approach. Layer after layer of language are firmly built up through intensive practice in a highly coordinated approach.

For the pupils the programme of teaching on this basis proves to be an encouraging activity, that leads them ahead step by step by consolidating the previous gains and building up the subsequent steps on the strength of the former ones. This gives them faith in their ability to learn the language and to handle it with confidence and conviction.

Through the structural method teaching and learning become a scientific affair, being governed by a systematic plan, whose careful implementation always yields many of the desired results. If teaching and testing of English are inspired by this approach and if genuine efforts are made to implement preconceived plans with imagination, there is no reason why the pupils should not develop efficient language skills, which are a consequence of a systematic plan, implemented with resourcefulness.

2.4.5   Limitations of the Structural Approach

Now we have to look if there are any limitations of this structural approach.   After all, no method or approach can be fool proof against limitations.   It is the case with the structural approach as well.

First, a good plan depends upon the understanding of the nature of the language.   Unless

the understanding is shown, anything may be presented in the shape of structures that would be faithfully drilled by the teachers. But we have to look if this structure is really useful to the pupils. For example, the sentence — "He followed the shadow and lost the substance," and "He met with a great deal of failure in his effort", structurally represent the simple past construction but the drilling thereof would constitute a wasteful activity. Secondly, unless the scheme of structures is carefully planned, by visualising the relationship between one another and by associating them with appropriate vocabulary, the scheme is likely to be a source of embarrassment to the teacher and confusion to the pupils. The effort devoted to the teaching and the learning of such a programme would lead to less productivity and more wastage. For example, the structure of the simple present tense, not connected with the instrumental use of "with" will leave the learning incomplete. The pupils might learn the structures "I see a book", "He writes his name", "We hear her son" and they will have to wait long before they could add the instrumentality of some actions like, "I see with my eyes", "He writes with his pen", "We hear with our ears", and for the sake of the postponement of the instrumental, some of the natural vocabulary will also have to be deferred. Thirdly, unless the textbooks are well planned, they would be ungraded, despite a graded structural syllabus. Till such textbooks are produced, the structural method will have to be at the mercy of deficient tools. This approach may be more helpful in teaching reading skills rather than in teaching writing then, this approach is not helpful in teaching poetry.

2.4.6 Utility of the Structural Approach

Despite these limitations, the structural approach has been a distinct gain in the search for a systematic way of teaching a foreign language. The greatest benefit is the look for systematisation that it has cultivated in teachers. It has removed the redundancies and the uncertainties of the approach of grammar-translation and the direct appeal in an ungraded form. It has emphasised the value of the attitude of linguistics towards the teaching of a language. So to say, it has brought in the science of language planning into the classroom.

It has also rationalised the work of teaching and learning the language. If there are limitations in it, they require to be mitigated at the hands of the tgeacher with the understanding o limitations. If mere structures squeeze life out of the language, it is up to the teacher to infuse it in the language by adding patterns, usages and suitable vocabulary. It opposes unplanned administration of the doses of language in any manner.

The emphasis of the structural approach on the gradual growth of the language is a positive gain in the programme of teaching a foreign language. If that gradually is not observed by the textbook writer or the teacher, the fault lies with their inadequacies to handle the structural scheme.

The approach through structures, however, falls short of the needs of teaching literature. The varieties of style and the elegance of diction may not be satisfactorily treated bgy this method. In reality it does not profess to cover them. Its primary purpose is to take up the essential structures of the language, build them up solidly, ensure their strength and durability and leave the matter of ornamentation to subsequent higher studies.

2.4.7 The Structural Approach and Indian Conditions

The conditions in India warrant the adoption of the structural method of teaching in view of the changed objectives of teaching English. The role of secondary schools is limited to the development of the basis skills of the language, with the graded language material, in the shortest possible span of time. If this is to be achieved, the way the language should be taught in schools must be rationally planned. The structural approach provides us with such a plan. The need, if any, will be to adopt it to different regions, according to the structural similarities and dissimilarities that the regional languages would present vis-a-vis those of English. The difficult nature of this task of structural adjustments does not justify the call to throw away the baby with the bath water.

2.5 TEACHING ENGLISH IN ACTUAL CLASS ROOM SITUATIONS — LESSON PLANNING AND TRANSACTION TECHNIQUES

2.5.1 Introduction

There are many people who feel tht classroom teaching is a spontaneous interaction between the teachers and the pupils and hence there is no need ofr planning in classroom teaching. They also feel that since language learning can best be done in natural surroundings, it should not be encumbered with plans and the like. But planning has its efficacy in classroom situations as well. By the term 'plan' we mean 'an idea or a method that has been though about in detail in advance'. Planning serves a constructive purpose in every walk of life, including teaching. Planning is a positive aid. Since the need of teaching English is to develop certain skills among the pupils this could be better done if we have a pre-meditated set of activities to be done in the class room. Hence we must try to look at the ways in which planning can be beneficial to the teacher. But it must be borne in mind by the teacher that planning has its effectiveness but too righd attitude in this regard can be harmful. Rigid adherence to plan can inhibit the learners. Once the pupils become aware of the fact that their teacher would not allow them any liberty to ask questions they like, they would lose all initiative. Thus classroom teaching would turn into something totally teacher-oriented instead of being interactive. Thus, there is no substitute for advance planning as far as language teaching is concerned.

2.5.2 Benefits of Planning

Since planning is a *sin&qua non* of language teaching, it is necessary we look at the benefits that can accrue to a teacher through planning his lessons.

First, planning helps the teachers to examine the material they are to use for actual classroom teaching. In language teaching the textbooks are usually prescribed. By examining the material the teacher is not only able to identify the teaching point, but also the approach underlying the design of the material. The material has to be adapted

according to needs and suitability of its use to the learners under consideration. Hence the plan can be suitably prepared looking to the needs of the learners.

Second, through planning teaching becomes learner-centred rather than remaining material-centred.

Third, in preparing the plan the teacher keeps into consideration the needs of all types of learners - the slow learners as well as the fast learners. In this way through planning the needs of all levels of learners are balanced by the teacher. This ensures a better use of the available time at the disposal of the teacher.

Fourth, planning provides te teacher an opportunity to assess his level of his own preparedness. Preparation and planning help a teacher to face the class wit greater confidence and manage the learning activities with greater success.

2.5.2 Levels of Planning

When the teacher thinks of planning he should not think of an individual lesson alone; he should make a plan of the over-all activities over the total period of time available to him. This would be more effective in making the classroom activity more meaningful and efficacious. The overall activity of teaching has to be looked at from various angles. First, planning has to be made at the annual level because the teacher has a syllabus to complete. Naturally the teacher should break his yearly work in smaller units, say work for each term. The third level at which the teacher should plan his work is the weekly level, m Taking into account the time available each week, the teacher can make an overall plan of what lessons it will comprise during the teaching time available. Planning has to be done not only according to the time available, but slso in terms of the *content* to be covered. Individual lessons have to be covered by the teacher. So he must decide before hand how much time, in terms of content, would be required to cover the lesson.

The teacher has also to decide how detailed plan he should make for each unit or lesson. It is not necessary that equal time should be devoted on each unit or lesson. It would depend on the teaching points to be covered in each lesson and the teaching points you might like to include in each lesson or unit. Finding the right amount of details depends on the needs of the individual lesson or unit.

2.5.3 What and How to Plan

The next question that has to be answered is what and how to plan. Since planning decisions have to be taken before actual classroom teaching the teacger should answers the questions regarding *what, why, how, when* and *where* of teaching. It does no matter which level of students you are teaching, it does not matter how experienced a teacher you are, the teacher has to be conscious of the following points :

(a)   What are the aims of the lesson?

(b)   What new language items the lessons contains?

(c)   What stages the textbook you are teaching lend themselves to?

(d)   What the teacher and the learners would be doing at each stage?

Once the teacher decides what shall be the pupils able to do after the end of the lesson, he should plan these learning outcomes from the beginning. Then he should break up the available time into the steps he will take the learners. The teacher has also to decide on the ways he can adapt the syllabus to make it suitable for his pupils. Here the teacher himself is his best guide. White deciding on the overall aims of the lesson the teacher has also to keep in mind the pupil's knowledge of the teaching point under focus.

Once the teacher has decided on the teaching point he should think of the ways of accomplishing that task. He should consider first, how to connect the lesson with what the pupils already know. Then he should think of the materials he would use in teaching. He should also think before hand about the activities he would include at different stages of the lesson. He has also to think about his own role throughout the lesson.

While planning teaching the teacher should seek to ensure that :

(a)   He ensures participation of all the students in the classroom activity.

(b)   The material is neither too easy nor too difficult so that the interest of the pupil's never flags.

(c)   He should see that he begins the lesson from where the learners in terms of their knowledge can participate in the classroom teaching and he should see that the pupils, after the lesson in over, move to better knowledge.

2.5.4   The role of the teacher

In any consideration of teaching the role of the teacher is very crucial. We have to know what are the roles a teacher can play in the classroom. The teacher has to play instructional as wei! as managerial function. He imparts skills to the pupils. This is his instructional role. The teacher has also to play a management fucntion. It relates to the task role of the teacher, i.e. what the teacher does in the classroom? The instructional role of the teacher involves taking decisions regarding the modes of teaching to be used — lecture, discussion, role-play etc., the learning materials and resources to be used and how to control the amount and sequence of information that he wants to impart to the pupils. The managerial role of the teacher would involve creating congenial atmosphere for learning. There are three main aspects of managing learning :

(a)   *Motivating the pupils :* It involoves creating the right learning set and also ensuring that the pupil's interest in learning task remain unchanged.

fb)   *Organising the Learning group :* It involves the decisions teacher needs to take about the forms of interactions he would set up in the class, i.e. whether the activities would involve the teacher interacting with the pupils as a whole group, as small groups or individually.

(c)   *Maintaining control and discipline :* It involves the nature of the control the teacher establishes while imparting knowledge to his pupils. The teacher has to reduce the social distance between his own person and the pupils so that proper atmosphere can be created for the learning process.

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2.6   UNIT SUMMARY : THINGS TO REMEMBER

The development of language skills of listening, reading, writing and speaking depends largely on the proper method you use in teaching. The basic focus is on individual learning and acquisition of skills and second on the functions of language, rather than on the forms of it. This means that the focus is on methodologies. The International Phonetic Association has provided certain guidelines in the regard.

The earliest method of language learning, which was initially used for the teaching of classical languages, is the Grammar-Translation method. In this method the behaviour of the language is explained in terms of rules, which are very well illustrated. In this method the mother tongue becomes the medium of instruction. The exponents of this method claim that the medium of the mother tongue is far easier than the direct method. Then, teaching through mother tongue is economical and quick.

The other method is the Direct or the mother's method or the natural method. The proponents of this theory claim that there should be a direct link between the experience and its corresponding expression. Language can be better learnt in the inductive way. Through this method the learners can acquire good speech skills, incioding proper pronunciation, stress and intonation. This method provides for sense perception, interest and enjoyment. But this method, too, is not without its limitations. The problems of learning a second language are not those of the mother tongue learning.

Then we have the structural method. Language study should be oriented through the basic structures of a longuage, including second language. Through the study of structures a learner can learn to express the subtlest feelings of the human mind. The structural method has rationalised the work of teaching and learning a language. The emphasis of this method is on the gradual growth of the language in the mind of the pupils. In India conditions the structural method is a better method of teaching English as second language. Classroom teaching can be more effective if proper planning for teaching has been made. Planning helps teachers in organising their material for the teaching and learning of the basic skills. Plans should always be made keeping in mind the needs of the learners. Through planning teaching can become learner-centred rather than,remaining material-centred.

A teacher while planning his work should not think of one lesson or one unit only. He must think in terms of the entire course and plan downwards on the basis of the teaching time available.

2.7   CHECK YOUR PROGRESS

1.   Why is a good method necessary for teaching English ia a second language ?

2. What guidlines has the International Phonetic Association provided for the evaluation of a method of teaching ?

3. Write a note on the utility of the Grammar - Translation Method in teaching a language?

4. What are the principles involved in the Grammer - Translation Method?

5. What are the inherent limitations of the Grammer - Translation method?

6. What is direct method? How is it useful in the learning of a second lanugage?

7. What are the limitations of the Direct Method of teaching and learning a language?

8. What is Structural Method? Show its utility in teaching and learning a language?

9. Whar are the limitations of the Structural Method?

10. What is lesson planning? How is it useful in teaching and learning a language?

11. What are the levels of planning? Write a note on these.

12. What is the role of the teacher in the classroom? What are the main aspects of managing learning?

2.8   ASSIGNMENT / ACTIVITY

Take up one Unit from the materials you teach and answer the following questions ;

(a) How is the content of the Unit organised?

(b) Is there a proper balance of activities for developing all the language skills?

(c) Does the unit provide both — form-focussed and communication-focussed — activities?

(d) If the answer to questions (b) and (c) is 'No" do you think it necessary to provide these? If Yes, how cane it be done?

(e) How can you provide for a balance of activities and skills?

2.9 POINTS FOR DISCUSSION / CLARIFICATION

After going through this Unit you might like to have further discussion on some points and clarification on others.

2.9.1   Points for discussion

_____

_____

_____

_____

2.9.2 Points for Clarification

_____

_____

_____

_____

_____

_____

_____

_____

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BLOCK - 02

FOUR BASIC SKILLS OF LANGUAGE LEARNING

BLOCK 2 : FOUR BASIC SKILLS OF LANGUAGE LEARNING

INTRODUCTION

Lanugage skills constitute the primary objective of learning a language. A language is most effective learnt through an integrated approach.   Language skills require :

1. Listening to oral presentation and understanding its meaning adequately and quickly.

2. Listening to the reading of others and understand its meaning.

3. Reading a continuous piece orally and to understand its meaning adequately.

4. Reading a continuous piece silently and understand its meaning adequately.

OBJECTIVES

The following are the objective of teaching basic skills.

● To train the pupils in the skill of speech through an appeal to the ear.

● To train the pupils to understand the process of reading.

● To trainpupils to understand the mechanics of good writing.

● To enable students to understand the graphic skills.

Unit 1 □ LISTENING AND SPEAKING

STRUCTURE

1.1   INTRODUCTION

Language learning is one of the most important fields of modern study. As students and teachers, our aim has to be to bring a balance between whatever is taught in the classroom and the use of language in life situations. Students, who have acquired a language only through a classroom study of rules and structures, are not well equipped to deal with the same language when it issued in society.

The primary reason is that language in society changes very fast and in minute ways. A second language when taught in school (without a social atmosphere of home or elsewhere supporting it) usually depends on the student learning only what the traditional structures are and what is proper. An example is the age old tradition of not accepting slang contradicting its wide usage in society.

A second language doesn't have the advantage that the mother tongue or regional language has of being acquired through social contact.

Within the constraints that a non-native learner of a language faces, the aim of a language teacher should be to concentrate on language that mirrors social usage.

In language study it is useful to divide the learning process into the acquisition of four basic skills -

Listening and speaking are the first stage of language acquisition. As children we first learn to listen and identify sounds. Then we copy them and speak. In case of a second language, the learner is often aware of sounds and meanings at the primary level but finds in difficult to discriminate between sounds. Since we learn by imitation the mistakes are 'copied' into Spoken English too. And since we listen instinctively it is difficult to solve the problem. Speaking skills at this stage are mostly learned through the peer groups or family. The job of the teacher is to polish the skills and simulate life situations for the practice of these skills.

Reading and Writing are more systematically acquired skills. A child learns to read or write with entrance into the formal education system. Almost every school level, except the primary one, neglects the skills of Reading. The fascination of fast reading and a culture that subsists on instant message conveyance combines to create a situation where there is a faulty or incomplete understanding of what is read. This simply means that the learners' interpretation is widely different and even wrong from the intended meaning.

Writing, apart from using words effectively, also includes the mechanisms of conveying messages through a symbol system or alphabet. Punctuation, spacing between words, paragraphing etc are all designed to act as visual tools of communication. Added to this is the artistic, aesthetic aspects of language through figurative language.

This unit deals with the first two skills of language learning - **Listening and Speaking.**

The learner is provided with the basic theory of listening and speaking. Since the two are inevitably linked to phonetics, the unit mainly deals with the basic concepts of Phonetics.

As every concept in defined and explained, a variety of self evaluation modules are provided. These units deal with a concept of Phonetics and through it aims to improve both listening and speaking.

The examples and exercises are drawn from vocabulary used in every day situations. Wherever possible a section of classroom interaction in also provided. It should act as a clue to future teachers as to how to organise exercises in class. This has to be learner oriented so you will have to judge the level of your learners before using the exercises.

1.2 OBJECTIVES

After going through this Unit the student will be able :
● to listen productively.
● to speak clearly.

- to do the above through the system of **phonetics.**
- to understand and use clear accent, rhythm or speech and to identify them in speech
- to understand and use vsrious intonations for clear expression of evolution.
- to analyse and study language at its most fundamental level - SOUNDS.

1.3   LISTENING SKILLS

Listening is so much a part of our lives that we almost never consider it separately. We need to listen well to be able to interact with others, to speak / respond and to express our opinions. It is the first stage in any form of language exchange - when some one speaks you listen and then respond on you speak someone else listens and responds. Either way, this is what begins the act of conversation.

It is important to-remember that a conversation is not merely speaking, it is an act of social interaction so there is listening and speaking (both non-verbal and verbal), reactions and counter reactions.   All these are based on our ability to listen well.

For the listening act the ear is the medium. Human ears can differentiate between various decibels of sound.   They can also separate the environmental sounds and speech sounds from the sound of rains, to aeroplanes or even people snoring. From all these the speech or language based sounds are separated, analysed and meaning is derived. The most important state is therefore the analysis and recognition of sounds.   If for some reason a language learner is unable to do either with reasonable accuracy, an error in communication is caused.

To avoid such mistakes or mishearing a listener would to well to adopt the following techniques

- Understanding the context of the conversation or any other speech act - since the context also contributes to meaning.
- Recognising words and different sounds of a language - This depends on, **firstly,** how well we know the sounds of a language, **secondly,** can we identify them if they occur in similar environments? **Thirdly,** have we heard the word before, can we picture how it is spelled or what its meaning was in a previous contexst Fourthly, does the context of the conversation / speech act give a hint to the meaning of the word.   Fifthly, how important is that particular words meaning to the meaning of th entire conversation / speech act can we understand what is being said without knowing that particular word.
- Identifying and understanding the intonation style and grammar use.
- Reacting, summarising, responding - These could be said aloud or thought in the mind. We keep various parts of the speech 'on-hold' while we listen to more.   At appropriate places we recall those parts or past references to form a summary of what is being said.
- Good listening also means giving continuous feedback to the speaker This could be
a) asking questions about what is being said.

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b) Semi verbals (Hmm, Oh oh etc.)

c) encouraging words / phrases (do go on, Yes yes, you don't say! etc.),

d) Our own opinions.

Since these are generally common in all languages they are easier to follow. The following sections give you practice material for identifying sounds / words. For meanings you should consult 'Vocabulary', for intonation 'Phonetics' for grammar, the section on grammar, for examples of conversation sec Unit 2.

1.4 SPEAKING

Speaking skills have been dealt with in more detail in unit 2. Here you will find speaking explained in terms of the smallest unit - sound and its study that is Phonetics. Speaking uses two levels of proficiency :

- at the level of meanings / situations and contexts :

- at the level of sounds.

The sounds are the basic units and their study gives you the basic tools of speaking well which are :

- Clarity in pronunciation - At the very outset it is important to note that this simply means that whatever you say should be clearly understandable.

- Correct accent and stress.

- Following the correct rhythm for a particular language, in case of English the stress-timed rhythm.

- Using intonation to give extra meaning.

- Using appropriate words / phrases for different situations (Unit 2). The basic tool of language learning - Phonetics :

Spoken language comprises of messages. These messages are in term made up of smaller units, for example, words. The words are themselves made up of smaller units or syllables. But syllables and words are constructed of the building blocks of language i.e. the individual sounds. Normally we understand this by saying that each alphabet stands for a sound. Alphabets were in fract developed to represent the sound graphically but as we shall see there is no one correspondence between them.

Sounds as I have said earlier are building blocks of any language. We are them to create words, sentences and then complete speech events or dialogues. Without studying or understanding these fundamental and basic units we cannot be proficient in the two very important skills of listening and speaking. To study the sounds we have to study phonemes.

Phonetics is the systematic study of the medium of speech. It studies sounds as the basic units of spoken language and thuscomprises an essential aspect of lingusties or the scientific study of language.

Under phonetics we study the production of speech and its transmission (the act of speaking), Knowing phonetics is not only necessary for speaking well but also for listening well. When we make the sounds clear and are able to consciously feel their articulation, it automatically leads to better listing and speaking.

Production of Speech Sounds in English

Humans can produce a wide variety of sounds. That is why we can learn foreign language even if they have new and unknown sounds. Every language, however, chooses a few particular sounds from this stock of sounds and use them in different combinations to create meanings.

English uses only 44 sounds out of the total inventory. All sounds occur when air is released through the mouth. The process of release can be of many types and so we have different sounds too.

A very simple example is that the sound 'i' (as is tank). It is produced when air is blocked by the tongue. This blockage heppens just behind the upper teeth on the 'teeth ridge' or alveolum. Compare this to the sound 'p' (as in Pen). It is produced when air is blocked by the lips (when the upper lip and lower lip come together). Therefore the sound is called Bilabial.

Voice Box
The voice box is very essential in the articulation of sounds. It contains of two vocal chords which vibrate. When the .chords are far apart they vibrate very little and when they are close together they vibrate more. This changes the quality of sound.

These are just 2 ways that the air is modified into meaningful sounds. Where does the air come from?

This is the same air we breathe out and it comes out from the lungs. It passes through the wind pipe where it is modified by the voice box. (The organs of the mouth area produce speech and nance are called articulators. The blockage that I mentioned before happens when any two organs come together to stop the air stream. In case of vowels the two articulators do not touch but come closer to each otherso that the airstream changes direction and quality to create a sound. Some of the organs, like the roof of the mouth (palate), the teeth, the upper lip do not move and are thus called passive articulators. The organs that can move like the lower lip and the tongue (only the lower jaw. can move) are called active articulators. The active articulator moves towards the passive articulator.

Next, the air stream reaches the mouth where the organs like tongue, teeth, palate etc modify if further till it becomes a speech sound. This entire process is called -

Pulmonic	**Eggressive**	**Air-stream Mechanism**
Lung	Air coming out	in the form of a current or stream.

Since this process takes a fraction 'of a second and we speak without being aware of it, it seems amazing that this complex process yields the single sound.

1.5.1 IPA Symbols

As I said earlier we consider the alphabet as representing as representing the spoken sounds. But there is no one-to-one correspondence between the two. That means that one alphabet does not necessarily stand for one sound and one sound is not always represented by one alphabet.

Consider the example :

(1)   Chin   (2)   Character

In these two words the same alphabets 'Ch' stand for a single sound which is different in both cases. In word (1) it is the equivalent of the Hindi 'p' and in word (2) it is the Hindi 'd'

(3)   Tough   (4)   Puff

In these two words, the same sound the Hindi 'फ' is represented by different kinds of alphabets, 'gh' is word (1) and 'ff' in word (2)

The fact that spelling and pronunciation are usually not linked is a problem that is faced particularly by non-native students. Obviously to learn pronunciation we need an alphabet that gives a clear representation of the sounds. It should be an alphabet system that does have a correspondence between spelling and pronunciation so that practising pronunciation becomes easier. For this purpose the International Phonetic Alphabet (IPA) is used. In it, one sound of phoneme is represented by one symbol. A list of the IPA symbols for the sounds of English is given below. For better understanding please refer to the audio.

* Vowels and diphthongs

1.	iː	see	/siː/	
2.	i	happy	/'hæpi/	
3.	ɪ	sit	/sɪt/	
4.	e	ten	/ten/	
5.	æ	cat	/kæt/	
6.	ɑː	father	/'fɑːðə(r)/	
7.	ɒ	got	/ɡɒt/	(British English)
8.	ɔː	saw	/sɔː/	
9.	ʊ	put	/pʊt/	
10.	u	actual	/'æktʃuəl/	
11.	uː	too	/tuː/	
12.	ʌ	cup	/kʌp/	
13.	ɜː	fur	/fɜː(r)/	
14.	ə	about	/ə'baʊt/	
15.	eɪ	say	/seɪ/	
16.	əʊ	go	/ɡəʊ/	(British English)
17.	oʊ	go	/ɡoʊ/	(American English)
18.	aɪ	my	/maɪ/	
19.	ɔɪ	boy	/bɔɪ/	
20.	aʊ	now	/naʊ/	
21.	ɪə	near	/nɪə(r)/	(British English)
22.	eə	hair	/heə(r)/	(British English)
23.	ʊə	pure	/pjʊə(r)/	(British English)

Many British speakers use /ɔː/ instead of the diphthong /ʊə/, especially in common words, so that **sure** becomes /ʃɔː(r)/, etc.

The sound /ɒ/ does not occur in American English, and words which have this vowel in British pronunciation will instead have /ɑː/ or /ɔː/ in American English. For instance, **got** is /ɡɒt/ in British English, but /ɡɑːt/ in American English, while **dog** is British /dɒɡ/, American /dɔːɡ/.

The three diphthongs /ɪə eə ʊə/ are found only in British English. In corresponding places, American English has a simple vowel followed by /r/, so **near** is /nɪr/, **hair** is /her/, and **pure** is /pjʊr/.

Nasalized vowels, marked with /˜/, may be retained in certain words taken from French, as in **penchant** /'pɒ̃ʃɒ̃/, **coq au vin** /ˌkɒk əʊ 'væ̃/.

Weak vowels /i/ and /u/

The sounds represented by /iː/ and /ɪ/ must always be made different, as in **heat** /hiːt/ compared with **hit** /hɪt/. The symbol /i/ represents a vowel that can be sounded as either /iː/ or /ɪ/, or as a sound which is a compromise between them. In a word such as **happy** /'hæpi/, younger speakers use a

quality more like /iː/, but short in duration. When /i/ is followed by /ə/ the sequence can also be pronounced /jə/. So the word **dubious** can be /'djuːbiəs/ or /'djuːbjəs/.

In the same way, the two vowels represented /uː/ and /ʊ/ must be kept distinct but /u/ represents a weak vowel that varies between them. If /u/ is followed directly by a consonant sound, it can also be pronounced as /ə/. So **stimulate** can be /'stɪmjuleɪt/ or /'stɪmjəleɪt/.

* Consonants

1.	p	pen	/pen/	s	see	/siː/
2.	b	bad	/bæd/	z	zoo	/zuː/
3.	t	tea	/tiː/	ʃ	shoe	/ʃuː/
4.	d	did	/dɪd/	ʒ	vision	/'vɪʒn/
5.	k	cat	/kæt/	h	hat	/hæt/
6.	g	get	/get/	m	man	/mæn/
7.	tʃ	chain	/tʃeɪn/	n	now	/naʊ/
8.	dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
9.	f	fall	/fɔːl/	l	leg	/leg/
10.	v	van	/væn/	r	red	/red/
11.	θ	thin	/θɪn/	j	yes	/jes/
12.	ð	this	/ðɪs/	w	wet	/wet/

The symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in **far away**; otherwise the /r/ is omitted. For American English, all the /r/ sounds should be pronounced.
/x/ represents a fricative sound as in /lɒx/ for Scottish **loch**, Irish **lough**.

Syllabic consonants

The sounds /l/ and /n/ can often be 'syllabic' - that is, they can form a syllable by themselves without a vowel. There is a syllabic /l/ in the usual pronunciation of **middle** /'mɪdl/, and a syllabic /n/ in **sudden** /'sʌdn/.

* Oxford Advanced Learner's Dictionary, 6th edition, 2000

These sound units are called Phonemes. As you have seen the 35 sounds have been divided into 2 categories - Vowels & Consonants.

Vowels : In alphabet system there are only 5 vowels, These 5 vowels represent 12 different sounds, Vowels are pronounced with the two articulators having a considerable gap between then, so that the air can pass through without audible friction. The extent to which the active articulator (in vowels the tongue) moves determines the different sounds. Vowels are further divided into monophthongs (single vowels) and diphthongs (double vowels)

Consonants : Consonants are those sounds during the production of which the air stream is either completely blocked or has to pass through a very narrow gap between the articulators.

This produces audible friction (friction that can be heard) and this friction is the speech sound.

New lets go back to the four words we used earlier :-

1. **Chin**   =   (tsin) → / tʃɪn /
2. **Characters** =   (kaerektr) / kærəktə
3. **Tough**   =   (t ʌ f) t ʌ f
4. **Puff**   =   (p ʌ f) → p ʌ f

Obviously writing the words down in IPA (and knowing the IPA) solve the earlier problem. This process of writing words in IPA is called Transcription. The original word is in orthography

Given below are a few of the words used in this lesson earlier in transcription. Can you figure out what the words are :

1. (a : tí kvl/ ei sn)   ⟶   a : t i k u l e i s n /
2. (trxbsgruosb) / trænskript /
3. (spi : t)   ⟶   / s p i : tʃs/
4. (Konsonants) ⟶ /konsnnt/
5. (Lisning) → /lɪsnɪʰ/
6. (ixengwidz) / læbɡwidz
7. (gru : p)
8. (trxnsmisn) /trænsmisn/
9. (a : tikuleita / a:tikjuleisn/
10. (xlfabet) / ælfəbet/
11. (pranvnsieisn) / prən^nsieisn/
12. (ju : nit)

Oral Drill :

Listen to the following on audio and repeat

1. Tailor	11. Gorgeous	21. Automobile
2. Soldier	12. Handsom	22. Teach
3. Habit	13. Old	23. Happening
4. Unfortunate	14. Ancient	24. Misfortune
5. Opportunity	15. Further	25. Disaster
6. Violent	16. Futuristic	26. Desert
7. Obvious	17. Absent	27. Documentary
8. Direction	18 College	28. Musical
9. Fortunately	19. School	29. Tomorrow
10. Birthday	20. Car	30. Apply

Spot the following sounds in the above list

1. /x/
2. /i:/
3. /a:/
4. /tʃ/
5. /O/

Explain in your own words

1. Phonemes
2. Active and Passive Articulator
3. Pulmonic Eggressive air-stream Mechanism.

Orals drills are very necessary in all pronunciation practices. The one most commonly used is that the teacher pronounces a word and the students repeat it. The repetition helps to practise sounds. While playing the audio be careful to listen to slight differences in the way in which same units may be said differently in different places.

Over to You

Oral drill (I)

In Your own words explain the following terms.

(1) Phonemes (2) Active and passive articulators (3) Pulmonic eggressive air - stream mechanism.

1.5.2 Using Dictionaries

To know the pronunciation of the huge and ever expanding English vocabulary, two important tools are available to language learners :

1. The Advanced Learner's Dictionary and
2. The English Pronunciation Dictionary by Daniel Jones

Although most dictionaries provide meanings and transcriptions of a word, the ALD and EPD are recognised as standard works of reference. The procedure to find the pronunciation of a word is the same as for finding the meaning when you trace the word alphabetically and come to it you will find its transcription against it (you can also get information on the origin of the word) The format will be something like this. (Daniel Jones)

1.5.3 Sound Discrimination

By this time if you have tried pronouncing the sounds you will have found many similar sounding units. There are also many sounds that may exist in your regional language but with variations.

For example, In Hindi there is a retro:lex plosive (d).

Retroflex plosive means that the tongue curls and touches the roof the mouth to stop the air completely and then let it go suddenly.

In English there is the alveolar plosive /d/ Alveolar plosive means that the tongue touches the area behind the upper teeth and blocks the air.

Obviously when Hindi speaking students pronounce /d/ they tend to say it as the Hindi /d/. (This of course does not create too much variation in intelligibility, but they are two different sounds.)

Consider again the following sets of sounds that Indian learners often confuse.

/ i / a / i /

/e/&/ei/	(men and main)
/u/&/u:/	(pull and pool)
/s/&/ʒ/	(show and pleasure)
/s/&/z/	(sip and zip)
/v/&/w/	(wan and van)
/ʒ/&z/	(pleasure and geyser)
/ʃ/&/s/	(ship and sip)
/b/&/v/	(buried and varied)
/p/&/f/	(pool & fool)
/ei/&/æ/	(main & man)
/e/&/æ/	(men and man)

ɔ/&/ə (go and god)

Thus, difficulties in discriminating between sounds have to be solved at an early age or like most things they become difficult to changes. We have to focus on two reasons

1. Similarity in the sounds.

2. Interference of mother tongue / regional tongue.

We can practice to discriminate by using contrastive sounds and by minimal pairs.

Say the following sets of words :

Oral Drill

Listen and repeat. Concentrate on the difference in sounds.

A	B	A	B
Seat	sit	sale	sell
Ease	is	wait	wet
Green	grain	glade	glad
Beaten	bitten	hate	hat
Raid	Red	Rain	Ran
Main	men	hay	hair
Saint	Sent	Stays	Stairs
Later	Letter	Day	Dare

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1.5.4 Minimal Pairs and Phonemes

Minimal pairs are a set of words that have only one sound different in them for example, game-came (only /l/ and /k/ are different) They are used to study and be able to identify phonemes. Phoneme is, as how been said before, a single sound unit. Phoneme also has the following characteristics :

1. It is distinctive from other phonemes i.e. You can't exchange one phoneme with the other without changing the meaning of the word.

2. It is the smallest division i.e. it connot be subdivided minimal pairs are very good practice for sound discrimination in both consonants (Meat - Neat) and vowels (leave - love) study the following minimal pairs :-

II.   In your own words explain how the IPA helps in learning pronunciation.

In the previous example the words are a minimal pair because only one phoneme is different in them (/g/and/k/) Minimal pairs, thus, are very good practice fro idenifying phonemes and studying sound contrasts in both consonants (meat - neat) and vowels (leave - love)

Other example :   seat - sheet

                                    feat - fit

You have more such contrastive units in the earlier section

c. Spelling d. none of the above.

III. (a) Listen and copy them down in IPA transcription

1. tailor	11. gradual	21. bulbs
2. stick	12. slow	22. nuns
3. then	13. digest	23. caps
4. under	14. world	24. cooks
5. between	15. knowledge	25. tell
6. direct	16. topmost	
7. sudden	17. button	
8. surprise	18. comfort	
9. calm	19. triumph	
10. amazing	20. submit	

III (b) For sound discrimination

Read the following set of sentences.

1. We each 'caught fifty fishes.

2. Feel the 'thickness of the 'cloth.

3. You can 'feel the 'wind from the hills.

4. Play the 'same 'scene 'again.

5. There's no e'scape from the heat again.

6. 'Excellent tea in 'grown near hear.

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7. Changing gear will seem 'easy.

8. They're 'seventy-six and fifty seven respectively.

9. The welding isn't sufficiently Strong.

10. The 'egg curry 'tastes 'tainted.

11. The racing boat 'sped over the 'waves.

12. Does it ever 'rain in De'cember?

13. Men in the 'main are 'soldiers.

14. 'Take the' tray up'stairs.

15. May we 'go to the 'fair to'day?

16. The sun' glared.

17. The 'battle made a' mess of the 'land.

18. Send for the 'ladder and 'get on the 'roof.

19. I'll sent the 'sand to the 'letters land.

20. You've got to 'copy these 'notes.

21. I 'wrote a 'note.

22. The 'boat 'sank forty miles 'off the 'coast.

23. I 'got a 'goat as a 'pet.

24. A 'loony beauty with a 'full 'figure.

25. 'Use the 'glue.

26. The 'pool is 'fuller than 'usu

27. The food cooked is too dry.

(Check your answer in the audio)

IV. Provide minimal pairs for the following :

1. Came

5. Box

2. Balm

6. Pen

3. Slip

7. Tin

4. Left

8. Paid

V. Sound Discrimination for Consonants

1. Prem pulled pails of fresh water from the well.

2. Please pack the creates full of foamy flakes.

3. Ravi broke five big vases.

4. The biggest villages are above the valley.

5. Have you been to Bangalore via Vadodra.

6. Death comes at last to all.

7. Stir it thoroughly till it thickens.

8. What a thrilling time.

9. Breathe hard.

10. I like sambar and chillies.

11. The chickens scratched the door.

12. Zoos shouldn't have cages.

13. The resort road goes to the Junction.

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14. The engineers found ways to swing chains to cross the grand gorges.

15. We've vowed to win.

16. Wear a warm vest.

17. The wine is warm.

18. The women wore veils.

19. The whales are very well.

20. Close meshed nets are most indispensable.

21. Show me your solid gold set of shoes.

22. There are seventy six sheep on the ship.

23. He was imprisoned for his illegal disclosures.

24. Nainital is a good resort for leisure vacations.

25. It's complex fusion fission nuclear reaction.

26. Women fashion gives no pleasure in too great measure.

Classroom Interaction

A fun way to teach sound discrimination is to practice saying tongue twisters. Tongue twisters can be said only if you are able to discriminate between very similar sounding phonemes :

- The sixth sheikh's sixth sheep is sick.

- She sells sea shells on the sea shore.

There are hundreds like this and many are more complicated. They are available in newspapers, magazines or the internet.

1.6   THE SYLLABLE AND WORD ACCENT

Having studied the sounds and identified them as the basic units or building blocks we can move over to the level of words.

Individual sounds or phonemes combine to form syllables and syllable (one or more) make up a word. Some words are monosyllabic (with 1 syllable), some are bisyllabic (with 2 syllables) and others are polysyllabic (more than 2 syllables).

To understand what a syllable is, lets go back to the production of sounds in English. When we speak, the air from the lungs does not come out in a continuous stream. The muscles of the chest and the walls of the lungs throw the air out in a pumping motion. The rate is approximately 5 times a second. Each time air is thrown out a group of individual sounds is produced. In other words a syllable is produced. Obviously there is a gap between the next push of breath. That is the amount of gap between two syllables.

Syllables of a word are easy to spot for example

The Word "SYLLABLE" has 3 syllables. (SY-LLA-BLE)

The word "POPULATION" has 4 (PO-PU-LA-TION)

A hyphen is used to divide word into syllables. Dividing the word into syllables means :

- Identifying how many syllables a word has

- Where syllable STARTS and ends (This is also needed to be able to mark accents).

- The second aspect is slightly more difficult than the first. Consider the word 'examination'. The syllables in this word are 'e-xa-mi-na-tion'. The first three alphabets 'exa' actually represent four different sounds - /igzæ/ (refer to earlier section for symbols. A syllable is determined on the basis of sounds so 'ig-zz' is the correct division. This cannot be done in the orthograph because 'x' stands for 2 sounds 'gz'. Obviously to mark the division of syllables it is often necessary to transcribe the word.

A knowledge of syllables is particularly necessary in dealing with accent and rhythm of a language.

Spot the syllables. Identify how many are there. Mark the syllable division in the underlined words, transcribe if necessary.

1. Television, raid, mobile
2. Accident, disaster
3. Teacher, student, learner
4. Table, furniture
5. Camp, outdoor, bonfire
6. Girl, womanly, feminine
7. Scientist, physician
8. About, among
9. Therefore, consequently, however
10. Generally, gradually

1.6.1 Accent

The push of air or chest pulse is sometimes produced with greater effort. At such a time the syllable produced sounds more emphasised, stronger or louder than the rest in a world. That syllable is referred to as accented. Marking the stress in a word is referred to as marking / identifying the accent.

For example, (1) Re-late   (2) Po-pu-la-tion

Word (1) is a bisyllabic word. Try saying it, you will find that the second syllable is accented.

Word (2) is polysyllabic. It has 4 syllables. Try saying it. The third syllable is emphasised or accented.

The accent of a word is marked by a vertical bar in front of the above the beginning of the accented syllable. So the words would be written as.

(1) Re'late   (2) Popu'lation

Accents guide pronunciation by maintaining the rhythm of the language. A wrongly accented word is often misheard (mistaken for another word) for example :

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I. Over to You

Oral Drill

Listen to the audio, follow the accent marks and repeat.

	Noun / Adjective	Verbs
1. A'mazing	16. 'absent	ab'sent
2. 'English	17. 'present	pre'sent
3. cate'goric	18. 'conduct	con'duct
4. Oppor'tunities	19. 'digest	di'gest
5. a'chievement	20. 'permit	per'mit
6. Per'mit	21. 'dsert	de'sert
7. poli'tician	22. 'contrast	con'trast
8. be'haviour	23. 'perfect	per'fect
9. photo'graphic	24. Res'ponsible	
10. suc'ceeded	25. Ad'vertisement	
11. home-'made	26. Inter'writy	
12. 'crossward	27. A'cademy	
13. 'tea-party	28. 'commerce	
14. falsifi'cation	29. E'conomy	
15. prepa'ration	30. Mathe'matics	

II. **Listen to the sentences then mark accent on the text according to the reading.**

(You could also try saying on your own first)

1. I'm going to Britain.
2. Elections are held every year.
3. Please open the door.
4. Work hard if you want to pass.
5. I'd love to live in America.
6. Bombay is the capital of Maharashtra.
7. I'm afraid I've broken my leg.
8. I used to smoke cigarettes.
9. Necessity is the mother of invention.
10. I've never travelled by air.

1.6.2 Connected Speech - Rhythm and Accent

Whatever we learn as students of English it is ultimately to be used in communication within a society. This is connected speech, that is, a combination of words into sentences.

As we have seen in the earlier section, words have accent as some syllables are stressed in a word. When these words combine into connected speech in English it is found that the stressed or accented syllable occurs at regular intervals.

For Example

I 'Wanted to 'play bad'minton.

The time interval between ('want) and (play) and ('minton) should be approximately the same.

This is similar to musical notes. Every piece of music is a collection of notes and beats. In a musical piece the beat is provided by the 'tabla' or 'tanpura'. This beat or rhyuthm they provide is comparable to the rhythm of the lanugage. In English the stressed syllable and the regular intervals between them give the rhythm. This is called the *Stress-timed Rhythm*.

This characteristic of English is very necessary learn for proficiency in spoken English. If the rhythm in reflected then it results in the speech being unintelligible.

The important aspect of studying Rhythm is to know which words are going to be accented in connected speech. The most important in this regard is that those syllables of a word that are usually accented when the word is in isolation have the optential to be accented in connected speech. That means that they might or might not be accented but they are the only ones that can be accented.

A'bout   -   word accent is isolation

In connected speech -

● she 'doesn't 'know what she's 'talking a'bout.

                 or

● She's 'coming about 'nine.

In the first sentence about is accented as it is in isolation. In the second about is not accented because the meaning doesn't need to emphasise it. But those words which do not get stressed in isolation (what, she) cannot get stressed in connected speech. The second rule is that a word or syllable that is accented is isolation may or many not have accent in connected speech and this depends on the rhythmical balance of the sentence and the importance that the speaker gives to the word for the meaning of the sentence.

For example

She   -   unaccented in isolation

In connected Speech   -   she's 'here since 'morning

                     Or

'She's the one I' want to 'see.

The third way of identifying words in connected speech is that NOUNS, MAIN VERBS, ADJECTIVES, INTERROGATIVE PRONOUNS, DEMONSTRATIVES AND ADVERBS all more likely to get accented. This is because they usually convey a lot of meaning of the sentence.

Therefore Accent at the level of connected speech is much more flexible than accent at word level. It is important to remember that some words that are accented (connected speech) in native English (spoken by natives) are unaccented in Indian English. This is why there are difficulties in mutual intelligibility between of these two varieties of English.

1.6.3 Weak Forms

I said earlier that there has to be an equal intgerval of time between two stressed syllables but there aren't always an equal number of unaccented syllables in between two stressed syllables.

For example

My 'friend has ar'ranged for my 're'tùrn 'trip

    A   B   C   D

(The accented / stressed syllables have been underlined and named (A, B, C & D) we can see that -

1. Between A and B there are 2 unaccented / unstressed syllables - has and 'ar-'

2. Between B and there are 3 unaccented syllables - for, my, re

3. Between "C and D" there are no unaccented syllables.

To maintain the time interval or rhythm it is necessary the time taken for 3 syllables (in 2) and no syllables (in3) and 2 syllables be the same.

This can be done by rducing the unaccented syllables between the accented ones. This is almost as if the stressed syllable is the only one a voice highlights, the unaccented syllables are just glided over. There unaccented forms are also called weak and there is a great difference between strong forms of certain words and their weak or deduced forms.

Given below is a list :

Ariticles

                      Weak form

A	-	/ə/		the table and a book
An	-	/ən/		the pen and an egg
The	-	/ðə/		before anvoneel the army marches
	/	/		"consonant the book is boring

Verbs

| Does | - | /dz/ | /dəz/ | What does the do normally? |
| Can | - | /kæn/ | /kən/ | Can you come on Sunday? |

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Are	-	/a:/	They are coming
Am	-	/æm/, /m/	I'm late
Have	-	/hæv/, /əv/, /v/	I have / I've had a late dinner
Has	-	/hæz/, /əz/, /z/	She has / She's a beautiful pen
Had	-	/hæd/ /əd/ /d/	She had come yesterday
Was	-	/wəz/	The school was closed on Monday
Were	-	/wə/	The brothers and sisters were waiting for the parents.

Conjunctions

And	-	/ænd/ /ən/ /n/	butter and jam
As	-	/əz/ /æz/	as light as a feather
Than	-	/ðæn/	taller than me
That	-	/ðət/	he told me that he doesn't know

Prepositions

At	-	/æt/ /ət/	Come here at 2 0' clock
For	-	/fər/	I've been waiting for an hour
From	-	/frəm/	He is from Delhi
Of	-	/əv/	Best of luck
To	-	/tə/	I'll go to Bombay
		before a consonant	
		/tu/ before a vowel	

In Indian English weak forms are not always used. The Indian English versions of some of the above listed weak forms are -

A / e/, the /ðə/, even before vowels

Are /ar/ can/kæn/ and/ænd/ had / hæd / for / fɔ:r / to / tu in all positions.

Over to You

Oral drill

I.   Listen and Repeat. The strong syllables and weak forms are marked for your convenience, pauses inside the sentences are also marked.

1.   The 'potatoes and 'five rupees a 'kilo

2.   I 'told you 'Mohan's not 'staying here. (you → əy, not → nət)

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3. 'Tell them if 'you should 'see them (them → ðəm, should → Səd)

4. Did you' know that the 'train was 'derailed? (that → ðət, was → wəz)

5. I'd go if I 'could

6. You can 'leave at 'twelve.

7. The' one that 'you can 'see.

8. 'He's as 'old as 'one.

9. He 'comes to 'visit from 'time to 'time.

10. 'Is his 'father 'rich? (his → hz)

II. Mark the accents in the following dialogue.

Receptionist	-	Good morning, Madam May I help you.
Mrs. Sharma	-	Good morning. I would like to talk to the Manager.
Receptionist	-	Do you have an appointment, Madam?
Mrs. Sharma	-	No, but you can tell him I'm Mrs. Renu Sharma from Arushi here for a meeting.
Receptionist	-	Very well Madam, Please Wait.
Receptionist	-	The Manager will see you now, Please go in.
Mrs. Sharma	-	Thank you very much.

1.7 INTONATION

To understand intonation it is necessary to understand PITCH. The vocal chord as you know, vibrates, when sound is produced. Pitch is the speed of that vibration. If the chords move very fast then the pitch is high and vice versa.

Listen around you. Nobody speaks with the same level of voice. We can easily notice continuous changes in the pitch of the voice. When someone is very cheerful, or angry or sad, when he asks a question or makes a declaration in all these cases the pitch of the voice changes. You can compare this to a singing voice. The way the musical notes move from high and low on the scale, similarly the pitch also varies. This variation or modulation of pitch is referred to as INTONATION. These changes are not haphazard, they are determined by certain characteristics.

● The type of utterance - question, command, request or statement.

● The speaker's emotional state or mode. And his attitude to what is being said the more in involved in what he is saying the greater is the range of pitch.

Uninterested bored or tired speech has lesser pitch range. Stress and intonation are also linked. Accented or stressed syllables can be said with a even tone or with modulation. If the syllable has even tone it is said to have STATIC TONE. If the syllable has modulation in it then it is said to have KINETIC TONE and is name TONIC ACCENT.

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All the intonation patterns of English are extremely complex and as mentioned before as a second language it becomes harder. For nature speakers of English it seems instinctive.

Marking Intonation :

The tonic 'accent is marked by a bar in front of the syllable which has the kinetic tone. The kinds of marks possible are listed under type of intonations.

The problem with marking intonation in connected speech is to identity which accented syllable has the kinetic tone. Usually the most important syllable of a group takes the tonic accent. The group referred to a breasts group. We cannot speak in one continuos breath, so in every alterance we make a pause at a convenient point and then speak in a fresh breath. This pause marks one breath group. Usually punctuation marks correspond to pause, in speech. So there will be a comma, full stop etc. where a breath group changes. But this is not a rigid rule.

Once we marked the group, we choose the significant word or syllable in one group. The significant word will be chosen according to the meaning that is meant to the conveyed.

Examples

I did well I think will be divided.

I did well I think.

Other examples (with intonation marks)

1.   The 'trip, was, 'very, 'pleasant

2.   I 'want a 'few more 'details from, you

3.   Its' seven o'clock

4.   'Have you, 'seen this

The uses of tones :

Raja was a simple man from a village. As usually happens his arrival at Mumbai changed him. Loved by riches and pushed on by the survival instinct, he become a criminal, a very successful one too. Dabbling into every king of crime, Raja became notorious as the kingpin of the crime world.

His family meanwhile lived in blissful ignorance in the village. One day his father dropped in for a visit. Waiting to keep all his business secret. Raja kept the old man away from his work place the streets. Raja's friends in the crime business did all they could to keep his father happy in Raja's palatial mansion.

On one occasion the old man was telling them about Raja's childhood in the village. His colourful retelling of the part kept everybody interested. At his end of a particularly good story the father said - "Raja is very good, isn't he".

Unable to picture their boss Raja as an innocent child one of his friend's remarked - 'Oh yes Raja is very good'.

Now think about the following questions

1. How do you know that the gangster means something very different from the words he uses?

2. How do you know that those are not really Raja's friends. (Its there in one of lines).

These questions have a common answer - because of the total tone of the utterance. But there were not the only two situations where intonation occurred. All the lines used here, these were more prominent. It would be obvious to you that intonation covers deeper meanings apart from what the words mean. To help you use and identify the various tones following is the usage of the important kinds :

1. **Falling Tone** : It is used in the following situations :

a. In ordinary statements without any implications

   - Its 'seven o'clock.

   - The 'water's warm.

   - 'Raja was a 'simple man from the 'village.

b. In question beginning with a question word (why, what, when, where, How) said without emotions in an unfriendly manner.

   - 'Why did you 'do it?

   - 'Where are you 'coming form?

c. In commands

   - 'Shut the 'door.

   - 'Do as I 'say.

Since this is a falling tone, the first accented syllable is said on a high pitch and successive once are lower will a definite fall movement in the last stressed syllable. After the tonic accent the falling pitch is continued.

2. **Rising Tone** : It is used in the following situations :

a. In incomplete utterances, very often in the first clause of a sentence.

   - I have a 'lot of students (but they haven't come yet).

   - Its 'rather late (and she isn't back yet).

b. In questions with a yes/no answer.

   - Are they, coming?

   - Can I come in?

c. In question beginning with a question said in a friendly manner.

   - How's your, mother?

   - What are you doing?

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d.   In polite requests 'Please come in. 'Could you 'shut the, door.

Since this is a rising tone the first accented syllable is said on a high note, the other following on successively lower notes fill the tonic accent where there is a high pitch. After the tonic accent the high pitch in continued.

Important Note :

.Rising tone denotes friendliness, intimacy, interest and involvement.

Falling tone denotes boredom, hostility and unfriendliness.

3.   **Falling - Rising tone :** It is used for special implications when you are trying to say something other than what you have said, Let us see some examples.

What I said	What I meant ......
She is very 'beautiful.	but she isn't intelligent.
The houses are nice	but perhaps the people aren't.

sometimes the fall and the rise are on two different syllables = 'Do as I, say (I know you never do).

Oral Drill

Falling Tone :

1.   She 'came 'late to the 'party.
2.   'Don't 'take any 'notice of him.
3.   There's 'nothing to be 'done about it.
4.   I'd 'like to 'know who 'did it.
5.   Were 'going to 'meet at the 'station.
6.   The 'house is 'empty now.
7.   The 'book is 'here.
8.   'Come 'here.
9.   'Shut 'up.
10. 'Sit 'down.
11. 'Stop 'talking.
12. 'Come here at 'once.
13. 'Why are you 'here?
14. 'How do you 'do?
15. 'When will she 'come home?
16. 'Where is 'my 'book?

Rising Tone :

1. She 'had 'four bags, and she 'lost 'all of them.
2. Its nine o'clock and they aren't' here yet.
3. The water is 'warm so why not take a swim.
4. The cake has been, 'eaten so why say it was bad.
5. Is this the 'book?
6. Are you there'?
7. You still 'waiting for me !
8. Do you want me 'there?
9. You haven't 'seen my sister, have you?
10. How do you' do? (warm friendly)
11. When will she' come? (I'm missing her)
12. 'How's your' mother?
13. What' time is it?
14. 'Why don't you, 'come in?
15. Please feel at 'home.
16. Could you 'help me?
17. Would you pass' the salt?

Falling Rising Tone :

1. I saw you at the 'theatre.   (I thought you were studying)
2. His mother is here.   (Which is enough so there's nothing to worry about)
3. Do you play chess? 'sometimes.   (not always of course)
4. You want me to play 'now.   (that's not a good idea, doubtful)
5. The 'food was good.   (the service was bad)
6. I am going there this 'evening.   (you want me to go in the morning but I can't)
7. 'I can.   (I'm sure you can't)
8. 'That's the spirit   (encouraging)
9. 'When will you, do it?   (inhsistent to know when and impatient)

Interaction :

The best way to teach intonation is to encourage speaking in simulated situations. The students can be asked to act out different moods or characters in a story. As they read the dialogues point out how the voice modulates.

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1.8 UNIT SUMMARY

1. Language learning is very different for a mother tongue / regional language first language. In this case it is acquired through the social environment.

2. The foreign language / second language for the non-native speaker requires formal learning techniques.

3. The four basic skills of language learning are, listening speaking. reading and writing.

4. Listening and speaking start when the child is very young while reading and writing are formally learnt.

5. Listening : The main tools are (1) understanding the context (2) recognising words (vocabulary) (3) understanding rhythm intonation (4) sound discrimination (5) giving feedback (6) having a difinite purpose of listening (7) understanding structures (grammar).

6. Speaking - a very important manner of communication. This main tools are (1) clarity in pronunciation (2) correct accent and stress (3) in case of Englsih following the **Stress Timed Rhythm** (4) Intonation (5) choosing appropirate words (vocabulary) (6) using proper structure (grammar).

7. The underlined toods are dealt with in this unit. While vocabulary and grammar are treated in separate units. The tools underlined are based on **Phonetics**.

8. **Phonetics** is the scientific study of speech sounds.

9. English speech sounds are produced by the **Pulmonic Aggressive Air Stream Mechanism**. That means long air pushed out aids in modulating into speech sounds.

10. IPA symbols are used to solve the problem of spelling and pronunciation. It is a kind of alphabet system that represents only sounds.

11. There are 44 sounds in English, 20 are vowels and 24 are consonants.

12. Dictionaries like the ALD and the EPD provide meanings of a wide variety of words and also include their transcription to guide their pronunciation.

13. Sounds discrimination is a very important of listening correctly and speaking correctly. It means practising with counteractive vowels and consonants.

14. Minimal pairs are a way of contrasting, different sound units / phonemes. They are a pair of words where only / sound is different (vowel or consonant).

15. A word is divided into syllables (one or more).

16. Of the number of syllables any one (sometimes two) are stressed or accented (in case of more than one syllables).

17. Accents on individual words are maintained when the words are in connected speech. The stressed syllables in a piece of connected speech have to appear at regular time intervals.

18. To maintain this time interval the unaccented syllables in between the stressed once are

reduced. "The voice almost seems to aim at saying only the stressed syllables and glides over the unaccented ones"

19. This reduction causes the occurrence of weak forms.

20. Intonation is the combined effect of stress and question. It refers to the tone / mood of the speech act.

21. To mark intonation it is necessary to mark breath group.

22. There are different kinds of intonations - Falling tone (`) Rising Tone (/) and Falling - Rising Tone (_/).

23. They all have specific purposes and express emotions in a much more detailed way that, simple uniform tone.

1.9 CHECK YOUR PROGRESS

Reading / Listening Material :

A. Ramesh taught Hindi to class 7th. There were 10 boys and 10 girls. One day, he asked his students to learn up a poem, a full poem. He put the boys and girls in separate groups and told them that they had to learn the poem in 15 minutes. He siad that anyone who did not get the poem by heart would have to write it down 10 times.

At the end of the 15 minutes 6 boys and 7 girls had learnt it up. The next day he tried another poem. This time he said that whoever learnt the poem in 15 minutes would get a box of sweets. The result was that 4 boy and 7 girls had been able to learn the poem.

Now consider the following points of discussion.

1. What do you think was the aim of the experiment? What did the teacher want to show if anything at all?

2. What do you think he learnt at the end of the experiment?

3. What tells you that on the second day he had followed the source method as the first day (except the change in the last bit).

4. How would you interpret the results.

B. Every year in the town of Silkeborg in Denmark, thousands of visitors walk past a 'murder victim' lying in a glass case. No one will ever know his name. It is enough to know the 2000 years ago he was a human as ourselves. Last year I visited this Danish town rushed by lakes and looking at that face in a small museum, I feel a deep respect for him. Every wrinkle on that face tells a wonderful and terrible tale from Denmark's distant post. The rope which cut off the man's breath is still round his neck. Yet is a surprisingly peaceful face, difficult to understand, and one that you cannot forget. This strange and ancient museum began 23 years ago when two brothers Emil and Uiggo, were digging near Silkeborg in Tollund bog. At the depth of 2.75 meters they found the man whose body dated from Denmark's early iron age.

Now consider the following points for discussion.

What are the qualities of the prehistoric man that the author has focussed upon?

For speaking Listening with phou.

Intonation patterns practice :

(1) Ticket Examiner : 'Good' morning, father Gorden, 'travelling 'far?

    Father Gorden : Ah! 'good 'morning mister Prabew. 'How 'are you?

    T.E. : I'm 'very 'well thank you. I 'always re 'member you as 'one of may 'best 'teachers. Inci 'denthy may I 'hve you 'ticket', father.

    Father Gorden : 'Certainly.

(2) Man : Is 'that the 'booking office at 'Calcutta 'Railway 'station?

    Girl : 'Yes sir, 'What can I do for you?

    Man : I 'want to 'book a 'first class 'ticket to Bombay by the 'earliest train 'possible.

    Girl : I'm 'sorry but we 'can't book 'tickets on 'telephone. You will 'have to 'come here or 'perhaps you could 'send 'someone 'over.

    Man : I'll, see 'what I can 'do.

Answer for Unit - I

Over to You

A possible answer.

Listening skills mean the skills required for better listening. Good listening implies better comprehension, analysis and use of the spoken material. This in turn enhances other language skills mainly, speaking skills since listening and speaking together make up the interactive nature of verbal language.

1. Articulation
2. Transcription
3. Speech
4. Consonants
5. Listening
6. Language
7. Group
8. Transmission
9. Articulator
10. Alphabet
11. Pronunciation
12. Unit

Over to You

I. Oral drill   on audio

II. Your answers should include these basic points.

1.	Phonemes	-	single unit of sound
		-	the minimum / smallest unit
	helpful for	-	44 in English shoud discrimination
	and	-	constituted of vowels and consonants learning correct
	pronunciation	-	produced by air of words stream mechanism.
2.	Active articulators	-	part of the organs of speech in the mouth.
	Most important	-	those organs that move
	for vowels and		
	consonants	-	they move towards the passive articulators
	1st the tongue	-	the lower jaw the tongue lower lip.
	Passive	-	those organs of speech of the mouth that do not articulate or move.
		-	the palates (roof of mouth) upper teeth are important.

Articulators :

3. Pulmonary aggressive air stream mechanism.

- the mechanism for producing English sounds.

- The lung air is pushed out and forms an air stream which is converted into speech sounds by the organs of speech.

Over to You

i. I) a   2) c   3) b   4) a

Your answer should include the following points :

by converting contradictory spelling system orthography) into a move logical system.

By giving a clear guide to learn pronunciation of the hundreds of existing words and new ones.

iii. a.

1. /texla/	2. /0in/	3. /aan/	4. /anda/	5. /bitwi : n/
6. /direct/ /dairekt/	7. /sadn/	8. /sapraiz/	9. /ka:m/	10. /ameizing/
11. /grxdzual/	12. /slau/	13.	14. /wz : id/	15. /nblidz/
16. /tapmrust/	17. /batn/	18. /kamfrt/	19. /trainmf/	20. /sabmit/
21. /balbz/	22. /nanz/	23. /kxps/	24. /kuks/	25. /tel/

iii. b. Audio oral dirll

iv. Minima pairs :- (possible answers) any of the given words

1. game. name, same, tame, cane, cape, calm.

2. calm, psalm, barn, beam

3. clip, flip, slit, slid.

4.

5.

6.

7.

8.

v. **Oral Drills**

   Over to Yoy

   i. Oval Dril   audio

   ii. Accent :

1. I'm 'going to 'Britain.

2. E'lection are 'held 'every 'year.

3. 'Please 'open the 'door.

4. 'Work 'hard if you 'want to 'pass the examination.

5. I'd 'love to ;live in A'merica.

6. 'Bombay is the 'capital of Maha'rashtra.

7. I'm af'raid I've 'broken my 'leg.

8. I'used to 'smoke ciga'rettes.

9. Ne'cessity is the 'mother of in'vention.

10. I've 'never 'travelled by 'air.

Over to You

i. Oral Drill   On Audio

ii. **Accent :**

R : Good 'Morning /'madam//'may/help you//

S : Good 'morning // 'I would 'like to 'talk to the manager //

R : 'Do you 'have an ap'pointment / 'madam //

S : 'No, 'but you can' tell him / 'mrs. 'Renu 'Sharma from 'ARUSHI/ is 'here for a 'meeting.

R : Very 'well 'madam // 'please 'wait //

R : The 'Manager will 'see you 'now / 'please 'go 'in //

S : 'Thank you 'very much.

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1.10 ASSIGNMENT / ACTIVITIES

- Observe conversations around you. List pronunciations that very from what you normally say.

1.11 POINTS FOR DISCUSSION / CLARIFICATION

After going through this Unit you might like to have further discussion on some points and clarification on others. Note down those points below :

1.11.1 Points for discussion

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

1.11.2 Points for Clarification

_____

_____

_____

_____

_____

_____

_____

_____

1.12 REFERENCES / FURTHER READING

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3. *English Phonetics for Indian Students* (T. Balasubramaniam, Macmillan)

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UNIT 2 □ SPEAKING SKILLS

STRUCTURE

2.1 INTRODUCTION

The true test of language is its use in practical situations. When one is able to use the rules' of grammar (syntax), usage and pronunciation (phonetics) in dealing with people and expressing oneself in real-life situations, then the true objective of language learning is achieved.

Hence for teachers and students alike the best way to develop language skills is to use them. Spoken English is language in use and the following pages give you various situations with language styles that fit them. Their use is up to you. Best of Luck Language is often defined as a means of communications, obviously the definition implies a society.

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Another apt definitions is "Language, specially spoken language, is a medium of interaction for the purpose of better understanding between the participants." This one too emphasizes the social nature of lanugages.

As an integral part of society spoken language becomes linked to emotions, feelings and is subject to misunderstandings and preconceptions of the mind. This makes learning any language very complex and interesting. With English gaining importance in social usage, its spoken expression has to reflect the infinite variety of human thoughts.

Along with spoken language, non verbal signs are important tools. If you think back on the last conversation you had with some one, you will notice that besides verbal language, nonverbal language was also used. For example nodding or shaking your head, looking straight at a person or being fidgety, smiling or frowning. In this group is also included the posture of standing and smiling semi-verbal like "Hmm", "Umm" "Eh!", "tch-tch", "Ah!", "Huh" etc also form an important part of conversation. These however are mostly acquired by copying and imitation from childhood, though they should also be studied as part of communication skills.

What can be learnt and studied in detail is the verbal aspect. This too has many variations. The way you speak to a close friend is not the way you normally speak to your boss (unless the boss happens to be your friend). The language used in the market place with the grocer is very different from what you would use in a classroom or a conference. There would also be variations depending on your emotional mode (whether you are chatting with the grocer or bargaining with him) The possibilities are endless. For the purposes of study we can divide these endless situations into classes to use. The style Js the variety of languages we choose to use, in other words, the kind of wards and set phrases. Styles can be causal, intimate or informal.

I have divided the sample dialogues into 2 broad categories Formal and Informal. **Formal** : A formal style means less emotional involvement on the part of the participants of a conversation. {The participants could range from groups to one person or one to one). We use this style in what we identify as a formal situation - in offices, in business, in meetings, in the classrooms, banks etc.

Semiformal situations are public places like post offices, shops, at the doctors, at the police station, enquiry counters etc.

Constituents of Speech include : (1) Style; (2) Intonation; (3) Diction - choice; (4) Vocabulary; (5) Syntax - the structure of sentences to conveying different meanings.

Formal speech in always directed to a purpose while informal speech may not have a difinite pre-determined or singular purpose. The use of words in formal speech often follows certain traditional rules of usage (Good Morning, how do you do, my pleasure, nice to meet you etc.)

Informal : Implies a higher degree of emotional involvement on the part of the speakers More feelings and emotional moods are expressed. There is also more variety. It is used in homes, among friends, peer groups, at parties etc. The language use is very flexible and often does not conform to any rules at all.

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2.2 OBJECTIVES

After going through this Unit you will be able :

- To use the knowledge of Phonetics in speech;
- To comprehend the importance of speech in every aspect of communication and thus use it to the most efficient degree;
- To use how language changes in different life situations;
- To be able to use different sets or words and phrases to convey different meanings in different contexts;
- To be able to use the telephone to convey message; and
- To understand the basic concepts limke codes and Registers to differentiate between the many varieties of language use.

Over to You

I. Taking cues from your everyday life list 5 situations each where you would use the informal style and the formal style.   The first one is done for you.

Informal	**Formal / Semi formal**
Talking to your sister	Talking the boss for a raise in salary

II. In your own words explain the importance of non-verbal communication in conversation.

Classroom interaction

In spoken English classes for elementary level learners one of best practice exercises is for the students to be given a set of words or phrases (adjectival, prepositional) and asking them to use those to talk about familiar objects or people.

For intermediate to advanced level learners various life situation with detailed context should be given and the students asked to prepare conversations. Another possibility is for them to replace words and phrases of a heard conversation with their own words and phrases.

For both levels the sessions can be made more interesting with audio and video aids. TV. programs, music videos, films, serials, documentaries can all be used as more productive and interesting tools. The teacher can follow a video/audio session with a discussion or question/answer session in class.

Face to Face : In the following section the topics under discussion are those that are common items in any social environment. Usually in a conversation we begin with an introductory greeting. This is followed by the main body of the speech act, including questions, narration, descriptions, suggestions, requests etc. and ending with leave- taking.

Telephonic Conversations : The style used in telephone conversation is also under discussion.

This is done again with examples showing different points of a telephone conversation

-introduction, asking, replying, putting on hold, dealing with wrong numbers, taking messages etc.

Reference Notes for Language Teachers : This explains the basic idea of language study and its two main concepts - Codes and Registers.

The sample dialogues are such that can be found in real life situations. The teacher and student can do best by developing their own material (conversations) from literary texts, or language books etc.

2.3   FACE TO FACE

2.3.1   Introduction / Greetings / Beginning a conversation

Informal introduction and beginning have a large variety and the stock of expressions keep changing very fast. It can range from a 'hello' or a 'Good morning' to a college campus 'hi' or a slap of the hands (this is also the Americal high - five). In very informal situations there may not be separate introductory words, for example, when we converse at home we skip the introductions. In public places a simple 'Excuse me' is enough. This would be a polite version of a shouted 'Hey!'.

Let us see the following examples of conversation beginnings :

Dialogue - (1)

Meera	:	Hey Sheila! Here is someone I'd like to meet. This is Ramesh shrivastava for Bangalore.
Sheila	:	Hi Ramesh, nice to meet you.
Ramesh	:	Hi, nice meeting you too, this is a cool party is not it!

Dialogue - (2)

Diana	:	Ah! Here you are Amit, I've been looking all over for you.
Amit	:	Hello Diana. I was just talking to Rakhi here. Have you met her?.......

Dialogue - (3)

A	:	Excuse me, is this the way to the Museum?
B	:	You're on the right road, just keep going till the coffee house then turn right.
A	:	Thanks a lot.

Dialogue - (4)

Sameer	:	Friends, thank you for coming. We are here to change rules. We will make them listen and till they do, there 'II be no classes. Are you with me?

'Nice to meet you' is usually replied to by the same phrase.

'Long time no see' is a catch phrase meaning "I haven't seen you in a long time.:

A more direct introduction is usually spoken to a group in the informal style. The other words/phrases that can be used the listed below/Hello!, Mil, Good Morning/Evening, How have you been...., Haven't I seen you before.... Hey'....., Look who's here!, Nice to see you, How are you, How are you, Is that really!. How wonderful to see you. Looking good....(only to people you are close to and who won't take offence).

In the formal style there are certain traditional phrases. They are so commonly followed that they have become almost mandatory, for example, in an business interview it is not acceptable to say 'Hi', it is better to say 'Good Morning'.

The other words and phrases that can be used are listed below :

'Hello !' : 'Good morning/evening' : 'Hi', 'how have you been......?'

Dialogue - (1)

Receptionist	:	Good Morning Sir, These are your appointments for today.
Boss	:	Thank you Sonal, I will be attending the seminar at three istead of two. Inform Mr. Ramanathan.
Receptionist	:	Yes, Should I also reply to the Oslo firm.
Boss	:	That won't be necessary, I'll talk to them on the hotline....

Dialogue - (2)

Postal officer	:	May I help you madam?
Mrs. Ved	:	Could I have an application form for a post box reservation?
R.O.	:	You of course (giving it) that 'll be fifty rupees.
Mrs. Vedi	:	Here it is.........

Dialogue - (3)

Ramesh	:	Good Morning
Interviewer	:	Good Morning, Mr.Shrivastava, Please be seated, I have your Biodata here. I must say it is very impressive.
R. S.	:	Thank you sir,
Interviewer	:	Per has you could tell us something about.......

Some other words / phrases in the Formal style :

Good Morning/Good evening, How do you do (reply with the same phrase), pleasure meeting you, How are you, How wonderful to meet you, its a privilege to finally meet you......

You would also use informal words/phrases in formal commutations in an apropriate situation for example, the postal office/doctor etc = Hallo!

Good morning is said by lapsing the 'Good' - it sounds like Morning! (esp in informal speech)

Politeness Registers : Being polite is the surest way of winning attention. Politeness markers are used very commonly in formal speech. More often then not our intonation does with politeness better than words can, for example, Could you complete the work? (rising tone) - polite.
The same with a falling rising tone denotes sarcasm.
Modals are used for politeness (in questions and requests) *would, may, could* etc. (do use *should,* it denotes suggestions and obligations.
not

Other words/phrases :-	
May help you?	Would you like to ....
Could you possibly do this	If you could kindly....
Would you be kind enough to	I'm sorry for the inconvenience...
May I be of assistance	Please feel free to ......
Could 1 Help out	Make yourself comfortable!
Is there anything I can do	If it is other/if it is no problem/if you don't mind.

Politeness markers should not be over used in any situation.   Consider the examples.

A	B
A : May I Help you?	A : May I Help you?
B : Would you really! Thanks	B : Thanks
A : It would be a pleasure to help you out in any way I can	A : No problem - it 'd be a pleasure.
B : May I sit here if you don't mind	B : I'll sit here will you so if its no Problem/if you don't mind.
A : Please feel free to make yourself Comfortable.	A : Sure, go ahead.
B : Thanks, I don't know how to thanks you enough It is really very kind of you	B : Really don't know how to thank you Enough
	A : Don't mention it.

Even though there is nothing wrong with conversation 'A' it would found better and more comfortable if the politeness markers are combined with simple sentences.

Over to You

I Supply suitable beginnings to conversation. The context is provided, (use suitable politeness markers)

1.   Mr. Sharma and Rohit are close friends. A childhood friend of Rohit. Mohan has to

be introduced to Mr. Sharma. Create a conversation.

2. Mr. Bhardwaj is going to open an account in the Union Bank. How should he begin a conversation with the manager.

2.3.2 Expressing Yourself/Giving Information

This is the main body of most conversations. We express ideas, opinions, wishes, disappointments, agreements/disagreements about a variety of topics. This is where language is need in all its variety with complex or simple meanings.

Descriptions : This is the most important work that language does. We describe our opinions and ideas, people, things or places, attitudes over life styles, things concrete and abstract- The basic idea in any description is that it describes or talks about the features or characteristics of a person, place, thing concept, thought or idea or sounds however vague it is, because it encompasses all kinds of language activities. Consider a few examples :

1. Meera to her friend Shiela about her new house :

M : It's beautiful house, slightly far from the market though, but that's okay. It's a new construction. I got it painted white. You should come and see the garden, its beautiful, the master bedroom open our to it.....

2. Shiela about her grandmother.

S : She was very beautiful in her youth. Even though I remember her only as very old, I thought she still looked beafiful. She used to wake up at 6 O'clock in the morning and go for a walk, Whatever the weather, her condition didn't change. She also cooked wonderfully. Every day delicious food was served to us (hanks to her.

3. Interview of Mr. Ramesh Shrivastava. R : May I come in

● : Please do, Mr. Shrivastava R : Good morning.

● : Good morning, Be seated. Your resume is very impressive. Tell us about your experiences in college.

R : " Well sir, I attended St. Aloysius College at Jabalpur. It's a small town with surprisingly by progressive academic ideas. I topped with mathematics as a special subject. The faculty there was particularly helpful in my work as project assistant for the National Space Researchers Amateur Council. College life on the other hand provided a very clear perspective on life and choice.....

4.

A : Mr. Singh would you explain the application process for our views.

B : Certainly the first step is to acquire an application form. This will be available at the special counter set up in the bank premises the completed application is to be

addressed to the General Manager. The forms will be sorted and the final test of condidates will be mailed.

Importatn points to be considered in any description

- When talking about people apart from adjectivces to describe physical characteristics also use interesting, confident, nervous, fidgety, boring, self conscious etc.

- When describing habits of people or institutions are simple present tense; for habits in the past use simple past or 'used to.....'

- For describing static landscape you can choose from a wide cariety of adjectives.

- For ongoing process use simple present or continuous present tense.

- Names of the tense used are not exclusive; any description uses a combination of these.

A special work that description does is in expressing opinions. This can be explicit or implicit. For example, in the example of the interview you saw earlier, Ramesh described Jabalpur and in doing so expressed this own thought. But he could also have said "I believe it's a small town but has progressive ideas"

When we use 'I belive' 'I think' etc we are describing our opinions lets see a few examples

1.   "I'm very tired, I don't feel like going just now"

2.   "I believe in equal rights for women"

3.   "I think, I am sick"

In situations where expression of opinion matters, a job scenario like an interview, a group discussion or a presentation the opinion that you express should be backed by some proof or logic for example, in an informal situation you may say.

I don't like 9-5 working hours.

The 9-5 working hours are very inconvenient because....

Other words/phrases

I believe so, Really, I must disagree/agree; I should explain; I firmly believe/its my firm belief.

Over to you

I.   Describe yourself.

II.   Express your opinion about   -   Speaking in English

-    Learning a language

-    India

2.3.3 Narration

We have all at sometime or the other done some kind of narration.   This would include stories, describing past days, telling how our day went, reports on events etc. The main

idea is to give information about When? And Why?. The important thing in narration is the time reference. This can be given by the tense forms of the verbs {using past, future and present tense) or using words and phrase denoting time/period/duration (long ago, always etc.)

You will also find, that there won't be much of a difference in the formal and informal style except in specific registers (law, medical). For Register refer to'the last section of this unit. This means basically that if you narrate an event like an epidemic (for example), the formality of informaltiy won't he s important as the purpose of the narration and your perspective.

An epidemic	A Journalist	A scientist
A housewife.	People have been walking to the railway station and bus terminals to get out of the city somehow. The death toll meanwhile continues to rise. Monday evening recorded the highest number of.....	The view has been isolated. Tests are continuing till now. There has been no identification. The bodies need to be disposed within quarantine.
We got away on Monday. I simply couldn't risk it there any more. The children had started falling sick from Saturday but the only tickets were on the Monday bus.		

Since narration mainly has do with events, real or imagined, we too shall deal with that in different time references.   Dialogue past : (informal) two friends chating :

A :   Do you remember our college farewell, Hari.

B :   Not very clearly, its been a long time I do remember though that we played trick on Principal that same day in class. Was it a Monday or a Tuesday? I don't seem to remember.

A :   I do, It was Monday, Chemistry class to be exact.

B :   How, you always did have a good memory. Anyway we put a lighted fire cracker in a box. It had a two minute fuse or something. It was meant for the Chemistry teacher but the Principal came in instead. We were terrified. Ha! Ha! But he got the shock of his life when the fire cracker burst.

A :   Those were the days.

Dialogue - **(2)** present (informal) journalist to the camera

We are here at the site of a terrible accident on the 9.7 road 6 people have died and as you can see, the police are still trying to extract bodies from under the bus. Let see what the on lookers have to day...

Dialogue - **(3)** future (formal)

In about ten years from now man made satellites will step into our neighbouring galaxy. We do not know what we will encouter but it will be an extra ordinary achievement for science.

Dialogue - **(4)** (Continuous) Sports Commentary

The ball has just entered the goal line. Roberts is handling the ball with expert skill. He just meets team mate Harish (Oh there's trouble on the field. Harish has gone down. The referee has stopped the game and is calling for the lines men. It looks like some serious trouble.

Obviously no dialogue sticks entirely to one tense but they do follow one time. The difference between time and tense is that tense refers to a grammatical or structural concept - a change in the form of verbs to denote a time, while time is a more universal concept separate from grammar. For example She goes tomorrow.

Verb - Present Tense

Time reference - Future Time

Mostly however the tense and time match.

Over to you

Narrate the story (the hints of the action are in the outline drawn below) Arrange the following events to give them a correct time frame :

1. The watchman waited for hours finally the police arrived.
2. A light was moving around the room.
3. The house was dark except for the room on the top floor.
4. He knocked on the huge front door once, twice, many times but there was no answer.
5. It must be murder he thought, running towards the phone booth.
6. The night watchman saw it and decided to investigate.
7. Suddenly a scream broke through the night.
8. The police got the call at 12 midnight.

> For classroom interaction : The students can be asked to narrate their favourite stones in class.   They would supply their own endings and incidents to folk tales.

2.3.4 Suggestion / Recommendations

Suggestions and Recommendations are made in very similar language in the informal style. While in the formal style recommendations are detailed account of a person or a product with the purpose of selling the idea behind it. Making a point and selling an idea is the basic point in all kinds of recommendations. Formal recommendation are also expected to be given by qualified people because they are trusted and consulted for many major decisions. An example'is the kind of recommendation done in an advertisement where a dentist tells you about a toothpaste. Advertisements are in fact the best kinds of recommendations.

Suggestions are more brief and direct ranging from one word - "Go" to a complete advice - "Don't forget to write the letter"

Lets consider an informal style suggestion and its possible variations.

Ramesh and Gita are at the bus stop. After waiting for a very long time. Ramesh suggests a taxi instead. They can do this in the following ways :

1. "How about a taxi, its getting rather late"......

2. "We should take a taxi now......

3. "I think a taxi would be a better idea.......

4. (May be) we should do something about the city busses.........

5. I should have thought of a taxi......

6. One can't trust the bus now a days.......

7. I going to get a taxi you coming?

8. A taxt? (looking at Gita)

9. Lets just get a taxi man!

10. Hell! I'm getting a taxi.

The following is an informal recommendation dialogue (1)

Meera : Have you seen the new film yet? It is wonderful!

Sita : I'm afraid I haven't. What's it called?

Meera : The sixth Sense'. It is about a boy who can see ghosts and then Bruce Willis who is a psychiatrist......But t don't want to tell you about it. It'll spoil the suspense/

Sita : I'll definitely watch this one....

Formal Suggestions :

Mr. Sharma is Principal of a private school for the visually disabled. In a meeting with the board members he makes certain suggestions about a new computer software :

1. I would like to take this opportunity to bring to your attention/notice the advanced voice software.

2. May I also suggest that we use the...........

3. It is my considered opinion that the.............should be used.

4. We should include the.........

This would be followed by consideration on the suggestion and finally a recommendation would be made.

For example : The advantages of the voice software for th visually impaired to gain computer proficiency are immeasurable. The board members would agree with me that including it in our course will be a good idea.

For suggestions you can use some politeness markers in statement form for example ;

We should go   -   Should is the best modal for this, could also expresses the same
but with less certainty.

Other construction have been listed under politeness registers.

Over to you

I.   You are working in an advertisement company.   The company is making a project for manufacturing pens.   How would you recommend its use?

II.   Give suggestions to the following problem situations.   Use different words/phrases for every situation :

1.   Mr. Sharma can't find his wallet, where could he look?

2.   A stranger is lost on the railway platform.   How will he get to the...

3.   Your friend wants to know if a computer course is a good idea you think its better to ask the teacher - Tell her.

2.3.5   Apologies

This useful section could begin and end with just one word 'Sorry'. However we do use other

ways of apologizing.   Let us first consider the examples.

Dialogue - **(1)** : Meera to Shiela

Sheila, I am really sorry about this.   I just don't know how this could have happened.   I mean...its not like I was careless or anything.   Sorry yaar.

Dialogue - **(2)** : Mr. Ramanathan to his colleague.

Mr. R.   :   Ramesh, please let me ask for this, I should have been careful.

R   :   Oh don't give it another thought.   Its quite all right.

Mr. R.   :   You're really kind but this was my fault.

Dialogue - (3) : The boss in the board of directors meeting.

Please excuse my outspokness.   I'm sorry if it hurt anybody but.....

Dialogue - **(4)** : Mr Ramanathan to his boss

Sir, please forgive me.   I had idea it was going to turn out like this.   I'm really sorry. As you will notice sorry, forgive, apologize, excuse all mean the same here.   But an apology is not just one word, a reason is given alongwith it.

In public places, a single word 'Sorry'

Forgive me' is enough

Said in a rising tone (involvement) or falling tone (disinterested) pending on the mood of the speaker.

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Some other words/phrases :

"I beg your pardon could you repeat that" is used like a question "Pardon?" means - couldn't hear/understand.

2.3.6   Asking Questions

A major function of language is seeking information and the simplest way is to ask a question.

Like suggestions this structure also requires the politeness markers.

Interrograive is a very commonly used structure. Just think of how many questions one asks in a simple day!

The varieties are ;

1.   those beginning with a questions word

2.   those using a reversed verb order

3.   Tag questions.

In all cases ,the common element in the intonation - a rise at the last prominent syllable which in writing is symbolized by a question mark (?)

Question words - make the simplest structures (what, when, where, why, how)

1.   What is the reason behind the change?

2.   How is the goal to be achieved?

3.   When is the book due?

4.   Which is your bag?

The responses to these questions can be detailed and elaborate for example :

Q   :   How is the goal to be achieved?

Ans. :   A very good question sir, let me explain../....

Because they can be answered in detail and give a wide scope to the answerer they also make open ended questions. These are mostly used for an interview style i.e. when you are looking for information and opinion or trying to analyse a character. Your need details to work on, not simply Yes/No replies.

Starting with a verb or a reversed verb order. In this case the verb becomes the question marker. A simple statement can be transformed into a question by reversing verb order. For example :

That is ture - Is that ture?

You have a pen - have you a pen?

You do have a pen - Do you have a pen?

You did like things - Did you like things?

The response expected is usually Yes/No which is why they are also called Yes/No questions. To elaborate the answer clauses or phrases are added.   For example.

Q   :   Is that your book ?

Ans.   :   No it isn't, but I could find out whose it is?

Q.   :   Have you written the application yet ?

Ans.   :   No, and I don't want to either.

<div align="center">or</div>

Not yet, but I'll do it this evening.

<div align="center">or</div>

Yes, of course.

Tag questions. These question structures ar attached like tags (separate detachable units) to a main sentence. !t converts that statement into a question.

Was/Wasn't	Pronouns
Is/isn't	She
are/aren't	they
will/won't	it
has/hasn't	he
have/haven't	they
did/didn't	I
do/don't	
etc.	

For example : If the verb is 'has' then there are 2 possibilities :

    She has come, hasn't she.

<div align="center">or</div>

    She hasn't come, has she.

The tag reflects the main statement by using the main verb and pronoun of the statement. The tag is negative if the statement is positive and positive if the statement is negative. It is again, as you will notice, a reversed verbs situation (it is - is it).

- The tag question denotes a certain degree of certainty on the part of the questioner. Is she coming? (no knowldge of th person's place).

    She is coming, isn't she? (an unsure or vague idea that she may be coming) It is in other words a confirmation seeking device

- Sometimes question tags act as a thetorical questions or exclamatory for example : Mrs. Sharma to her friend about her daughter :

    She's such a dear, isn't she? (with primary or tonic accent on 'such', the statement is thetorical)

<div align="center">94</div>

In the shop :

This is rather expensive isn't it? Too much for so little.

(an exclaimatory sentence)

Even though in both the cases the questions can be answered, an answer is not expected in the context of the saying.

2.3.7 Leave Taking

To end this section we appropriately come to leave - taking. Again in informal conversations leave - taking may be -'Bye' or Ta-ta', See you (Later/soon), I'll be off now.

<div align="center">or</div>

a wave of the hand, a pat on the back, a nod of the head

<div align="center">or</div>

a combination of the first two

<div align="center">or</div>

abrupt end to conversation on leave-taking at all.

The combination of the first and the second is commonly used among friends, sometimes even after conversing with strangers, in public places like a market, a restaurant, a theatre, a movie hall etc., (these are all informal settings)

In the domestic context however the last variation is more common. We usually let a conversation with our close friends, family or relatives drift off or we simply move away (physically). There's no need for leave taking in those situations.

Formal leave taking would be - good bye, see you (later), Thank you, I'll be going now, good afternoon, good night, have a nice day. Thank you is a very useful and polite way to end conversation especially if a service has just been provided. For example :

at an airport (ticket counter)

Personnel : These are your reservations, Madam.

M. : Thank you,

'Good afternoon' also functions as an introducing word even though 'good morning' is more common for the day and 'good evening' for evening. (In schools it is thought that if you meet somebody after 12 O'clock (noon) you should use good afternoon. But usage dictates that the occasion of seeing somebody for the first time 'Good Morning' is used in day time).

'Good afternoon' has a double function along with 'good night' of being leave taking devices. Consider the following examples :

Meera   :   Okay, I'll have to go now, its getting- late

<div align="center">or</div>

See you later, Shiela.

<div align="center">95</div>

or

Can we continue this later, it's getting late.

or

I can't wait any longer, Bye.

Mr. Ramanathan :   Thank you for coming, Good afternoon.

or

Ladies and gentleman.   It was very nice of you to spare your time.

or

(to a senior) Thank you

or

(end of the day) Good night

or

(between colleagues) see you later. Bye.

or

Have a good day ! (Which is often shortened to)

Good day !

You could also use foreign phrases, the commonest and easiest to use in English is the French.

Bon jour   -   Good Morning

Aurevoir   -   See you/Good bye.

Over to you

I.   Create suitable conversations for one or more characters in the following contexts :

1.   Two friends meet at a party and gossip about their colleagues.

2.   You want to buy new shoes how would a conversation shart (give shoe size and type - sandals, shoes, formal leather or casual and ask for cost).

II.   Place the group of words/phrases given below in their respective columns :

Introduction	offering help	Suggestions	Apology	Request
1.				
2.				
3.				
4.				
5.				
6.				
7.				

a. Hello

b. Nice to meet you!

c. Could you help out in this ?

d. I think you should.......

e. May I help you.......

f. I'm sorry

g. Is this the way to

h. How do you do ?

i. I would like you to help us out.

j. If there's anything I can do, don't hesitate to tell me.

Identify the one that doesn't fit into any of the category.

III. Fill in the blanks in the conversation with words/phrases

1. Rohit   :   _____, haven't seen seen you _____.

2. Anil   :   I'm fine _____?

3. Rohit   :   Oh not very well _____.

4. Anil   :   What happened?

5. Rohit   :   I've had this bad cold for somedays. I feel horrible.

6. Anil   :   I'm sorry_____ in some way.

7. Rohit   :   I think you could _____ get me this medicine, if _____.

8. Anil   :   Sure_____.

Example of informal and formal conversations.

Sub : The management has to change their policies.

A. Hi! Mitali. How are you feeling now?	A. Mr. Sinha, I heard about your transfer to Udhmapur. It will be very inconvenient, won't it?
B. Better, Thanks, Are you going to college now?	B. Yes, it will be, but I don't think there's anything. I can do anymore.
A. Yes, though I am already late for the first period.	A. Have you spoken to the management yet?
B. Then you'd better hurry. I think I'll join you today.	B. Many a time, they are not going to change it.
A. Only if you feel well enough though. Bye	A. I think all of us should submit a petition. You should take it easy for a few days. It's about time they change their policies.

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B. By, See you.
Informal

B. Well, we could try
A. I certainly will, and I'll ask the others
to join. Sec you later.
(Formal)

2.4 TELEPHONIC CONVERSATIONS

When we converse through the telephone we use only the aural sense i.e. the sense of hearing. How does this effect out understanding of a message?

If a friend looked at your with a wise smile and a twinkte'in his/her eyes and said.

"1 hate you", it would be example of face to face conversation (When the participants are physically in the presence of each other). The hearer would interpret it in more than one way:

1. the speaker's words do not give a positive feeling.
2. but the expression does not correspond with the words so she he probably does not mean what she/he say.
3. the tone of her voice and her smile conveying that she must be joking so the words are not be taken literally.

Obviously the visual impression conveyed more than what the words did, In face to face conversation we instinctively and automatically use gestures and expressions to supplement language and understand the message.

Over the phone this tool is missing. Using the example - You wouldn't know if your friend did smile but the intonation can give you a fair enough idea about the implied meaning. Therefore over the phone there are changes in how we understand a message. Similarly there are changes in how we say something. Lets see how -

Face to face	**Telephone**
Rohit and Mohit in a gift shop.	Rohit in the gift shop talking to Mohit on his mobile phone.
R : What do you think of this (showing him a small statue)	R : What should I get?
	M : I'm sure there are lot of options there.
M : Too small, we should get something bigger Besides he doesn't like dogs (the statue is of dog)	R : (Picking up the statue) how about a small statue.
	M : How small?
	R : 6 inches I think, its a small dog.
	M : Umm...., that's too small, Besides he doesn't like dogs.

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Obviously the physical distance that the phone creates, means that everything has to be described (how smal! the status?, what is it of?) In face to face Mohit can see and interpret the information, without any help.

Review

- Phone talk is differently said and differently understood.
- It is said more descriptively (step by step descriptions), and understood by a combination of heard language and intonation. A good telephone conversation aims at clarity, brevity (the calls are not free unlike face to face conversation) and variety (if information can be exchanged). This applies whether it is a business appointment or a lover's conversation.

2.4.1   Beginnings

Ever since Alexander Graham Bell first said 'Hello', the word has come to define the standard phone greeting. Even with a thousand changes in spoken language, hello has not changed. It is mandatory to use it in telephonic conversation whatever is the kind of conversation that follows. The word signals the at the call has got us through, the receiver (the person) is ready to listen. From this purely functional use it has moved on to.

a.   a pleasant greeting.

b.   an enquiry.

c.   a word to signal inability to understand.
     (due to bad lines for example)

A hello is followed by the speakers introduction. This has many variations depending on the degrees of formality of informality.

- Consider the following (informal)
- A :   Hello, this is Ram Mehra. ;
     B :   Hi! Ram how are you?....
- A :   Hello, 775520?
     B :   Yes, who's there?
     A :   It's Ram here
- A :   Hello, may I speak to Sheila (could I speak to ?/! would like to......)
     B :   Speaking.   Is that you Ram. Hi!

There variety is endless.   Now a more formal approach.

     (A rings B)

- B :   Orion Enterprises, Good Morning.
     A :   Hello, I'd like to speak to.......
- B :   Hello this is Orion Enterprises.   May I help you?
     A :   This is Ramesh Tiwari. I'd like to speak to...

- (answering machines)

    B :   You have reached Orion Enterprises.   Please leave a message.

    A :   Hello, I am Ramesh Tiwari.   I would like.......

We could also revise the order (Good morning Orion Enterprises). These are just a few examples. Whichever may you want to use do'nt just say hello. Particularly if you are the one who placed the call. Always give your name or other identification like the company's name in the formal examples. The exception to this is in the formal examples. The exception to this in life situation would be a phoen conversation with your family members or your intimate friends, when you voice will be enough for the receiver to recognize you.

Another tip from experienced call operators is that of smiling when you talk on the phone. It gives a friendlier tone to your voice (unless you deliberately want to create the opposite effect). This is especially ture in formal situations for example the receptionist of a company has to be courteous, friendly on the phone. So smile !

2.4.2 Getting On

Getting on in the conversation over telephone means that our style doesn't differ very much from normal spoken English even though we need to be more explicit. So you should consult the earlier section on leave taking, apologies, questions, suggestions, narration or description from the face to face segment (particularly for informal telephonic chats).

One also has to face particular situations on phone like :

a.   asking for someone.

b.   giving information on the persons availability or putting them through.

c.   putting on hold.

d.   taking down specific information - addresses, spellings, numbers, dates and other numbers.

e.   dealing with wrong numbers.

f.   dealing with bad lines.

g.   taking a message.

A. Asking for someone and

B.   giving information to the question.

    Let us see the following examples :

- I would/I'd like to speak to Mr. Burman please.

                or

    Could I speak to.........

- A : May I speak to......(very formal)
- A : Is Mr. Burman available?
- A : Mr. Burman please, (very official) The possible replies (positive)
- B : Yes, may I know who's calling/who's on the line (formal)

- B : Certainly, who's calling ?

- B : Certainly, What name shall I give? (very formal and official)

- B : Of course, who, shall I say, is calling?

- B : Yes and who am I speaking to or who's there (formal, very formal)

- B : Of course, please leave your name and number. Mr. Burman will contact you in a few minutes.

   (Specifically for business contacts) in corporations

The 'certainly' in formal or informal style is much friendlier than saying 'yes', m A very informal way is to say 'sure.

(Negative)

- B   : I'm sorry, he's not available at the moment.   Can I take a message?

- B : I'm sorry/I'm afraid you've just missed him. Would you like to leave a message?

- B :   I'm afraid he's attending a board meeting at the moment and cannot come to the phone. Could you call back in an hour?

In all the above 'I'm afraid' means 'I'm sorry' but it should be used when you are giving bad information like. I'm afraid he won't he back for two days.

<div align="center">Or</div>

I'm afraid your application won't be entertained.

C.   Putting on hold.

Your could use the following structures (since it is bound to be inconvenient to the hearer do use politeness registers and a ceremonious tone).

- B :   Please hold on (very versatile)

- B :   Hold the line please, (official, not very friendly).

- B :   I'll be putting you on hold for just a moment, '(informal, friendly)

- B :   Please hold as I put you through/connect you (official and courteous)

In business calls nobody should be on hold for too long if the duration is going to be too long then use "leave your number, I'll call you back as soon as a line is available".

<div align="center">Or</div>

"Would you prefer to leave your name and number so that Ms/Mr. can ring you up later".

"Sorry for the inconvenience, the line is very busy right now, could you try later."
It is, however, absolutely unacceptable to put on hold or continue hold without giving a reason.

Some other ways :

"I'm just putting your call through."

"Your call will be through in a minute."

"Please wait for a connection, Thank you."

D   Taking down specific information.

- A big number should be said by pronouncing separate number - 374056 - three, seven, four...

- Pause between groups of numbers, identify clearly if it is an extension number and which part of the number is an area code.

- Nought, O and zero are all ways of saying "O" In the indian context O and zero are more used.

- For dates use ordinals - First, second, third............... Eleventh, twelfth.......for ordinals the sound similar like twentieth and twenty eighth say the number from as well.

- For addresses : E-8/716

Could be said as E8 slash/oblique/stroke 716 for difficult place names give spellings.

Umapur.

Should be said as "U as in umbrella, 'm' as in mug and 'a' then 'pur' as in Jabalpur"

The pincode is also referred to as zip code or postcode.

- To ensure that the information received is correct request the speaker to repeat or repeat it yourself.

    "Would you like me to repeat that"

                    or

    "Could you repeat that just-to be sure"

    Wrong numbers :

A : Hello, 4266908?

B : I'm sorry to trouble you, thanks.

A : Oh, very sorry to trouble you, Thanks.

B : No problem

A : Hello, 426704

B : May I speak to Mr. Verma Please?

A :   I'm afraid there's nobody of that name here I think you've got the wrong number.

B :   Hello

A :   Hello, 4770421

B :   I'm very sorry I must have made a mistake. Bye

A :   Is this Orion Enterprises, production department.

B :   Sorry sir, you've got the wrong extension number.   Production department is no.13.

A :   Thank you,

B :   You're welcome.

A very common problem in telephone connection, wrong numbers should be dealt with in anger (especially in business or formal situations).

You could also experiment with less aggressive ways of pointing out a wrong nunber - for example

"I think you've got the wrong number" sounds friendlier and less aggressive than. "You've got the wrong number"

F.   Bad-lines :

    This is an even commoner scenario especially in the Indian context.

    Let's see possible ways of dealing with it.

A :   Orion Enterprises, Good Afternoon, May I be of assistance ?

B : This is

A :   Sorry ?

B : I would_____ to speak to_____

A :   Please speak up. I'm a afraid the line very bad.

B :   This is_____

A :   I'm sorry but I can't hear you at all.   Please ring back or try our extension number. Other words/phrases :

Unavailable   :   Sorry?, Pardon? I can't hear you please speak up:

Misunderstanding   :   I'm sorry but I don't/can't understand........

                                Please speak more slowly

Unsure   :   Could you repeat that please?

Please confirm

Is this what you said/Is this what the number is

The easiest workd that is possible and acts as a question apology, a request and signals confusion is Sorry.

G. Taking Messages.

If you need to take down a message then the format is -

From_____to_____date_____time_____message -   contact number

For example

Actual conversation	Message
A Hello 775402 ?	Ram Ahuja to Amita Sharma
B : Yes, who's on the line?	28th February, 2001 at 9.00 am
A : Ram Ahuja, is Amita Sharma There ?	Mr. Ahuja gives his Best wishes for the Promotion. He'll wait for you at 7 O'clock at the theatre
B : No. She juust left for her classes Could ! take a message.	
	Cibtact No. 789042
A : Please convey my best wishes for her promotion and tell her I'll wait for her at the theatre at 7 O'clock.	
B : Okey, I'll pass on the message. Thanks for calling.	
A : Thank you.	

Over to you

I.   Given below is a set of dialogues.   Arrange them in proper order :

   1.   Sorry, he's not in at the moment.
   2.   Please tell him it is important.
   3.   Hello is that 766082 ?
   4.   would you like to leave a message.
   5.   Yet it is, who's on the line?
   6.   I'm Rahul, may I speak to Shiva.
   8.   I'll tell Rahul as soon as he gets back.
   9.   I will thank you.
   10. Thank you

II.   Prepare a telephone conversation ; You are a passenger asking if he Delhi flight (usual time 6.00 pm) is on time.

III.   Prepare a conversation : You receive a call from your friend giving you her new address.

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IV. Suggest suitable phrases to convey the following ideas :

1. can not hear clearly

2. not sure about the number

3. you got a wrong number

Classroom Interaction

As far as possible students should be made to speak and do a lot of listening practice. It is also necessary that they shouldn't be looking at each other while practicing. They can be made to sit with their back to each other.

Provide as many situation as possible. Eventually the students will come up with ideas. About interesting context for face to face and telephonic conversations, encourage their ideas.

2.4 TELEPHONIC CONVERSATIONS

2.5.1 Registers

In every language there is seen a wide range of variations in usage.

When language varies from region to region or from society to society then it is referred to as having different dialects.

But the language used within one region or society also changes according to the context, prupose of situation. These are called different registers of a language. Think back on the introduction to this unit. I has mentioned how the same person's language changes when they talks to a grocer and when they talk to their students or when they speak to their spouse and then to their boss. With the spouse language woul'd be of the informal Register.

I've had enough of this nonsense.

Put the damn TV off.

With the boss language would be of the formal Register

Sir, I feel that after a hard days.   Work we should just relax.

At such a time the noise of TV. would be unbearable to anybody. So I don't watch TV. after work.

These are the two registers we have been mainly dealing with in the previous pages. However there are other registers too - Register of Law, of medicine, of literature and so on.

There are 3 major points of reference that influence register variations :

- The subject or topic also called - Field of Discourse

  The medium spoken or written - Mode of Discourse

  The kind of language - Style of Discourse

The field of discourse refers to register differences due to different subjects.

Register of Religion - "Our Heavenly Father hallowed by they name the kingdom come and shall be done......"

Register of Science

The metal higher in the activity series is more reactive and has greater tendency to lose electrons and form positive ions.

Register of law

In the nuts (un ground) other than groundnuts) order, the expression nuts shall have reference to such nuts, other than groundnuts, as would, but for this amending order.......(Quirk's Use of English)

In the register of religion thy, hallowed etc. are characteristic markers.

In register of science actually series, electrons, ions etc. and In register of law the clarifications, 'Amending Order' and the amount of details are markers.

- **Mode of discourse** : Depends on the medium of language of'others for example a telegram.   T. V, newspapers, telephone.

Telephone :   Hello, Hello is the 755078.....yes, speak up......

Telegram   :   Father will come soon sending tickets

Written English : The fields sparkle with dew. Far in the distance I could see the line of villages walking up the narrow pathways to the temple. I knew by the sound of the bells that I was home.

Spoken English : So what wall telling you about umm.....oh yes! the field it was shining...the

dew, I imagine. From where I was standing I couid see the villagers. I think they were going up the temple path. In fact I'm sure.....Anyway it felt great to be back.

- **Style of discourse** : This refers to the degree of involovement among the participants. There surroundings and level of emotion involved in the conversation.

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Its variations :

Frozen   : The copies of your assignment are required to be submitted by Monday failure of which will result in the staffs and nurse control over the marks received.

Formal   : If the copies of the assignment are not submitted by Monday the teachers could deduct marks.

Consultants : Why don't you submit the assignments. Casual What taking so long in the assignments.

Intimate   : Give it up guess and fast.

All the 3 fields are interconnected. A biology teacher in the class in scientific register, lecturing spoken mode and formal polite style.

2.5.2 Code

This is a term which is sometimes used in place of language or its variety (dialect). The different varieties of language are different codes. Accenting to function in and situation, the native speaker changes his code. This is called code switching and is a widely used concept in language learning. It refers to the decision made by speakers to select one language or a variety of languages according to purpose, social context or evidence. A very commonly used example of this is a Chinese speaker in Singapore who might use Cantonese at home. Mandarin at work, Singapore English with friends and Malay at the local market.

Cantonese Mandarin, Singapore English, Malay are all varieties of language. The first two are varieties and the next two distinct languages. So code switching can also be within two or more languages (not just varieties).

Over to you

Identify the register of the following speech acts :

1.   Hello, Hello.... is that Mira..... Speak up please......I can't hear a word....

2.   15% off, don't waste time ! Hurry !! get the new Gel Colgate.

3.   Those physical quantities which have not only magnitude but direction as well as referred to us the scalar quantities.

4.   Take two teaspoon full B.D. with water half an hour before meals. .This should continue for 15 days.

2.6   UNIT SUMMARY

- Face to face conversation can be formal or informal depending on the amount of connotation involved and the context.

- There are different words/phrases to ask, describe, suggest, those could be used separately of combined together to form a conversation.

- Use simple, clear language and non-verbal communication.

- Speak clearly, with correct accent and intonation. (See unit. I)

- Phone a conversation involves only listening,

- They are based on our understanding of intonation,   and our listening skill.

- They can also be devided into informal and formal or business styles.

- Informal style is very much like normal speech but more detailed.

- Language skills are used for asking, putting on hold; correcting wrong numbers and taking messages.

- The basic units of the variety seen in language are codes and registers.

- Register are more commonly differentiated within a language in means variation of style, field of discourse and medium.

- Code involves language drags.   Mixing and shifting the variety of language or changing from one language to another is code mixing and code shifting respectively.

2.7 CHECK YOUR PROGRESS

1. -   Create conversations for the following role plays :

   Priya meets her friend Rekha after a very long time at a party. They catch up with memories of college days.

   -    Mr. Sharma asking his Boss for a raise.

   -    You are the receptionist at Globe International you receive a call from Mr. Singh who desires an appointment with the M.D.

2.8   ASSIGNMENTS/ACTIVITIES

-     Observe language use and make a list of the different registers that you come across. What are the words or constructions that give a hint as to what the register might be. Discuss with examples.

2.9   POINTS FOR DISCUSSION/CLARIFICTION

After going through the unit you may like to have further discussion on some points and clarification on other.   Note down those points below :

2.9.1   Points for discussion

_____

_____

_____

_____

_____

_____

_____

_____

2.9.2   Points for Clarification

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2.10 REFERENCES / FURTHER READING

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Unit 3 □ READING SKILLS

STRUCTURE

3.1   INTRODUCTION

Reading is now regarded universally at the basic skill required for language learning. In the learning of the mother tongue or first language, contact with society provides enough situations to learn it. With entry into the formal education system and the learning of a second language it is not possible to replicate all those innumerable situations that one faces every day. Obviously then our source is second hand. The tools are mostly printed materials, and the skill required is effective reading.

Reading is also essential in other academic and social spheres. Our professional competence is directly linked to our ability to read productively.

Reading is also essential in other academic and social spheres. Our professional competence is directly linked to our ability to read productively.

Reading along with listening is a receptive skill. We are receiving information by deciphering the code in which it is sent.   In case of language the code is alphabets and sound units. When we read we are attempting to decipher or decode it. Reading a text means extracting the required information from it as efficiently as possible.   Thus the reader's role is not passive.

To explain the importance of Reading a further discussion may prove helpful.   Peter Traves in his article entitled 'Reading' uses a very interesting comparison. In our every

day vocabulary we use expressions like 'reading mind', 'reading a face', 'reading someone like a book' and the like. Reading, therefore, is a very widely used skill which basically means giving meaning to various symbols around us. Language is one of these symbol systems. The difference is that a text of written language contains a pre-recorded message. Learners initially rcognise symbols and then try to establish their meaning. The words on the page have to correlate to the language that the learner is using as a tool to receive the written / printed message. New" learners often find it difficult to identify the words and attach the correct sound units to them. This is particularly so in case of English where the alphabets, spellings and sounds do not always correspond. This process of interpreting symbols and giving meaning to them is referred to as decoding.

For beginners reading becomes slow because the pressure of recognising and decoding simultaneously are hard,

This unit aims at providing the basic theories needed to understand the Reading process. Reading requires the understanding of grammar and a good vocabulary (a growing vocabulary, to be more exact). These are dealt with in other Blocks of syllabus. Here the focus is on why and how of reading. There are also suggestions for future teachers regarding how to teach the neglected skill of reading in a classroom.

3.2 OBJECTIVES

After going through this module you will be able :

- To understand the need of developing Reading skills and their importance in language proficiency;
- To understand the process of Reading;
- To be able to identify the various types/techniques of Reading and the skills involved;
- To be able to Read better for comprehension;
- To be able to use various ways of deriving meaning;
- To know how to teach Reading in a classroom and be aware of the problem areas;
- To be able to provide a wide variety of comprehension exercises from a variety of texts; and
- To read better and comprehend better and develop the reading habit among the learners.

3.3   WHAT DO WE READ?

Reading, by now, you would have known is an important and always happening activity. The most fundamental rule of good Reading is that all Reading is not alike. What we mean is that the way we read changes according to individual styles, purposes and the kind of text. The text for Reading is any kind of written or printed material. This is obviously a very wide

range-from novels to medicine labels. The way you read different texts is also widely different. The way you read a newspaper every morning is quite different from reading a poem in class. Also the way a student would read a poem many be different from the way a teacher would.

Texts are also representations of life and hence are linked to it. A text could contain references that are culturally very, different. This could lead to mis-interpretation. Generally, though in everyday life we deal with texts like those given below which are not culturally different but vary varied in their composition.

- Novels, short stories, essays, anecdotes and various other kinds of literary texts. In this case there are specific ways of reading that do not apply to genera! reading.
- Plays require very active imagination to mentally set up the scene and supply the various tones and emotions that the characters voice would carry.
- Poems and nursery rhymes.
- Letters, postcards and telegrams.
- Newspapers and magazines for leisure, entertainment and information. These contain a wide variety of texts.
- Handbooks, textbooks and guide books.
- Advertisements, appeals, travel brochures and catalogues.
- Instructicns, directions, rules, notices, suggestions, price lists, tickets, means, graffiti and application forms.
- Comic strips, cartoons.
- Telephone directories and dictionaries.

3.4 HOW DO WE READ?

3.4.1 Types of Reading

Since we agree that Reading is dependent on the purpose and all texts are not to be read alike, it is obvious that there are various techniques of reading. The following section deals with this aspect.

It is essential to know that these techniques are not exclusive in their application. Usually we apply them in various stages of the same text. Depending on what the text in like, and whatever purpose is newspapers can be skimmed, a part of it can be dealt with intensive reading. While knowing about author we could practise extensive reading techniques. The main techniques are :

- Extentsive - Reading Aloud
- Intensive - Silent Reading
- Skimming
- Scanning

Extensive Reading : This is the reading of longer texts mostly, for nonacademic personal reasons. This is done mainly for good speed and hence the meaning is understood through skimming. *Extensive reading is not reading in detail.* The objective is to get a general overview of the passage. Extensive reading, however, refers to fast overall understanding of a large variety of texts. The variety is important for extensive readiing. For variety, schools and colleges would open up the library. An individual would engage in extensive reading because the material is available easily in everyday life advertisements, letters, newspapers and magazines. These are all good for extensive reading.

Intensive Reading : *Intensive Reading is. reading in detail.* Here the emphasis is on a smaller parts of a long passage or small complete passage. The focus is on analysis and deeper understanding. Here the stress is on comprehension and accuracy instead of fluency Intensive reading can be done of any text

Skimming : Skimming is aimed at getting the gist of the text by running your eyes over it. The aim is not a detailed analysis of the text. Many of the words or even sentences are skipped over. When you are simply running your eyes over a text you stop only on the points that seem to be giving you another main feature of the text. At the end of skimming you form a general opinion. Obviously you left on details but to know what the text is about, those details are not necessary. While skimming, the reader uses other related skills like predicting and inferring. Through the skimming process we can get to know how a text is organised and what is the writers intention.

Scanning : Scanning means search of the text for a particular bit of information, since one" is looking for specific information one is not even able to follow the organisation of the text. We just locate the headings or sub-headings and getting at what the information might be. For example, if you open a referene book on literature and want to find out the date of publication of a particular book, you would look at the contents, at the index and finally read a couple of pages where the information might be. Then since book names are italicised you could look only for bold names or subheadings or charts on the two pages - when you get the date you wanted, the scanning is over.

Skimming and Scanning : Skimming is a more thorough activity than scanning, scanning is simply the retrieval of specific information we want. Both of them are ways of doing extensive reading particularly skimming. Skimming and scanning are not to be considered exclusive activities. They are most usually combined to deal with a given text. For example, a magazine article on computers. Initially we would skim. Though to see what it generally is about we could also decide if it is worth reading in detail. If it is, then we should read in detail for comprehension. If we need a particular date or name only then we would simply scan the article and note it down.

Reading Aloud : This is commonly seen in the classroom scenario. Reading aloud is not the ideal situation for comprehension because the learner is again focussing on every word and is slowed down by it. However, at the school level where speaking skiffs are equally important, reading aloud helps practice better recitation, better intonation and cultivate a good speaking voice. Most teachers would tell you that reading aloud helps the learner to concentrate. That may be true where the class may be distracted

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very quickly but that concentration is forced and not on the text but the words that constitute it. You will find that the interested students read the text silently while somebody is reading it out aloud.

Silent Reading : This is the best way to read for comprehension. Silent Reading helps to develop the skills of skimming and scanning particularly, if you also put a time limit, silent reading focus ses not on the sound of the words but on |he meaning of the text. It is imperative that in a classroom, reading should be defined as a silent activity, though a teacher may need to read out some parts of the text aloud. Overall texts are to be read silently.

3.4.2 Reading Skills : Guidelines for developing reading skills include the following :

- Recognise the script
- Deduct the meaning and use of an unfamiliar word or expression.
- Interpret the explicitly given information.
  Understand information which is not explicitly stated.
- Understand information which is not explicitly stated.
- Understand the communication function of sentences, that is, what the sentences stand for.   Look apart from this surface meaning.   For example 'Look Out!' doesn't imply looking at something.   It means 'careful'.
  Understanding the relations between sentences through logic or linguistic devices (therefore, however, yet, since etc.)
- Understand the text by going outside it, that is by relating it to life situations and personal perspectives.
- Identify the main points of information given and distinguish it from supporting details.
- Selective extraction of points.

Skimming : A few of these skills are explained below. These apply to all kinds of reading activity and should be made the focus of comprehensive exercises.

Inference : This means using logical and linguistic devices to discover the meaning of things when faced with an unknown world try to guess what it might be. The context will provide many clues.

Predicting : A dictionary should be used only after the students have tried to figure out the solution themselves.

Below is a postcard. Some of the words are unfamiliar. Complete it as fast as you can, Find out if you can identify the unfamiliar words from their context.

Dear Reena,

Yesterday a train was delayed due to Ponqui tracks. We came to know later that the train had delayed. There were thousands of quenciers on board. We learnt about the accident. Ten people died on the cox and many were injured. They were taken to the sonqzi. They are recovering.
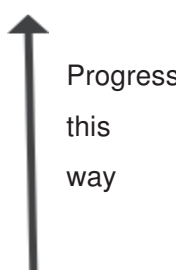

Understanding Relation Within Sentences : Sentence structure in most texts is much more complicated that Subject + Verb + Object. The inability to spot out the structure in clauses, phrases and relative construction is a great problem for the learners. It is important to identify the core of a sentence and then analyse the added parts. For this, divide the passage into some groups. Then underline the basic elements that create the meaning in the sentences.

Understanding the Linking Devics : For exercises, refer to the last section. Linking words like : therefore, and, but and then provide unity to the text. The text is a sequence of related sentences. Therefore, it is necessary to understand what the various linking words and expressions mean. They in fact, act like signposts signaling what is to come next or what has gone before. So if you see 'But' it would generally mean 'contradiction ahead', 'and' means 'similar facts ahead'. There are also variations created by using different words. For example, 'however', 'yet', 'nevertheless' and 'but' all give variation to the meaning.

Predicting : Organising is basic, in some degree, to all reading techniques. In this, the context, grammar and logic provide as to what would come next. It is particularly good way to develop the ability to use related sentences, create unity in a text and finally an opportunity for deeper analysis. Please refer to the last section for exercises.

Improving reading ability is again a very important skill of better reading. This has been dealt with in detail in the 'How to Teach[1] section. For learners, it is the same process. Take a passage of 500 words and time yourself. Use the following table for time conversion.

Time Taken	Words Per Minute	
1.00 Min	500	
1.10 min	427	
1.40	300	
2.00	250	Progress
2.30	200	this
3.00	167	way
3.20	150	
4.10	120	
5.00	100	

You can figure out the speed at which you are reading like the one shown above. Then try to speed it up. Use skimming but don't read fast at the cost of comprehension.

Previewing : It means using the table of contents, index, appendices, the preface, the chapter and paragraph headings to find out where the required information is likely to be found. This is also called Reference Skill.

Activity/Exercise

Activity-1 : Say whether the following are true (T), False (F) or Cannot Say (CS)

- Reading fast leads to better reading.............
- Inferring can solve all the problems that students have with difficult words.............
- Scanning means reading in detail to look for answers.............
- Recognising the script is very easy, almost instinctive.............
- Reading anything basically uses the same style.............

Activity-II : Explain how Silent Reading and Reading Aloud are suitable for two completely different activities. Do you agree that Silent Reading is better? Why?

Anticipation, in the simplest terms is motivations. We start on a text with expectations about finding a number of things in it, be it specific information or answers to our questions. This helps us in reading better and predicting and interpreting better. Obviously School textbooks do not offer this kind of motivation. Students are faced with passages from which they don't expect anything. They have no anticipation and hence no desire to read.

As far as possible, choose a book you are interested. Even when looking for academic reference it will be better to find a book that gives the information in an interesting way. During class teaching discuss the lessons or topics before hand so that the reading starts with some kind of background.

3.4.3. Reading for Comprehension

Reading skills have been analysed and the first stage of Reading discussed. Analysing by a detailed Reading is comprehension or simply understanding. Since certain textbooks are worth a detailed study, we use the skills mentioned before and analyse the text more analytically at a deeper level. This is comparable to Intensive Reading. It is to be kept in mind that no text is read with the same intensity spread over all the parts. But when we use intensive reading to focus on an important portion of the text we are trying to gain comprehension.

The first stage is more of mechanical nature. We recognise words, interpret their meanings and observe the organisation of ideas within the text At the second stage of comprehension we correlate diverse ideas, look for implicit information, identify the aims of the writer and finally add our own conclusions to textual interpretation.

At this point we may also like to differentiate between denotative meaning and connotative meaning in the dictionary of a word or expression.
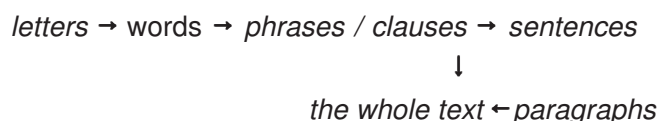
Connotative meaning is what the word or expression communicates to you and their communicative function.

Sense Groups : When we read we create meaning or process the information given to us. For this the basic units are words. But words combine into sentences that may alter their individual meaning and sentences can similarly influence each other. Thus it is important to identify the sense group, that is, a series of words and sentences that create a particular sense or meaning. This becomes our unit of meaning.

Till now we have managed to identify the unit and how to formulate that unit by prediction or inference But when do we do with the information that we collect. How do we understand and organise it in our minds to get a unified meaning.

The following concepts might help you to better understand this aspect :

Bottom - Up Processing : According to this theory the words are recognised, processed and interpreted. The reader begins from the smallest unit of the given text, words and then goes on to the larger units. Thus diagrammatically, the process would be :

$$letters \rightarrow words \rightarrow phrases / clauses \rightarrow sentences$$
$$\downarrow$$
$$the\ whole\ text \leftarrow paragraphs$$

This theory also supposes that we can move further towards understanding without any doubt. Unless we know all the letters we cannot recognise a word and unless we know each word we cannot know a sentence.

Top - Down Processing : This theory says that the reader moves from the larger units of meaning to the smaller ones. This means that readers do not read every word but just look at the text and predict and guess the meanings of the words, so much so that they do not need to read the words completely.

In the previous sections we have mentioned the use of inferring (guessing) and predicting, when faced with unfamiliar words. That kind of prediction does work but only for unfamiliar items and when you are supported by the items that you already do recognise. In other words, you cannot guess your way though difficult texts.

The problem with the bottom up model is the complete dependence on a dictionary to help out with an unfamiliar word. While the problem with the top down model is that guesses and predictions at every step would still make you slow and inaccurate.

Recent views suggest that comprehension is a combination of both the processing methods.

This is interactive processing This is, in part, compensatory. Or in other parts if bottom - up does not help then use top - down.

It is also a case of choosing your processing skill according to the text. If the text is very unfamiliar or scientific or filled with technicalities then use bottom-up. But if the text in familiar, the subject in known, in part, then top-down would help. Whatever you choose the combination of both is the most accurate.

Therefore, we arrive at the following conclusions :

- Top down processing is likely when linguistic ability is low (low recognition, vocabulary etc.)
- Good, skilled readers use fluent automatised bottom-up processing. Teachers of a second language should make fluent automatic recognition of the words of the goal.
- Using skimming, predicting and inferring is very important but it is equally important

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to develop linguistic skills (recognising a large number of words, and sentence structures) This can happen only with extensive and intensive reading.

Exercises :

I.   **Explain which process you think you would use and why :**

(a)   **Top-down**

(b) **Bottom-up**

(c) **Interactive.**

II.   **List the positive aspects you can find about the above three approaches.**

Top-down	Bottom-up	Interactive

3.5   TEACHING READING

All language teachers need Jo know how to teach reading and it would solve half the problem if the teachers did not simply assume that if the students know a language they automatically know how to read.

A student may be able to identify a set of written or printed words but the previous sections would have proven that there is more to Reading.

We have mentioned earlier that efficient Reading can take place only when there is a purpose. For most non-academic readers the purpose is immediate and linked to the text they are reading. We read a newspaper to gain information, a magazine for entertainment and a book for both. In school situations, textbooks should ideally be the kind that may be found in life. But in reality the reading comprehension texts are often neither informative nor entertaining/simple that the students might complain of being bored. Without motivation and anticipation. Reading is quite meaningless.

Teachers in this case, would do well to provide suitable texts themselves. Some points to keep in mind while doing so :

●   Choose authentic textbooks. Start with simple ones.

- For second language learners, there is a wide variety of texts that can be used in good variety. There are also many other writers whose range of vocabulary and style is interesting and exciting to study.

- For beginners choose texts that have similar cultural references. While explaining cultural references explain the feelings that relate to it.

- Use life related texts : It includes the editorial of a newspaper, letters to the editor, articles, advertisements appeals, correspondence, classifieds of newspapers and texts that the students will eventually have to deal with.

Comprehension Activities : Reading is an acute skill which involves continuous guessing, prediction, interpretation checking and counter checking. Comprehension questions should allow for more than one answer. Every Reader brings his own set of attitudes and feelings to the text. And to a certain degree every interpretation is different. The differences should be discussed and not drowned in the "there-only-one-answer" syndrome.

We have already discussed the benefits of Silent Reading as opposed to Reading Aloud. In a classroom Silent Reading has to be encouraged. Poetry texts containing poems are better studied if read aloud. Most of our daily reading is of the silent type.

The silent reading sessions should be followed by Comprehension Exercises done in groups of students. This allows for better exchange of idea.

- The kind of questions that are set al the end of a passage are very important.

- Potentially no passage is unsuitable for teaching Comprehension. The questions, however, could be wrong or mis-directed.

There are three distinct kinds of meanings that can be found in a passage. These include the meaning of the visits their inter-relationships and the entire context or situation. Based on this, there can be many comprehension activities, such as :

(a) Arrange jumbled sentences into a paragraph.

(b) Complete the sentences.

(c) Say whether True of False or Not Stated.

(d) Multiple-choice questions.

(e) Completing a table or chart showing synonyms, antonyms, derivations and action from the passage.

(f) Questions that direct attention to textual details. The details should be relevant to the paragraph, For example; Which part of London was the office of Mr. Smith located?

(g) Questions that clarify the reference of the words or sentences. .

For example : That does 'it[1] in the first paragraph refer to ?

(h) Questions that clarify the relationship words.

For example : Why have the clouds been described as 'angry'?

(i)   Questions that clarify the situation as a whole

For example : Why do you think Harish refused.....?

(j)   Questions that judge emotional responses

- clarifying figurative language
- clarifying feeling and tone conveyed by the language.

Exercises for Improving Speed : Increasing reading speed is easily done but doing it without any loss of comprehension is trickier. The objective of any speed improving session should not be who reads it fastest; it should be based on the fact that 'better speed makes better reading'.

It is very helpful to tell the students as to what is expected of them. If you tell them to take their time, they probably will. If the purpose is to teach pronunciation then read aloud and slow but if the reading is for comprehension then it should not be slow. Skilled readers read at 400-500 words per minute. Keep the immediate aim at improving the speed to approximately double the initial speed.

If left to their own devices, new learners read at 120-140 w.p.m. which is close to the read aloud speed. It means that the students are actually mentally saying every word aloud.

There is no need to have complicated apparatus to measure and improve their speed. All that teachers need a series of activities that heip in improving speed.

The vocabulary range should be within the class level. They should be followed by a set of multiple-choice comprehension questions. A chart relating to speed and comprehension can also be used.

Give a certain time limit and record progress, there will be students who would not complete the targeted passage but do not extend the time. Instead teach them to 'Skim' and 'Scan'. Next time they would have improved. Always follow a fast reading session with comprehension questions. Do not compromise on the meaning gained.

Teachers can also give hand outs of material like magazines, newspapers, time tables and books. Students can pre-view the text and the teacher could ask questions like. Where would you find an object? What does weather report predict?

Such an exercise is very good for improving the reference skills of learners.

The 'Correct' Reading : Since we agree that reading is need and environment dependant, there is obviously a need also to know what kind of reading is correct and what is incorrect. The following are what the skilled reader does and what he avoids.

The Skilled Reader :

- Does 'not use all the other language skills to 'Read' productively. Reading skills are closely linked to other receptive skills such as listening, speaking and writing.
- Reads at an observational speed of 40 to 60 words per minute. This speed can change. In a story, for example; the reader would start slow because he is unfamiliar

with the organisation of the text. The reader speeds up towards the middle. If a part is especially rich in language or ideas, he reads it slowly and in detail. In some portions, he would skip through to know generally what is happening. This is entirely upto the discretion of the reader,

- Does not read aloud to himself or whisper to himself (sub-vocalise) or make visible speech movements like mouthing each word.
- Does not look at each and every word. On an average the reader focusses his eyes on individual words only 3 or 4 times a sentence.
- Does not look back too many times unless it is a reference book. Also does not follow a sentence with his finger like a pencil, scale or any other method; responds immediately and automatically to the meaning of familiar words, both their meaning in isolation and in context.
- Deduces the meaning of unfamiliar words from the context. If unable to do so, the reader may even skip the word altogether. More often than not the context provides the meaning better than a single word. The reader rarely uses a dictionary while he is involved in the reading process, uniess it is a technical or an unusual subject.
- Responds immediately and without effort to the meaning created by the grammatical structure of a sentence.
- Reads with an active imagination. A text is turned into an image in his mind. This is the most productive stage and appliers to all kinds of texts, even newspaper articles' and classifieds advertisements given in newspapers.
- Follows the emotional and moral tone of the text.
- Is involved in writer's feelings as well.
- Is aware, of the logical development of a text. The relationship between paragraphs, sentences and ideas is clear to him.
- The reader can see the relationship of the parts to the whole and vice versa.
- He is able to understand, through detailed reading, the intention of a the writer.
- Is able to differentiate between which text requires skimming and scanning and which text needs inclusive reading,
- Is able to use skimming to read daily practical material like directories, indexes, catalogues, notices, newspapers, advertisements, etc,
- Is able to use all these skills to deal with new and unfamiliar texts.
- It is also important here to enumerate some practical things that a teacher should do. The teaching methodology has been discussed before.
- The teacher should inculcate the reading habit. The library should be made more accessible.
- Should also stress the importance of using a definite method of reading. Hence skill should be neglected or treated as 'understood'.

- Should ensure but learners find reading and its rules enjoyable. This is the only way that a reading habit can become lasting.

- To be on practical side, the teacher should be aware of how the students read. The head shakers, finger pointers and those who go vocalise have to be identified.

- Teach basic things like how to hold a book, angle of the book and comfortable sitting posture.

- The teacher has to be aware of the problems that a text might create. Cross-cultural problems hinder comprehension.

- The average reader would find difficult to differentiate between types of language exposition and arrangement

- Inculcate the principle of reading for pleasure, not just reading for good grades and fluency.

3.6   UNIT SUMMARY

I.   Reading skills are receptive skills.

2   They are indispensable for all work in any field.

3.   Reading is decoding usual symbols, written or printed.

4.   The reader creates his own meaning also. Therefore, the process is an active one.

5.   Every kind of reading is different. It alters according to purpose, material and need.

6.   The various types of reading are Expensive, Intensive, Skimming, Scanning, Reading Aloud and Reading Silent.

7.   Even though Reading Aoud has its uses, Silent Reading is the best method for comprehension.

8.   Speed is essential for comprehension,

9.   There are other skills involved like ; Inferring, Anticipation and Prediction.

10.   There are various ways of comprehending a text. Bottom-up Processing, Top-down Processing and a combination of both-Interactive Processing.

II.   It is essential in all cases to divide the text into sense groups.

12.   The teacher's job in teaching reading skills extends to choosing the correct text, setting up comprehension activities and improving reading speed.

13.   Further help should be provided to enhance reference skills as well.

3.7 CHECK YOUR PROGRESS

These exercises are for improving the skimming techniques.

I. **Read the classified advertisements below and answer the questions.**

I am moving to Canda and desperately need good movers Whom should I call? How much does the New Isle package cost? How many can avail it? If I ring up Mr. Chand Sri and ask for his son whom should I ask for	**TRANSPORT** **Speedline Packers and Movers :** Call for professional packing and moving household good any where in India and abroad Insurance provided. Contact 602011 **Madhur Packers :** Household and commercial goods packing, unpacking, loading, unloading, trucks, mini-trucks all over India. Contact 270421 **COMPUTERS SALE :** Purchase, Low Price, Ready Stock, Instalments Facility, Easy Loans, Pentium I, II, III available, Printers. Contact : Quartz Agencies Tel No. 547659 For Sale Double Storey Bunglow, Opposite University. Excellent Facilities, 2358 sq.ft., Contact 596001	**Change of Name** I, Vijay S/o Chand Shri R/o Govind Nagar, have changed my name to Snt Vijay Kumar for all purposes. New Isle Resort Offers three day two night's Package. food included with club facilities. For 1900/0 for couples, children free. **WANTED** Amber house school, Neel Colony, requires teachers for primary, middle and high school. Preference convent educated and English Speaking, Contact 763211

II. Find the Mistake

Each of the articles in the boxes has a mistake. Identify and correct.

1.	Fun-loving male 23, tall, slim and intelligent seeks attractive women. Non-smoker Box 445 Answer :	4.	The route taken by the process in was lined by clapping cheering crews. Answer :
2.	STRESSED ? Take the alternative approach; Aromatherapy, yoga, Acupuncture; All our therapists are strained and experienced. Answer :	5.	A neighbour claims to have seen a ghost. It upset him so much that he has not eaten properly for the last 3 days. Answer :
3.	A young couple are fighting for life after catching the deadly E-coli. The source was discovered to be an empty cartoon in the couple's flat. Answer :	6.	The bank robbers tried to escape but were warned by a polite dog. Answer :

III. Look at the given page from a dictionary and answer the following :

1. clumsy / kl^mzi/adj (clumsier, clumsiest)

   (a) awkward in movement or shape; ungainly

   (b) difficult to handle or use 3 tactless oo clumsily (adv.) clumsiness (n) [obs. clumse be num with cold (scand)]

      clung (past and past part. of cling)

      clunk /kl^nk -n. a dull sound as of thik pieces of metal meeting - v. to make such a sound.

      cluster /kl^str/ ------ n. I a close group or bunch of similar things growing together

2. a close group or swarm of people, animals, stars, gems etc. -v-l. to bring into a cluster 2. come into a cluster 3. (foll. by round, around) gather, congregate.

- Is it correct usage to say "an ungainly figure"

- Do champagne classes dunk or clink.

- What about metal chains clunk or clink and your boots on the floor clunk or clink. If there's a third word find it.

- In one corner of my garden I have roses pansies, geraniums and dahlias. Is that a duster, if yes of what?

- Is this correct usage? : "The children clustered around the house"

- is this good usage? "There is a cluster of people outside the hall". You will find that there is a better word for the above statement what is it?

IV. Reading for Comprehension.

(a) I had called upon my friend upon the second morning after Christmas, with the intention of paying him the compliments of the season. He was lounging upon the sofa in a purple dressing gown, a pipe-rack within his reach upon the right, and a pile of crumbled morning papers, evidently newly studied, near at hand. Beside the couch was a wooden chair and on the back hung a very seedy and disreputable hard hat, racked in several places. A lens and forceps lying upon the seat of the chair suggested that the hat had been hung in this manner for examination.

"You are engaged", said I. "perhaps interrupt you"

I seated myself in his armchair and warmed my hands before his crackling fire.

("The Blue Carbuncle. From the collection of A. Conan Dayle strand Magasine)

(b) Complete the following :

1. The writer's friend is probably a detective because

2. The writer's friend is probably lazy or tired because——-

3. It is probably a very cold morning because................

4. What does 'seedy'mean (without using a dictionary only from the. context) would it be correct to say "a seedy house"

5. On which day (the date please) did the writer visit his friend?

6. What time of the day was it? How do you know?

7. 'I seated myself'm means, 'I sat down' similarly can you explain 'the seat of the chair'....

8. How is 'seated' different from 'lounging'?

V. Reading for Comprehension

The 'Modern Frame Works' was actually an extra large wooden packing case mounted

on wobbly legs tucked in a gap between a drug store and a radio repair shop. Its

owner Datta, with his concave figure, silver - rimmed glasses and a complexion of seasoned timber, fitted into his shop.

He was a silent, hard working man. He gave only laconic answers to the questions his customers asked and strongly discouraged casual friends who tried to intrude on his zone of silence with their idle gossip. He was always seen sitting huddled up, surrounded by a confusion of card board pieces, bits of wood, glass sheets, boxes of nails, glue bottles, paint tins and other odds and ends.

In this medley a glass cutter or a pencil stub was often lost and that was when he would uncoil from his posture and group impatiently for it. Longtime he had to stand up and shake his 'dhoti[1] vigorously, this rocked the whole shop.

(The Hotel Riviera by R.K. Laxman)

(c) Questions : Choose the correct alternative :

1. In the sentence "Datta with his concave figure", Concave means :

    (a) bent or huddled (b) thick (c) strong (d) muscular

2. In the sentence "gave only laconic answers. Laconic means?

    (a) casual (b) irrelevant (c) rude (d) any other

Answer the following in your own words :

(1) What exactly does Datta's shop make and how do you know?

(2) What kind of man is Dutta? Choose the suitable adjectives out of the following and give your answer :

    Quiet, reserved, untidy, jocular, old, young, tired, sprightly, hardworking and rich. (You may feel free to use your own adjectives)

(3) What does the word 'uncoil' suggest? Why do you suppose the writer used it?

(4) What does 'odds and ends' mean? Understand the context and answer without the help of a dictionary or other reference sources.

VI. Jumbled Order

Arrange the following fragments in the correct order. The one marked (1) is the correct beginning 2, 3, 4, 5 are in jumbled order.

(1) David Attenborough is very gloomy about much of what he has seen. What has

depressed him most has been the huge scale and speed of change that human beings are inflicting on the world. A powerful symbol of that change is the simple act of felling trees.

(2) This leaves the fertile Himalayan hills naked: unprotected from the heavy rains. The trees were umbrellas, but now the rain washes out the good soil.

(3) So then the whole area is under water, People use their farm and people drown. So cutting down trees in Nepal drowns people'in Bangladesh.

(4) In the Himalayas, for example, people cut down forests simply because there is an awful need of people who need fire to help keep warm. And so they cut down trees. Huge hillsides in a few years are stripped of their forests.

(5) When the next rains come, instead of the forests during the rains and letting it a bit at a time as though it were a sponge. The forest is not there, so rain water runs off and goes down in a huge flood, and it gets into towns which are clogged with mud and it floods.

3.8   ASSIGNMENTS/ACTIVITIES

Read the following books/magazines/news papers

- India Today
- Reader's Digest
- Agartha Christie
- Short stories by Mark Twain, O. Henry, Saki
- Novels by R.K. Narayan
- The Times of India
- The Telegraph
- Jeffery Archer.

3.9   POINTS FOR DISCUSSION AND CLARIFICATION

After going through the unit you may like to have further discussion on some points and clarifications on some others. Note down those points below :

3.9.1 Points for Discussion

_____

_____

_____

_____

_____

_____

_____

_____

3.9.2 Points for Clarification

_____

_____

_____

_____

_____

_____

_____

_____

3.10 REFERENCES/FURTHER READINGS

Unit I and II

1. *Teaching English as a Second Language* by JA Bright and J.P. Megregor, Longman.
2. Gimson's *Pronunciation of English* revised by Allan Crottendon (5th Edition), Arnold.
3. *English Phonetics for Indian Students* T. Balasubramaniam, Macmillan.
4. *Living English Speech* by W. Stannard Allen, Longman.

5. *Tactics for Listening* Students Book and Teachers Book, Oxford.
6. *English for Life,* Oxford.

Unit III
7. *Developing Reading* Skills, Grellet, Cambridge
8. Beyond *Words,* Oxford
9. *The Practice of ELT,* Harman, Longman.

Unit IV
10. *Writing Tricia Hedge,* Oxford
11. *The Oxford Guide to Writing* by T.S. Kane, Oxford.

Unit 4 ☐ WRITING SKILLS

STRUCTURE

4.1   INTRODUCTION

What is the nature of writing? Though there can never be one satisfactory answer, the following points will provide you some idea.

- It is a systematic process of recording speech sounds through a symbol system (alphabets)

- It is a learned skill not an acquired one. It requires training in the art of writing i.e. both how to write words and how to create meanings?

- In both an individual's life and in the life of mankind, writing comes after speech. In human history writing came at a later stage while speech was the first medium of communication.

- Children learn the spoken language through a process of trial and error and in imitation of their surroundings.

- Writing developed primarily as a means of recording the sound system of a language. Spoken ideas, narrated events and experiences are mometary happenings. And human memory is notoriously unreliable. You must have seen how two people never remember a 'heard' thing in exactly the same way. So writing records for us, unless of course, you record the sound itself.

- In primitive societies the first formal written communication developed with cave paintings. They still survive - hundreds of history seeves, natural life and rituals - as history.

- Writing was pictorial (using pictures) til! very late in human history. Chinese writing uses a very refined form of the pictorial script till now. Every language uses a different script or a different set of symbols. English uses the Roman script and Hindi the Deonagri and as such every writing system differs sometimes creating and sometimes practitionally.

- Writing also serves to standardise a language. Spoken language is prone to variations from one individual to another, or from one regional (idiolect) group to another (dialect). But the written form is a single one.

- Primitive societies, even now, .use the pictorial system or other purely sound-based system. The more developed the language, more complicated and intricate is the writing. English alphabet uses the Roman script and stands for a combination of sound and conventional use.

- This unit provides ideas about writing effectively. We start with mechanics, which is the actual act of putting pen to paper and move on to creating complex meaning through writing. We also provide guidelines to writing compositions like letters ess'a'y etc. and finally make a brief comment on improving style.

4.2 OBJECTIVES

- To write using the conventions of mechanics - good punctuation, good layout and legibility.
- To consider purpose, strategy, style, point of view, persona and tone while composing.
- To identify a style of sentences and use those techniques in writing.
- To develop paragraphs which are relevant, logical and interesting.
- To develop paragraphs using devices like illustration, contrasts, cause and effect etc.
- To be able to write letters for. a variety of purposes and with a variety of language use.
- To be able to write essays and expand paragraphs
- To be able to compose notes and messages with reference to daily activities.
- To know the basis of writing reports.
- To make use of elliptical language for telegrams.

4.3 ELEMENTS OF GOOD WRITING

4.3.1 Key Concepts

What is good writing - quite simply the one that is effective. Writing should create a response, an impression on the reader. Obviously to do so, you must have certain practical tools. Some of these tools are the following. Practise using them in your writing as soon as possible.

Good writing should involve :

- a high degree of organisation

- a systematic / logical development of the information to be presented.

- Use of accurate words and meanings, to avoid any ambiguities / in phonetic software/ ambiguities/(confusable meanings).

- Choosing relevant and necessary details.

- Choosing the appropriate grammatical structures and ensuring that they also follow rules of mechanics.

- Selecting or creating a style.

- Using variety in sentences and paragraphs to interest the reader and make writing more communication oriented.

- Using simple language.

- Following a format wherever conventions dictate.

- Being able to choose from a wide vocabulary.

The following are some of the key concepts for any kind of writing :

Purpose : It is quite simply the end you are aiming at. It underlines all writing activity. One never writes without a purpose or an imagined reader. When we write we have to imagine how it would sound or how others would read it. Before you start on writing anything, decide the purpose - exams, news, personal, public, creative etc. and decide the reader - a teacher, a student, an expert, a layman etc. This will influence your style.

Strategy : It means choosing the aspect of your topic that you want to focus on, how you plan to do so and the language choice, for example if you want to write about 'School', then you may choose not to write about buildings, number of schools, size. May be you would want to concentrate on the psychological effect of school on children. Then you would probably choose to use a story to give your ideas or write a report you may opt for informal language or highly technical, jargon filled language.

Style : It is the apparent result of purpose and strategy. The formation of sentences and paragraphs, how you are grammar and the images are aspects of style.

Purpose, strategy and style are related ideas. Style is seen in the text, strategy is what you choose to do in the text and purpose is your deeper aim. There is no one to one correspondence between purpose, strategy and style. Different strategies and styles

can be used for the same purpose and different strategies can be expressed in different styles.

Point of view : It is a part of strategy. It means that you could choose to be persona! using T 'me' 'my[1] etc. Or you could be impersonal and not refer to your self at all. This choice will depend on your style and what will be appropriate for the subject. For example scientific thesis or a newspaper article is impersonal while a diary, an autobiography or a personal essay uses a personal view.

Persona : It is a very abstract concept and less important in daily writings. But it does exist in every bit of writing. It refers to the personality of the writer expressed in the work. For example if you are writing a film review is your personality impatient, biased, angry, interested, casual etc.

Tone : This is the mood you choose as a writer regarding a particular issue. For example you are writing about child labour - you are - angry and asking for change, cynical, disappointed etc. It is very much like choosing a persona. Tone is more apparent in the text than persona.

4.3.2   Mechanics of Writing

Mechanics refers to how a composition is arranged on paper. Spacing of words, paragraph alignment spelling, using capitals and punctuation are all parts of mechanics. The rules of mechanics are more like conventions, trends followed by many people over a wide area for a long time. They are often altered, especially by creative writers to give special meaning to the text.

The Purpose of Punctuation

- To help the reader understand the text.
- To clarify grammatical structures.
- To give emphasis to certain words and phrases
- To give rhythm or reflect the intonation.

    All punctuations are always used according to the meaning you want to convey. There are very few absolute rules.

Stops - (full stop, question marks, exclamation marks)

Stops correspond usually to pauses in speech. They are of 2 types - end stops and internal stops. The stops mentioned in this sub-heading are all end stops, which means they come at the end of a sentence but for certain purposes they may be used internally.

The Full Stop or Period .American English) comes at the end of declarative statements, imperatives or sometime commands. It has to come at the end of declaratives (absolute rule).

Its Uses :
- To marks pause at the end of a sentence. It signifies the completion of one unit of meaning.

- Also used in abbreviations - Mr., Mrs., Ms., Dr., there are some abbreviation that do not use it - UNESCO, UNICEF also used in shortened forms - e.g., etc. i.e. (that is).
- If the abbreviation comes at the end of the sentence then the stop does the job of closing the sentence too.

(?)   The question mark (query or interrogation point)

- Direct question is the most common use. It signals the rising intonation of the voice and the grammatical structure of a question.

(a) Is this your home? (rising tone)

(b) Where are you? (not rising but grammatical meaning)

- Indirect questions do not use question mark. In indirect or reported speech the question mark becomes part of the declarative sentence that introduces it.

(a) Are you going? (direct)

(b) He asked if I was going, (indirect)

- Rhetorical questions (those which do not require or expec answers) always use a question mark, even though they do not have a rising tone.
- Question mark can also be used within a sentence to express doubt or uncertainty about a given fact.

(a) They came to India in 1150 A.D. (?)

It is used only if there is no way of confirming the fact. Don't use it for facts that can be confirmed.

- It is also used within a statement to give the questioning feeling,

(a) The world is coming to end - is it? I hope not.

The Exclamation Point (!)

- Conveys emphasis of either a word or the entire statement.

4. When used after an imperative it refers to the intonation of a command

4. Come here!

Also used after interjections.

4. Bah! What a day.

4. Hell! I missed the bus again.

4. When used within a sentence it stresses the proceeding words/phrases e.g. He had seen it before - So many times! He had known it well.

The colon, semicolon, comma, dash are internal stops creating a pause within the sentence.

The Colon (:)

- The commonest function is to introduce a specification. It also points to support a previous idea. It could be a single word or a list/series. The construction that follows a colon does not have to be a complete one, it could be a phrase or a single word.

Example

a. I have three reasons to live : family, friends and food.

b. The first principle he used was a value judgement : the common people are no good.

  Also introduces quotations, especially long ones : and rhetorical questions.

Example

a. The master once said : "......................

b. The question is : "How to work in here any more?"

The Semi Colon (;)

- It joins independent clauses in a sentence.

Independent clauses are linked in two ways.

a. Languages are not invented; they grow with our need for expression.

b. Languages are not invented but they grow with our need for expression.

The (1) joins without a word, with punctuation. This is called a parataxis. The (2) is joined by conjunctions. Omitting the conjunction and using parataxis makes the statement stronger and more emphatic.

- It also separates items in a list or series when even one of the items contains a comma. This is because when an item has a comma in it, separating it from other items needs a stronger pause. Even if the comma is used in one item a semicolon has to be used to separate all.

a. He enjoyed power in all its examples : the big company, the state's weapon; the big industries; the corporate lawyers.

The Coma (,) is the commonest and the most complicated of all marks. Even though there can be many variations to rule, the general conditions should be followed.

To join co-ordinated elements. Co-ordinated elements are identical constructions in the same sentence, which can be joined by conjunctions also. The identical elements could be two subjects, two objects, two independent clauses, or two verbs. Single words, phrases and dependant clauses can also be paried with commas.

The comma link - This is a more complicated link. It can be used between independent clauses that are being joined by parataxis. Even though the semicolon is conventionally used in this position, someims a comma may be used. This is so when clauses are short and directly related.

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a) The crisis was past, the prospects were favourable S.N. Adams.

If the clauses are long and complicated and the link not obvious then (;) is also used with items of a list or a series are usually words and small phrases.

Also with adjectives ;

a) Angry, the man sat down.

b) The man, angry, sat down (in a reversed, position),

With adjectival clause :

a) The man, who was sitting down, looked angry.

With adverbs ;

a) Finally, he came.

b) But, unfortunately, she came.

c) He knows the way, luckily.

Note 'However' always needs a comma.

Luckily, fortunately, therefore use commas only if a pause is needed after them.

- When one or more units are attached to the same part

Many people believe and still do, that —

Main part   Attachment

- With dates and place names

American usage -   April 14, 1926   European - 14 April, 1926

                         April, 1926

Bhopal, Madhya Pradesh

London, United kingdom.

The Dash *(~)* is a stronger pause then comma and less formal than a semicolon, colon and parentheses. It signals a significant pause and should be used only where a very strong pause or emphasis is needed. It can be used in

- Isolating final phrases/words where it is very emphatic

    (a) He came - finally.

- In the middle of the sentence where it separates a clause to emphasize it

    (a) He came late - as usual - and left early.

- Also to introduce lists/series.

    (a) I love - family, friends, food.

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Apostrophe (') to show possession - Henry's

for plural nouns ending in 's' use only the apostrophes - girls' school

- to show contraction

  He will   He'll

- to mark elision (dropping of a sound form a word)

   never (')   ne'ver

  going (')   goin   (rare in written composition)

Quotation Marks *(" ")* are used with direct quotation and words which have a special sense.

a   She gets angry 15 times in a day. She has a "rare" temper (special sense).

b)   She said, "I have never seen him." (direct quotation)

Hyphen (-) is used to separate compound words and to indicate division of words when changing lives

Note : Always break at syllable divisions and put the hyphen at the end of the line not at the beginning of the next line of

     STU   -   is correct

     PID   -

     ST   -   is wrong

     - UPID

Hyphen are also used when a word is spelt out in written composition. Affect is spelled A-F-F-E-C-T

Parenthesis ( ) and Brackets ⁄   ⁄

Parenthesis is used to separate a word or construction that may or may not be grammatically related to the rest.

a)   Even those who do their work anywhere (like journalists) ....

      And brackets are used when you want to add something that does not belong to a quotation,

a)   "This area [he said laughingly] is not bad."

      Ellipsis is a series of 3 of 4 dots. It is never 5 of 6. It implies that something has been left out and is usually used in quotations.

      If the omitted matter is within sentence then use 3 dots.

a)   "Dante is......a great poet".

      It the matter is at the end of the sentence then use 4 dots.

b)   "The last great poet........"

      [Note : The omission must not change the meaning or sense of the original quotation].

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Diacritics

A diacritic is a special mark placed above, below or through a letter to show special pronunciation. So they add to the information that the alphabet gives sound. English normally doesn't use diacrities except for words like naive - this means that the vowel is to pronounced as a separate syllable. If you use foreign words from languages like French or if you come across them in a text you will often find diacritics.

Underlining is used to represent what would in print be in italics like titles of books, films, paintings poems, songs, plays. It is also used for foreign expressions or for emphasis.

Using Capitals

- The first and last words of a literary title should be capitalised as all words in between except articles, prepositions and conjunctions.

a)   The Call of the Wild

- If the article comes after a stop (see earlier section) then it should be capitalised e.g. Charles Dickens, The Last of the Great Men

- The first word of quotation whether it begins a sentence or not

a)   He said, "We like them".

     It he quotation is broken, no capitals are needed when it is resumed.

b)   "We', he said, "like them very much"

     if the quotation is introduced with 'that' then no capitals.

c)   He said that "we like them"

- Proper names and persona! titles or adjectives derived from proper nouns

     Ramsh   -   name

     Judge Robins   -   titles   Robins, the judge (no capitals here)

     The Darwinian example - (noun serving as adjective)

- School/college courses are not capitalised unless they are derived from proper nouns. That means only language courses are capitalised.

     anthropology   English,   French

     history philosophy   German

- Personifications are capitalised

Handwriting and Legibility : These are very important considerations in handwritten text. The writing of different individuals are always different and should be too. The only consideration should be clarity, legibility (ease to understand) and neatness.

Alignment - This is helped by margins since all written text is aligned according to margins.

The other variations are:-

Margin   A better way to see life is to experience it in all its variety.

Next para   perhaps its difficult to do it like this ---

The first word of first para is aligned on the left side. | A better way to see life is to experience it in all its variety.

This is always good

Next para also aligned on the left | Perhaps its difficult ----

If the first para ends at the end of the line then it is letter to leave a line. The next para could also be indented.

The margins should be at least one inch, alignment variation can be there.

Word-spacing - For teaching beginners (small children) the only guide is to keep at least one letter gap between words. The general guideline is legibility.

4.3.3 Stage of Writing

Since writing is a logical process it follows that it can be done in stages. These stages don't happen distinctly. Writers do all the these together.
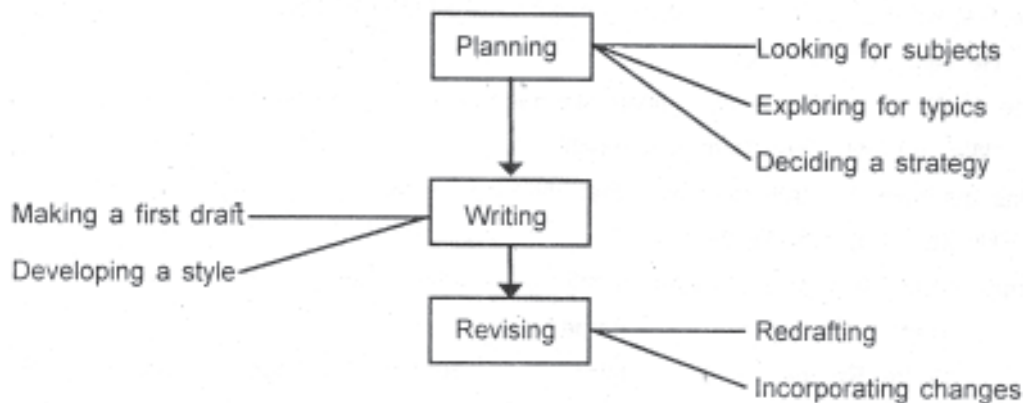
Most of our daily writing work is done with a predetermined purpose. Thus looked for topics is not a problem. To decide strategy, break the subject into various questions.
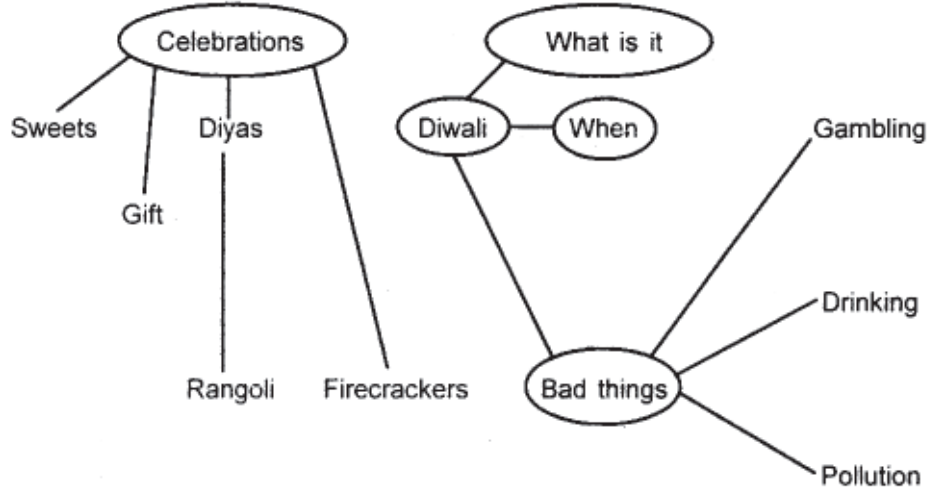
e.g. on school education

   (1) What is the present situation?

   (2) Is it good or bad?

   (3) Can it be changed and how?

   and so on

This divides the topics into points and gives you an outline. The other way is to make a chart. There can be two kinds of charts.
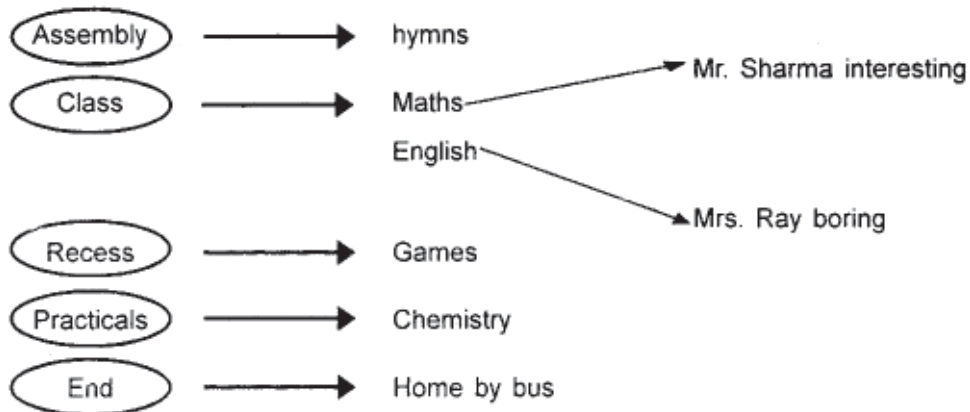
1. For descriptive writing (Describing things) subject - Diwali.

2.

2. For story or narrative (following a time related sequence)
   Subject - A School day

This shows the progress of events

The second stage is the first draft. Using the points you have made as guide simply write whatever comes to your mind. This is like free-writing (spontaneous writing without preparation). Stick to the plan but don't be afraid of diversions and remember. No one makes a perfect first draft.

The last stage is revising. It is better to read what you have written aloud. This gives objectivity. The text has to be considered critically. Put yourself in the position of the actual reader and then make changes.

4.4 BASIC UNITS

4.4.1 The Well Constructed Sentences

The sentence is very difficult to define. It must, however, have the following characteristics :

a.   Clarity, simplicity and consciences

b.   Independent with a capita! letter beginning it and an end stop ending it.

c.   It should give proper emphasis on the relevant word to create meaning.

d.   It should have variety. A composition can not have only / subject-verb-object sentences or any one structure only.

e.   It should follow the relevant mechanics and grammar.

The basic types of sentences are simple, complex, compound and the compound-complex' These basic grammatical kinds are used to create various styles of sentences. A few are explained.

● The segregating style uses a series of short, uncomplicated sentences. Each sentence taiks about a different aspect of the subject and the final effect is like a collage.

● The best use in descriptions.

● He writes, at most, 750 words a day. He writes and rewrites. He polishes and re-polishes. He works in solitude. He works with agog. He works with sweat.... Beaucily Nichols.

● The parallel style has 2 or more clauses which have identical grammatical structure. Both the clauses have identical relationship to the same verb. It is a very economic construction.

    e.g. (1)   jack and Jill went up the hill.

                       1   2   V

        (2}   We will go when we are ready and when we choose.

    Parallel constructions have to be grammatically identical.

● The subordinating style has important idea which is emphasised and the less important ideas are included as less emphatic, clauses/phrases.

    e.g. (1) I found a large hall obviously a formet garage, dimly lit, and packed with cots. When a portion is underlined it means it is emphasised; the other details are not important.

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The fragment is a simple word/phrase/clause standing about as a sentence. In formal English they are considered faulty but they can be used to provide variety,

e.g. (in spoken English) - Do you understand? Perfectly.

- In written English it would not be a word instead it would be a clause or phrase. e.g. The nightmare was almost real. Almost but not quite.

They are to be used rarely and to give emphasis and unusual meaning.

The well written sentence should be concise, emphatic and have variety.

How to achieve these?

Following are a few pointers

- Do not use unnecessary words.
- Do not state what the sentence structure is, the structure is, the structure itself makes it clear.

    e.g. He is taller than his brother is.

He is taller than his brother.

- Do one a colon or dash to introduce an announcement or list.
- Do use ellipsis i.e. omitting words   implied by the grammer of the sentence.
- Use parallel constructions.

    e.g. The beginner works more slowly, and he most work more consciously, the beginner must work slowing and consciously.

- The opening position and the closing position are the most emphatic parts of a sentence. You could try placing the main element of a sentence there.

    e.g. Among all human traits, curiosity is the most dangerous

    Curiosity, among all human traits, is the most dangerous (better).

- Repeating a word/phrase also gives emphasis but when used carefully :

    e.g. To understand is to win, to understand is to sympathize and finally to understand is to survive.

- A good sentence should have both coherence (similar and unified ideas) and variety (changing the grammatical structure)
- Use fragments after a series of complete sentences.
- Use Rhetorical questions e.g. Is this all I have to do?
- Use Dashes to insert a clause in between the sentence. This is called interrupting the sentence.

    e.g. She dashed - crying - in front of the car.

4.4.2 The Well Constructed Paragraph

Every composition is composed of paragraphs. Paragraphs are a group of sentences developing a common idea or topic. This topic put forward in a separate sentence which forms a topic sentence. In a composition paragraphs are linked through related topic sentences.

- A paragraphs has to be unified. This implies that all its elements or ideas should fit together. The unity of the paragraph also means these should be a flow in the sentences i.e. there should follow each still without any gaps.
- Ideas should also be arranged in their logical order. One of the ways is to use numbers - firstly, secondly, first, second etc.
- Sentences are linked by various means. It could be done by
a. Repeating keywords in a number of sentences.
   e.g. Terrorism is not dead by far. Terrorist is alive and well. Infact Terrorism is getting comfortable.
b. Using pronouns and demonstratives
c. Conjunctive adverbs like therefore, mean while, however afterwards as on result etc. There are innumerable conjunctive adverbs. Just to show contradiction, for example, we can use-but, however, still, yet, nonetheless, nevertheless, though, instead, on the other hand etc.

'And' and 'but' mostly act as conjunctions within a sentence. Even though formal English rules say "Do not use 'and' and 'but' to start sentences", the fact is that in good and effective writing they can begin a sentence.

- Paragraphs can be developed and are expanded from a single sentence in various ways :
a) by Illustrations - Examples that prove the statement you are trying to make, e.g. Some writers are complete snobs, for example.
b) by restatement - repeating the main in a different way. It is difficult because the repetitions should not be monotonous.
c) Comparison and contrast - The subject can be developed by comparing two of its elements, for example, the difference between a sign and a symbol is.........
d) Cause and effect. - to ask why? and then supply the answers. the way? of the subject could be a separate paragraph followed by reasons on results in separate paragraphs.
e) Definitions and analysis - to provide a definition of the subject or topic and then analyse it in detail.

Practice

Write paragraphs on the following. Choose different styles of developing
   1. Traffic rules

2. Earthquakes
3. The need for science

4.5   COMPOSITION

This section gives you to basics of the usual kinds of composition that we undertake in daily life. These pieces have their own purpose, you as a writer, can choose strategy and style.

4.5.1   Letters

They are the commonest examples of writing in daily life. Letters have a definite format for composition but they can adapt very well to new media for example, e-mail formats are very different.

Traditionally letters are of two types - informal and formal. Formal letters include transactiona! letters, business letters, applications, open letters for public platforms.

The informal letters or personal letters include those written to friends, relatives or seniors using an informal use of language. Parts of a letter.

The Heading - Address and Date

House no. + Street	15, Second Street
Locality + City Pin code	Wright Town, Jabalpur - 462 016
	Optional Position
Date	International style is
	12 August 1999

You can mark a comma after every use of address or leave the end punctuation out.

Note : In American style while speaking $^{nd,\ th,\ rd}$ are said but not written while in British style there are written and said.

In official letters the designation of the person to whom yo are writing, is given.

e.g. Mr. M. Chatterjee   (This is over the direct address (Dear sir) on the left hand)

   Manager

   State Bank of India

   Bhopal.

Note :   In business letters 'Esq.' may be added after the name. Don't write both Mr. and Esq.

   (full form 'Esquire').

   Titles and decorations awarded by Govt. come before academic degrees.

   Messrs, (abbreviation for messieurs = French for Gentleman) is used for a company which has a personal name.

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- e.g., Messrs. Lal and Co. Ltd.

  not for impersonal names.

  e.g. Hindustan Sever Ltd.

The Salutation

1. For personal letters - Dear, My dear or simply name!

   If you give surname don't give name also

   Dear Mrs. Sharma

   Dear Sita

Solution may be followed by (,) in British style and (:) American style for formal letters

    Name not known   -   Dear Sir

    Organisation or firm   -   Dear Sirs, Dear Gentlemen, Dear Madams

        (for an all woman organisation)

- General - Dear Sir or Madam
- With titles - Dear Mr. President

  Dear Mr. Governor

  Dear Madam Secretary

Titles other than Mr., Miss., Mrs., Dr. are spelt out in full not abbreviated.

Close

Common closings to personal letters.

    Your friend, Yours truly, Your loving friend, Your loving daughters, Yours very sincerely, Your affectionate ...., affectionately.

- In intimate letters

  Love, fondly, affectionately, with love, Yours ever.
- You can also use - Sincerely, Affectionately etc. in informal letters,
- In formal letters

  Yours truly, Yours faithfully, Yours respectfully, Yours obediently, Yours sincerely, Yours cordially.

> **Note :**
> 1. British usage - Yours sincerely
>   American usage - Sincerely yours
> 2. Do not use apostrophe with yours, it is a pronoun.

Sometimes 'I remain', 'I am' can also be used

e.g., I am, Yours faithfully,

Signature

- The signature - don't use Mr. or Professor with your name in the signature.

  Don't include your degrees and titles as part of your signature. They may be included after your name.

- P.S. or postscript is an addition made after the main body of the letter.
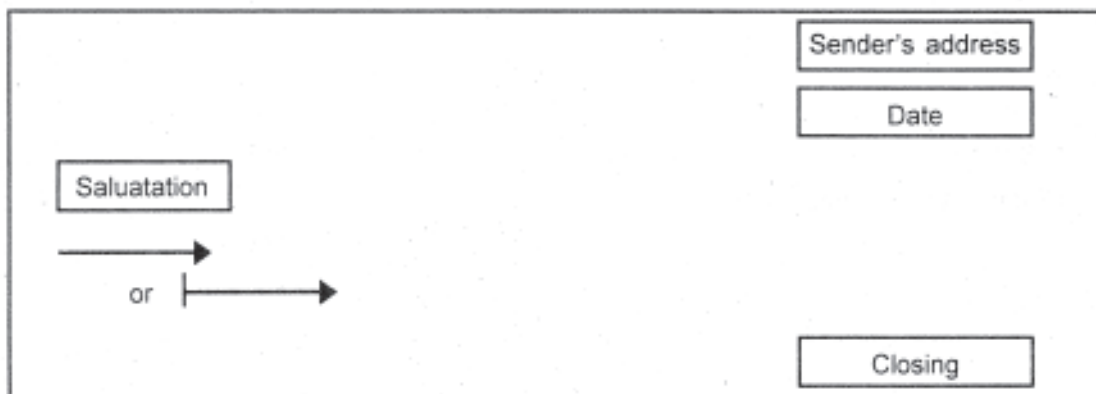
- Customary endings

  Dear Sir, Dear Madam, Dear Sirs, Dear Gentlemen

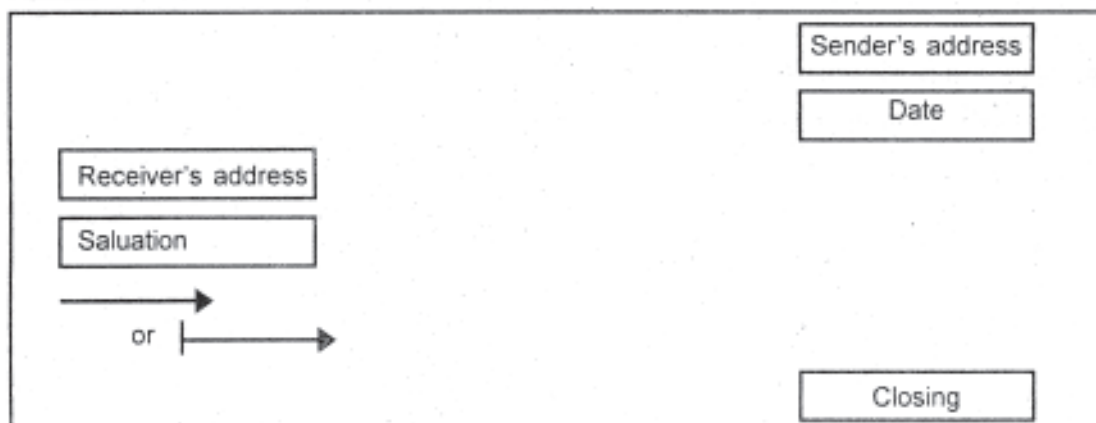 Dear Sir or Madam - Yours faithfully

  Mr.   Mrs.   Mr.

           Yours truly/Sincerely

Informal Format

Formal

Left aligned format

Address

Salutation

├─────▶

├─────▶

Closing

(do not indent para)

Formal Invitation

like to invite you to ....

R.S.V.P.   Time : ....
(Respondez Siv vons Plait)

                                               Venue : ....

(Please reply)

Specific Kinds of Letters

A. Invitations should have

Making the invitations	You are kindly requested to attend/to join us for ....
● Giving time date/place	Would you do us the honour of accepting the invitation
● Describing the circumstances	Would it be possible for you.........
● Giving reason	It would be wonderful if you would join us
● The letters ends with	With hope for a positive reply

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Language Use

I would like you to come to.....

I would 'lke you to attend.....

Would you (kindly) attend .....

I was wondering if you could.....

Could you possibly .....

If you are not too busy.....

Why don't you come over/to.....

I really hope you can come

Ending

I (do) hope that.....

Hope to see you there .....

Hope you can come.....

I hope you will/can come/make it.....

Awaiting your gracious presence.

B. Requests

Should have

● the request

● descriptions of the reason and kind of work

● ending with the request

● thanks or hope for co-operation, language use depends on the nature of work - simple,   difficult, delicate.

Language Use

Would/Could you.....

Would you mind doing.....

Would/could you possibly.....

I wonder if you could.....

Would it he possible for you to .....

Would you be kind enough / kind as to.....

Ending

Thanking you in anticipation, kindly co-operate.

Acceptance/Refusal

An invitation has to be replied to. Such letters should have :

● Thanks for the invitation, regret at having to say no (if refusing) and reason.
● Confirming the appointment (if yes)
● Suggestions for alternate arrangement when possible (if no)

Language Use

Ways of Accepting	Ways of Refusing
Mr. and Mrs ...... Kindly accept your gracious invitation	I regretfully have to refuse .....
I would be happy to	I simply cannot make it
It would be a pleasure	Mr. and Mrs ...... regretfully
	inform you that .....
	It is with deep regret that I
must refuse I'm really sorry but	It's just not possible now.

Apologies
These should have explanations and a promise about the future. Since they are mostly written when you have not done something you should have or when you have made a mistake.

Language Use

Apology	:	I feel awful about .....
	:	I am terribly / very sorry about
		I (do) apologize for .....
	:	I sincerely apoligize
	:	Please accept my (sincere) apologies for
Offering Explanations	:	Sadly .....
		Unfortunately .....
		I wanted to / was planning to / was
		ready to but .....
Promise	:	Promise that / 1 will .....
		I hope to .....
		I assure you that .....
Ending	:	I realise how difficult .....
		I do hope I didn't .....

Congratulations and commiserations can be separate letters, or pact of a bigger letter they should a have a reference to the event or issue, then an expression (single word or longer) expressing happiness. In offering commiserations, you should also offer help.

Language Use

Congratulations	Commiserations
It's wonderful news	I'm sorry to have to tell you .....
Congratulations on	I was sorry to hear.....
I was delighted to hear that	I don't have the words to express how sorry I am.....
Fantastic news!	

Applications

These are accompanied by a Biodata / C.V. and hence they do not have to be detailed about your academic qualifications. Applications should concentrate on why you are a good candidate for the job. It usually answers a newspaper and so it should be written with the advertisement in view.

The tone should be courteous and interesting. Do not underplay your qualifications, do not over play either. Be proud of your achievements and be confident about putting them on paper. Confidence is what they are looking for. Ask questions if you are not sure about what they are looking for.

Must Have :
- Personal details of birth, marital status etc.
- A summary of your educational qualifications if you are giving a Bio-data and a detailed one if there's no Bio-data.
- Experience - where you have worked, nature of duties and duration.
- Any special accomplishments.

Possible Beginnings
- I saw your advertisement dated.....
- Your advertisement dated..... interested me.....
- This is in reference to your ad in .....
- I wish to apply for the position of.....
- I would like to apply for the vacancy .....

Ending

I look forward to hearing from you.
I would be grateful if you give me an opportunity.
- Remember to include relevant enclosures and ask any questions if the advertisement is clear.

Complaints / Enquiries

Complaints identify the background and clarify the problem, explain what you want to do, indicate the identification of the product or service, close with a statement expecting redressal or a correction.

Language Use :

I'm writing to tell you about.....

Could you kindly do something about it.....

Please do the needful.....

This is in reference to .....

To the Editor - This is an open letter i.e. one written to be published. It is usually in response to an article or news item or a common problem. It is meant to reach the people so it has to be easy and effective in language. There is also the constraint of space in newspapers and magazines, so stick to the basics. Address the editor followed by the name of the paper or magazine. Start right at the point you want to make. Give a reference if there is one. End with name or a 'concerned citizen' or yours sincerely.

The Editor

Times of India,

New Delhi.

This is with reference to the article published on ....titled...........................I wish to point out that.............................

and so on ....

The Format Could Be

a)   The Editor,

Times of India,

....

....

Ramesh

4.5.2   Essay and Paragraphs

An essary is a short piece of composition. It exhibits a great variety and can be about almost everything. Essays can be factual, speculative, descriptive, analytical, persuasive, emotional, personal, objective, serious or humorous.

There are three basic divisions - beginning, closing and the middle. These features are common to most prose compositions.

A.   Beginnings have to be effective, interesting and attractive enough to make the reader continue reading the text.

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Possible Beginnings

1. Announcing the subject directly - e.g.   It is my purpose to talk about.....

2. Announcing indirectly means   I want to talk about.....

   Let me tell you about.....

   e.g. If an essay on schools - schools are   I would like to take this Opportunity to

   amazing things   express my feelings about.

3. Immediate Announcements the first line announces *e.g.* All men are snobs - Huxley
   This is a no nonsense, business like way, very startling and provocative.

4. Delayed announcements are good because they keep the reader in suspense. You start at a general point and then come around to the specific topic.

   Since the first sentence does not announce the subject, the reader would read on to discover the subject or what happens next. The movement from the general to the particular should be related.

   If the subject is more important than the style then immediate announcement should be used.

- Giving unusual facts and amusing the reader.

  Unusual facts are guaranteed to attract; they should be relevant and the essay as a whole should also be interesting.

  e.g. I believe there are 15, 747, 173, 742, 275, 102, 1177, 468, 044, 717, 917, 527, 116, 709, 366, 231, 425, 076, 185, 631,.296 portions in the universe.

  (beginning for an essay on scientific philosophy)

  e.g. I have no ear

  (The author implying that he has no ear for music)

- Anecdotes are also good options.

B. To End

- Using words that signal end in - in conclusion, concluding, finally, lastly, in the last analysis, to close, in closing etc. Some adverbs also functions the same way - then, and so, thus etc.

- Natural point of closing like a death or end of play, movie etc.

- Circular closing - going back to point made in the introduction.

- Summations - if you have been analysing or judging in the essay then you are expected to give a find analysis or a kind of judgement in the end.

- Sometimes it is more effective not to gie judgement you could let the reader make his own judgement.

C. The Body/Middle - This is the most difficult part. You have already seen how to develop paragraphs and make plans and strategy. Here we discuss how to organise the middle.

- Using signposts - firstly & secondly, thirdly etc. First, Second, Third or 1, 2, 3.
- Paragraphs transition elements help to relate paragraphs with each other.

(a) Repetitions of particularly words.

e.g. - There was no car - the just like the old one.

The old one was in fact what he wanted ....

(b) Question/answer

e.g.   What can anyone do?

I think the answer is in the problem itself..........

(c) Using pronouns and demonstratives

e.g. There was a car just like the old one.

That was what he wanted.........

(d) Logical connection like - therefore, however, but, consequently, thus, and so, even so, on the other hand, for instance, nevertheless etc.

Articles are not very different from essays. If, however, you are thinking of writing a news or factual article than follow the following rules;

- Give only facts, Your persona! opinions are to be added only if they contribute a relevant details to the text.
- In news articles the details of the subject have to be logically expressed.
- In feature articles facts are supplemented with background information, surrup, opinions of others examples and anecdotes.
- In news articles the first paragraphs gives into like what? when? where? how? why?

Some Hints on Style

- An essay is divided into paragraphs. You have already seen in Part B how paragraphs are developed. Every paragraphs should be a part of the essay and have marks of a good paragraphs as well.
- Refer again to Part B - paragraphs. In an essay its important to follow some sequencing and linking between paragraphs and writing them.
- Don't use very short sentences (sounds aggressive) or very short paragraphs.
- Don't use rhetorical questions to excess.
- Don't use irrelevant persona! examples and anecdotes.
- Use proper examples.
- Very long sentences and very long paragraphs are both difficult to follow.

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Paragraph writing has been dealt with in part B. You can put all the variety of ideas into a paragraph that you would not in an essay The difference is the size. Paragraphs are approx. 75-120. The beginning, the body and the close have to integrated into one paragraph with minimum of words.

4.5.3 Notes and Messages

Notes and Messages are both smaller, concise and piecise versions of letters. They are written to concisely specific information and since the news in important the format or language is not conventional or detected live letters.

Informal Notes	**Informal Message**
Dear Ma.	Ma.
Gone to the cinema. Bacm	Gone to cinema
at I, Ramesh called	Back at I
around 4. Electricity bill	love sona
on the fridge, came today	
love Sona.	

Formal Note	**Formal Message**
Sir.	
Assignments decided at the	Sir,
meeting, Approximately	Assignments, decided
1200 sectors decided for projects	a.s.a.p.
Mr. Sharma would like you	
to contact him a.s.a.p.	Rohit
Rohit	

A note for the public would be called a notice or announcement.

	Message
Dear customer	closed for lunch
The shop is closed for	Open at 6.
Lunch. We re-open at 6	
Thank you,	

Obviously the difference between note and message is that notes are more detailed and thus longer than messages.

The General Characteristics of Both are :
- No introduction of subject etc. necessary. The salutation is optional too.
- No need to give previous reference of background material.

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- No need for 'i' Its understood.
- you can leave definite articles unless necessary to meaning.
- Use abbreviations a.s.a.p. = as soon as possible. Be sure they are the ones, that are, commonly understood.
- Use friendly/courteous language.

Memos

Memos are official messages, usually interdepartmental. Most companies have a specific printed format for a memo. Its like a message and processes on only one activity. It also hopes to give specifics. Example.

The Stationary Memo
To Dept.   Date : 14.4,201
From : H.O.D. English   Time : 12.30 p.m.
50 answer sheets are required for the IIIrd year final on the 25th. Send bundle a.s.a.p.

4.5.4 Report

Reports can be about - incidents and events or official projects.

Reports are usually part of a larger text like reporting particular speech acts or things. The two varieties of reports mentioned above occur as separate pieces of writing too.

Reporting incidents and events is most commonly seen as newspaper and magazine articles. This kind of reporting involves facts more than private opinions and sequencing of time related events.

When Reporting Action Use Simple Past :

For sequencing use - then, after that, eventually finally and so on.

In reports the facts need to be presented clearly. Therefore every topic is expanded in a different paragraph under distinct headings. The opinions of the writes are important but only.

When they are supported by a fact. e.g.

a.   The roads can cause accidents.

b.   The roads have sharp hairpin bends and there don't have enough sipnposts to mark the bends. This can cause accidents.

The first one is just an opinion, the second is a report.

Practice
1.   Report an incident involving a friend or relative with one of the following -police, tax officials, teachers.

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TABLE

> **Practice**
>
> Report an incident involving a friend or relative with one of the following - Police, tax officials, teachers.

Official Reports / Project Reports
Official Reports are a result of detailed planning and thought, it has to be logical arranged in sequences and explained with facts, illustrations, applications of theories etc.
The report contains - a title page, acknowledgement, contents, summary, detailed report, conclusions, Recommendations, References and bibliography (in to/books and people contacted) These are detailed so do not give personal opinions. Things you say should be verifiable.

4.5.5 Telegrams and Personal ads
Telegrams are a form of letters in a highly compressed state. Few people would write a telegram if they had the time to write a letter. The emphasis upon rapid communication and the cost factor affects the way telegrams are written. They transmit messages about good and bad news, urgent informations, greetings, affections, sympathy and congratulation. It is a form of elliptical text which involves deletion of most articles and determiners, many pronouns and possessive indications and the auxiliary parts of verbs.

> Practise figuring out the elliptical texts. Write out in full sentences :
> 1. Half found potatoes, two lemons
> 2. Leaving Bombay now; back Monday
> 3. Bought camera - takes good pics!
> 4. Father sick - can not make wedding.

Make the sentences short without changing meaning by cancelling words.
1. I'll bring the tickets later in the evening.
2. Mary in unable to come on Saturday.
3. The key is at home on the table by the window.
   Rephrasing - use different words to shorten the sentences.
1. Every single person here is having a jolly good time.
2. Ram's wife, children and grandmother didn't turn upon time.
   Example of telegram
   Reaching tomorrow (Stop)
   Keep room ready (stop)
   Remember to count the 'stops' also.

4.6   STYLE - DO'S AND DONT'S

1.   Use figures of speech to deeper meaning Similes and metaphors and analogy for comparison and contrast.

Pun : A word used in two or more senses or a word used in a context that suggests a second term sounding like it.

e.g. During the two previous centuries musical styles went in one era and out of the other.
Puns and pesonifications for emphasing certain characteristics of the subject.
Unusual words are not for daily, transaction writings, it could be foreign words particularly French or unusual verbs.

e.g. the weak blurred by

- Unusual words
- use concrete words
  and clear, to-the-point language. Use active not passive.

e.q.	**Complicated**	**Simple**
a	Fuel tank deformation was present	the fuel tank was deformed
b.	Accident frequency depends on the adequacy of roadway visibility	Accident frequency depends on how good can be visibility
c.	The reason for popularity of slide	easy to prepare.

Words	Too vague	Specific and better
	Countenance	face
	endeavour	try
	volume	book
	appellation	name
	aggregate	total
	residence	house
	purchase	buy

and so on. The specific words make any write-up more effective.

Strees on communicability. Does the writing easily and effectively communicate what you want to say that should be your criterion for judgement.

Avoid Cliches - A cliche is a overused word or phrase which has- lost its effectiveness. These come to mind automatically but it is best to avoid them. Some common cliche that you can avoid easily :

food for thought,	spare no efforts
part and parcel	over riding considerations
sum and substance	teeming millions
the vast majority	leave no stone unturned
burning question	iron hand of law
level best	day in and day out
hotbed of politics	melting pot etc.
heart and soul	

Do be careful when removing a cliche. Some actually communicate the idea very effectively. Avoid excessive use of jargon - Jargon is technical terminology. Every specialised group has its own set of jargon. Try to use as few jargon as possible because it tends to make writing unintelligible, dull and confusing and puts off the reader. Use words that are widely understood so everyone can understand.

Three Rules Apply :

a.   When a word/phrase from general vocabulary expresses your though as well and as precisely as a specialised term, always use the general term.

b.   Even if the specialisd term is more precise and economical than the general term, do not use it unless you are sure the common reader would understand.

c.   When you have to use the specialised term repeatedly, define it at its first appearance.

e.g. The biota exhibited a 100% mortality response.

All plants and animals are dead, (better)

The responsibility of a person involved in pedagogical pursuits is to impart knowledge to those sent to him for instruction.

The teacher's job is to instruct students, (better)

Avoid using foreign words and phrases.

Avoid redundancy : Redundancy is that part of the message, that can be eliminated without loss of information. It could be an unnecessary word or a repetition.

e.g. Basic fundamentals (basic is unnecessary fundamentals means basic)

Redund. (backwards is redundant because recreate means going back)

self confessed (confessed means about self)

located at the top of the transformet (redundant)

during the month of July there has been no complaint (during is not necessary here).

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4.7   UNIT SUMMARY

- Writing is the process of recording sound through symbols on paper.
- Writing requires organisation, logical development, accuracy of expression, relevancy, following rules of grammar end mechanics.
- Writing also involves variety, simplicity, using conventions and choosing an effective vocabulary.
- The key concepts are urposive, following strategy, style, point of view, persona.
- Mechanics involves sentation and how a composition looks on paper. It is a skill of arrangement and creating meaning through visual appearance.
- The stages of writing involves Planning > Writing > Revising.
- The logical planning differs depending on descriptive and narrative.
- The basic units are the sentence and paragraphs. They each have their characteristics.
- Informal and Formal letters have various formats and variations of structure.
- Essays and paragraphs can also have various styles of beginning and ending.
- Projects, Reports, Telegrams, Personal Ads. have specific word uses and formats.

4.8   CHECK YOUR PROGRESS

Divide the textinto paragraphs and put correct pronunciation.

The character I like most is the heroine hereself jane eyre she is the opposite of the helpless limp heroines of may love stories in fact the spirited way in which she faces disastes makes her in every way a modern woman as a child jane is strong willed. This is why she is sent to boarding school. She develops into a woman of sam self possession sad yet strong.

Make a writing plan, develop a strategy for the following topics.

1.   Literature is important
2.   How to save Indian politics

Develop a paragraph on the following topics

1.   Corruption
2.   Music is the food for life.
3.   Your dream,
4.   Write a note about you leaving for a cricket match - inform your parents.
5.   Write telegrams to tell your family you are coming to visit them.

4.9 ASSIGNMENTS / ACTIVITIES

1.   Reply to the following ads

The Youth Hostel Association invites applications for assistant wardens

at 6 hostels all over India

Duties will include hostel maintenance and accounts submit applications to the following address

Chief controller

Y.H.A. India

NAGLE FARM LTD.

in looking for

a shilled mechanic

pay according to general payscales

plus bonus together with other benefits

welnet James. Smith

4.10 POINTS FOR DISCUSSION AND CLARIFICATION

After going through the unit you may like to have further discussion oh some points and clarifications on some others. Note down those points below :

4.10.1 Points for Discussion

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4.10.2 Points for Clarification

_____

_____

_____

_____

_____

_____

_____

_____

_____

4.11   REFERENCES / FURTHER READINGS

1.   The Oxford Guide to Writing by T.S. Kane. Oxford Press.

BLOCK - 03

TEACHING OF VOCABULARY AND GRAMMAR

BLOCK 3 : TEACHING VOCABULARY AND GRAMMAR

INTRODUCTION

Vocabulary and Grammar are the two most important aspects of the language learning process. Language for communication has to depend largely on its vocabulary and grammar. Vocabulary provides richness to the language and enables .the communicator to use it at the right place and at the right time. The words in a given vocabulary contribute to the making of relevant use in various life contexts. It is vocabulary which decides as to when, where and how they have to be used in order to make communication relevant, meaningful and suiting to the demands of the life-situation. In a way vocabulary is the most significant factor in deciding the language register which the user of the language applies in different life situations and community interaction.

sGrammar describes the language in terms of its syntax. No language of the world is without its own grammar. Grammar also controls the behaviour of the language and it is the grammaticality of the language which ultimately decides the form and nature of the language. Through grammar one knows the status of various words whether they are nouns, pronouns, adjectivals, adverbials, verb-phrases and so on. The status of each word is known only through grammar. Therefore the study of grammar is necessary in order to know how a languae functions in its grammatical discipline.

This Block attempts to provide the basic knowledge of vocabulary and grammar and describes their functional status in the English language in order to develop a sound linguistic capability among teachers who have to teach English in schools.

OBJECTIVES

The Main objectives of teaching vocabulary and grammar in the Block are :

● To enable the learners to enrich their word-power for the use of word in right contexts and right situations,

● to enable learners to explore, expand and extend the meanings of words in various given life situations, and

● to enable learners to understand the language and its syntax through its structures and grammatical characteristics.

Unit 1 ❐ WORDS AND THEIR MEANINGS IN CONTEXT

STRUCTURE

1.1   Introduction

1.2 Objectives

1.3 The Nature of Vocabulary

    1.3.1   Content and Function Words.

    1.3.2   Denotation and Connotation.

1.4 Teaching Strategies

    1.4.1   Productive and Receptive Vocabulary.

    1.4.2   Oral and Written Vocabulary.

1.5   Ways of Vocabulary Building

    1.5.1   Vocabulary Building Through Reading.

    1.5.2   Suffixes and Prefixes

        1.5.2.1   Suffixes

        1.5.2.2   Prefixes

- Noun Forming Suffixes
- Verb Forming Suffixes
- Adjective Forming Suffixes
- Negative Prefixes
- Verb Forming Prefixes

    1.5.3 Conversion

- Changing the stress pattern
- Changing the Final Consonant
- Without any Change

    1.5.4 Synonyms

    1.5.5 Antonyms

    1.5.6 Collocation and Semantic Field.

    1.5.7 One Word Substitution.

    1.5.8 Homonyms

1.6   Spellings

    1.6.1 Regularities of the English Spelling System.

    1.6.2 Unusual Spellings.

1.1   INTRODUCTION

Any discussion of the teaching/learning strategy of a language must keep in focus the nature and characteristics of language. The working definition of language for our purpose could be.

"A language is a conventional system of vocal symbols developed by the members of a community for purpose of communiation and interaction"

Then the raw material used by a language for communication in the sounds produced by the mouth using the so-called organs of speech. Of all the sounds these organs of speech are capable of producing, the community decides which ones to use and how to organize them to form higher units. These sounds do not have any words they function as symbols denoting objects, action etc. Again, the attachment of meanings with words is completely arbitrary and depends on the convention developed by the members of the community. For instance, the sounds denoted by the letters d, g, and o have no inherent meaning attached to them and when they come together as dog they convey a particular meaning but when they come together as god they convey an entirely different meaning. The two words have nothing in common except the sounds or letters, Remember Shakespeare's lines :

"What's is a name? That which we call a rose

By any other name would smell as sweet"

This conventional pairing of meaning with sounds is possible because, in childhood, every English speaker has undergone an identical act of rote learning that links the sound sequences to their meaning. And it does not stop these but goes on right through their lines.

Now, look at these two headlines-one has no news value while the other is great news :

DOG BITES MAN   MAN BITES DOG

Both of them have the same three words. What is responsible for this dramatic change in meaning?

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When words are put together to form sentence, the strings provide a lot more information than the logical meaning of the words, It tells as 'who' did 'what' to 'whom'. Another conventional system, developed by community and acquired by its member, makes this possible. Words first get word class tags (Normal, verbs etc.) attached to them by the allotted places in a sentence for performing still higher functions (Subject, object etc) by which they tell us 'who' did 'what' to 'whom'.

We will discuss the former under vocabulary and the latter under grammar. In this unit we will discuss vocabulary-words and their meanings in context.

Activity.

Now list three things that our students will have to do while learning English Vocabulary.

_____

_____

Yes, they will have to learn the pronunciation, meanings and spellings of English words

Actually, learning vocabulary is a compfex process. To "know" a word may mean the ability to :

recognize it in its spoken and written form,

- relate it to an appropriate concept (object, action etc.),
- be aware of its connotation, if any,
- recall it when needed,
- use it in the appropriate grammatical form,
- in speech, programme it with proper stressing, and
- in writing, spell it correctly.

1.2 OBJECTIVES

After going through this unit you will be abl to help your students acquire techniques for

- increasing their active and passive vocabulary.
- using affixes with more confidence,
- expressing their thoughts much more precisely, and
- avoiding spelling mistakes.

1.3 THE NATURE OF VOCABULARY

A study of the English vocabulary keeping in view the following dichotomies, based on different criteria, privies quite useful information about the behaviour of words:

1. content words and function words, and
2. denotation and connotation.

1.3.1. Content words and Function words

Function words are those that have very little dictionary meaning but which perform important grammatical function. One has to master them if he wants to speak or understand English. They include modal verbs, pronouns, conjunctions, prepositions, and certain adverbs (i.e. very, rather etc.)

Content words are those that describe the infinite number of things, persons, events and process that speakers of English want to talk about. They can be events into three genera! classes – (i) words naming things, ideas, entities, (ii) words naming action, and (iii) words used to describe the qualities of those things or action. This division corresponds colsely to the traditional word clases (parts of speech) nouns, verbs, and adjectives and adverbs, The list of content words is open ended and new nouns and verbs are often coined to name new thing or process and the same is true, to a lesser extent of adjectives and adverbs.

1.3.2 Denotation Connotation

To denote is to give a complete or literal meaning or to indicate the actual thing or idea that a word refers to. Most common words have a wide denotation range. Same meanings of the noun Table are :

a table = an item of furniture; a table of content = list of content in a book.

Multiplication table = list repeated to learn number multiplication.

(i) There is a table for the teacher to learn in front of the blackboard.

(ii) The book also has a table of content.

(iii) The students were learning their tables.

To connote is to suggest secondary associations and emotion. Hence, connotation is extra layres of meanings. For instance, denotatively, slim and skinny convey the same meaning; there may be no difference at ail. Two different people may refer the same person to as slim or skinny. But the choice of one rather than the other indicates how the speaker feels about the girl in question. Certain words are chosen because they convey some kind of feeling or judgement, approval or disapproval. We use resolute or determined to convey a positive feeling but stubborn or obstinate to convey a negative feeling. English has many sets of words that 'mean' the same things but in quite different ways some in appreciative (positive) way, others in pejorative (negative) way. Still others might be neutral :

(positive)	(neutral)	(negative)
frugal	careful	miserly

You may describe a female friend as slim; an unkind observer may describe her as skinny.

Activity.

Make the followings pairs of words for their connotative meaning as positive (+) or negative (-)

(i)   enthusiast   ( ) fanatic   ( )   (ii) famous   ( ) notorious   ( )

(iii) bright   ( ) gaudy   ( )   (iv) obstinate ( ) resolute   ( )

(iv) extravagant   ( ) generous ( )   (vi) snobbery   ( ) Self-respect ( )

Example : slim (+) skinny (-)

Perhaps you marked them as :

(i) + -; (ii) + -; (iii) + -; (iv) - +; (v) - +; (vi) - +

1.4   TEACHING STRATEGIES

In order to work out the strategies for teaching, it is necessary to bear in mind the distinctions between productive and receptive vocabularies as well as between oral and written vocabularies.

1.4.1 Productive and Receptive Vocabularies

Productive or active vocabulary is that which a person uses to express his thoughts and ideas in sppech or in writing. Hence, productive vocabulary comprises words that he is fully conversant with. It consists of words that he is able to pronounce with proper stresses and spell in the right way, use them in correct grammatical forms, with appropriate collocation paying attention to their connotative values, if any.

Receptive or passive vocabulary is that through which he needs to comprehend the thoughts and ideas expressed by other people in speech or in writing. And as we know, comprehension is a sort of a guessing game, the context of situation helps a great deal.

During the normal course of learning, words first become part of the passive vocabulary of which some may later, depending on the needs of communication of the person concerned, form part of the productive vocabulary.

At any time, the receptive vocabulary is many times more than the productive vocabulary of a person. Later in the unit we will take up affixes which help a lot in developing the receptive vocabulary in particular.

1.4.2 Oral and Written Vocabularies

The active vocabulary of a person can further be divided into oral and written vocabularies. Researches have confirmed that while speaking people tend to use simple words and

sentence structure but while writing they tend to use much more complex words having quite a few affixes as well as complex and longer sentences, May be, this is due to the requirement of the discourse.

This is common knowledge that the relationship in English between spelling and pronunciation is unpredictable to a great extent and this creates a lot of problems. Learners are puzzled by words which have different spellings but are pronounced identically - sea / see, break / brake - and also by words which have a lot of similarity in spellings but are pronounced differently - bough / tough / through, put / but and go / do.

Another serious fault of the English spelling system is that it completely ignores the matter of stress which has tremendous importance in the intelligibility of the language. But, as we will see later, under the study of spellings, this proves to be a boon as for as reading and writing are concerned.

1.5   WAYS OF VOCABULARY BUILDING

As we know, for successful interaction we need a good communication ability which depends, to a large extent, on using right word at the right time. Unfortunately, a bulk of the time allotted to the teaching of the English language is taken up by lesson on grammar and pronunciation. But the student cannot use the language effectively unless they have at their command an adequate vocabulary. Naturally, during the later stage of the course their main problem is the enlargement of their word stock. Hence now we will discuss some ways of enriching their vocabulary.

1.5.1   Vocabulary Building through Reading Materials

The best way to enrich one's vocabulary by adding new words is to do a lot of reading. In a good reading material he comes across words in their proper context. An additional advantage of reading is that he can go along his natural pace as well as is able to control the vocabulary by selecting appropriate reading materials. But at the school stages the material is provided by the teacher. Hence he ought to see 'that the material is properly weighted for the density of new words. The ideal is to have a new word in every twenty running words. This is important as reading is a guessing game for meaning and for uninterrupted reading the student should be able to guess the meaning of the new word from its context befor going ahead. If lots of new words come together the context will not be conductive for intelligent guessing and he will be forced to,go to a dictionary of and on. This may result in frustration and he might simply give up. On the contrary, if the density, in too low he will be able to go on without making effort of guessing the meaning of the new words because he would be able to manage to set the overall meaning without that.

1.5.2   Suffixes and Prefixes

The study of suffixes and prefixes is tremendously useful in increasing one's vocabulary. Very often it also helps in understanding the meaning of a new word. You know the base

of a new word and have some familiarity, with the suffixes and prefixes you can make an intelligent guess at the meaning of the word.

15.2,1 Suffixes
There are two kinds of suffixes in English:
(i) Inflectional Suffixes and (ii) Derivational suffizes.
Inflectional suffix is one that is added to a base for a grammatical reason. It has no tactical meaning and with very few exceptions can be added to any word of a certain word class in the whole language. These suffixes do not change a word from one word class to another. For instance, they do not change nouns to verbs etc. And no other suffix can be added after them. The only exception in the plural possessive Children's in which the irregular suffix-ten is followed by the regular possessive suffix's. But conversely, they can be added towards that already have suffixes. Inflectional suffixes are handled in grammar. Derivational suffixes change the meaning of the base in some important way, or else change it from one word class to another. They turn nouns into adjectives, verbs into nouns, nouns of one type into nouns of another type and so on. They add new meaning to the base. They are readily, followed by inflectional suffixes, and in many cases more than one derivational suffixes can be found in the same word. For example, the noun nation can be changed to an adjective national which can be changed to a verb nationalized and then to a noun nationalization.

1.5.2.2 Prefixes
A prefix is added at the beginning of a base, unlike suffixes which often change the base from are word class to a another, prefixes change the meaning of the base but not its word class to a another, prefixes change the meaning of the base but not its word class. There is one exception to this rule-Prefix en-or-em-which forms verbs from adjectives:

        able   enable   bitter   embitter

Now, let's consider some useful suffixes and prefixes.

Noun Forming Suffixes
1.   - ment : added to value. Very productive. Usually, occurs with little or no change in the base. The base retains its original stress :
      achieve achievement   amend amendment   amue amusement,
      establish establishment   commit commitment   govern government

2. - ance or - ence : added to verbs. Moderately productive. Sometimes produces stress change in the base :
assist assistance   maintain maintenance   convey conveyance
appear appearance   insure insurance   utter utterance
prefer preerence   occur occurrence   interfere interference

3. - sion or - ssion : Added to verbs. Very productive. There is almost always a change in the base.

conclude conclusion	include inclusion	provide provision
exclude exclusion	divided division	revise revision
admit admission	permit permission	proceed procession
submit submission	recede recession	succeed succession

4. - tion, - ation, - ition and ification : Added to verbs. Very productive. The stress shifts to the last but one syllable :

appreciate appreciation	celebrate celebration	contract contraction
cooperate cooperation	decorate decoration	contribute contribution
absorb absorption	consume consumption	receive reception
adapt adaptation	continue continuation	occupy occupation
compete competition	expose exposition	propose proposition
clarity clarification	justify justification	notify notification

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Activity

These are five nouns ending in -stion which are similarly derived from verbs but in them the suffixes is not pronounced like the other -sion or -tion. There is another noun that ends in -stion and is pronounced like the above five but i which the base dose not exist as a free from. List these six nouns.

_____ _____ _____

_____ _____ _____

I think, you could get them. th first five are :

Combustio, congestion, digestion, exhaustion and suggestion. And the sixth one is : question.

5. - er or - or : added to verbs very productive. Both spellings are used. through - er is more frequent, especially in new words :

begin beginner	consume consumer	entertain entertainer
produce producer	observe observer	labor laborer
counsel counsellor	edit editor	invest investor
instruct instructor	project projector	create creator

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Yes, the pair is beg and beggar

6. -ness : Added to adjecties. Extremely productive. There are very few changes in the base:

keen keenness	loud loudness	sad sadness
serious seriousness	sharp sharpness	weak weakness
heavy heaviness	ready readiness	wicked wickedness

7. - ity : Added to adjectives. Not very productive. The stress mores to the last but two syllables :

acid acidity	hostile hostility	secure security

A great many adjectives ending in -al use this suffix to form nouns :

legal legality	mental mentality	personal personality

Most adjectives ending **in -able or -ible** also form nouns in **-ity**, but with the addition of -i- between the -b- and the -l- :

possible possibility	suitable suitablity	visible visibility

8. Changing -out or -ent to -ance or -ence : A lot of adjectives ending in -ant or -ent have related nouns ending in -ance or -ence :

abundant abundance	ignorant ignorance	arrogant arrogance
evident evidence	innocent innocence	intelligent intelligence

Verb Forming Suffixes :

1. -ize : Added to nouns and adjectives. Extremely productive. New words using it are readily coined, especially in science, industry and advertising :

victim victimize	crystal crystalize	sympathy sympathize
civil civilize	modern modernize	popular popularize

Note : It is usually spelled -ise in British English but these days the British people are increasingly using the -ize ending.

advertise	circumcise	excise	revise
advise	compromize	exercise	supevise
arise	despise	inprovise	surmise
chastise	devise	promise	surprise

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2. -ify : Added to nouns and adjectives. Relatiely productive:

Class	classify	person	personify	beauty	beautify
simple	simplify	pure	purify	just	justify

Note : The bases are not always identifiable as free forms :

certify, electrify, horrify, modify, terrify.

As prointed out earlier, almost all verbs ending in - ify have related nouns in -ification :

classification, beautification, purification, modification.

Adjective Forming Suffixes

1. -y : Added to nouns and verbs of one or two syllables. Extremely productive :

chill chilly	sketch sketchy	sun sunny
catch catchy	air airy	panic panicky

* Mark the change in the spelling- the addition of -k. This is required when adding a suffix beginning with a vowel to words ending in a-c which has a hard /k/ sound :

traffic → trafficking. trafficker.

2. -ly : Added to nouns. Quite productive. This suffix must be distinguished from the regular adverb forming suffix - ly which is added to adjectives :

friend friendly	world worldly	scholar scholarly
heaven heavenly	father fatherly	leisure leisurely

Note : Adjectives ending in -ly cannot be made into adverbs by the addition of another -ly

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Activity

There are five adjectives made by adding -ly to nouns wich are also used as adverbs. List them :

_____   _____   _____   _____

They are : hourly, daily, weekly, monthly and yearly.

could you get them?

3. - ous : Added to nouns. Extremely productive. In some cases there is a noticeable change in the base :

adventure adventurous	danger dangerous	glory glorious
marvel marvelous	ceremony ceremonious	nerve nervous
humour humorous	disaster disastrous	grace gracious

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4. -ful and -less : Added to nouns. Quite productive. Adjectives -ful and -less often occur in pairs, with opposite meanings :

| care | careful, | careless | | mercy, | merciful, | merciless |
| pain | painful, | painless | | use | useful, | useless |

Activity

The are some adjectives with -ful which do not have corresponding adjectives with -less; while three are some with -less which do not have corresponding adjectives with -ful. List three of each type :

_____   _____   _____

_____   _____   _____

Perhaps you could get them. Here is a complete list :

disgraceful, dreadful, hateful, neglectful, resourceful, revengeful, woeful, wrathful; endless, motionless, pointless, starless, treeless, windless.

5. -able or -ible : Added to verbs. Very productie. They are identical in meaning and pronunciation, Hence, they cause diffculties in spellings. The spelling of each word has to be learned :

desire desirable	read readable	recognize recognizable
break breakable	profit profitable	justify justifiable
divide divisible	sense sensible	response responsible

Note : The suffix -ible usually appears in words of Latin origin, for which there are no separate bases in English. Hence, if the basein not a full word, the suffix must often in -ible:

credible,   edible,   feasible,   intelligible,   legible.

6. -ant or -ent : Added to verbs. Quite productive, Pretty often, there are significants in the base :

| Please pleasant | triumph triumphant | insist insistent |
| suffice sufficient | persist persistent | differ different |

Negative prefixes

One of the most frequent meanings of prefixes is "negative". We shall discuss some of them.

1. un- : This is an extremely common negatie prefix for adjectives. It is often ued on new words as the need arises :

| attractive unattractive | grateful ungrateful | kind unking |
| fortunate unfortunate | healthy unhealthy | lawful unlawful |

2. dis- : This negative prefix in not as common as un- It is used with nouns and verbs :

advantage	disadvantage	like	dislike	pleasure	displeasure
comfort	discomfort	use	disuse	obedience	disobedience

agree	disagree	connect	disconnect	please	displease
arm	disarm	obey	disobey	continue	discontinue

3. in-, im-, ir-, : This negative prefix is used in a great many English words of Latin or French origin The form im- is used before m-, b-, and p-, ir-, before r- and il- before l-. The form in- is used with words beginning with other letters. It is used with adjective and nourns but is more frequent with adjectives :

active inactive	complete incomplete	human inhuman
definite indefinite	convenient inconvenient	sufficient insufficient
mature immature	possible impossible	pure impure
regular irregular	religion irreligious	responsible irresponsible
legal illegal	legible illegible	logical illogical
ability inability	balance imbalance	justice injustice.

4. mis- : This prefix is of a restricted occurrence but is used in some very common verbs and nouns. It usually expresses the idea of "wrongly" or "incorrectly".

behave misbehave	inform misinform	understand misunderstand
use misuse	lead mislead	interpret misinterpret
fortune misfortune	conduct misconduct	behaviour misbehaviour

Verb Forming Prefix

1. en-, em- : This is the only prefix that changes the word class of the base. It is used with adjectives and nouns to form verbs. The meaning that ii adds in "**Cause to be-**" or "**put into----**"

able enable	bitter embitter	rich enrich
circle encircle	power empower	danger endanger.

1.5.3 Conversion

In English, words can be made to change their word class without the addition of an affix. This process is known as conversion. This happens in three different ways :

(i)   by changing the stress pattern.

(ii) by changing the final sound, and

(iii) without any change.

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Changing the Stress Pattern

Change in the pattern of stress is used in quite a few words of two syllables. As nouns they have loud stress on the first syllabus and as verbs they have a weak stress as the first syllables and a loud stress as the second syllables. Despite the difference in pronunciation the spelling remains the same. Here are some common areas :

Changing the Final Sound

Some nouns are changing to verbs by changing the final sound form voiceless to voiced sometimes there is a change in the vowel sound and sometimes a chang in the spelling :

NOUN	VERB	NOUN	VERB
advice	advise	bath	bathe
breath	breathe	deivce	devise
grief	grieve	house	house
life	live	wreath	wreathe

Without Any Change

Lots of English word are used as nouns and as verbs without undrgoing any change. Look at these sentences :

Who is going to **bell** the cat?   We had a very **pleasant** drive.
You can **bank** on us.   I have a **doubt**.

1.5.4. Synonyms

Synonyms are words which have the same meaning -a definition which seems straight forward enough. However, when we think about it, the notice of synonyms appears rather unusual. Why should a language have more than one word to express the same meaning?

Let's consider the two words **buy** and **purchase**. **Buy** can be used as under :

(a) **buy** = obtain by giving money - "**bought** this pen for twenty rupees."

(b) **buy** = accept - "No one will **buy** that excuse."

(c) **buy** = bribe- "He cannot be bought." (He is too honest to be bribed Now, purchase can be used only in the first meaning:

"I purchased this pen for twenty rupees."

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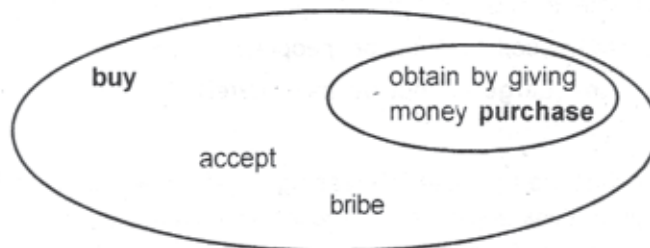
Even in cases where words do not have multiple meanings - and lots of English words have multiple meanings - attched to them the notion of synonymys seems to be doubtful. Take for example the words **bucket and pail.** They both refer to a particular type of object but while **bucket** is used in British English, **pail** is used in American English so they are dialectal variants. Similarity, in the case of salt and sodium chloride, one is colloquial while the other is technical. Let's take one more example. **Enough** and **sufficient** both mean, "fulfilling a requirement". Apart from the formal informal distinction, in English usage **enough** can often be placed after a noun whereas **sufficient** cannot be used in that position :

We have **sufficient** money for the journey.

We have **enough** money for the journey.

We have money **enough** for the journey.

Moreover, **enough** money also be used ironically to mean "too much".:

I have had **enough** of your excuses.

And **enough** is also used in the idiom **"enough** is **enough"** = It is unnecessary to say or do more.

This does not mean that we should not use the concept of synonyms in teaching vocabulary, The point that is being made is the teacher ought to be aware of the concept of sophistication in language use. In the initial stages students should be encouraged to collect words having similar meanings. Then, as their language competence grows, their attention should be drawn towards the funnier distinction of meaning and usage. At the highest level should come the distinction of connotative volume. In this way we would be preparing our students for using the right word at the right time.

Activity

What is the synonym of big? Give two illustrative sentences :

Synonym :..

Now, go to a good dictionary and try to find the subtle distinction between

them :..

Yes large is the synonym of big :

They have a big/large house in the town :

A big/large crowd come to welcome him :

But **large** is not normally used to describe people :

His father is a **big** man, **(Large** cannot be used here.)

1.5.5 Antonyms

Antonyms are words that are opposite in meaning -again a definition which seems straight forward, until we begin to think about what is meant by "opposite", unlike synonyms antonyms very definitely exist - and exist in several forms.

(i) There are opposites such as **small and large** or **wet** and **dry.** These adjectives are capable of comparison and do not refer to absolute qualities. They are called **gradable antonyms** because we can say that something is **very wet** or **quick dry or wetter** or **drier** than something else. It is as if there a seals of wetness/dryness, with **wet** at one end and dry at the other.

(ii) There are oposites such as **first** and **last or dead** and **alive.** In such cases only one word of the pair applies; the other, does not. To be alive is not to be **dead** to be **dead** is not to be **alive.** They complement each other in their meaing and so are called *complementary antonyms,*

(iii) There are opposites like over and under or buy and sale. These are mutually dependent on each other. We cannot buy somthing unless it is sold, this type of oppositeness, where one word presupposes the other is called conversness. The words are converse terms.

But again we are faced with the same problem that we faced under synonyms with buy and purchase. Most common words have many meanings which means that we must expect more than one antonym. And whether a word is an autonomy of a given word or not would depend on the context in which the given word is used. What is the autonym of old? in the context "He is an old man." it is young.

But in the context "1 bought an old scooter" it would be new.

Activity

(a) Here are three pairs of antonyms. Which one'belongs to which form ?

(i) husband/wife

(ii) cheap/expensive

(iii) single/married

(b) Here are three sentence using poor in their different contexts.
Give the approapriate antonyms:

(i) He was so **poor** he could not afford the rail fare.

(ii) It was a **poor** imitation of the real thing,

(iii) A welfare state must care for the **poor.**

(i)......................................(ii).......................................(iii)....................................

---

1. think you got them right.

(a) They belong as under :

(i) converse terms, (ii) gradable antonyms, (iii) complementary antonyms.

(b) The antonyms are :

(i) rich,   (ii)   excellent,   (iii)   the rich.

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1.5.6   Collocation and Semantic Field

Under collocation we focus our attention on word which under discourse, go together. For example, **weak** can go with **tea** but **feable** cannot; although both **weak** and **feable** are synonymous-we can have **weak tea** but we do not have. ***feable tea. And strong** can go with both **tea** and **drinks** as we have **strong** tea and **strong drinks** but weak cannot go with drinks as we donot have * weak drinks.

Let's take another example we "cut a branch of a tree" but **"chop** wood for fire". We do not * **"chop** a branch of a tree" nor * "cut wood for fire". That is to say, in a particular sense, **cut** collocates with "abranch of a tree" while **chop** with "wood fot fire".

Further, we have lots of example of verbs collocating with particular prepositions-depend on, good at congratulate on etc.

semantic field is a broader concept. It focuses on words that are most likely to occur in a particular situation. For instance, here is a set of words which are most likely to occur in a discourse dealing with classroom situation, There would be another set of words which would occur while people are discussing a cricket match.

While talking about a classroom we would need words like blackboard, chalk, duster, maps, charts, desks, chairs, table etc but when the focus of discourse sifts in a cricket match we need words like bat, ball, pads, pitch, stumps, plays, umpire, run etc.

Both these concepts-collocation and semantic field - prove very useful in teaching and learning vocabulary.

1.5.7   One word Substitution

While learning vocabulary items pretty often we have to go to a dictionary where the meaning of a word is explained. A one-word substitution is the opposite of it. For example, atheist is explained in a dictionary as "one who dose not believe in God". Now, if we have a sentence like "He does not believe in God."

We might by one word substitution render it as "He is an atheist."

One word substitution helps in consolidating as well as testing vocabulary items,

1.5.8   Homonyms

"Homonyms are plentiful, synonyms rare," says Steven pinker in his recent books The Language instinct'. And. I think, he has hit the nail on the head because most common words have many meanings, but few meanings have more than one word to express them. This insight has tremendous impact on the teaching of vocabulary. Most of us are familiar with the word bear. This is not one word but at least two with the same spelling and pronunciation-one is the verb, the other is the noun. Similarly, the word bank has two meanings and in both meaning it is used as a noun. The meaning would become clear when the words.are used in sentences.

I have to go to the bank to draw some money.

He was sitting on the bank watching the tossing waves.

Homonyms should not be confused with homophones. Sea and see are homophones - they are two different words, spelled differently, but are pronounced identically.

1.6 SPELLINGS

George Bernard shaw once said that in English fish could just as sensibly be spelled ghoti (*gh* as in tough, *o* as in women and ti as in nation). The thing that is responsible for such a comment is that the spellings of about 500 words are wholly irregular and several of them are among the most frequently used words in the language. Because they are constantly before our eyes, English spelling gives the impression of being more irregular than it really is.

One of the most serious faults of the English spelling system is that it completely ignores the matter of word stress. We know that every English word of more than one syllable carries stress on one of the syllables and it is absolutely necessary to know where this stress belongs in order to say the word intelligibly. But while it is a serious flaw, it is a boon in disguise too. Because the spellings do not take into accounts the word stress, they do not represent the sounds accurately and thanks to their mismatch they are able to show relationship between words that sound different but are closely related in meaning. For instance, if we write the following two words using the international phonetic Alphabt which uses one symbol for one sound the relationship is not too obvious:

$$\text{'fəutə,gra:f} \qquad \text{fə'tegrəfə}$$

In the regular spelling they look a lot alike- The second one having, the suffix-er (used to denoe the doer).

<div align="center">photograph   photographer</div>

Further, there are many words in English that sound alike (homophones) but have different meanings and spellings as well as grammatical function:

<div align="center">there, their   sight, site, cite</div>

The difference in spelling actually, helps the reader in knowing which of the meaning is intended.

1.6.1 Regulations of the English Spelling System

Now we will look at some of the regularties of the system.

1. Final-e after a single consonant letter preceded by a single vowel letter makes the vowel letter sing its name" :

<div align="center">date, sense, fine, bone, cube, pre'cede, re'cite.</div>

There are thousands of such one syllable and two syllable words stressed on the second syllable.

2. When the vowel letters -e- and -i- come together to denote the /i :/ sound, the rule is "except after e put -i- before -e".:

achieve	chief	niece	reprieve	siege
believe	field	piece	relieve	thief
belief	grief	priest	retrieve	wield
brief	grieve	relief	shield	yield
ceiling	conceive	deceive	receipt	
conceit	deceit	perceive	receive.	

In some words the combination is the other way round

-ei- after the other letters but the pronunciation then is /ei/:

eight, fright, neighbour, reign, rein, vein, weigh, weight.

3. In single syllable words if the letter p, d, g, l, m, n, p. r and t come at the end after a single vowel letter, they are doubled before adding -ed, -ing, -er, -et :

rub	rubbing	sad	sadder	big	bigger	slim	slimmer
thin	thinner	stop	stopped	sit	sitting		

In words of two or more syllables, if they come at the end and if the syllable is stressed then they are doubled.

upset upsetting	begin beginner	refer referring	rebel rebelled

In British English, final-l after are vowel letter is doubled even if the syllable is not stressed

travel travelled   equal equalled

4. The final-c after a vowel letter is changed to-ck before adding -ed, -ing, -er :

picnic picnickers   traffic trafficking

5. Final -y after a consonant letter usually changes to -i before a suffix is a added to the word (e.g. -es, -ed, -er, -est, -able, -ment, -ness, -ly, -ous, -age) :

story stories	hurry huried	easy easir	rely reliable
merry merriment	busy business	happy happily	fury furious

Marry mariage

This change is not required before beginning with -i (e.g. -ing, -ish, -ize, -ism) :

try   trying   Tory   Toryism   baby babyish

This change is also not needed if the -y comes after a voel letter :

buy   buyer   play   played   enjoy enjoyment

Exceptions :   say   said   lay   laid   pay   paid

6. final -ie change to -y before ing :

           die dying   lie lying   tie tying.

7. When a suffix beginning with a vowel letter is added to a word ending in -e, the -e is normally dropped :

        take taking   drive driver   note notable   fame famous

The -e is not droppd in words ending in -ee :

        see seeing   agree agreeable

The -e is also not dropped in words ending in -ee:

        See seeing   agree agreeable

The -e is also not dropped in words ending in -ge and -ce when a suffix beginning with an -a or an -o is added :

        advertise advertisement   hope hopeful   definite definitely

But words ending in -ue drop the -e :

        due duly   true truly   argue argument

judgement can be written with or without -e.

8. When an adjective is changed to an adverb by adding -ly there is usually no change in the spelling.

The final -e is not dropped and if the adjective ends in on -l, the adverb has -ll:

        glad gladly   late lately   real really

Exceptions : true truly   due duly   whole wholly.

The final -y change to -i the before -ly in added :

happy happily easy easily

Exceptions : shy shyly   sly slyly

If the adjective ends in -le the adverb has -ly instead of -lely :

        noble nobly   idle idly

If the adjective ends in -ie the adverb ends in -ically :

        democratic democratically   domestic domestically

Exception : public publicly

1.6.2 Unusual Spellings

1. *-stle* and *-sten* are pronounced /sl/and/sn/at the end of a word -the -t is silent :

whistle   castle   listen   fasten

2. *gn* is pronounced /n/at the beginnings or end of a word -the *g* is silent :

sign   foreign   gnome

3. -mb and -mn are pronounced /m/ at the end of a word -b the -n are silent :

      climb   comb   bomb   autumn   column

4. kn is pronounced /n/ at the beginnings of a word -the k is silent :

      know   knife   knowledge   knee

5. ps-. pn- and pt- are pronounced /s/,/n/ and /t/ at the beginning of a word the p is silent :

      psychology   pneumonia   pterodacty

6. wh- is pronounced /h/before -o at the beginning of a word - the w is silent :

      who   whose   whole   whom

In other cases, wh- is pronounced /w/ at the beginning of a word:

      where   what   when   why   whip

7. wr- is pronounced /r/ at the beginning of a word :

      write   rist   wresting   wrinkle   wrony

8. These are some of the common words, which have a silent -l- :

      calm, chalk, could, half, palm, should, talk, walk, would.

9. There are some of the common words, which have a silent -gh :

bought, brought, caught, daughter, high, height, light, might, night, neighbor, ought, straight, though, through, tight, weigh, weight.

the following words which begin with an h-, the h- is not pronounced. Hence, they begin with a owel sound :

H-bomb	historic (When	honorific	hostel (same always
heir	not initial)	honour	use the form du tel;
heir-apparent	historical	honours	others use it when
heiress	honest	honorable	not initial)
heiless	Hon.	horizon (when	hour
historian	honorarium	not initial)	hourglass
(when not initial)	honorary	hostler	hour-hand

11. The following words begin with e-, o-, or u- are pronounced with a consonant sound :

eucalyptus	European	unanimous	united	useful
eulogist	once	uniform	unity	useless
eunuch	one	unification	universal	user
euphemism	one-eyed	unilateral	universe	usual

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Eurasian	one-legged	union	university	utensil
Euro-cheque	oneself	unique	urinal	utility
Euro-dollar	one-sided	unit	used	

1.7 VOCABULARY GAMES

Language games have joined importance because, very often, they provide genuine desire to communicate in the target language.

The most important requirement of games is the elements of competitieness. Hence, the need for scoring- it must be clear who has won- and the Scoring system ought to be easy to use as well as transparently fair. The competitive elements should, as for as possible, be balanced by cooperative elements.

Games should be carefully, organized and the instruction ought to be short but clear. Vocabulary and oral drill in grammar lend themselves very easily, to the games approach. Here we give you a couple of samples

1.7.1   Game Based on Collocation

The class is divided into two, three or four teams - as is convenient and two students are chosen from each tea. The players are called to the front of the class and one player from each team is made to face the teacher while the other the class.

The teacher then holds up a card with a word written on it and shows it to that players of the team who is facing him. This players then helps his partner, fcing the class, to guess the target word by calling out a word associated with the target word. Th6 game goes on like this.

The teacher holds up a card with the word tiger.

Player A1   :   animal
Player A2   :   dog
Player A1   :   big
Pleayer A2   :   horse
Player A1   :   hunting.
Player A2   :   lion
Player A1   :   fast
Player A2   :   tiger

To note the time the teacher, as soon as he shows the card to playrs A1, says, "your time begin now." And notes the time in seconds till players A2 gives the correct answer. This is the time taken by the first pair of the A team. The procedure is repeated with the other team/ teams and later on with p[airs of the teams, The team, which takes the least time, wins.

1.7.2 Game Based on Semantic Field

The game can be called "Odd man out".

Preparation : The teacher prepares thirty to forts cards based on various semantic field as undr :

(i)   hockey, cricket, tennis, table tennis, football.

(ii)   hockey, football, volley-ball, badminton, table tennis,

(iii) dog, cat, parrot, tiger, fox.

(iv) dog, cow, lion, horse, cat.

In (i) table tennis is odd man out because it is an indoor game while the others are outdoor games. In (ii) badminton is the odd man out as it is played with a shutlecock while the other are ball games. In (iii) parrot is the odd man out because it is a bird while the others are animals. And in (iv) lion is the odd man out because the others are domestic animals.

Game : The teacher divides the class into two or three teams so that there are equal numbers of players in each team. He divides the cards into 2 or 3 (as necessary) sets and puts than up-side-down on his table and asks No.1 from each team to come to the players who does it first wins a point for his team. This is repeated with all the pairs or triplets. The team, which gets the highest number of, points wins (here there is he/his/him/you can also use she/her/hers)

1.8   TESTING VOCABULARY

Apart from supplying information about the achievement of the students, tests can also serve the purpose of motivating them to study. If we want tests to provide us information about the achievement of the students, it is necessary that the information provided is accurate and dependable. Hence, our tests should be valid and reliable.

A valid test is one, which tests what it is supposed to test and a reliable test in one which gives the same result if administered under similar conditions. It is for this reason that multiple choice techniques is so popular as a testing device.

The main problem in preparing multiple choice test items is that the distracters should be plausible (same possible) but not acceptable. And this is what makes good multiple choice test items difficult to

we give you a couple of test items.

(i)   Is this gentleman married or........................?

(a)   bachelor, (b) alone, (c)   single, (d)   divorce.

All the options in the above question are from the same area of meaning but only (c) is the correct choice because married and single are words which are treated as opposites.

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(ii)   This man is accused————picking his pocket.

(a)   of,   (b)   for,   (c)   with,   (d)   in

Only one of the options - (a) - is acceptable because accused collocates with of. Another testing procedure which can be used for testing vocabulary is the cloze-test. As a matter of fact cloze tests are indicators of language proficiency in general and not of proficiency in vocabulary in particular.

In a cloze test, a passage is taken and words are deleted from It at regular intervals (say, every fifth or sixth or seventh word)

Here is such a test

(iii) Rewrite filling in appropriate words ;

A part of speech — not a kind of -—; it is a kind — taken that abeys certain -— rules, like a chess —. A noun, for example, -— simply a word which — noun things. It comes — an article, can have —'s stuck onto it, — so on.

At times, in such a test, more than one word may seem to be appropriate but that should not be taken as a weakness of the test item.

Cloze tests can be modified in various ways. The test could be made easier by

supplying the first letter of each missing word :

A part of speech — not a kind of — ; it is a kind — token that abeys certain -— rule, like a chess — , A noun for example, — simply a word which — nouny things. It comes — an article, can have — 's stuck onto it, — so on.

It could be made easier still by supplying a list of missing words. For example after the above passage we give a list of words as under and ask the students to choose the proper words from the list.

of, is, found meaning, is, close, price, and, on, after.

we could as well modify the test by deleting only one class of words such as nouns, verbs etc.

1.9   CHECK YOUR PROGRESS
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1.   In learning words of their language why have native speakers to resort to rote learning?

2.   Why is the list of content words called open ended?

3.   Why should we pay attention to the connotative value of words?

4.   Why are games useful in learning vocabulary?

5.   What requirements should tests fulfil and why?

1.10 ASSIGNMENT

Imagine two persons giving commentaries on D.D. sports channel. One is commenting on a one-day International Cricket Match while the other is commenting an the final match of on All India Gold-cup Hockey Tournament.

Make separate lists of twenty five words each, which they would need most of the time. Then make a third list of words which are common to both lists. Why do they need these common words?

(i)_____

_____

_____

(ii)_____

_____

(iii)_____

_____

_____

They need the common words because (please continue)

_____

_____

_____

1.11 POINTS FOR DISCUSSION / CLARIFICATION

After going through the unit you may like to have further discussion in some points and to seek clarification on others. Note down those points below :

1.11.1 Points for Discussion
- Difference between content and function words
- Denotation and connotation
- Production and receptive vocabulary

Any Other Points

_____

_____

_____

1.11.2 Points for Clarification.

- How does a word give more than one meaning?
- Synonyms and antonyms - There place in language
- Unusal spelling in English

Any Other Points

_____

_____

_____

_____

_____

1.12 REFERENCES/FURTHER READINGS

Vocabulary

1   Oxford Advanced Learner's Dictionary
2. Cambridge International Dictionary of English
3. Collins Cobuild English Dictionary
4. Collins Cobuild English Usape
5. Longman Essential Activator
6. Chanders Dictionary of Synonyms and Antomyms.

Unit 2 ❑ TEACHING GRAMMAR

STRUCTURE

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2.1 INTRODUCTION

in the last unit we saw that the difference between the news worthy "MAN BITES DOG" and the mundan "DOG BITES MAN" result from the functions imposed on the words dog and man by the rules of grammar. Actually, a sentence is not a chajn of wodrs-like fiowrs in a garland - but a systematic combination of grammatical categories (word classes, phrases etc.). Word classes and not words are the lowest operative units in the grammatical system. They operate in the next-higher units called phrases, which in turn operate in the higher units, and so on. But when we talk of word classes part of speech-do not bring to mind the traditional definitions like a noun is the name of 'a person, place or thing'. A part of speech is not a kind of meaning; it is a kind of token that obeys certain rules, like a chess piece or a poker chip. A noun, for example, is simply a word that does nouny things; it is a kind of word that comes after a determiner, can have an's. stuck on to it, and so on.

In the same way, a verb is a 'ord which shows verbish behaviour; it comes after an auxiliary, takes an -es in order to establish concord with a third person singular subject and so on.

Look how words in their sentence are organized.

The old man has moved to another house.
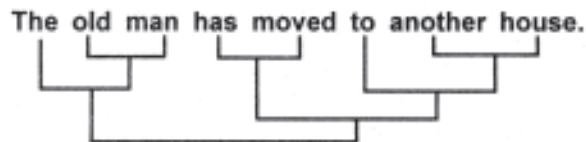
In this unit we will be concerned with grammatical categories and their structuring.

2.2 OBJECTIVES

After going through the unit you will be able to .

- develop a better insight into the functioning of the English grammatical System,
- achieve a better undrstanding of the grammatical categories operative in the system,
- acquire a better command over the working of the transformational process used by the system,
- inculcate the ability to use sentence structures appropriate to the discourse.

2.3 PARTS OF SPEECH

An English word when it functions in the grammatical system, behaves as a member of one of the following categories called parts of speech:

noun, pronoun, determiner, adjective, verb, adverb, preposition, conjunction, and interjection

A good dictionary indicates the parts of speech in which the word is normally used.

Of these categories, pronouns, determiners, prepositions, conjunction and interjection behave as close systems-new members are rarely added to them. They are seldom used as members of other categories, but they can and at times are so used. For instance in the following sentences if and but are used as nouns :

I don't want any ifs and buts.

For that matter, even letters of the alphabet as well as numbrs can be used as nouns :

Your must always cut your t's and dot your i's.

The 4's and 6's that he hit were fantastic.

Words belonging to other categories, particularly nouns and verbs, are very mobile. A great many of them can be used as both. When they are used as nouns they adopt the form and function of a noun and when they are used as a very they adopt the form and function of a verb.

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2.4 THE STRATEGY

In studying the English grammatical sysem we can proceed from bottom up or from top down -we can begin at the level of the parts of speech and go up to complex sentences or begin at the complex sentences and to down to parts of spech. But it works better if we begin at the level of a clause-a simple sentence is a clause-and go down, analyzing the structure, to the level of parts of speech and then go up-again from the level of a clause-studying the transformations, to the level of a complex sentence.

During our study we will concentrate on the form and function of the grammatical categories.

2.5 THE SIMPLE SENTENCE

According to their form and function, simple sentences can be classified as under :

1. (a) *Declarative-Affirmative - Active*
The hunter killed the tiger.

1. (b) *Declarative-Negative-Active*
The hunter did not kill the tiger

2. (a) *Interrogative-Affirmative-Active*
Did the hunter kill the tiger?

2. (b) *Interrogative-Negative-Active*
Didn't the hunter kill the tiger?

3. (a) *Declarative-Affirmative-Passive*
The tiger was killed by the hunter

3. (b) *Declarative-Negative-Passive*
The tiger wasn't killed by the hunter.

4. (a) *Interrogative-Affirmative-Passive*
was the tiger killed by the hunter?

4. (b) *Interrogative-Negative-Passive*
Wasn't the tiger killed by the hunter?

5. (a) *Imperative-Affirmative*
Write the answer in ink

5. (b) *Imperative-Negative*
Don't write the answer in pencil.

For purpose of our description we will take the declarative-affirmative-active sentence as our base becaus,e as we will see later, simple transformational rules can derive the others from it.

2.5.1 Subject and Predicate

Simple sentence are divided into two parts - subject and predicate :

The postman brought this letter in the morning.

In this sentence the postman is the subject. The rest of the sentence is the predicate. Mostly subjects are noun phrases. The typical structure of a noun phrase is Determiner + (Adjective) + Noun. The noun is the head of the noun phrase.

In the predicate the verb phrase - brought in this sentence - behaves like a little despot. It dictates what should come after it. And in the verb phrase the main verb functions as the head of the verb phrase.

2.6 THE NOUN PHRASE

A noun phrase is used in the followin function :

(i) **Subject**
The **postman** brought this letter.

(ii) **Object**
The postman brought **this letter**.

(iii) **direct object**
The teacher gave Anil **a dictionary**

(iv) **indirect object**
The teacher gave **Anil** a dictionary

(v) **Subject complement**
she is an intelligent woman

(vi) **object complement**
They elected him **chairman**.

(vii) **object of Preposition**
He bought the book for **his sister**.

Proper Noun : Rajesh, Sunita, Mrs. Sharma, Bhopal, India etc.

Personal Pronoun : she, I, he, you, they, etc.

Indefinite Pronoun : somebody, anything, everyone etc.

Determiner + Noun : a dictionary, the postman, his sister etc.

Later we will see that finite and finite clauses too can be used in place of a noun phrase

2.6.1 The Noun

In modern grammatical description nouns are classified as under :

Proper Nouns :

Proper nouns generally name particular persons, places or things

Most proper nouns are not used with the articles - **a, an, the** - or other determiners like **some, several** etc.

They are not usually used in the plural except in certain special cases

In written English they always begin with a capital letter

Common Nouns :

Common nouns, in English, are not marked for **case**. They are only marked for **number** and so are further divided into two sub-classes-**countable nouns** and **uncountable nouns**.

Countable noun generally denote what can be counter (**books, boy, apple**) and uncountable

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nouns denote what cannot be counted (**milk, knowledge, grass**). But this division is not strictly based on physical reality. It depends more on how the native speakers look upon a particular thing.

In English the following are used as uncountable nouns. Some of them may be used as countable nouns in your mother-togue :

bread, chalk, fish, fruit, hair, money, news, paper, soap.

Countable nouns show the distinction of number-**singular** and **plural**.

Rules of Plural formation :

1. Nouns ending in -s, -ss, -sh, -ch, -x and -o form the plural by adding -es :

bus busses	class classes	brush brushes
church churches	box boxes	tomato tomatoes

But photo, radio, dynamo and piano take only -s.

2. Nouns ending in a consonant letter and -y charge the -y to -i before adding -es :

city cities	baby babies	lady ladies	fly flies

But nouns ending in a vowel letter (a, e, i, o, u) and -y take only -s:

day days	key keys	boy boys

3. These eleven nouns ending in -f or -fe change the -f to -v and then end in -es :

calf calves	half halves	leaf leaves
loaf loaves	self selves	shelf shelves
thief thieves	wolf wolves	knife knives

4. The other nouns, *except* the irregular ones, take, -s to form the plural :

path paths	pencil pencils	room rooms
horse horses	pen pens	lip lips
bulb bulbs	month months	locl locks
hat hats	road roads	page pages

5. These are the most common irregular nouns:

man men	child children	foot feet	mouse mice
woman women	ox oxen	tooth teeth	gose geese

(i) **Sheep** and **deer** do not change the form even when used a plural nouns.

(ii) **Cattle** and **people** are always used as plural nouns and take phural verbs.

(iii) **Clothes, scissors, trousers** and **shorts** have no singular form.

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2.7 DETERMINERS

Determiners are used before common nouns. Most of them were earlier treated as adjectives, Lets see how these are now distinguished from adjectives:

An adjectives helps in identifying a noun by describing one or the other quality:

    my **black** dog   the **tall** dog

Black and tall tell us something about the colour or height of the nouns following them. A determiner helps n identifying a nouns without describing any quality:

    my dog   **that** dog

My and **that** do not describe any quality of the nouns that come after them.

The most common determiners are :

1. (a)   a/an, the,

        this, these, that, these

        The possessives, both nouns

        (Raj's, Rita's) and pronouns

        (my. your, his ---- and mine, yours,

        hers ---)

1. (b)   some, any, no,

        each, every, either, neither,

        much, many, more, must, little, less,

        least, few, fewer, fewest,

        enough, several, whole,

        all, both, half.

2. The numerals, both **cardinals** (one, two ---) and **ordinals** (first, second ---)

    (i) Most of the determiners of group 1(b) can be used in the pronominal function :

Both need repairs. **Some** were broken last week. They haven't got **enough**.

No cannot be used in its pronominal function. It has the form none for such a use :

There was **none** available.

Every can be used in the pronominal function only when it is followed by the indefinite pronoun one :

Every one was present in the last meeting.

Each, either and **neither** can be used in the pronominal function with or without the indefinite pronoun **one**.

Each (one) was broken.   You can take either (one)

    (ii) Determiners of group 1(a) can be used in a noun phrase before **many, little** and **few**:

    his **many** friends   *these* **few** weeks   *the* **little** money that I have

Quite often, determiners of group 1(a) are used before whole.

    His **whole** life was spoilt   *The* **whole** page was badly done.

(iii) Normally only one determiners is used in a noun phrase but, if necessary, determiners of group 1(b) can be used before determiners of group 1(a); but in that case of must be used between then:

some of *the* boys   **each** of *his* children   **much** of *my* time

neither of *these* books   **most** of *her* friends

No and every cannot be so used. The forms **none** and **every one** here to be used in their place :

none of *those* flats   every **one** of *his* friend

All, **both** and **half** can be used with or without of :

all of *my* friends or **all** *my* friends   **both** of *his* parents or **both** his parents

half of the team or half the team

In the above three examples we find that determiners of group 1(b) are coming before those of group

1(a). This is possible only, with **all**, **both** and **half**.

(iii) Some determiners of group 1(a) can also be used in the pronominal function :

This pencil is red.   **This** is a red pencil.

Some determiners of group 1(a) have separate forms for pronominal function :

my mine   your yours   her hers   our ours   their theirs

Detrminers pattern with nouns as under :

(a) **a, an, every, each, one, another, either** and **neither** are used only with *countable singular* nouns;

(b) **these, those, several, both, a few, few, many** and cardinal numbers **two, three** etc are used only with countable *plural* nouns;

(c) **little** and a **little** are used only with *uncountable* nouns :

(d) this and that are used with countable singular and uncountable nouns :

(e) φ, **more, less, enough, some** and **any** are used with countable *plural* and *uncountable* nouns;

(f) **all, no, the, half, my** — and **Raj's**— are used with *countable singular countable plural* and *uncountable nouns.*

Note : φ or zero article means no article.

Three of the determiners -**a, an** and **the** -which are **some times** referred to as articles deserve special attention because of their complicated function.

A and **an** are known as indefinite articles. **An** is used if the word following it **begins** with a vowel sound. **The** is known as the definite article.

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In order to understand the distribution of the definite and indefinite article it is necessary to pay attention to the semantic behaviour of the noun the article is used with.

Every noun perople use in their discourse would belong to one of the three categories :

(1) It refers to any member of the class.

I always like to have **a book** at my bedside.

Here the noun **book** refers to any book, it does not matter which.

(ii) It refers to a particular member of the class which is not yet specifically identified.

I met a **friend** of yours last evening.

Here the noun **friend** refers to a particulars person from amongst your friends but it has not yet been specifically idenitified.

In English, the indefinite article is used in these two functions and it is very iportant to distinguish them (see not below)

(iii) It refers to a member of the class, which is fully identified.

The lion in the zoo is not very healthy.

Here the noun **lion** refers to a particular member, which is fully identified.

The definite article is used in this function. The noun becomes identified in the following circumstances.

(a) It refers to something which has already been mentioned in the discourse :

Last evening, on my way back home, I saw **a man**. **The man** was dragging a **bicycle**. **The bicycle** had a flat tyre.

(b) It refers to something which can be identified in the context of discourse-it being the only one in th context :

I want a taxi to go to **the airport**. (the only airport the town has)

(c) A phrase or a clause is added to identify it :

The man *in a gray suit* is his uncle.

The man *that you saw yesterday* is his uncle.

Note : (i) When the indefinite article a or an is used to mean 'any. no matter which', it is replaced by the **zero article** (no article) before a plural noun :

A tiger is a dangerous animal. ⟶ **Tigers** are dangerous animals.

(ii) But when it is used to mean 'one specific member not yet identified', it is replaced by some before a plural noun:

We saw a **tiger** in the zoo. ⟶ we saw **some tigers** in the zoo.

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Activity

Rewrite Choosing the correct determiners :

(i) Can you take one of these shirts back& I don't need | both / any / either | of them.

(ii) You can take | either / both | road. | All / Both | of them lead to the railway station.

(iii) My friend has a son and a daughter. | Both / All | of them are employed in the public sector, but | none / neither | of them is happy

(iv) | Every / Each | candidate will have to participate in a group discussion, and then the

Manager will interview | every / each | one of them.

(v) I have two brothers and a sister. | All / Both | of them live in Jabalpur, but | none / neither | of them likes the town very much.

I Think you got them as under :

(i) both, (ii) either, both; (iii) both, neither; (iv) every, each; (v) all, none.

2.8 PRONOMINALS

Pronominals are categories which are used in place of noun phrases. They comprise the following

(i) Personal Pronouns, (ii) Indefinite Pronouns, (iii) Interrogative Pronouns, and

(iv) Relative Pronouns

2.8.1 Personal Pronouns

Pesonal Pronouns function as a closed system. They have different forms to show person, number, gender and case contrasts. In English, nouns are not marked for case but pronouns are :

The man Killed the tiger ⟶ He Killed the tiger.

The tiger Killed the man ⟶ The tiger killed him.

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FORMS USED AS PRONOUNS

	Nominative	Oblique	Noun Modifier	Noun Substitute	Emphatic and Reflexive
1st Person					
Singular :	I	me	My	mine	myself
Plural :	we	us	Our	ours	ourselves
2nd Person					
Singular	you	you	Your	yours	yourself
Plural	you	you	your	yours	yourselves
3rd Person					
Singular :					
Masculine	he	him	his	his	himself
Feminine	she	her	her	hers	herself
Neuter	it	it	its	-	itself
Non-dfinite	one	one	one's	-	onself
Plural:	they	them	their	theirs	themselves

Note : (i) The second person singular forms - **thou, thee, thy, thine, thyself** - are not used in modern English. You may come across them in poetry or religions writings.

(ii) In the second person, only emphatic and reflexive forms show a disinction of number.

2.8.2 Indefinite Pronouns

The following twelve are known as indefinite pronouns :

everyone	someone	anyone,	no one
everybody	somebody	anybody	nobody
everything	something	anything	nothing

(i) All of them, except **no one,** are written as one word.

(ii) Adjectives can be used with the forms of some-, any- and no-, but then they follow the pronouns :

Show me **somethng** less expensive. There is nothing peculiar about it.

Is'nt there **anything** more attractive?

(iii) From the Point of view of meaning they seem to be plural but they always take a singular verb :

Everybody was present in the meeting. Somebody **wants** to see you.

2.8.2 Interrogative Pronouns

What, which and why ar known as interrogative pronouns. The important points to note about them are the following:

(i) Who replaces noun phrase containing human nouns :

These boys broke that window ⟶ Who broke that window?

(ii) What replaces noun phrase containing non-human nouns:

These boys broke that window ⟶ what did these boys break?

(iii) Which replaces the Determiner + (Adjective) part of the noun phrase.

It comes with both human as well as non-human nouns :

These boys broke that window. ⟶ Which boys broke that window.

These boys broke that window ⟶ Which window did these boys broke ?

NOTE : **whom** is also included in this group but, these days, it is used only in formal style. In the informal style who is used to replace the object noun phrase also:

Whom do you want to see? ⟶ Who do you want to see?

2.8.4 Relative Pronouns

Who, whom, whose, which and **that** are used in relative clauses as markers of subordination. The following table illustrates their use :

Appropriate Relative Pronouns

Used For	Function in the Clause		
	Suibject	Object	Possessive
Human	who	whom/who	whose
	that	that	
Non-buman	which	which	whose/of which
	that	that	

NOTE : (i) That is not used in non-restrictive relative clauses.
(ii) In informal style, whom is replaced by who is restrictive relative clauses.

2.9 ADJECTIVES

Adjectives help in the identification of a noun. They are used in the structure of a noun phrase as pre-modifiers or post-modifiers.

an **intelligent** boy   the **fat old** man   a **nice little round wooden** table.

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Adjectives are not used as post-modifiers with nouns. But they are used as post-modifiers with indefinite pronouns, which do not allow pre-motiification :

Show me something **new.**   There is nothing **unexpected** about it.

She wants to marry somebody **rich** and **handsome.**

Phrase, non-finite clauses and finite clauses, when used in adjectival function, are used as post-modifiers :

The man **on the dais** was the new secretary of the club.

The man sitting **on the dais** was the new secretary of the club.

The man who was **sitting on the dais** was the new secretary of the club.

We will discuss them when we take up relative clauses.

2.9.1   Uses of Adjectives

Adjective can be used attributively as well as predicatively.

Attributive Use : Usually adjectives are used before the noun in the noun phrase. This is known as the arrtibutive use :

an **old** woman   a **beautiful** watch   a **handsome** young man,

Predicative Use : Predicative adjectives are used after the finite forms of very BE- is, am, are, was, were- as well as after the linking verbs :

The woman was old.   The watch is **beautiful.**

The girl seems **intelligent.**

Predicative adjective can also be used after the object noun phrase as object complement : He made his wife happy   They painted the house yellow

(i)   The following adjectives can be used only attributively :

(a)   inner, outer, latter, former, late (= a dead person)

(b)   sheer, utter

(c)   certain, chief, particular, main, principal, sole, only

the **inner** cover   a **former** president   **utter** nonsense

the **main** points   the **sole** representative

(ii)   The following adjectives can be used only predicatively :

afraid, alike, alive, alone, ashamed, asleep, awake, glad, ill, shut, sorry, upset, well.

The baby is **asleep.**   The man was **ill.**   She looks terribly **upset.**

2.9.2 Modification of Adjectives

Adjectives may be modified by such adverbs as :

(a) very, fairly, pretty   (b) enough

(c) quite, rather, hardly   (d) too, so, as

(a) The adverbs **very, fairly,** and pretty precede the adjective but follow the determiners;

        a very old house   a **fairly** simple matter   A **pretty** little girl.

(b) The adverb **enough** follows the adjective : This isn't a good **enough** example.

(c) The adverbs quite, rather and hardly are generally separated from the adjective by an article.

        quite a large house   **hardly** the right thing **rather** a strange story.

(d) The adverbs **too, so** and as precede the adjective but the article is placed between the adjective and the noun:

    too small a house   so big a table   as large a house as this.

2.9.3 Degrees

Adjectives and adverbs have three diffrent forms to mark the degrees. The base form is called the positive from. The other two are called the comparative and superlatie forms. The comparative and superlative forms are made either by adding *-er* and *-est* to the base or by asing **more, less** and **most, least** before the base :

    tall taller tallest   strong stronger strongest   great greater greatest

    difficult   more difficult   most difficult

    dangerous   less dangerous   least dangerous

Some most common adjectives have irregular forms for them :

good	better	best	bad	worse	worst	old	older	oldest
well	better	best	ill	worse	worst	old	elder	eldest
right	better	best	wrong	worse	worst	late	later	latest
						late	latter	last

Activity

There are seven adjectives, borrowed from Latin, which still retain the comparatie force but do   have forms for the positive or superlative degrees.

It's more, they take to instead of than after them. Try to recall them :

_____   _____   _____   _____

_____   _____   _____   _____

Could you, get all of these:

anterior, posterior, inferior, superior, prior, senior, junior.

Comparative constructions :

We can compose two objects or sets as well as more than two objects or sets. For these we can use positive constructions, comparative constructions and superlative constructions depending on how we look at the things or sets.

(a) In case the units are equal.

$A = B$ A is as big as B.

(b) If the units are not equal:

$A > B$ A is bigger than B.

or

$B < A$ B is smaller than A.

or

            B is not as big as A.

(c) If the sets are not equal :

$A > \{B, C, D\}$ A is bigger than any of the letters.
              or
              A is bigger than all other letters.

(d) The superlative construction is used when one member of a set is compared with each one of the other members of the set to which it also belongs :

$\{A, B, C, D\}$ A is the biggest of all the letters.
              or
              A is the biggest in the group.

Let's come back to (b)

$A > B = B < A$ A is bigger than B. or B is not as big as A

A situation like **A > B** can be described either by using a comparative form or by using the posiive form of the adjective. The two sntences convey a slight change in the outlook.

Now, let's compare (c) and (d) :

(c) $A > \{B, C, D\}$ A is bigger **than** all other letters.
                    or
                    A is bigger **than** any of the other letters.

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(d)

A is the biggest of all the letters.
or
A is the biggest in the group.

In both the situation we are comparing the letter **A** with the letter **B, C** and **D,** but in (c) we are looking at them as if they belong to two different sets while in (d) all the letters are being looked upon as members belonging to the same set This means that with a slight change in the outlook we can describe the situation by using either the comparative or the superlative construction.

And if we look at the situation like this :

< A   No other letter in the group is as big as A.
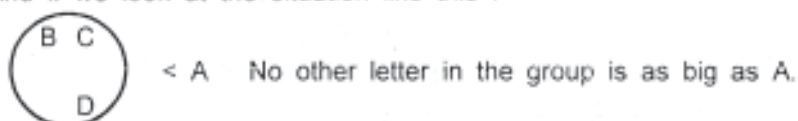
Again, with a slight change in the outlook, we can describe the situation by usceing a positive construction.

NOTE : A superlative adjective can be used before a noun in a noun phrase or after a linking verb as a complement. A superlative adjective always needs thedefinite article **the** before it:

Now we come to *the* **most important** point.

He was the youngest in the train.

2.9.4   Order of Adjectives

The following table suggests a preferable order for adjectives and adjective equivalents-nouns or gerunds-when a number of them are used before a noun head.

Determiners and adverbs	quality etc.	size, shape length	colour	noun or gerund	noun
A very	attractive	large	red	leather	belt
Her	pretty		green	silk	dress
This	valuable			gold	watch
That		high	red	brick	wall
Those		small		tin	boxes

2.10 THE VERB PHRASE

We have earlier that the verb phrase context the complex structure and function of the predicate. Hence for a comprehensive grammatical study of the verb phrase it is necessary to examine it according to the following diachotomies :

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(1) Finite and Non-finite, (2) Regular and irregular; (3) Auxiliary and Main; (4) Transitive and Intransitive; and (5) Anomalous Finites.

2.10.1 Finite and Non-finite Verbs

To be grammatical, a sentence must have a concord between the subject noun phrase and the verb phrase in the predicate. This is accomplished by the agreement of the noun, which is the head of the subject noun phrase and the finite coponent of the phrase.

In the following sentencs the verb phrase are given in bold type :

I **write** books.	He **is writing** another book.
He **writes** books	He **was writing** a book last year
He **wrote** a book last year.	He **has written** several books.

He **had written** fire book till then.

He **has been writing** books for years.

He **had been writing** books for years when I met him.

This book **was written** some years ago.

This book **has been written** by my friend.

Now let's focus our attention on the verb phrase :

write **is** writing **has** written **has** been writing **was** written

writes **was** writing **had** written **had** been writing **has** been written

wrote

In the above verb phrase, the finite verbs have been printed in bold type.

NOTE : A verb phrase contains only one finite verb and, as we find in the phrase given above, it is the first word in the verb phrase; the other words, if any, are called non-finite verbs.

As has been said already, it is the finite verb that is closely linked with the subject noun phrase and agrees in number and person with its. noun head:

I am writing a book   He is writing a book.

They are writing a book

I was writing a book last year.   He was writing a book last year.

They were writing a book last year.

I have written several books.   He has written several books'.

They have written several books.

Most of the verbs have separate forms for the finite and non-finite function :

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
write	writes	wrote	write	to write	writing	written
laugh	laughs	laughed	laugh	to laugh	laughing	laughed

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(a) Form (i) is known as the **1st form,** (iii) as the **2nd form,** and (vii) as the **3rd form.**

(b) Forms (i) and (ii) are knows as the **present tense forms** and (iii) is known the **past tense form**

(c) Form (iv) is known as the bare infinitive while (v) is known as the to-infinitive.

(d) Form (vi) is known as the present participle while (vii) is kown as the past particular. Apart form these, there are two more forms that are frequently used :

(viii) The perfect infinitie which functions as a non-finite form. It consists of have + past participle - have informed, have gone.

(ix) The perfect participle - which also functions as a non-finite form. It consists of having finished, having seen.

Function of Non finite Forms :

Non-finite forms are used in (a) varbal, (b) nominal, and (c) adjectival function.

Verbal Function :

(i) The **bare infinitive** is used in the verb phrase after the modal finites except **ought** and the semi-modals except used which take a **to-infinitive :**

He **may come** on Sunday   They *can* **write** good short stores.

You *ought* to respect your parents.

Your **need not come** on Sunday   He **used to smoke** a lot.

(ii) The **to-infinitive** is used after other verbs :   He *wants* **to join** a univrsity

Children *love* **to read** comics.

(iii) The **present participle** is used in continuous tenses :

we are going to Delhi next weak   They *had been* **playing** for two hours,

(iv) The past participle is used in perfect tense and in the passive voice :

I have **finished** the work   They *had* **met** him before also.

The bridge **was** built in record time,

(v) The **perfect infinitive** is used with modal finite mostly for past reference :

You *should have* **informed** me earlier.

(vi) The **perfect participle** is used mostly is non-finite clauses :

Having finished the chapter, he divided to go for a walk.

Nominal Function

(i) The present participle form, known as grund, returns, all the potentials of the verb when it is used as a noun :

Walking in the morning is good for health.   They were tired of waiting

The engineers started building another bridge. My hobby is collecting stamps,

(ii) Infinitives, mostly, to infinitives, are also used in nominal function and they also, like the present narticiple forms retain all the potentials of the verb.

To walk in the morning is good, for health. The train is about to leave

He wants to write another book. I saw the man cross the road.

Adjective Functions

Present participles as well as past participles are used in adjectival function : A falling apple attracted Newton's attention. The problem seems intriguing. The broken chair was removed immediately. The man looked worried.

2.10.2 Regular and Irregular Verbs

This classification focuses attention on the forms of the verbs. Let's look at the finite and non-finite forms again:

Finite Forms			Non-finite Forms			
write	writes	wrote	write	to write	writing	written
laugh	laughs	laughed	laugh	to laugh	laughing	laughed

verbs where past tense and past participle forms are formed by adding the suffix -ed, like laugh, are called regular verbs. The others, like write, are called irregular verbs.

Some 120 frequently used verbs belong to the group of irregular verbs.

2.10.3 Auxiliary and Main Verbs

This classification is based on the meaning expressed by the components of the verb phrase.

Every verb phrase has a main verb, It may have one or more auxiliary verbs. The main names the activity or states that is being talking about in the sentence. The auxiliary verbs indicate the time, aspect etc.

Consider the following sentences :

He **writes** books. He ***has*** **written** several books.

He is **writing** another book He ***has been*** **writing** books for years

By next July, he **I writing** books for thirty years.

He ***should have*** **written** another book on this subject.

In these sentences, the forms of write name the activity that is being talked about and are functioning as the main verbs. Observe their place in the verb phrase is, has, been have, will and should indicate the time, aspect, necessity etc. of the activity. They are functioning as auxiliary verbs.

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NOTE :

(1)   The first word in the verb phrase functions as the finite verb and the last word functions as the main verb.

(2)   If there is only one word in the verb phrase, as is the case in the active voice present and past indefinite tense, it functions both as the finite verb as well as the main verb.

2.10.4 Transitive and Intransitive Verbs

This classification is based on the structure of the predicate. In modern grammatical studies, the Basic Sentence Patterns have a similar focus and provide better insight. Classification has not much utility, left-now.

2.10.5 Anomalous Finites

The verb phrase in a sentence does not only name the activity or state being talked about but it also indicates the polarity (positive-negative), voice (active-passive), aspect (progressive - non progressive and perfective non-prefective) and mood. As we saw earlier, the naming, of the activity, or state is done by the main verb. All other functions are relished by a small group of 24 (21+3) special finites. They are aiso known as anomalous finites. The adjective anomalous means irregular but the regular-irregular classification is based on form and not function. While the finite of this group are brought together on the basis of their function.

The anomalous finite can be divided into two groups :

Group A (i)	is,	am	are	was,	were	Group B	will	would
	have,	has	bad				shall	should
(ii)	do,	does	did				can	could
							May	might
							must	-
							ought (to)	-

NOTE : Earlier need, dare and used (to) were also included in Group B; but these days they are treated as semi-modals.

The finites of group A are called temporal finites. They are used in the formation of tenses, passives as well as negatives and interrogatives.

They finite verbs of group A(1) - is, am, are, was, wore, have, has and had - are used as auxiliary verbs in the formation of continuous and perfect tense as well as passives.

These can also be used as main verbs. Then they are used as auxiliary verbs they have no lexical meaning but when they are used as main verbs they do have such meaning.

The finite verbs of group A (ii) -do, does and did - are used as auxiliary verbs in the formation of negative, interrogative etc, with verb phrase which have no auxiliary verbs - in the present and past indefinite tense. When they are used as auxiliary verbs they too have no lexical meaning. But they can also be used as main verbs and when they are used as

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main verbs they do have lexical meaning and in the pesent and past indefinite tense require an appropriate form of the auxiliary Do in the formation of negatives and interrogatives :

He does not do his homework regularly. Do you do your home work regularly?

Apart form the formation of negatives and interrogative, the finite verbs of Group A play an important role in avoiding repetition, forming emphatic affirmatives and tag-questions as well as in the use of mid-position adverbs.

The finite verbs of Group B are called modal finite. They too are used in the formation of negatives, interrogatives, emphatic affirmatives and tag-questions as well as avoiding repetition. Apart from these as their name sugests, they are also used to express various attitudes towards events such as possibility, necessity, certainty etc.

Functions of Anomalous Finites

Formation of Negatives

A sentence, in English can be made negative in two different ways-(a) by using a word with negative import : **no, none, hardly** etc.; (b) by using the negative adverb not in the verb phrase. The second is by far the most common. In Modern English, the negative adverb not can be used only as an anomalous finite. And if there is no anomalous finite in the verb phrase we have to add an appropriate form of Do which belong to group A (ii)

(i) He *is* a teaher. ⟶ He *is* not a teacher.

(ii) She *was* writing a letter. ⟶ She was not writing a letter.

(iii) He **wrote** the letter. ⟶ He *did* **write** the letter ⟶ He *did* not **write** the leter.

Formation of Interrogatives :

In all interrogative sentences, except subject question, the subject and the finite verb are inverted. In Modern English, only the anomalous finite can come before the subject. And if there is no anomalous finite in the verb phrase we have to add an appropriate form of Do and then bring it before the subject :

(i) They **are** ready ⟶ are they ready?

(ii) She is coming on Sunday ⟶ **Is** she coming on Sunday?

(iii) They **left** last evening -⟶ They **did** leave last evening ⟶ **Did** they leave last evening?

(iv) He **came** yesterday ⟶ He **did** come yesterday ⟶ **Did** he come yesterday? ⟶ when **did** he come?

Avoiding Repetiton :

We know that pronoun are used to avoid the repetition of noun phrases. Similarly, anomalous finite are used to avoid repetition of verbs, and whole predicate:

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A- Can he do it alone?

B- Yes, I think he can. (And not : Yes, 1 think he can do it alone.)

If the expected answer contains an anomalous finite (as is the case in the above example) Then the part of the predicate after it can be left out. -But the negative adverb not (if it is there in the answer) is not left out :

A - Can he do it alone? 8 No. I think he can't.

In case there is no anomalous finite in the expected answer then the appropriate form of **Do** is used :

(i) A - who wants to go for a picnic? (ii) A - who wants to go for a picnic.

    B - All of us **do.**   **B - No** one **does.**

Formation of Emphatic Affirmative

In spoken English. Emphasis can be expressed by putting extra stress. The negative elements of a sentence can be emphasized by putting extra on the negative adverb not and the positive elements can be emphasized by putting extra stress on the finite verb. This works well so long as there is an anomalous finite in the verb phrase :

Negative   : I didn't go there yesterday   ⟶   I did not go there yesterday

.Affirmative   : I'll go there tomorrow   ⟶   I will go there tomoorrow.

But if there is no anomalous finite in the verb phrase, the stress will fall on the lexical verb and the meaning of the verb will get emphasized. Hence, in order to emphasize the affirmative aspect an appropriate form of **Do** is added and then the stress is put on this **Do.**

      I wrote to **him.**   **I did write** to **him.**   **I did write** to him.

Formation of Tag-questions

In tag-questions a tag is attached to a statement. This tag insists of an anomalous finite and a personal pronoun appropriate for the subject of the statements. Generally, a negative tag is added to a positive statement and a positive tag is added to a negative statement:

They **will** attend the meeting, **won't** they?   Your friend **isn't** coming is he?

If there is no anomalous finite in the statements, an appropriate form of **Do** is used in the tag:

Our team won the match. ⟶ Our team won the match, _**didn't**_ it?

Using the mid-position Adverbs : This will be discussed under adverbial.

2.10.6 The Modal Finites

Unlike the temporal finites, the modal finites not only play an important role in the grammatical system of the language but also have an equally significant role in the semantic system. There are quite a few similarities in the structure of the modal finites -

1. From the point of view of for the modal finites are very different from the other finites. They do not take -s or -es with the third person singular subject and they do not have their infinitive, present-participle and participle forms in use.

2. **Could, might, should** and **would** are used as past tense of **can, may, shall and will** mostly in the reported speech but this is a very small area of their usage. Most of the time they are used to talk about present and future events. Further, **must** and **ought** have no past tense forms while used, has no present tense form.

3. Expect **ought** and **used,** they are followd by the bare infinitive of the main verb in the verb phras. **Ought** and **used** are followed by the **to** infinitive.

4. Form the point of view of function too the modal finite are very different from the other finites. They are used to express various attitudes towards events and states such as ability, possibility, necessity, certainty, propriety, etc.

5. A perfect infinitive (have + past participle) is pretty, often used with them to talk about events which were to take place in the past-but about which the speaker does not know for some whether they took place or not.

Shall and Will

Shall and **Will** are used to make statements and ask questions about the future. In such cases, **shall** is used only with the 1st person.

There are some spcial cases in which **shall** is used but not **will.**

(i) **Shall** is used when you are offering to do something:

   Shall I open that window?

(ii) **Shall** is used to make suggestion about what you and someone else

   Should do:

   Shall we go and see a film?

(iii) **Shall** is also used when asking for suggestion or advice:

   What shall we do now   Where   **Shall** we go for our holidays.

   Will also has some special uses,

(i) **Will** is used to make a request. **Would** makes it more polite :

   Will you pass the salt please? **Would** you pass the salt, please?

(ii) Will you is used to make an invitation. **Won't** you make it more emphatic.

   Will you hve some more coffee? **Won't** you have some more coffee?

(iii) **Will** is also used to express a real condition in the present:

   I will work hard, if I am paid well.

Should and Ought to-

(i) **Should** is used in offer, suggestion and requests for instruction and advice:

Should I help you with the working up? What do you think I should do?

(ii) **Should** is used with like to formally announce that you are going to do something.

I should like to make the following proposal

In the following uses ought to can be used in place of should with little change in meaning:

(i) **Should** and ought to are used to say that you expect something to happen: We **should**/**ought** to be there by dinner time.

(ii) **Should** and **ought to** are used to express obligation and duty as well as in general what we think is right or good for people to do:

You should/ought to go and see this film.

The government **should**/**ought** to do something about the economy.

(iii) Should and ought to are also used to give advice: I think you **should**/**ought** to stop smoking.

(iv) **Should** and ought to are used with a perfect infinitive to say that something should have been done.

You should/**ought** to have informed me earlier. **Would**

(i) **Would** is used to make a request.   **Could** can also be used but is less polite:

Would you show me how to do it? **Could** you show me how to do it?

(ii) **Would** you is used to offer something to someone or making an invitation:

Would you like some coffee?   **Could** you like to come with us to the film?

(iii) **Would** you is also used to give orders or instructions:

Would you ask them to wait? **Would** you come this way, please?

(iv) **Would** followed by a perfect infinitive is used to talk about actions or events that were possible in the past. Although they did not in fact happen :

He **would** have come to the meeting but he wasn't invited.

(v) **Would** is also used in sentences describing hypothetical conditions in the present of past.

If I knew his number, I **would** telephone him.   *(Present)*

If I had known his number, **I would** have telephoned him   *(past)*

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(vi) **Would** is also usd to talk about something which happened regularly in the past but which no longer happens. **Used to** can also be used here :

He **would** smoke a hundred cigarettes a day.

He **used** to smoke a hundred cigarettes a day.

.**Can and Could**

(i) **Can and Could** are used to talk about a person's ability to do something. Can is used to talk about general ability or ability in the present and could is used to talk about general ability in the past but not about ability to do something in one occasion:

They **can** all read and write   He **could** run faster than anyone else.

(ii) **Can** and **Could** are used to ask permission to do something or ask someone for something **Could** is more polite :

Can I put this fan on?   **Could** I put this fan on?

Can I have some more coffee?   **Could** I have some more coffee?

(iii) **Could** is used to ask someone to do something. It is fairly polite : **Could** you tell me what time the flight arrives?

(iv) **Can** is used with verbs such as **see, hear and smell** to say that someone is aware of something through one of their senses. Could is used for past events :

I Can smell gas.   **Could** see a few stars in the sky.

(v) **Can't** is used to say that we think something is impossible; Youre only just had dinner. You **can't** be hungry already.

(vi) **Could** followed by a perfect infinitive is used that someone had the ability to do something but did not in fact do it or that somethng was possible but did not happen:

You **Could** have given it to her.   You **Could** have broken your legs.

May and Might

When may and **might** can be used in the same meaning, **may** is more formal than **might:**

(i) **May** and **might** are used to express present or future possibility :

They **may** help us.   we **might** reach there

(ii) **May** and **might** are sometimes used to make request or ask permission. These are formal uses and might is not very common :

May we look around?   **Might** we leave our books here?

(iii) **Might** is often used to make polite suggestion : you **might** like to try another pairs?

(iv) May is used (specially in a formal style) to introduce wishes for people's health, happiness, success etc.

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May God bless you!   **May** the New Year bring you all
your heart's desires!

(v) **May and might** followed by a perfect infinitive are used to say that it is possible that something happened in the past, but you do not know whether it actually happened or not.

They **may/might** have seen this advertisement.

(vii) **Might** followed by a perfect infinitive is used to say that there was a possibility of something happening but it did not happen :

If he hadn't hurt his ankle, he might have won the race.

Must

(i) **Must** is used to say that it is necessary to do somthing:

I must leave fairly soon.   It **must** be protected at all Costs,

(ii) **Must** is also used to say that you are sure about something:

There **must** be some mistake,

(iii) **Must not** or **mustn't** is used to pay that it is *necessary not to do* something :

You mustn't forget to post the letter.   You **mustn't** come tomorrow.

NOTE : **Needn't** is used to say that it is not necessary to do something :

You **needn't** come tomorrow.

Semi-Modals

Dare, need and used to are called semi-modals because they have some characteristics which other modals do not have.

Dare is normally used as a modal only in negtiave and interrogative sentences while **need** is used as a model only in negetive sentences.

(i) **Need** followed by the adverb not is used as a modal to say that doing something is not necessary :

you **needn't** bring your homework tomorrow.

(ii) **Need't** followed by a perfect infinitie is used to say that someone did somethig but it wasn't necessary :

You needn't have brought your homework today

(iii) **Dare** is used to say that somebody hasn't enough course to do something. It is used as a modal only in questions and negatives :

I daren't talk him everything   **How dare you speak to me like that**

(iv) Used to is used to say that something **happened regularly** or existed in the past, although it no longer happens or exists :

He used to smoke a hundred cigarettes a day.

There used to be a nice garden here.

2.11 ADVERBIALS

Adverbials include both simple adverbs (often, well, enough) as well as adverb phrases (twice a week, a month ago). Phrases are extremely common in adverbial function.

Adverbials can be classified in three different ways:

(i)   according to their function in a sentence

(ii) according to their place in a sentence, and

(iii) according to the meaning they express.

2.11.1 Classification by function

According to their function, adverbs can be grasped as under :

(a) Simple adverbs, (b) Interrogative adverbs, and (c) relative adverbs.

    (a) Simple Adverbs : Simple adverbs are used to modify verbs, adjectives and other adverbs :

        People could hardly believe the story.   The test was quite eary.

        He was driving pretty fast.

    (b) Interrogative Adverbs : Interrogative adverbs are used in questions :

        When is your brother coming back?   Where does he live?

    (c) Relative Adverbs : relative advebs are used in relative clauses. These adverbs refer back to some in the main clause as their antecedent:

        This is *the room* where I was born.

        Do you remember *the time when* the accident happened?

2.11.2 Classifiation by Position

According to their position adverbs can be grasped as under :

(i) From Position Adverbs	(ii) mid-position adverbs	(iii) end position adverbs.
↓	↓	↓
subject Anomalous Finite	Other Finites	φ, obejct or Complement
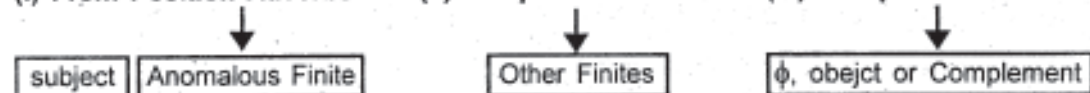
                                    φ = Zero, Nothing

(i)   Front Position Adverbs

how when, why etc. - are used at the beginning of a sentence. In fact, they can be used only in front position.

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Yes, No and **still** (= all same) are also used in front position, but then they modify the whole sentence :

Yes, they always do their homework in time.   **still,** I cant believe your story

No, usually he doesn't go for a walk after dinner.

Other adverbials are used in front position for emphasis or contrast.

(ii)   Mid-position Adverb

Adverbs of frequency are generally used in mid-position, they come after the anomalous finite but before other finite. The ones that are commonly usd in mid-position are :

always, often, sometimes, never, ever, rarely, seldom, usually, generally.

The following adverbs too are used in mid-position, some of them can be used in end position also :

almost, already, also, even, hardly, just, merely, not quite, rather, soon, still:

He is **always** late.   They have **never** been to Delhi

We **seldom** go out.   They have **almost** finished in time,

we **are still** waiting for the bus.

NOTE ; When the anomalous finite is stressed, as is often the case in short answer and retorts, the mid-position adverbs come before them:

A-He *had* **almost** finished his work.   B- Yes, he **almost'** *had*

These adverbs of manner which are formed by the addition of the suffix -ly are often used in mid position

He **deeply** regretted his mistake.   You should **frankly** tell him everything.

(iii) End Position Adverbs

Adverbs are mostly in end position. Adverbs of time, frequency, duration and manner generally occupy end position:

He wrote to me last week.   We have English every day.

She kept waiting for an hour   You speak English well.

Adverbs well, badly and hardly are used in end position only:

we are missing him badly He is working hard this year.

2.11.3   Classification by Meaning

According to meaning adverbials can be grouped as under :

(i)   adverbials of time   (ii) adverbials of frequency   (iii) adverbials of duration
(iv) adverbials of manner   (v)   adverbials of place

Adverbials of Time

These can further be divided into two groups :

(i)   those that begin with a preposition - on Sunday, in winter, at six o' clock,

(ii) those that do not begin with a preposition - last week, a week ago, tomorrow morning.

Adverbials of Frequency :

These too can be divided into two groups :

(i)   Simple adverb - always, often, sometimes, never,

(ii) adverbial phrases - once a week, three times a day, every month.

Adverbials of Duration

These can be divided in to three groups ;

(i)   Those that begin with the preposition for - for sometime, for the next few days,

(ii) Those that begin with the preposition <u>from</u> - <u>from</u> morning till night, <u>from</u> March <u>until</u> June, <u>from</u> Monday to Friday.

In such phrases the beginning of the period is indicated by from and the end by to, till and <u>until,</u>

(iii) Those that begin with <u>until,</u> till, <u>upto. since</u> etc, - <u>until</u> tomorrow, till the day after tomorrow, up to July, <u>since</u> Monday.

in such phrases <u>until,</u> till and <u>up to</u> indicate the end of the period while <u>since</u> indicates its beginning.

Adverbials of Manner

Very often these adverbs are formed by adding the suffix - ly to adjectives :

     quick - quickly   quiet - quietly complete - completely kind - kindly

But <u>hard</u> and <u>fast</u> function both as adjectives as well as adverbs. They do not need the addition of *-ly:*

     He is a <u>hard</u> worker, *(adjective)*   He works <u>hard,</u> *(adverb)*

     She is a <u>fast</u> runner, *(adjective)*   She runs fast, *(adverb)*

Adverbials of Place

These can be divided into two groups :

(i)   Single word adverbs-here, there, inside, opposite, upstairs, downstairs, away,

(ii) Preposition phrase : A lot of phrase having the structure Preposition + Noun Phrase function as adverbials of place - in the town, on the table, behind the tree.

2.11.4   Order of Adverbials

(i)   when there are two adverbials of time in a sentence, the smaller unit comes first : They will come ***at two o' clock on Sunday.***

(ii) when there are two adverbails of place in a sentence, the smaller unit comes first: we spent the night *in a small town in this area.*

(iii) when there are two adverbials - one of time and the other of place - in a sentence then normally the adverbials of place come first :

They are going ***to Delhi next week***

(iv) When a sentence.has an adverbial of place an adverbial of frequency and an adverbial of time, then the adverbial of place comes first and the adverbial of time comes last:

I saw him ***in the town three times last weak.***

(v) When a sentence has an adverbial of manner, an adverbial of place and an adverbial of time, then the adverbial of manner comes first and the adverbial of time comes last:

They waited ***patiently outside the hall for the whole day.***

2.12 PREPOSITION

Preposition expresses relationship in pice between too things and in time between two events: (a)   She put ***her bag on the table***   (b)   They ***will reach*** Delhi on ***Sunday***

In the above sentence, in (a) on expresses relationship between *her bag* and the *table,* while in (b) on expresses relationship between the events of reaching and Sunday.

These are basic meanings. But depending on the needs of the language, preposition are required to express very complex relationship. If you go to the Oxford English dictionary the big nine volume then you will find 63 different meanings listed for the small preposition of. With preposition the basic thing to remember is that use depends not on physical measurements but on how the speaker imagines them at the time of speaking. That is why it is possible to use at, through or in with a town on different occasions. The speaker thinks of a town as a point on the map when he says, "while flying from Mumbai to Delhi our plane stopped at Bhopal." He thinks of it as a surface to go across when he says, "while going from Delhi to Mumbai by road we passed through Indore." And he thinks of it as a space to live in when he says, "During my childhood I lived in Gwalior for some time."

2.12.1   Structure of Preposition Phrase

Of the two nouns the preposition expresses relationship between one comes after it as its object. This noun and the preposition function as one unit which is known as a preposition phrase. It is.possible to use other structure in place of the ndun. The structures that can be used are (a) Present position clauses and (b) wh-clauses :

He was surprised at *her remark*

(a)   He was surprisin at *her* psssing such *remark.*

(b)   He was surprising at *what she said*

NOTE : A that clause or an infinitive clause is not used in a preposition phrase.

Kinds of Preposition

Preposition can be divided into two groups :

(i) Simple Preposition, and (ii) complex Prepositions.

Simple Preposition

These single - word preposition play an important role in the language. There are above, across, after, against, along, among, around, at, before, behind, below, between, beyond, by, down, during, for, from, in, near, of, off, on, over, past, round, since, through, till, to, under, until, up.

Of these the most frequently used are :

of, in, to, for, at, an, from, with and **by.**

Complex Preposition : According to their structore they can further be divided into three groups

(i) **adverb or preposition + preposition** : along with as for, up to etc.

(ii) **verb** or **adjectives** or **conjunction + preposition** : owing to, due to, because of, etc.

(iii) **Preposition + noun + preposition** : by means, in front, in comparison with, etc.

2.12.2 Function of Preposition Phrase

Preposition Phrase are used as :

(a) Adverbs : People were singing **on the bus.**

(b) Adjectives in noun phrases : People **on the bus** were singing.

(c) Complements of verbs : They depend on **government aid.**

(d) **Complements of adjectives** : i am sorry for your parents.

NOTE : Prepositions that are used in (c) and (d) above function as are unit with the verb or adjectives they come with, and the two have got to be learned as a single unit.

Prepositions, particularly the simple preposition, are not as simple as they look if we take into account the meaning that they express. The range of meanings expressed by the nine most frequently used preposition which account for about 92% of the total assurance of preposition is as under :

of-63, in-40, to-33, for-31, at-39, on-29, fronv15, with-40, by-39.

This makes it amply clear that learning to use the right preposition at the right place needs a lot of time and effort. The task is difficult but not impossible. Here we are trying to provide you the background upon which you should endeavor to build up with the help of a good dictionary.

Relationships in Space

The following preposition are commonly used to express such relationship down, for, from,

in, in front of, inside, into, near, of, off, on onto, out of, outside, over, post, round, through, to towards, under, up.

Before actually discussing some frequently used preposition expressing relationship in space it seems necessary to pay attention to the basic concepts pertaining to things in space. In space, things can be seen as :

(1) a point, (ii) a line, (iii) a surface having area and (iv) a space having volume.

And the relationship between two things can be seen as :

(a) one thing moving towards another,

(b) one thing moving away from another, and

(c) static position with respect to each other.

Now we will try to see how different preposition express relationships resulting from the interaction of those two concepts.

A POINT

A) **Movement at the Same Level :**
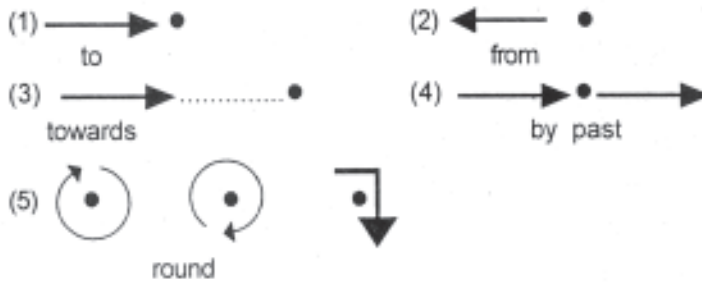
B) **No Movement at the level :**

(c) **Movement from one level to Another :**

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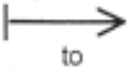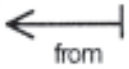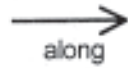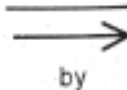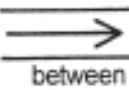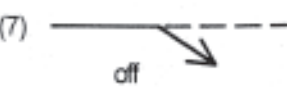
D) Position at diffrent Levels :

(1) X̥ over (2) X̥ above (3) ẋ under (4) ˙x below

A. (1) This train goes **to Delhi**.

(2) This train comes **from Mumbai**.

(3) Columbus sailed **towards** the west.

(4) I go by his house every **day**.

(5) The earth goes **round** the sun.

B. (1) I saw him **at the** post office.

(2) He lives somewhere **near** the hospital.

(3) The letter B comes **between** A and C.

(4) They saw her sitting **among** the girls.

(5) The blackboard is **behind** the teacher

(6) There is a tablein **front of the** teacher.

C. (1) The man went **up** the stairs very slowly.

(2) The ball rolled **down** the roof.

D. (1) The cross is **over** the dot.

(2) The cross is **above** the dot.

(3) The cross is **under** the dot.

(4) The cross is **below** the dot.

A LINE

Movement at the same level :

(1) to (2) from (3) across (4) along

(5) by (6) between (7) off

(1) This road leads **to** the main road.

(2) The ship sailed away **from** the coast.

(3) He swam **across** the river in 20 minutes.

(4) The river runs along the frontier

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(5) We walked **by** the river for some distance.

(6) The river flows **between** its banks.

(7) The bus went **off** the road and hit a tree.

A. Double Movement at the Same Level

(1)
with

(2)
against

B. No Movement at the Same Level.

(1) ___x___
by

(2) ‾‾‾x‾‾‾
on

C. Movement at Different Level :

(1)
over

(2)
under

A. (1) He went **with** me to the part.

(2) It is difficult to swim **against** the current.

B. (1) The school is just **by** the main road.

(2) The **driver** left the bus on the road.

C. (1) The boy jumped **over** the fence and escaped

(2) The river runs **under** the bridge.

A SURFACE

A. Movement :

(1)
on, on to

(2)
off

(3)
across
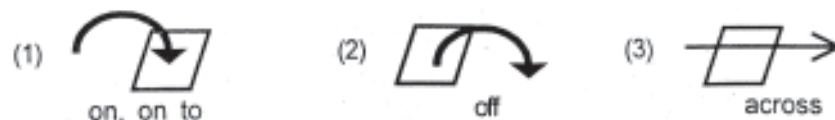
(1) Put the book on the table

(2) Let's get off the bus here

(2) He walked **across** the past

(3)

B. (1)
on

(2)
off

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(1) The teacher and the boys are **on** the ground.

(2) We let the cat **off** the road and walked.

A VOLUME

A. Movement :

(1) in, into   (2) through   (3) out of

(1) She comes **in** the room very quietly

(2) Our bus had to pass **through** a thick forest.

(3) He came **out of** the house and walked to the bus stop.

B. No Movement :

(1) in, inside   (2) out side

(1) The Principal is in his room.

(2) Somebody is standing outside your roo.

Relationships in Time :

Now we will take up some preposition which express relationship in time. The following are commonly used to express such relationships :

after, at, before, between, by, during, for, from, in, on, past, since, through, to, towards, till, until, within.

We will try to study some of these with the help of diagrams.

A. (1) ⊗   (2) x   (3) x

     at   on   in

(1) School begins at eleven every day.

(2) But on Saturday it begins early in the morning.

(3) In winter it begins at helf past eight while in summer it begins at seven.

(1) during   (2) through   (3) for

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A (1) School begins at eleven every day.

(2) But on Saturdays it begins early in the morning.

(3) In winter begins at half past eight while in summer it begins at seven.

B (1) I go to sleep as soon as I am in bed. I never wake up during the night.

(2) But my brother is a poor sleeper. He often lies awake through the night.

(3) I sleep for seven hours every night.

A. (1) |_____| x   (2) |_____|ˣ   (3) x |_____|
   before   by   after

(1) We can't leave **before** four o'clock.

(2) But we must reach there **by** five o'clock.

(3) If we rech **after** five o'clock we will not be able to meet them.

B. (1) x———→x   (2) x———→   (3) ———×——→
   from --- to   since   till, until

(1) I lived in Bhopal **from** 1964 to 1999.

(2) He has been living here **since** 1965.

(3) We will wait for him **till** eight o'clock.

NOTE : In sentences having positive polarity, **till** and **until**, indicate the terminal points of the activity; while in sentences having negative polarity they indicate the points of commencement :

We slept until midnight (= sleep ended at midnight.)

We didn't sleep until midnight (= sleep begin after midnight)

Other Relationships :

Prepositions are used to express lots of other relationships. Some of them form fixed expressions as under :

(i) **with adjectives :** surprised at, good at, famous for, afraid of, interested in,

(ii) **with verbs :** concentrate on, rebel against, think, about, apologize for, listen to,

(iii) **with nouns :** on foot, in fact, by accident, by heat, at ease, for example,

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2.13 BASIC SENTENCE PATTERNS

As we have said earlier, the concept of Basic Sentence Pattern provides better insight into the complex structure of the predicate of a simple active voice sentence and helps in undestanding the transformations that can operate on it.

PATTERN 1

Subject+	**Verb**	**(+ Adverbial)**
Dogs	Can swim	
The boys	should stand	in a square

1. The verbs used in this pattern are called intransitive verbs.

PATTERN 2

Subject+	**Verb +**	**Object**	**(+ Adverbial)**
The servant	is cleaning	the room	
She	cut	her finger	with a knife

1. The verbs used in this pattern are called transitive verbs.

PATTERN 3

Subjct +	**Verb +**	**Indirect Object +**	**Direct Object (+ Adverbial)**
The teacher	gave	Sohan	a book
Some body	sent	me	these flowers yesterday.

1. The verbs used in this pattern are also called transitive verbs.
2. The verbs here required two noun phrases after them.
3. The indirect object can be placed after the direct object :

   The teacher gave a book to Sohan.

   Such sentences are preferred when the indirect object is longer than the direct object :

   They brought some flowers for the visitor from England.

PATTERN 3T

Subject*	**Verb+**	**Direct Object***	**To+**	**Indirect Object '**	**(+Adverbial)**
They	sold	the house	to	their neighbour.	
We	paid	ten rupees	to	the man	for this evening.

1 The verbs used in this pattern can be also be used in Pattern 3.

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PATTRN 3F

Subject*	Verb+	Direct Object*	For+	Indirect Object	(+Adverbial)
My father	ordered	these books	for	my brother	
Somebody	brought	this letter	for you		last evening

1. The verbs used in this pattern can also be used in Pattern 3.

PATTERN 3P

Subject*	Verb*	Object	Preposition*	Object Preposition	(+ Adver.)
You	waste	your time	on	useless things	
They	defended	the fort	against	the enemy	last year.

1. A lot of verbs are used in this pattern : They cannot be used in pattern 3 because the second noun phrase is not as indirect object but a preposition object.
2. The verb and the preposition form a unit and must be learned as such.

PATTERN 4

Subject +	Linking Verb +	Complement (Adjective)
His brother	became	very weak
The leaves	are turning	brown.

1. The linking verbs used in this pattern and those used in pattern 5 are also called change of state or change of appearance verbs.

verbs that can be used in this pattern are :

appear, become, break, come, get, go, grow, keep, look, run, seem, small, sound, turn.

PATTERN 5

Subject +	Linking Verb +	Complement (Noun)
His sister	became	a doctor
This	seem	an important point.

Verbs that can be used in this pattern are : act, become, look, seem

PATTERN 6

Subject +	BE +	Complement (Adjective)
These shirts	are	expensive
The boys	were	happy

PATTERN 7

Subject +	BE +	Complement (Noun)
Her father	was	an engineer
The man	is	my nighbour.

1. In pattern 6 and 7 the finite forms of the verb BE functions as linking verbs because they also take complement (adjective) or complement (noun) after them. It is only because of pattern 8 that it has to be treated separately.

PATTERN 8

Subject +	BE +	Adverbial
The book	is	on the shelf
The children	were	in the park

1. In pattern 8 the adverbial is an ***essential element of the structure.*** In all other patterns it was an optional element and hence was put within brackets.

PATTERN 9

There +	BE +	Suibject +	Rest of the sentence
There	is	a man	at the door
There	are	some beautiful flowers	in this garden.

1. **When** the subject of the verb BE is indefinite the construction with **introductory 'there'** is preferred :

The book was on the table. *(We know which book.)*

There was a book on the table. *(We don't know when book.)*

2. When the subject is indefinite a transformation operates as under :

Some books were on this table last evening. ➡

There were **some books** on table last evening.

PATTERN 10

IT +	Be or Unking Verb or Weather Verb +	Rest of the Sentence.
It	is	nearly 5 o'clock now.
It	became	dark very soon.
It	was raining	heavily.

1. 'It' in this pattern does not mean anything nor does it refer to any thing i.e. it is not a personal pronoun. It is called preparatory or impersonal 'it'.

PATTERN 11

Verb +	Object +	Object	Complement (Adjective)
The police	broke	the dobr	open.
The boys	left	the room	dirty.

1. The adjectives here describe the state of the object.

   Verbs that can be used in this pattern are :

   boil, break, drive, find, hold, keep, leave, like, make, open, point, push, raise, went, wash.

PATTERN 12

Subject +	Verb + Object +	Object Complement (Noun)
We	named the baby	Sonu
They	elected him	Chairman.

1. The second noun phrase in the predicate is "functionally very different from the second noun phrase in pattern 3. This becomes clear when we turn sentences from pattern 3 and pattern 12 into the passive voice. Sentences from pattern 3 can give us two passive sentences while sentencs from Pattern 12 give just one.

Pattern 3	(Active Voice)	His friends gave him a present ⟶
	(Passive Voice)	He was given a present by his friends.
		or
		A present was given to him by his friend.
Pattern 12	(Active Voice)	His friend called him Hercules. ⟶
	(Passive Voice)	He was called Hercules by his friends.

Activity :

What are the rules of Subject Concord in the introductory 'there[1] and the impersonal 'it' structure.

_____

_____

_____

I think you got them right

In the case of the introductory 'there' the verb should agree with the noun phrase that comes after it while in the case of the imprsonal 'it' the verbs should be singular.

2.14 TRANSFORMATIONS

As said earlier, the present day grammatical description treats the affirmative, active simple sentences as the base from which all other sentences can be derived by transformational rules. And while discussing anomalous finite we saw negative and interrogative sentences are derived from them. Again, while discussing the 'introductory there' structure under Basic Sentence pattern we saw how the 'there-transformation' works. These were transformations, which produced other types of simple sentences. Now we will take up transformations, which are used to produce compound and complex sentences.

2.14.1 Compound Sentenes :

Combining two or more simple sentences by using coordinate conjunctions produces compound sentences. Sentences combined in this way have equal rank and are called coordinate clauses. In such sentences, words and phrase are very often deleted to avoid repetition.

Coordinate conjunction are divided into two groups

(a) **simple coordinators and, but, or and nor**

(b) Corelative cooordinators both - **and, not only - but (also),**
    either - or, neither - nor.

Simple Coordinators :

And is used when the contents of the clauses express **relationships like *similarity, also, therefore or then* :**

(i) Mohan bought a new shirt **and** *(similarly)* Sohan bought a new tie.

(ii) He has a small family **and** *(also)* he gets a good salary.

(iii) Sunil worked hard **and** *(therefore)* he got first division.

(iv) He wrote the address on the envelope **and** *(then)* he posted the letter.

The transformation operates as under ;

He has a small family.

He gets good salary. ⟹ He has a small family and (he) gets a good salary ⟶ he has a small family and gets a good salary.

But is used what is said in the second clause is unexpected in view of what is said in the first clause.

He is poor.

He is happy ⟹ he is poor **but** he is happy. ⟶ He is poor but happy.

Or is used when there are two possibilities from which one has to be chosen. you can write in ink.

You an write in pencil. ➡ You can write in ink **or** you can write in pencil⟹
You can write in ink **or** in pencil.

Nor is used to link negative clauses. The clause following nor requires subject - verb in version.

They did not talk to him

They did not look at him. ➡ They did not talk to him **nor** *did they* took at htm.

Correlative Coordinators :

Most often these are used in formal style where people are careful to balance the sentence so that the same kind of structure follows the alternative as the one follows the anticipatory element.

Both — and is used to emphasize that what you are saying applies to each of the two elements.

He is intelligent.

He is hard - working. ➡ He is both intelligent and hard-working.

Either — **or** is used to emphasize that no other alternatives are possible.

They can take a bus.

The can go in a taxi ➡ They can either take a bus or go in taxi.

Not only — but (also) is used to emphasize that the second thing mentiond is more important.

The criticism was unfair

It was unfounded ➡ The criticism was **not only** unfair **but it** was

also unfounded.

Neither — **nor** is used to combine two negative statements.

He does not drink.

He does not smoke ⟹ He **neither** drinks nor smokes.

When it Is used to combine two subject noun phrase the verb agrees with the preceding noun phrase.

Neither the teache nor the boys like him. Neither his collegues no boss likes him.

Complex Sentences

Combining two or more simple sentences also produces complex sentencs. But using subordinate conjunction produces them and the clauses so joined do not have equal rank. In a complex sentence there is a main clause in which the other clauses are used in place of certain elements of structure and are named after those functions. Thus subordinate clauses can be grouped as under :

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(i) noun clauses, (ii) adjective (or relative) clauses, and (iii) adverb Clauses.

Relative clauses do not directly function in the structure of the main clause but form part of one of the noun phrase in it.

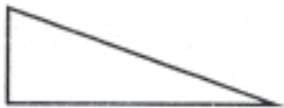The following examples will illustrate the whole thing :

(1) (a)   This is almost certain.   (subject)
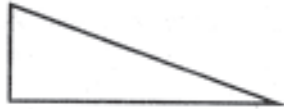
that he will get a berth
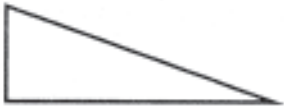**That he will get a berth** is almost certain

(b)   **He** suggested this (object)

that we should start early
He suggeted **that we should start early.**

(c)   We asked him this   (direct object)

whether he can come with us or not
we asked him **whether he can come with us or not.**

(d)   The problem is this (subject complement)
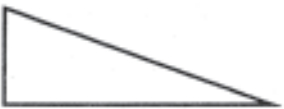
who will go there at this hour
The problem is **who will go there at this hour.**

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(e)   I am sure **complement**.   (adjectival complement)
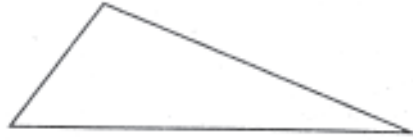
that things will improve
I am sure that things will improve.

(f)   My question **question**, has not been answred   (appositive)
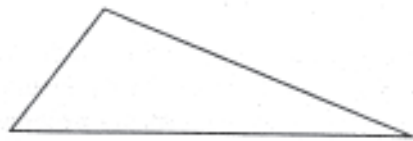
why he did not go there
My question, **why he did not go there**, has not been answered.

2. (a)   My sister **modifier** is a doctor (restrictiev relative)

Who lives in Raipur
My sister **who lives in Rajpur** is a doctor.

(b)   My father modifier, has now retired.   (non-restrictie relative)

who is a doctor
My father, **who is a doctor**, has now retired.

3. (a)   You may sit **anywhere**.   (adverbial)

wherever you like
You may sit **wherever you like**.

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(b) I will ask him about **it at that time.**   (adverbial)
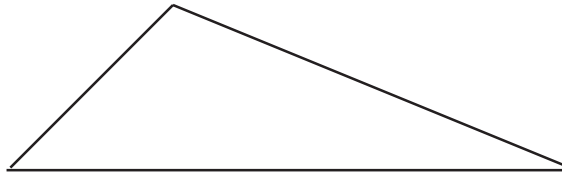
When he comes
I will ask him about it **when he comes.**

Before taking up a detailed discussion on some of the subordinate clauses it is necessary to focus attention on a few important points

1.   The main clause may be assertive, interrogative or imperative but the subordinate clause has got to be assertive. In case the simple sentence to be inserted into the main clause has an interrogative structure, it is converted into the assertive structure.

2.   The punctuation mark to be used at the end of the complex sentence is controlled by the structure of the main clause:

  (i)   I know **this.**

        He is coming tomorrow. ➡

        I know that he is coming tomorrow.

  (ii) I know **this.**

        what is his name?➡

        I know what his name is.

  (iii) Do you know **this?**

        He is coming tomorrow. ➡

        Do you know that he is coming tomorrow?

  (iv) Do you know **this?**

        what is his name?

        Do you know what his name is?

3.   There must be a concord of tense between the verb of the subordinate cause and that of the main clause. This is kown as the sequence of tense.

Noun Clauses :

A Noun clause is used in place of a noun phrase in the structure of the main clause. Noun clause can be used in all those functions in which noun phrase is used but they are not commonly used as indirect objects and object complements. The following types of clauses are used as noun clauses :

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(i)   **that** - clause - These are formed from assertive sentenes.

(ii) **whether** - clause - These are formed from yes/no type questions.

(iii) **wh-word clauses** - These are formed from question - word questions.

That clauses : They are used as subject, object, direct, object, subject complement, appositive and complement of an adjective. They are not used as object of a preposition ;

i)   **This** is almost certain.

He will get a berth =

That he will get a berth is almost certain.

(ii)   He suggested **this.**

we should start early =

He suggested that we should start early,

(iii) She informed them **this.**

She would not be able to come =

She informed them **that she will not be** able **to come.**

(iv)   The expectation is **this.**

The prices will come down =

The expectation is **that prices will come** down.

(v)   **The expectation** was not well-founded

The expectation is that prices will come down =

The expectation **that prices will come down,** was not well-founded

(vi)   I am sure of *this*

Things will improve =

I am sure **that things will improve.**

NOTE :

(a)   When a **that** clause functions as the subject in the main clause the sentences can be transformed into an anticipatory 'it' contraction :

That he will get a berth is almost certain. It is almost certain **that he will get a berth.**

(b)   When a **that clause** functions as an object, complement or postponed subject (in the anticipatory 'it' construction) then in the informal style the **that** can be deleted.

He suggested that we should start early.

He suggested we should start early.

(c)   A relative clause (which we are going to discuss later, when it begins with a that, looks like on appcsitive clause but they are different on more than one count.

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In a relative clause that functions as a subject, object etc.in the structure of the clause while in an appositive clause it functijons only as a marker of subordination and has no function in the structure of the clause.

In an appositivive clause, the clause and its antecedent can be used as subject and complement of the verbs BE which is not possible with a relative clause. The belief **that no one is infallible** is well founded.

The belief is that no one is infallible.

Whether - Clauses :

They are used as subject, object, subject complement, appositive and object of a preposition. Because the structure of the subordinate clause has got to be that of the assertive sentence, the subject finite inversion is required to be as under:

(i)   **This is doubtful.**   ⇒

Will he be able to come?

Whether he will be able to come is doubtful.

(ii)   I don't know this   ⇒

Are the banks open today?

I din't know whether the banks are open today.

(iii) The question is this   ⇒

Should we tell him evrything?

The question is whether we should tell him everything.

(iv)   **The issue** should first be decided   ⇒

The issue is **whether** should we call him or not.

The issue. Whether we should call him or not, should first be decided.

(v) Everything depends on **this.**   ⇒

Is he willing to come?

Everything depends on whether he is willing to come.

NOTE : (a)   **when a whether** - clause function as the-subject in the main clause the sentence can be transformed into an anticipatory 'it' consruction.

Whether he will be able to come is doubtful. It is doubtful **whether he will be able to come.**

Wh-word Clauses : They are used as subject, object, subject complement, appositive complement of an adjective and object of a preposition. The question - word functions as the marker of subordination. Except in subject questions, where there is no inversion of the subject and the finite verb, the subject finite inversion is required to be undone.

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(i)   **This** is absolutely clear

What should we do?   ⟹

what we should do is absolutely clear,

(ii) I can't imagine **this**

➡

What made him do it?

I can't imagine **what made him do it**

(iii) The problem is **this**

⟹

Who will go there ?

The problem is **who will go there**

(iv)   **My original question** has not been answered.

My original question is why he did it.

My original quetion why he did it at has not been answered.

(v)   I wasn't certain of **this.**

When was the next flight?

I wasn't certain **when the next flight was.**

(iv)   It depends on **this.**

What do we decide?   ⟹

It depends on **what we decide.**

Relative Clauses :

Relative clauses function as adjectivs in noun phrase. Most often adjectives come before their nouns but relative chauses come after their nouns and so they are also known as post modifiers.

According to function, relative clauses can be classified as under :

(i)   restrictive or defining relative clauses, and

(ii)   non-restrictive or non-defining relative clauses.

A restrictive relative clause links the application by describing it;

My friend who works in a factory is an engineer.

Here who works in a factory describes my friend and helps in his identification.

A non-restricive relative clause comes with noun which is compleely identified and hence it provides additional information about that noun :

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My father, who is a doctor, has now retired.

But these clause are similar in structure but a non restictive clause is separated from its noun by common.

Now, let's see what sort of sentences can be inserted as relative clause :

(1) For the relative clause transformation operate here must be a noun phrase with similar reference in the two sentences.

(2) The noun phrase in the sentence to the inserted as a relative clause is replaced by an appropriate relative pronoun.

(3) If the relative pronoun is no in the initial position then by means of another transformation it is brought to the initial position as is done in the case of a question - word question transformation but unlike it,in his case, the subject and the finite are not inverted.

(4) then this clause is inserted after is antecedent noun phrase.

    (i) **my sister** lives in Delhi

    (ii) **my sister** is a doctor.   ⇒

    (ii) my sister is a doctor.   ⟶ who is a doctor

    (i) my sister lives in Delhi

               ⬆

      | who is a doctor |

    (iii) my sister who is a doctor lives in Delhi.
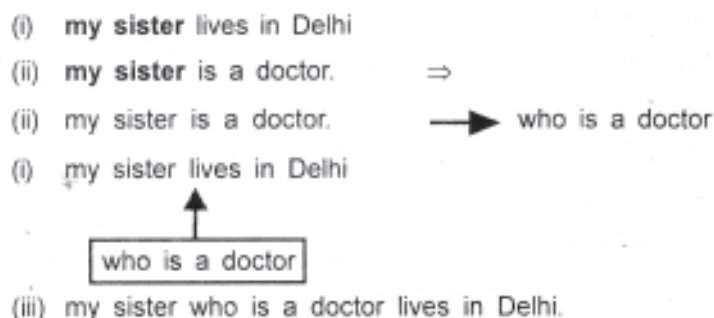
Appropriate Relative Pronouns

Used for	Function in the Clause		
	subject	Object	Possessive
Human	who that	whom/who that	whose
Non-human	which that	which that	whose/of which

NOTE : (1) **That** is not used in restrictive relative clauses.

     (2) In informal use, **whom** is very often replaced by **who** or **that**.

        (i) The thief was sent to prison.   ⇒

           The thief stole my watch.

           The thief who **stole my watch** ws sent to prison.

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(ii) The **film** was very interesting ⇒

The **film** was shown yesterday

The film **which was shown yesterday** was very interesting.

(iii) **The man** has just gone out. ⇒

You want to see **the man**.

The man **whom you want to see** has just gone out.

The man **who you want to see** has just gone out.

(iv) **The pen** was very expensive ⇒

He lost **the pen** yesterday.

The pen **which he lost yesterday** was very expensive.

NOTE : If the relative pronoun replaces an object or object of a preposition then quite often it is deleted. Hence (iii) and (iv) above, are transformed as under :

(3) The man you want to see has just gone out

(4) The pen he lost yesterday was very expensive.

(v) **The boy** is in the class. ⇒

You are looking for **the boy**.

The boy **who you are looking for** is in the class. ➡

The boy **you are looking** for is in the class.

(vi) I don't like the house

He lives in the house ⇒

I don't like the house **which he lives in** ➡

I don't like the house **he lives in**.

(vii) This is the **lady** ⇒

The **lady's purse** was stolen yesterday.

This is the lady **whose purse was stolen yesterday**.

Narration

There are two ways of reporting what somebody has said.

(i) We may use direct narration in which his words are put within quotation marks after a reporting clause. ➡

(ii) we may use indirect narration in which his words are put in the form of a noun clause after a reporting clause.

I need some more money

Arvind

(i) Arvind said, **"I need some more money."**

(ii) Arvind said **that he needed some more money.**

In (ii) above, the reporting clause **Arvind said** functions as the main clause while the reported clause that **he needed some more money** functions as the subordinate clause. Hence, in changing the narration from direct to indirect we are required to follow rules of sequence to tense as well as the rules that apply to noun clause transformation. We may as well have a quick look at them.

Reporting Statements

In reporting statements the word order of the reported clause needs no chance, only the addition of the subordinator that is required.

Reporting Yes/No Type Questions

In reporting ys/no type question the subject finite invasion is required to be undone and the subordination whether (of or if) is added.

Reporting Question-word Question

If the question-word question is a subject question it will not have subject-finite inversion so the word order needs no change and as the question-word has the potential of functioning as a marker of subordination nothing is required to be added. In case the question-word question is the other type, which has subject finite inversion then this has to be undone but nothing is required to be added.

Reporting imperatives

In case of a positive imperative the verb phrase is chnged in a to-infinitie while in a negative imprative the negetive adverb not is added before the to-infinitive.

Sequenc of Tenses

If the verb-phrase of the reporting clauses in the present or future tense then no change is needed in the verb phrase of the reported clause. But if the verb phrase of the reporting clause is in the past tense then the verb phrase of the reported clause needs to be changed as under :

present indefinite	⟶	past indefinite
present continuous	⟶	past continuous
present perfect	⟶	past perfect
present perfect continuous	⟶	past perfect continous

past indefinite	⟶	past perfect
past continuous	⟶	past perfect continuous
past perfect	⟶	past perfect (no change)

future indefinite	⟶	modal (with would)
future continuous	⟶	modal continuous (with would)

can	⟶	could
may	⟶	might
must	⟶	had to
should (=obligation)	⟶	should (no change)

A part form the change needed for the sequence of tense, the following changes are also needed.

1. Personal pronoun are changed according to the situation.

2. Pointer words this, here and now are changed into that, there and then.

3. Adverbs and advebial phrase of time are changed as under :

today	⟶	that day
yesterday	⟶	the day before
the day before yesterday	⟶	two days before
tomororow	⟶	the next day/the following day.
the day after tomorrow	⟶	in two day's time
a week/year ago	⟶	a week/year before
last week/year	⟶	the previous week/year
next week year	⟶	the following week/year

NOTE : In direct narration the reporting clause can be put after the report clause and if the subject of the reporting clause is not a pronoun it can be put after the reporting verb : "I need some more money," Arvind said. "I need some money," said arvind.

2.16 THE PASSIVE

Passive voice sentence are produced by the application of transformation rules on active voice sentences. This transformation applies mostly when the subject noun phrase is indefinite, unknown or quite obvious. Naturally, in such circumstancs he object noun phrase becomes the theme of the utterance.

(a) **Some villagers** killed the man eating tiger. ⟶

The man eating tiger was killed by some villagers.

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(b) **Some body** stole his watch last evening. ⟶

His watch was stolen last evening.

(c) **The judge** sentenced the man to life imprisonment. ⟶

The man was sentenced to life imprisonment.

The transformational rules operate as under :

(i) The object noun phrase is brought to the subject position.

(ii) The verb phrase is changed by adding BE +-en (the marker of the past participle from before the main verb, as a result the main verb acquires a part participle form.

(iii) The subject of the active voice sentence is moved to the predicate and is put as an object of the preposition by.

(iv) Most often this by-phrase is deleted.

The following examples will mark things clear :

1. They clean [this room] every day.

[This room] is cleaned every day. *(Presnt Simple)*

2. They cleaned [this room] yesterday.

[This room] was cleaned yesterday. *(Past Simple)*

3. They will clean [this room] tomorrow.

[This room] will be cleaned tomorrow. *(Future Simple)*

4. They are cleaning [the room] at the moment.

[The room] is being cleaned at the moment. *(Present Continuous)*

5. They were cleaning [the room] when I arrived.

[The room] was being cleaned when I arrived. *(Past Continuous)*

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6. They have cleaned | the room |

(Present Perfect)

| The room | has been cleaned.

7. They had cleaned | the room | before I arrived.

(Past Preect)

| The room | had been cleaned before I arrived.

8. They will clean | the room | before you reach there.

(Future Perfect)

| The room | will have been cleaned before you reach here.

NOTE : The other tenses are not used in passive sentences.

The passive of sentences containing modal finite is made in the same way :

They may clean | the room | tomorrow.

| The room | may be cleaned tomorrow.

The should have cleaned | the room | yesterday.

| The room | should have been cleand yesterday.

when a to-infinitive or a presnt participle is used in a non-finite clause in the active voice sentence, the passive is made as under :

I don't want him to type | the letter.

| I don't want | the letter   to be typed by him.

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He hates people telling | his wife | what to do.

| He hates | his wife   being told what do to.

2.17 CHECK YOUR PROGRESS

1. Rewrite the following sentences as required :

(i)	Will you switch the light on, please?	(make a more polite request)
(ii)	May I take a day off tomorrow?	(make it less formal)
(iii)	Won't you have some more tea?	(make a less emphatic invitation)
(iv)	Could yo give me his address?	(make a more polite request)
(v)	Can I borrow this book for day?	(make it more polite.)

2. Some of the following sentences contain non-restrictive relative clauses. Set those clause off by commas which you think are non-restrictive :

    (i)   Women who work in the police department must be admired.

    (ii) He who was on the spot should be able to identify the accused.

    (iii) Anthrophology about which I don't know much seems to be an interesting subject.

    (iv) The final exams which were to be held in March have been postponed.

    (v)   The book which you gave me last week has proved very useful.

3. Combine the following pairs of sentences keeping in view the situation given with each pair.

    (i)   (Sonal is sitting with a sister on one side and a brother on another.)

          Sonal's sister recited a beautiful poem.

          Sonal's sister was sitting on her right.

    (ii) (There was only one lion in the zoo.)

          The lion died last night.

          The lion was aliling for some time.

    (iii) (Rekesh is sitting with two brothers, one on each side.)

          Rakesh's brother got the first prize.

          Rakesh's brother was sitting on his left.

(iv) (There were several patients in the ward.)
The patient was relieved this morning.
The patient was injured in a road accident.

2.18 POINTS FOR DISCUSSIO/CLARIFICTION

After going through the unit you may want to have further discussion on some points and to seek clarification on some others. Note down those points below :

2.18.1   Points for Discussion.
•   Discuss the Rule of plural formations
•   Discuss the functions of anomalous finites

Any Other Points

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_____

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2.18.2 Points for Clarification
•   Countable and uncountable nouns
•   Discuss various sentence pattern with examples.

      Any *Other— Points*

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2.19 REFERENCES / FURTHER READINGS

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BLOCK - 04

TEACHING ENGLISH WITH COMMUNICATIVE SKILLS

BLOCK 4 : TEACHING ENGLISH WITH COMMUNICATION SKILLS

INTRODUCTION

This Block is devoted to the Communicative Approach of learning English. Communicative Approach in the English Language Teaching is the latest methodological intervention in pedagogy and by now it has assumed a very significant role in the entire teaching - learning process of teaching English at various levels. Communication is the most important function of any language and the language used in various life-situations and behaviours is meaningful only when it communicates. Through language one can communicate ideas, feelings, messages, actions, thoughts and a number of those situations and problems which one has to encounter in her/his day to day life.

This Block has a wide coverage of conversation skills through talk-situations, dialogues, telephone conversations and written exercises. Since the entire Block addresses to teachers of English, it is expected that they also produce materials of classroom interaction based on conversation and writing skills. In our life we learn a number of things through our own experiences and without the help of any one. This Block also provides ample scope for self-learning, group learning and also interactive or participatory learnig. There are many areas which have been left undone and only some oulines or points are given which can be discussed among learners and teachers and materials relating to them can be produced.

It it believed that the Block would benefit the participants. Our sincere thanks to all those language scholars and method-masters who have completed the stupendous task of writing such a good quality material.

Unit 1 ❑ OBJECTIVES, MEANING AND SIGNIFICANCE OF THE COMMUNICATIVE APPROACH IN THE ENGLISH LANGUAGE TEACHING

STRUCTURE

1.1 INTRODUCTION

Meaning and Significance of the Communicative Approach : Human beings always interact in a living language. There are a number of communicative situations in which we use language for various purposes. We converse formally or informally both and according to the demand and need of situations, we use the language. Languageis basically a code. When a speaker uses this code, the listener or the receiver decodes the message from the speaker's code which is a language Non-verbal gestures and signals may also be a code but they are not linguistic signals and most often they are very limited. Therefore, the kinds of signals made by animals and birds are confined to a particular limit. For example a parrot can speak only a few words and it is said that it can register in his/her memory only 60 words which he/she can repeat, but it cannot add on its own even a single word. So is the case when bees pass their messages through their dance-code or dance language and monkeys of some African forests also do the same. It means that only it is the human being who can manipulate the language according to need, situation and demand.

Most conversational situations are available to us at home, in the family, in neighbourhood in streets and schools with friends, teachers and classmates, in shops, hospitals, playgrounds, railway stations, bus stands and so on, when we happen to come across various people of various occupations. In order to converse communicatively, we use language and pass messages sometimes through words only and sometimes through full, half or broken sentences. Thus the primary function of the language is communication with a hundred percent comprehension.

Communicative skills are the skills of life-management. If we do not use right word at right time, right expression in the given or available situations and in relevant contexts, the communication will not take place or even if it takes place, it will be either misunderstood or misinterpreted. In order to avoid communication loss and converse with one hundred percent communication, students need to be exposed to various life situations. Such situations may be either created artificially in classrooms, or in the community in day to day life where better opportunities are readily available.

As the Englsh language in known as STRESS TIMED langue, alongwith communicational skills, language skills rre hound to be developed smong learners. If the learners adequately exposed to correct sound system, stress on words and sentences and intonation, it will lead to either miscommunication or collapse of communication. Therefore, it is imparative that the learners do acquire four basic skills of language learning, namely : **(i) Listening** (ii) **Speaking (iii) Reading and (iv) Writing.**

If the learners acquire mastery level over these skills, they will be competent to perform orally as well as in writing, with a hundred percent communication and comprehension. I order to acquire these skills, rigorous oral and written practice and language drills are necessary by teachers and learners both or in the language laboratories if it is available. Tape-recorded lessons can also be used for the training of language skills.

Communicative approach is the most accepted and widely used approach through out the world in the process of language teaching, ft is an important intervention in the pedagogy of language teaching. Other methods and approaches are also important but as the main objective of the language is communication, the learners must be prepared to talk, interact or pass mssages without any communication, the learners must be prepared to talk, interact or pass messages without any communication loss. The teaching-learning strategy, therefore, needs to be changed and those who have been using the old methods and approaches, need to accept this shift in methodology of the English Language Teaching. Communication is the most important and basic aspect of any language spoken or written by any community. Most often human beings converse in diffrent life situations and they converse only in language, whether it is their mother-tongue which is available with them, or the other-tongue which they have to acquire due to some demand or need in the interuational or national contexts. For example English is a language which we have been using in India for more than one and a half centuries. This has become almost a link language for inter-state and international communication. Therefore, for wider national, multinational or international purposes and in the context of the growing demand of the job market in info-tech and global economy the communication through English is unavoidable. It has nothing to do with our patriotism. We can remain fully patriot by learning any language of the world. Since English is available with us as a foreign language second language/international language in the present global context, its learning for effective and efficient communication is imperative.

ACTIVITY

1. Write in 50 words the importance of communication through English,

2. How can a learner acquire one hundred percent mastery level for communicating through English?

3. What are the basic skills of the English Language Learning?

1.2 GENERAL OBJECTIVES

As is described above, language is defined as a means of communication. It is a vehicle of speech, though and ideas which ultimately results in communicating the inherent ineaning. Language is always a two way communicative mode. At times, we talk to ourselves but this self-talk behaviour is not basically meant for communication with other persons, therefore it has no communicative value Communication is always interactive or in other words a process of responses in various human situations. The communicative approach involves a number of communicative skills and therefore it is imperative to know the objectives of the Communicative Approach very clearly so that teachers and learners both are able to use English in various real life situations and classrooms with effective use of communicative skills. These objectives are :

- To enable learners to understand the basic communicative purpose of the English language in life;
- To develop necessary language skills as well as communicative skills;
- To enable teachers and students to interact meaningfully in available and given situations in various life contexts.
- To enable to decode messages from various types of expressions and interpret them according to their meaning.
- To develop conversational skills;
- To develop proficiency in English for learning other knowledge-subjects;
- To develop confidence and competence in order toperform effectively and efficiently in real life situations;
- To enable to communicate through pictures, caricatures, posters, tables, formats and such materials useful in learning English,
- To enable to communicate orally as well as in writing with correct use of English.
- To delevelop self-learning, participatory learning and group-learning through communiative skills.
- To enable students to acquire the phatic use of the language for good manners and right expressions on various occasions, events and in life-situations, and
- To prepare innovative and efficient English language teachers for classrooms along with Teaching-Learning materials.

Many more objectives can be added according to the need and purpose of the courses. Communicative skills are by and large the skills of using the language correctly, effectively and meaningfully. Dialogues, conversations, discourses, debates, elocution, seminars, paper-reading, role-playing and one act plays or classroom-plays like street-plays, caricatures,

posters, advertisements, pictorials, tables, blurs, landscapes imaginative story building and person to person or group interactions, discussions all these contribute to communicative skills through English. At the same time the major aim of teaching English to teachers in India is that if teachers are good at English, the students in turn will also make efforts to learn English. English is known as international language of communication, business, trade, commerce, science, teachnology, information and higher knowledge. At the same time it has been opening new avenues for vcarious job-markets and enterprises. Therefore, the basic purport of teaching English is to compete with the newer challenges of our time. If teachers and students are linguistically not equipped with necessary language and communication skills, it will reflect adversely on their personality and performance resulting into frustration.

Language teaching and learning is not a matter o academic or political controversy. Language is not being learnt for language-learning purpose alone, but a multi-lingual person is more useful in the modern global community and markets both. Good communicative skills will lead to acquire communicative competence for better performance. Therefore, an English language teacher is supposed to teach English, keeping in view the following aspects ;

(i) Language skills that is listening, speaking, reading and writing;
(ii) Communicative skills such as dialogues, conversations, discussions, debates, and others as described above.
(iii) Vocabulary building and increasing word-power.
(iv) Right use of indioms, phrases and useful phatic expressions, (such as good morning, thank you, sorry, excuse me, please etc.) in right contests.
(v) Providing rigorous practice, exposure both in oral and writing skills.
(vi) Use of pictorials, posters, advertisements, forms, formate, tables and such other materials.

ACTIVITY

1. Write in 50 words in features of the objectives in a running paragraph and not in points

_____

_____

_____

2. What are the communicative skills and how should they be used in teaching English?

_____

_____

_____

_____

1.3 METHODS AND APPROACHES OF TEACHING ENGLISH

1.3.1   Background

Before the adoption of the Communicative approach through communicative skills, a number of other methods and approaches were used in teaching English in classrooms. They were also used in training systems, but continuous research and innovative practices have proved that as communication is the basic and prime function of any language, a similar kind of approach must be evolved so that communication and learning both are possible in the language teaching process. Before the communicative approach was adopted as the most effective teaching-learning strategy, traditional methods like Grammar and Translation (also known as Grammar-cum-translation) method. Bi-lingual method. Direct Method. New Method and Dr. Michael West's New Method. Structural Approach and Situational approach were used through out the world. When English began to occupy the status of an international language, communication was the major focus as well as the main challenge. Since new learners of English were mostly non-native learners, and native-like competence in the oral and written use of the language was the need of the hour, the linguists and method-masters tried to innovate some effective system which could make teaching of English more effective and less time-consuming. Crash Courses, short courses, preliminary courses and basic courses were designed and need-based corricula of various types on demand were also developed e.g. English for Doctors. English for Engineers. English for Advocates etc. When such task-specific curricula were designed, another though emerged and the method-masters began to think that if teachers were well equipped in language and communicative skills, they would prove more useful for various tasks and job-market needs.

As the international relations on account of independence of many countries began to grow, there were major political changes on the world-map. The countries which had thrown away the yoke of slavery of colonialism, needed English not for any foreign masters but for international relations and joining the global-community. This needed a strong linguistic input of the English Langauge and communication was the basic demand of such a situation. In this process, a number of approaches and methods were adopted and innovated and syllabi and curricula were designed on certain notions, contexts, needs, demands etc., but they too were inadequate because without strong skill-inputs and linguistic aspects, those curricula could not be consumed effectively and fully. The ineffectiveness of the old methods and emerging demand of a better methodological intervention in teching English, led to the need of replacing the old methods which resuled ultimately in the development of the communicative approach.

ACTIVITY

Write in 50 words the background of the Communicative Approach in teaching English.

1.3.2 Difference between Method and Approach

One must understand that there is no such thing like **'the method'**. There is always **'a method'** which means that there are many methods to teach or learn English and one can use any one of them or combine two three methods together. Still 'method' is a restricted term because it restricts the teacher or a learner to go out of its main premise. For example if one is using **'substitution Table'** method for teaching certain structures or practising **'drill method'** then one has to follow the rules of that particular metho otherwise any kind of relaxation in the method would lead to wrong use of the method.

'Approach' is an open ended and broader term. One can approach to any method by using various approaches. If one wants to use structural approach along with communicative approach one can do so in order to make learning-teaching process more effective and learner-friendly. The Direct method can be approached with communicative approach without using structures of the structural approach but if one wants to use the Direct method with communicative approach along with some structures also, there is no restriction imposed by the approach. On the contrary if one is using the Direct method by exposing students to the second/foreign language (in this context English) without any assistance of the mother tongue or the regional language, then the Direct method will restrict the teacher and the learner both and compel them to go by that method alone and not to mingle any other method in it otherwise the actual framework of the method would be distorted and it might result in non-learning. In order to clearly discriminate method with approach the following points may be kept in view :

Method	Approach
A method is limited.	An approach is unlimited.
A method is close-ended.	An approach is open ended.
A method is fixed and allows the learner/ teacher to go by it within its own framework.	An approach allows the learners to coinbine approaches together if they like to do so.
In a method, approaches play a very limited role. Teaching is performed through steps given by the method. But if there are two three methods together, it is difficult to manipulate teaching-learning process in such a manner that there is no learning loss or chaos in learning the language.	The approach can allow a method or other approaches for example in the structural approach, one can use communicative approach by creating sequences of sentences and patterns and at the same time the use of the Direct method is also possible which means without using or taking any assistance from the mother tongue, the structural, communicative and even substitution table approaches along with the Direct method can be used.

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A good teacher can use all the methods and approaches in the teaching-learning process according to the demand of the situation. It means that teacher has to be well-equipped with the knowledge and practice of methods and approaches. If one knows the Grammar and Translation method and not the others, then the process of teaching would not by dynamic and language learning would be very slow. It is therefore, necessary for a teacher of Englsh to have some basic knowledge of at least those methods and approaches which are useful in making language learning process dynamic, interesting and effective. To sum up, a method means a particular kind of process through which a teacher is supposed to teach the target language. Method is broadly an overall plan based on a number of steps. In methods the content and the amount of language is pre-determined with time and aspects. In an approach, self learning is also possible and a number of situations, contexts, events etc., can be assumed and accordingly structures, practice materials, language items, sequences etc., can be used. Thus a method is an organised system and an approach is an integration of more than one systems.

ACTIVITY

1.   Write in 50 words the difference between method and approach.

_____

_____

_____

_____

1.4 GRAMMAR AND TRANSLATION METHOD

1.4.1 Introduction

In this method first of all some rules of the grammar are taught and then from mother tongue to English or English to the mother tongue, translation is taught. It is an old method also known as Traditional method. In this method two language are used very distinctly and by applying rules of grammar to from a grammatically correct sentence from either mother tongue to English or the vice-versa, this method is followed. For example if there is a sentence in Hindi.

<div align="center">वह जाता है</div>

the translation of the above sentence would be done grammatically and not by one's own arbitrary judgement. One cannot translate the above sentence as

<div align="center">*He go is*   or   *He is go.*</div>

According to the English grammar the correct translation would be : *He goes.*

If the learner has learnt the rule of making such sentences, then she/he can make such sentences from the mother tongue to English by using the rule of grammar. Most utterances

made in the mother tongue are translated in the target language and they are sopken. Thus the target language is not used spontaneously in this method.

The main principles of this method are :

(i)   Rules of grammar are given priority over the actual use of the language.

(ii)   Words, phrases, sentences and sequences are interpreted and translated by using suitable equivalents and correct grammar.

(til) The learner learns the target language through the mother tongue.

(iv)   It is based on Grammatical rules and learners have to operate them for correct translation.

1.4.2   Merits and Demerits

Merits

- It is convenient for teachers.
- Mother tongue is always available for assistance.
- Principle of 'known to unknown[1] is followed.
- Translation and interpretation skills are developed.
- Learning material is easy to prepare.
- It can explain abstract ideas and expressions easily in Mother Tongue (MT).
- English is learnt by rules and not by use.
- It is useful at the advances stage when in various jobs and life situations one has to use translations.

Demerits or Limitations

- It tells upon the memory of the learner to remember rules and use them correctly.
- Correct pronunciation, stress, intonation and other good features of the English language are neglected.
- Students always try to think first in their mother tongue.
- Students form the habit of translating literally.
- The patterns, structures and grammatical composition of sentences are not similar and therefore, mistakes are very frequent.
- Language learning process is very slow.
- Speech efficiency is not developd.
- The purpose of learning any living language is defeated.
- The learner is a passive receiver of the language and self learning opportunities are almost none.
- It is more mechanical and less interesting and less learner-friendly.

This method has not been accepted by the modern masters of methods as it is not dynamic and it leads to slow learning with a lot of home-work. It also encourage cramming of rules and using them by memory which is burdensome on those learners who learn the target language in classrooms. Teacher's role is very dominate and therefore, student-student or teacher-student interaction is very limited.

1.5   THE BILINGUAL METHOD

Professor C.J. Dosdon of Wales (UK) devised this method to facilitate learners of English by assisting them with the judicious use of their mother tongue. In this method the situation created for teaching English is not duplicated but some equivalents are supplied in mother tongue by associating the learners with their own experiences. The learners in this method try to connect meaning with the situations and experiences which they come across in their day to day life. For example, if we ask a learner *'eat this banana kept in the basket',* then the learner forms a concept of banana and basket and try to associate them with her/his experience of their mother tongue equivalents. Teacher can also show the banana and say 'look, this is a banana[1], the learner has the mother tongue image and experience of 'banana' and therefore she/he interprets the meaning and finds out its equivalents on her/his own. Thus the life experiences of the learner in mother tongue are used for teaching English with some support in the mother tongue either by the teacher or by fellow learners. This method is an improvement on the Grammar-Translation method and even on the Direct method and Structural approach. The main aspects of this method are :

1.5.1   Main Aspects
(i)   The mother tongue is used judiciousiy by the teacher only for associating the child with life experiences,
(ii)   The equivalents are used first from the known experiences of learners and then idioms, phrases, sentences etc., are given of which appropriate equivalents are available in the MT. This requires a good stock of words, phrases, idioms, situations which are initially quite known to the learner and gradually the child is taken to some unknown experiences which she/he has to come across while learning English,
(iii)   Mother tongue is used only initially for making a friendly start and as the child shows progress, the mother tongue is withdrawn,
(iv)   It is in no way the Grammar and Translation method and therefore literal translations are not allowed in this method,
(v)   In this method complete sentences, sequences and paragraphs are used rather than isolated words and half or broken sentences.

1.5.2 Advantages and Disadvantages
Advantages
(i)   The learner gets frequent opportunities for practice in English.

(ii) Teacher-taught interaction is enough and audio-visual or other mechanical devices are not very much necessary.

(iii) It is easy for learners and fast learning takes place within the stipulated time schedule,

(iv) Two languages together are used, therefore there is no loss of communication;

(v) Difficult words, sentences, utterances etc., are made easy with the assistance of the mother tongue.

Disadvantages

(i) Teachers and learners are confined to some sentences and equivalents and reading— writing skills are ignored.

(ii) Some forced meanings of words, idioms and phrases are deliberately given whereas they do not convey the right meaning and thus untranslatable expressions are translated.

(iii) Thinking and free interactions are not encouraged.

(iv) Teacher's-activity dommates and students are involved when the teacher wants to do so,

(v) Grammatical concepts are not formed,

(vi) Learner always tries to depend on the mother tongue help.

In Indian conditions this method was found quite appropriate and in comparison to the structural approach, it yielded better results when administered on Marathi and Telugu speaking students, but it was also found that the method could be used only at the initial stages and therefore it should not last for a long time.

1.6 THE DIRECT METHOD

The Direct Method was a radical reaction against the traditional Grammar-translation method. This method is also called the Natural Method as the main focus of this method is to create a living bond with the learner through though, action, expression, experience and objects found in the environment of the learner. It also bans use of any other tongue whether it is the mother tongue or any other regional language and it strongly adocates the use of only the target language that is English. It also makes the learner think in English, act in English, speak in English and interact in all available or given situations in English. The main features of this method are the following :

1.6.1 Main Features

(i) It exposes the students directly to the spoken English. It encourages students to develop good speech habit right from the beginning. Oral drills and talk-situations are created.

(ii) This method bans the use of he mother tongue. The learners are exposed to various experiences associated with objects and situations. Word-object relationship helps learners to learn new words.

(iii) Translation is totally banned and the English language atmosphere is created through speech and oral drills, and talk-situations.

(iv) After some oral practice in sppech through sentencs, dialogues and talks, other skills such as reading the writing are taken up.

(v) Formal grammar is not taught. The learners learn grammar through inductive approach which means the learner, after practising various types of sentences orally, tries to generalise the principles and thus the concepts are formed.

(vi) Audio-visual aids, such as tape-recorded lessons, films, CDs tc., are used in order to make students learn good pronunciation and develop the habit of listening and viewing situations which belong to the history, literature, biography etc., inthe English language. A natural and native speakers like atmosphere is createdin classrooms through English.

(vii) There is a direct rapport between the teachers and students as well as among students through English.

1.6.2 Merits and Demerits

Merits

(i) The child learns English like her/his mother tongue.

(ii) The child develops natural fluency in English through direct interaction, dialogue, conversations and demonstration.

(iii} It is also known as Natural Method. Here the child learns English in a natural and familiar setting from the very beginning as she/he does in the mother tongue.

(iv) Quick learning is possible with good fluency in speech and command on the language.

(v) The objects, pictures, models, caricatures, illustrations etc., make lessons interesting and children get more opportunities to talk, interact, debate and discuss.

(vi) Cramming is avoided and students develop good understanding of the language by its continuous use.

(vii) Students are able to manipulate various situations with confidence.

Demerits

(i) Oral practice and speech are over-emphasised and other aspects such as reading, writing and vocabulary building are neglected.

(ii) It requires very efficient teachers with good command on English.

(iii) Teachers must know the sound, stress and intonation systems of English in order to speak English with correct pronunciation and rhythm.

(iv) This method suits to those children who have good educational background and could get some home-teaching.

(v) As translation is banned and bi-lingualism is also not allowed, sometimes it becomes very difficult to explain certain phases, idioms and expressions in English.

(vi) Efficient teachers with good proficiency in English are not available in countries where English taught as a foreign or second language.

(vii) It is very expensive as it requires a lot of objects and audio-visual or other teacher-learning aids.

(viii) It is suitable only for small classes and in large classes it is very inconvenient both for teachers and students.

(ix) As the medium of instruction in other subjects is not English, the learner gets limited time for speaking in English.

The Direct Method is an effective method of teaching. The learners do learn good English with fluency and good pronunciation but it is possible only when trained and efficient teachers are available and medium of teaching other subjects is also English- This method was followed in India for a long time but it could not yield the expected results because of non-availability of good teachers and necessary learning teaching materials, objects, aids and actual classroom situations. In this method the students used to develop fluency in English but their grammatical concepts would remain very poor which would result in the use of incorrect and ungrammatical English. Therefore, this method was replaced by the Structural Approach and when it also did not work in India, the communicative approach was followed. This shows that no method is complete in itself nor is there any fool-proof method of teaching English which could fulfill all requirements. Still the Direct Method was an effective way of teaching English and if handled properly from the beginning, it would help students learn English very fast with fluency and confidence.

ACTIVITY
1. What do you understand by the Direct Method. Write in 50 words.
2. What are the advantages of the Direct Method?
3. What shortcomings do you find in the Direct Method?
4. Why is the Direct Method not suitable in India?

1.7 THE STRUCTURAL APPROACH

The structural Approach came as a replacement of the Direct Method. It also replaced the New Method or Dr. Michael West's New Method in which there was a great emphasis on reading. The Substitution Table Approach which was used to practise certain patterns was absorbed in this approach and substitution tables became the integral part of the structural approach. The Structural Approach was also known as aural-oral approach which meant listening and speaking approach. This approach was developed to teach English as a foreign or second language. In a way this approach is also an extension of the Direct Method.

1.7.1   Basic Features

The basic features of this approach are :

(i)   The structures are selected and graded.

(ii)   It emphasises on oral practice.

(iii) Grammar is derived from the structures. It is also said that in this approach Grammar is caught rather than taught.

(iv)   With one pattern and structure the learners can create multiple sentencs of the same type and get good opportunity to speak English with a hundred percent correctness.

(v)   Sentence-patterns, phrase-patterns, idioms are selected and graded in a difficulty order and simpler structures are introduced first.

(vi)   It is a student-centred approach.

(vii) Oral drills, vocabulary expansion, presentation of sentences and structures in a given situation are encouraged along with practice in pronunciation.

1.7.2   Objectives

The Structural Approach is basically a teaching-learning approach in the classroom. The learners are exposed to some common structures and patterns which are frequently used in day to day life. The main objectives of this approach are :

(i)   To enable students to learn basic structures of English.

(ii)   To enable students to develop basic understanding about the patterns of sentences.

(iii) To enable students to develop basic skills of language learning through drills, practice of patterns and to use the language in contexts.

(iv)   To enable students to produce grammatically correct sentences in English.

(v)   To enrich the vocabulary of the studnets.

(vi)   To improve speech habits of students with correct pronunciation.

(vii) To enable students to correlate structures with the lessons of their textbooks and other learning materials.

(viii) To enable students to understand the concepts of grammar lying within the structures.

(ix)   To enable students to achieve mastery level of learning in English through structures.

(x)   If a structure is drilled or practised thirty five times, mastery level achievement is prossible. In this approach as the structures are grammatically correct patterns of sentences, they are fool-proof and grammatical mistakes do not occur. By giving rigorous practice in structures and patterns, the teachers can enable students to learn some meaningful sentences and patterns with mastery and without committing any mistakes.

1.7.3   Advantages and Disadvantages
Advantages

(i)   It is very useful device of teaching as it completely eliminates the use of mother tongue,

(ii)   It is useful for a second or foreign language learners.

(iii) It eliminates the chances of grammatical mistakes.

(iv)   It helps in learning correct pronunciation with stress intonation and rhythm.

(v)   All the four skills are emphasised.

(vi)   Oral drills and pattern practice lead to make learning lasting.

(vii) It promotes activity and students both and exposes learners to common structures of English useful in day to day life and conversations.

Disadvantages

(i)   This approach is not useful for higher classes and study of literature.

(ii)   Selection and grading is possible only for lower classes.

(iii) It is not useful for large classes.

(iv)   Only trained teachers with good proficiency in English can handle this approach.

(v)   The structures are taught in isolation and therefore only some pattersn are learned and limited structures do not serve purposes in various life situations.

(vi)   Fool-proof teaching-learning materials and textbooks are necessary in this approach, (vii) The ability of composition and creative writing is not adequately developed,

(viii) Reading in sense groups and sequences is neglected.

The structural approach was adopted in the country between sixties and seventies but it could also not yield the desired results. Because of inadequate learning materials selected and gradedin terms of structures and due to lack of trained teachers with good p'roficiency in English, this approach failed. In order to avoid isolated practice in structures and patterns some innovations were done in this approach and on the basis of certain notions and situations, grouping of structures in meaningful sequences was done but is too did not deliver the goods. As the medium of instruction in other subjects was not English, practice in Structures had a very limited time and scope which resulted in forgetting. This approach demanded more time for practice in small groups which was not possible to do in the limited time of the school time-table. Therefore after remaining in use for more than two decades, this approach was finally replaced by the communicative approach.

Structural Approach with Other Approaches : Before the use of communicative approach in teaching English, the Situational approach and the Substitution table approach were also adopted in classroom teaching and the Substitution table approach provd quite useful also but both these approaches were the extension of the Structural approach. Therefore they could no survive independently and with the intervention of communicative approach, the Situational approach became the part of it and the Substitution table approach remained useful only for practising certain pattersn of sentences in order to make students drill and produce grammatically correct sentences. Thus the Structural Approach was also a combination of the Situational and Substitution table approaches.

1.7.4　How do we Learn Structures ?

Structures form the pattersn of sentence. On the basis of one pattern of a sentence, a number of sentences can be produced. Structure is basically a pattern, for example.

This is a _____(object)

'This is a_____' is a structure. By using this structure, one can produce infinite number of sentences by adding objects.

This is a book or *ball* or *toy* or_____or _____

It can also be given in a substitution table from where not only objects, but even verbs and subjects can be substiuted and a large number of sentences of the same pattern can be produced. Thus structures can be categorisedin four main types :

(i)　Sentence Patterns

(ii)　Phrase patterns

(iii)　Idioms and

(iv)　Formulas.

Sentences pattern :

Examples : Mohan *plays football.*

John plays hockey.

Sa/ma *plays badminon.*

Jagject plays fab/efemns.

Thus a number of patterns with subject and verb, subject, verb and object; subject, verb, adverb/adjective/adjunct and more than one objects and so on, can be selected and graded and students can learn these pattersn with full mastery without any mistakes.

Phrase Patterns : Phraseis a word or it is also a group of words which gives only an idea without giving a full grammatical sentence.

Examples : on fhe *table*

over the bridge

under the bridge

into the room

on 15th August

Idioms : Idioms are known as non-sensical words having sense. They are taught as a whole and not in a part.

Example :　to err *is human*

raining cats and dogs

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Formulas : These are fixed structures. They are used in phatic communion or certain occasions of social or community life.

Examples : *Thank you*

I am sorry

I beg your pardon

Excuse me

May you live long.

Thus Structural approach is very useful in the initial stages and by combining the situations and the substitution table approaches the structural approach cab enable students to learn a number of patterns and sentences with mastery level achievement.

ACTIVITY

1.   Write main features of the Structural Approach?

2.   Why did the structural approach fail?

3.   What are the types of structures and how will you use them in classrooms?

(Note : Consult Palmer's four books on Substitution Tables)

1.8   THE COMMUNICATIVE APPROACH

1.8.1   Introduction

Communicative approach is basically communicative language teacing known as CLT. Anythging or everything that we talk or do is not meaningful unless it is communicated. Language is a dynamic resource for the creation of meaning in all those behaviours which we witness in life. Language is operated through a system of rules. It is true that in language we do not speak rules but rules are the integral parts of the language. In language, we express, we behave, we act and we communicate a number of thoughts, feelings, emotions and messages. 'Learning that' is the basis of communication but 'knowing how' is the basic purport of the language learning process. Almost all approaches to teching languages are communicative in nature but when we say that we are teaching by communicative approach, it means we are trying to use the language in a particular manner so that what is said or written is communicated with a hundred percent comprehension and without the loss of the message. David Nunan maintains that communicative approach is basically a communicative language teaching approach and it is not merely a system of rules but it is a system of human interaction through various behaviours and expressions both in speech and writing.

1.8.2 Main Characteristics of the Communicative Approach

•   It is an integration of various approaches for example - national approach to syllabus designing strucural approach, direct and functional approach, situational approach and in some cases substitution table approach.

- It leads to a very high, degree of competence in the language as it emphsises all the four skills of the language learning.
- Meaningful and effective communication is always emphasised.
- It also emphasises vocabulary building.
- The learner gets ample opportunities to interact and knows the social meaning of the language and
- The learner develops competence of using language in all circumstancs and situations with a hundred percent comprehension.

1.8.3 Use of the Communicative Approach in Teaching

Communicative language teaching is mainly teaching English for life, occupation and expressing various human behaviours in various situations. It is also a teaching - learning strategy. The basic requirements for using this strategy are :

- Teachers' competence is English.
- Use of various available and created situations meaningfully.
- Capability of producing materials accoridng to need and demand of the situations
- Capabifity of designing syllabi age-grup-wise.
- Capability of designing teaching-learning materials and textbooks on communicative situations.
- Using audio-visual aids and media meaningfully,
- Organising the classroom according to communicative situations.
- Accuracy and fluency in English.
- Availability of trained teachers with effective communicative learning materials,
- Understanding of various language registers, terminology and jargons for various situations for example, use of English for specific purposes i.e. for doctors, engineers, lawyers. etc.

1.8.4 Communicative Resource Materials

Communicative approach does not mean talking meaningfully alone, but it is a comprehensive process with which teachers and students interact with each other and participate in the entire teaching - learning activity. It can begin from a small child of the KG class at the age of four or six to the age-groups of those students who are at the secondary or even higher stages. One simple picture, caricature, poster or an event can create a communicative situation but is will depend on the teacher how she/he handles that situation with appropriate communicative use of the language suiting to the age-group of the learner. The communicative situations are numerous and according to them there are a number of resources also but situations and resources are useful only when the teaching learning process takes place according to them. These resources are :

- A singly picture or a series of pictures.
- Caricatures
- Postes
- Picture stories
- Simple dialogues
- Advertisements, blurs, tables and notice boards
- Information schedules, forms and formats
- Rhymes, poems, short-stories, plays, compositions, role-playing and biographies
- Events, festivals, celebrations, meets, meetings, seminars, debates, elocutions, discussions etc.
- Coversations in various situations such as on telephones, computers, E-mails, in markets, shops, playgrounds, schools, at home, in kitchen, garden, cinema, office
- Textbooks, supplementary reading materials and books belonging to literature and other knowledge subjects.

ACTIVITY

Q. How will you use communicative resources in teaching English? Write in one hundred words.

_____

_____

_____

_____

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1.9   UNIT SUMMARY

The Communicative approach is the latest intervention in the teaching learning process. Prior to this approach, the Grammar-cum-translations method, the Bi-lingual method, the Direct-method, the Structural Approach. New Method or Dr. West's New Method (Reading Method), the Situational Approach and the substitution Table method were used in teaching English but they did not prove as effective and ueful as the Communicative Approach. All these method require very high quality of pedagogic inputs along with adequate teaching -learning materials and proficiency in the English language. If well trained teachers are available, all these methods and approaches can yield anticipated results.
(Note : For Practice in Commuicative Approach, consult Unit II).

1.10 CHECK YOUR PROGRESS

Check whether you have understood :
- The difference between method and approach.
- The main features of the methods and approaches given in the Unit.
- The importance of the Communicative aproach in teaching English and its main features.
- The materials and resources used for the communicative approach.

1.11 ASSIGNMENT/ACTIVITY

1. Write in a hundred words the importance of the communicative approach.

_____

_____

_____

_____

_____

2. Write a short note on communicative skills.

_____

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1.12 POINTS FOR DISCUSSION AND CLARIFICATION

Discuss during contact programmes and face to face interaction the following :
a. Difference between Method and Approach
b.   Structural Approach
c. Direct Method
d. Communicative Approach with conversation skill

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Unit 2 □ COMMUNICATIVE SKILLS

STRUCTURE

2.1   INTRODUCTION

Human beings always interact in a living language Living languages are those languages which are being spoken and used for ail communicative and creative purposes in life Communicative Approach is the pedagogical aspect of teaching English. In the system of approach we use some methodological steps in order to make teaching-learning process systematic, comprehensive and suiting to the needs and demands of the learners. In this approach teachers and learners and sometimes teachers try to explore those situations which provide maximum conversational opportunities to learners. The teaches create artificial situations related to learners to talk, interact, have a dialogue, debate and discuss on certain issues, give their opinions and ask for guidance, direction and suggestions. Thus to understand all sopken messages and to communicate the messages that the learners want to communicate -are the bas;c requirements of this approach.

2.2 BASIC NEEDS OF THE COMMUNICTIVE APPROACH

Communicationis a two-way process. Whether it is spoken or written, in both the conditions, if one is a speaker then the other is^ listener and in the same way if one is a writer then the other is a reader If what is spoken or written is not communicted, in other words, not

understood it would mean that the communication was not done. The major hurdles in communication are :

- Incorrect pronunciation, stress and intonation in English.

- Ungrammatical use of the language.

- Use of broken, incomplete and clumsy sentences, and

- Use of the language without relevant contexts and situations.

Communicative approach, therefore emphasises on how to overcome these hurdles and how to use the language in right contexts with right words at right place, understandable quality of speech that is with good, clear and audible pronunciation, stress and intonation It is therefore necessary that teachers and learners know how to use the language with one hundred percent communication and understanding. Communicative approach in classrooms for teaching English can be followed keeping in view the following aspects

- age-groups of learners;

- real life situations according to are-groups;

- learner's background i.e. her/his mother longue and any other language used by her/ him; and

- learners' aptitude for learning English.

In order to prepare a class for learning English, the teacher will have to do the following :

(i)   Identification of relevant conversation situations in classrooms,

(ii)   Organising class according to conversation situations :

(iii) Providing necessary inputs and resources relating to conversation situations :

(iv) Providing practice materials such as word-list with stress marks, sentences with intonation marks, suitable expressions with relevant context and proper language register for using it for various jobs, purposes and situations :

(v)   Oral drills, dialogues and conversational slots

(vi) Use of the textbooks if they ar written with communicative skills;

(vii) use of work-books and other exercise or practice materials if there are any and

(viii) Active role of the teacher in the classroom either in groups or with the whole class according to the size and demand of the class

The communicative approach is not an isolated approach. Therefore it also emphasises that a teacher who teachers English must be able to use English with good command and provide maximum time to learners to converse in various available or created situations. For this the teacher will have to acquire necessary competence in communictive skills and should be able to pass those skills to learners in interactive and interesting manner

ACTIVITY

1. Write in 50 words   how the commuictive approach is used in the actual classroom.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

2. What are the requirements for a teacher to use the English language for a one hundred percent communication?

    _____

    _____

    _____

    _____

    _____

    _____

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2.3 COMMUNICATIVE SKILLS AND THEIR SIGNIFICANCE

Communicative skills are basically the skills of the language use. Language use leads to acquire those skills, which facilitate the communication. If language skills and communicative skills are acquired with the mastery level, there would be no communication loss and a meaningful rapport would be possible between the speaker and the listener or between the writer and the reader. For various age groups, various skills can be used and even if the skills are the same, the use of skills will be according to the requirements of the age groups in the order of difficulty levels. The teachers must know that their targets are those students who are learning English at the primary, secondary and senior secondary levels. It is therefore necessary to use communicative skills for each level in a different manner with different kind of specific learning materials. For example, if it is the primary school level, the teachers will have to keep in mind the following ;

- Produce a word list of a stipulated number of words for each class of the primary school level.
- Visualise those common situations, which are very frequent and always available in actual day to day life.
- use of structure, sentences, series of sentences in sense groups, and
- Use of textual materials.

Communicative skills are those skills, which lead to use English with a one hundred percent communication and understanding. The four basic language skills also contribute to make communication possible. The four basic language skills are :

(i) Listening.

(ii) Speaking.

(iii) Reading, and

(iv) Writing,

Listening leads to the training of ears. All sounds whether they are in the environment or created by teachers through the use of language are meaningful only when they are received with a hundred percent communication. Meaningful listening with understanding is the first step of communication. Much of the listening depends of speaking. If the quality of speech is not good, the communication will be lost. The quality of speech is governed by audible and-clear voice, correct pronunciation, stress, intonation and rhythm. Whether it is a single word or a sentence or a group of sentences, if they are not spoken clearly, with correct pronunciation and meaningful sentences, the communication will not take place. Reading is also a very important part of the communication. In our day to day life, we have to somtimes read various kinds of things and pass messages to others. For example we read letters, telegrams, notices, bills, memos, books, textbooks and so man, other things and at times we have to tell the messages lying in all such things. If reading is not done with care and with a hundred percent comprehension, it will not be possible for a reader to understand the matter and if the matter is not understood, the reader will not be able to communicate the message. Similarly, the skill of writing is very important. Both reading and writing have their surrender value. Once learned these skills with mastery level, will be used in the entire life in various life situations. If writing is not grammatically correct, clumsy with a number of broken and incomplete expressions, if spellings are not correct and if disjointed sentences are used, the communication through writing will not take place. Therefore, the basic requirement of learning communicative skills is to learn first the basic language learning skills.

The communication skills are mainly those skills, which help communicate through the language successfully with a hundred percent understanding. These skills can be developed in classrooms by providing maximum practice to learners through a number of already available or created situations and contexts. The language operates for four major purposes:

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(i)   Expression with communication,

(ii)   Information,

(iii) Directions, and

(iv)   Phatic which means for using it in day to day manners and behaviours.
       The communicative skills depend on all thee four purposes.

Expression with Communiction : We express all our thoughts, feelings and messages through a language. We talk, we converse, we interact and react, we ask and we respond, we explain, we exemplify, we pass messages, and we do a number of activities in life and all this requires right expression in right situations with full communication. Therefore the first requirement of the teacher is to impart those skills whch lead to expression with communication, for example :

● Questions and answers

● Short dialogues and use of sentences in sense groups

● Interaction by giving some problems, topics, issues and situations

● Debates, discussions, discourses and arguments

● Elocution through extempore speeches

● Reactions on events

● Conversations in diffrent situations

● Explaining, interpreting and understanding textual and media materials

The teacher and learners together can add other aspects of expressions according to situations and contexts.

Information : We also learn language for collecting and passing various types of informations.

For example :

● Information about the dates, time, days months and year.

● Information about classroom or school timetable, syllabus courses, textbooks, tests and examination.

● Information about jobs, occupations and opportunities.

● Information about weather, temperature, natural calamities and incidents.

● Information about trains, buses, planes and flights.

●. Information about human-rights, legal and civil rules and regulations, charters and others related to various formal occasions.

● Information about locations, streets, roads, gardens, parks, playgrounds, matches, tournaments and such other events.

● Statistical information about populations, health, diseases, immunization.

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- Information about development, countries; states and other social, aspects related to life.
- Information about social traditions, customs, festivals, rites, rituals and celebrations. Others may be added by the teachers and students.

Directions ; Directions include guidance and suggestions for doing and following right things in right situations, e.g., :

- Classroom directions by teachers and classmates about seating arrangements, prayers, assembly and other events in the school.
- Cautions, precautions, instructions about what to do and what not to do.
- Directions for opting subjects, how to prepare for tests, examinations, jobs and various situations in life.
- Directions for driving vehicles, following traffic rules, rules of cleanliness, how to obseve discipline in various situations and how to preseve environment.
- Directions for keeping good health, regular study and various kinds of behaviours in vrious situations.
- Directions for performing actions in schools, jobs and life situations, and
- Directions for becoming a good citizen knowing duties and rights.
- Direction for co-curricular activities.

Teachers and students should add on their own-some more such directions.

Phatic : Phatic Function of the language is the most used function in day to day life. In every language, there are certain expressions, which represent the culture of the community. It is therefore very necessary to use the language for observing the culture and the community by expressing in vrious situations with right kind of behaviour.

The Phstic expressions are :

- Paying respect saying good morning, good afternoon, good evening, good-day and good night, welcome, how do you do, how are you, fine, etc.
- Saying thanking you, thank you and expressing a sense of obligation and gratefulness.
- Say sorry, excuse me, I beg your pardon, I am sorry. Oh, alas and such others expressing condolence and so on.
- Expression of joy and happiness on some achievement or good event by saying wow, hi, wonderful, hurrah, congratulations, greetings and such others on birthday, wedding, anniversary, achievements in sports, games, exams, jobs and so on.

Many more such expressions can be added according to the relevant contexts and situations in life.

Thus the communicative skills through ail the above aspects can be used in classrooms and with them the language ability, competence and performance of learners can be made useful and meaningful for all practical purposes in life.

2.4 OBJECTIVES OF DEVELOPING COMMUNICATIVE SKILLS

Communicative Skills in English are meant to develop the ability of conversions and communication in all those human situations, which a learner has to face in day to day life. There are hundreds of situations in which one has to either act or interact or even react. How to do it in correct English using right words, grammatically correct expressions in sentences and descriptions and communicate messages in various situations is the main purpose of developing communicative skills. The communicative skills are generally oral because the maximum uuse of the language in life is oral but communication does not mean oral alone, it should also be written and at times through visuals which are important in communicating messages even without verbal or written language. The main objectives of the communicative skills are threfore :

(i)   To develop the ability of using English orally in all real life situations;
(ii)   To develop the ability of communicating through visuals and written English;[1]
(iii)   To develop necessary vocabulary to use right words at right time andjn right contexts;
(iv)   To enable students to speak and write grammatically correct sentencs and sequences without the loss of communication;
(v)   To develop ability of questioning and answering without being irrelevant;
(vi)   To develop ability of analysis, synthesis, discussion, deliberations, debates, logical arguments, reasoning, conversing with fellows and friends in day to day life and reading various types of materials with full understanding and if necessary passing their messages without distortions; and
(vii)   To develop all the four language skills to use English as a living language for all practical purposes in life, study, occupations and in those situations where communication through English is necessary.

Some more objectives can be added to the above one by discussing in group,

ACTIVITY

1.   How do communicative skills help develop communicative ability in English? Write in 50 words.

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2. If you have to write objectives of communicative skills to be developed in secondary school level students, what objectives would you like to frame? Write at least five such objectives.

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2.5 CONVERSATION AND COMMUNICATION SITUATIONS

As is told earlier, human beings use language for communication. They perform a number of activities related to various functions, actions, situations and occupations of life. As soon as the child begins to speak a few words in her/his mother tongue, she/he wants to communicate her/his problems, needs, demands, priorities and necessities but at times due to lack of adequate language stock, either the child fumbles, or miscommunicates or at time does not communicate at all. In such situations either the mother or any other member of the family helps the child and gradually with corrections in the use of the language, the child develops mastery level on mother tongue to express herself/himself in all situations which she/he comes across in the process of life and development. A teacher has to play a mother's role in classrooms. Students use language for communication but at times they too face problems of communication in the second or foreign language. They think that they are not able to interact, react, talk, converse or communicate in Engish property and they lack proficiency or even the basic ability in English. Here the teacher's role is very important. In order to provide maximum opportunities to use English in classrooms in various situations the teacher will have to create those situations. The teacher must under stand the need of the learners. If the learners are learning English at the Primary school level, the teacher will have to imagine situation of conversations according to their age group, for example,

Situations for various levels and in Real Life
1. Use of visuals, pictures (one single or series of pictures)
2. Pictorial stories, comics.
3. Objects and their display relating to life situations.
4. Short conversations of good manners for phatic function, that is, Good morning, good afternoon, goodbye.
    How do you do (answer - how do you do)
    How is life (answer - fine, thank you very much)
    Excuse me (for apology, permission or request)

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Sorry, I am sorry, ! beg your pardon (for apology repetition of a message and for any mistake or misbehaviour etc.)

Please or kindly (for politeness and request)

Thank you, thank you very much (obligation and gratefulness)

Welcome when we receive someone

Hi, wow, hurrah etc. for expressing happiness.

Hello for equals by waving hands.

Glad to meet you nice meeting you (when meeting someone or when expressing gratitude).

5. Coversation situations for other classes with above phatic use to other situations such as :

- Conversation in the family
- Conversation in the shop or with a shopkeeper
- Conversation in the school
- Conversation in playgrounds, parks, cinema, picnics
- Conversation for discussing subject related problems
- Conversation with a doctor or in the hospital
- Conversation on telephones, at the post office
- Conversations about some thing bought or sold Business
- conversation/marketing conversation
- Conversation on railway stations and bus stand about train-bus positions and reservations etc.
- Conversation in offices
- Conversation about events, incidents, accidents
- Conversations about politics, voting, elections, Panchayats and other social aspects.
- Conversation about matches, tournaments, sports and games,
- Conversations about marriage, functions, festivals, fairs, fetes, exhibitions.
- Other situation as and when need by speakers.

These situations are not enough, Teachers and students can add many more through discussion. Electricity, water supply, conditions of roads and public services, tourism, corruption, crimes, role of police, system of justice, law and order situations, strikes, demonstrations, movements, personalities, receipes, parties, illness, health problems, participation and social, political, educational and youth activities, problems relating to subjects, examinations and other academic aspects, science, war, terrorism, functioning

and governance system, creative writing and criticism, writing messages or passing messages through letters, dialogues, notes etc. all thse can provide conversation situations. If such situations are artificially created in classrooms, the oral speech practice in English will expose students to learn conversational use of the language in all probable human and life situations. In order to use English according to the need of the situation, it is necessary to know the contexts and use of right expressions, with right words and sentences, For this some knowledge of language-registers is the pre-requisite of conversation skills. Before some situations are given for practising English conversations, it is imperative to know what we mean by language-registers and how they operate in English.

ACTIVITY
Write at least ten situations of day to day life in which you can handle conversation in English.

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2.6   LANGUAGE REGISTERS

Language registers decide the nature of the language one has to use in either an available or given situation and context. Language registers are governed by suitable and proper jargon, terminology or vocabulary. It is threfore necessary to develop multi-dimensional vocabulary of students in order to enable them to use English in various life situations according to their need and demand. Language Registers belong to various disciplines for example.

Legal Register (for using the language of law, courts, civil, criminal and revenue cases, consumer court case, human rights and constitutional obligations)

Religious Register (for temples, mosques, churches, Gurudwaras and such other places of worship and for religious books, problems, events, festivals, occasions, rites and rituals).

Medical Register (for using in hospitals, talking to doctors and patients, about medicines, treatments, discussions on diseases, and investigations etc.)

Engineering Register (for using English in technology, technical works, various faculties of engineering computers and so on).

Educational Register (for schools, colleges, curriculum, syllabus, courses, textbooks, examinations training, methods of teaching, research seminars, discussions etc.)

There are many such registers which are used in the use of English in day to day life. In order to use registers in right contexts and according to situations one has to keep in mind the following :

(i)   Necessary vocabulary through specific purpose word-lists.
(ii) Structures and sentences suitable for the situations.
(iii) Expressions suiting to occasions and situations,
(iv) Good command of English for conversation, and
(v)   Understanding of situations and use of relevant language register.

Exercise

Here is a passage in English. Now identify the register used in this passage.

(i)   The policemen have caught a hard-core terrorist yesterday during an intensive search of terrorists hiding in the town. The terrorist caught by the police had his links with some foreign agencies involved inthe activity of terrorism. The police interrogated the terrorist and after collecting adequate evidence during the investigation, it registered a criminal case against the terrorist under the provisions of the criminal procedure code. The terrorist confessed his crime before the police. Then the accused was presented before the court where after some formalities the judge found that there could be a prima-facie case against the accused under the provisions of the Indian Penal code and he could be prosecuted.

in the above passage there are words belonging to police, crime, court and law. Find out these words and list them. The words rightly listed by you belong to Legal Register.

(ii) India is known as a country of farmers. Most people survive on agriculture. About seventy percent population of India dwells in villages. The villages either do agriculture or are involved in works relating to agriculture. Some farmers are the owners of lands and so-we are either co-farmers or agricultural labourers. They plough fields, sow seeds, irrigate the crops and save crops from various diseases. Manures and insecticides are also used in order to protect crops from insects and diseases. Now the traditional ploughs are not very much used, instead tractors and mechanical device of ploughing are used. After three-four months the crops are ready and harvesting is done,

Note : Identify the register and make a list of those words which belong to the Register Also write those sentences which tell about the register.

ACTIVITY

1.   Write a least three passages using registers of
      (a) Politics   b)   War or Military   (c) Medicines.
2.   The teacher and students can hold conversation and discussions based on the contents of the passages.

2.7 CONVERSATION SITUATIONS

Conversation situations in life are very many. We talk in the family at home, we discuss certain issues 'and problems relating to festivals, marriages, birthdays, anniversaries, rites and rituals, social ethos and such other. We also converse about some events, incidents and accidents, programmes etc. These are common day to day oral conventions, But besides these we also talk on telephone for various purposes and in schools and workplaces we have to talk in different situations at different times. Here are some situations given for conversation and for knowing how conversations take pice in various situations.

Sitation-1 : Mark the conversation given below. While meeting someone, we usually (i) ask her/him for some information and in turn (ii) give her/him some information about ourselves. In such conversations, questions about where a person lives, works and performs various activities are usually asked. Read this conversation ; The setting of the conversation is a busy street in the New Market, Bhopal.

David : Hello. Haven't we met before? I am David (My name is David).

Rita : Yes, we met the other day at my friend Salma Qureshi's. I am Rita. Do you live in Bhopal?

David : Yes, I have a small house in Shahpura, B Sector. Where do you live?

Rita : Quite far from Shahpura. It is just the other end of the town. In Kohe-fiza. It is a flat near the Safia College. Have you ever been in Kohe-tiza?

David : Yes, a number of times. Do you work anywhere?

Rita : Yes, I am with the Indian Air Lines. And you?

David : I am with cosmos Travels. Do you travel overseas?

Rite : Yes, fortunately. My job is such. Sometimes I have to work in Air India. I travel overseas during oversea flights, Oh, here comes my office bus. I must go. I'll give you a call either at home or at your office.

David : Please do. By the way my office extension number is 276.

Rita : Yes, I'll be in touch with you.

Note : Practise this dialogue by changing names of persons and places.

Situation-2 : Inviting and Accepting the invitation ;

Rita : Hello, is it Cosmos Travels? Could you give me extension 276? It is Rita speaking.

David : Hello, Rita. This is David. We met at Salma's.

Rita : Hello David. I hope everything is fine with you.

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David : Thank you for the call. Are you doing anything this Friday evening?

Rita : Oh, no. This is just the week-end. I am absolutely free on Friday evening.

David : I've got two tickets for a music concert in Bharat Bhavan, Would you like to come?

Rita : Thanks a lot. I'd very much love to be there. But who is the performer?

David : It's a great music maestro Ravi Shamkar.

Rita : How wonderful, really a great Sitar Player of India. It's a great opportunity to see Ravi Shankar with his magic of Sitar.

David : Yes, everybody says so. Shall I meet you at your office and from there we can go to some restaurant and have some tea or coffee before the concert?

Rita : Yes, that's very fine. Half past six would be better.

David : Okay. See you on Friday.

Rita : Till Friday, oh how long time it is!

David : Okay, bye Rita.

Note : a) Practise the above dialogue by changing names and events.

b) Write another dialogue for inviting a friend on phone on your sister's birthday.

Situation-3 **:** How to refuse an invitation politely :

Jaya : Hello, is it 670306

Rekha: Hello, is that you, Jaya?

Jaya : Yes, is that Rekha?

Rekha: Yes, it's me. Jaya, would you and Vivek be interested in joining us for a meal tomorrow evening?

Jaya : Well, that's very kind of you, Rekha. But I'sm afraid that Vivek and I have already arranged to go to the music concert.

Rekha: Oh, What a pity !

Java : Yes, it is but perhaps we could come another time.

Rakha: Yes, I hope so.

Jaya : How are you all?

Rekha: Fine thanks, and you?

Jaya : Very well, thanks a lot. Raju the younger one is back at school now after his malaria.

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Rekha :	That's good. Is Preeti all right?
Jaya :	Yes, she is a lot better. Say hello to Kishan and children for us.
Rekha :	Yes, surely I'll do that. Bye, for now Jaya.
Jaya :	Bye Rekha.

Note : a) Practise the above dialogue by changing names and the matter of invitation.

b) Write another dialogue of some other event.

c) Write in 50 words about the above two dialogues-their themes and characters.

Situation-4 : Asking someone for Information :

Information seeking is a very common day to day activity. How to ask for the information and what to say politely and what is your justification for the information all such things can go in this dialogue. See the following example.

You are passing through a street/road. You want to seek information from a passerby about your friend's house. You stop on your motor-bike near the passerby and say :

You (Raman) :	Hello! could you do me a favour?
Passerby :	Yes, how can I help you?
You (Raman) :	You, please I am trying to find my friend Mr. Vijay's house.
Passerby :	Is he the same person who deals in the motor-bike business?
You (Raman) :	Yes, exactly the same person. I am wondering how you happen to know him.
Passerby :	Oh nothing so wonderful. Incidentally I also live in the same street. He lives at No. 142C. It is about seven houses down on the right.
Raman :	(Showing his finger towards a tree) is it the house with that mango tree?
Passerby :	Yes, That's it.
Raman :	Thank you very much.
Passerby :	Glad I could help you. See you sometime again.

Note : (a) Practise the dialogue by changing the context.

(b) Imagine situations of seeking information at the Railway Enquiry Counter, Bank, Insurance etc.

Situation-5 : Conversation at a shop :

One afternoon Charles bought a new shirt in the men's outfitter's in the Church Gate market. When he arrived at home he found that there were two defects in that shirt. It was not a

fully follproof shirt instead it seemed a second's shirt. He, therefore returned to the shop where this conversation takes place.

Greeting gesture (Charles) : Good afternoon.

Greeting return by Shopkeeper : Good afternoon, sir. How can I help you, sir?

Explanation (Charles) : Perhaps you remember, about two hours ago I bought a shirt here. When I got home and unpacked it. I found two defects in it. One is that one button of the collat is missing and the other is tht there is a cut in the lower part.

Apology and request (Shopkeeper) : I am extremely sorry about that. Could I have a look at it Please?

Suggestion (Charles) : I wonder If I could change it for a different one?

Shopkeeper (Agreement and question) : Yes, certainly sir. Do you want another like this one?

Gharles : Yes, It would be better, please.

Assurance (Shopkeeper) : This time I'll check this one thoroughly before you take it home. Yes It's fine.

Charles : Thank you very much.

Shopkeeper : Not at all, not at all. I am sorry for the inconvenience caused to you.

Farewell (Charles) : So nice of you. Good afternoon.

Shapkeper : Good afternoon, sir. Please do visit again.

Note : (a) Please practise this dialogue by playing shopkeeper and the customer

(b) Imagine other situations in the market and converse.

(c) See how phatic use of the language is done.

The above five situations are the real life situations in which one can talk. There may be more situations of the day of day life. For example :

Situation-6 : A Road Map Description (Conversation through a picture. Draw it yourself)

Now draw a map of a road : Beside the road there is a school, a cinema, a parkin the right side, playground at the left, river just about 500 meters from the road, a shopping centre and main street between the school and the town. Now create a conversation describing the position of the places given in the map.

Situation-7 : Conversation through Charts and Timetables

Table-1 : Here is a table with some names, activities related to these names and timings of the activities. See the table carefully and have a conversation with your fellow learners.

Name	Time and Activity	Time and Activity	Time and Activity	Time and Activity	Time and Activity
Timing from 7.00 am to 11.00 pm. Describe the activity with time.					
Maya	dinner	practise music	watch TV	Do something	go to bed
Salma	dinner	listen music	takes rest	do something	go for a walk
Mohan	go for a drive	dinuner	lunch	play	watch TV
Saleem	in garden	breakfast	listen news	play hockey	dinner
Jaswant	morning walk	breakfast	cinema	dinner	read
Preeti	college	bath	lunch	play tennis	shopping

Note : (a) Ask questions about activities and their timing?
        (b) Seek answers to above questions.
        (c) Describe activities of different persons with timings.

Situation-8 : Train Timings

See the following time-table and discuss about trains by question-answers, inquiry, information and description of various trains.

TRAIN TIMINGS

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Situation-9 : Poster Conversation :

Here is a Poster displayed at a number of public places in Delhi Read this poster and create a conversation through :

(a) Questions and answers

(b) Enquiry and information

(c) Content of the poster

(d) Utility of the poster.

POSTER

Situation-10 : Conversation through Advertisements :

Advertisement-1 : This advertisement is about Residential Apartments. Read it carefully and create a conversation on the points given below the advertisement :

ADVERTISEMENT

Conversation :

(a) Location of the apartment, describe.

(b) Types of apartments. Question answer

(c) Amenities in the apartments. Explain

(d) Details of the apartment about price etc. Analyse

(c) Decision about purchase. Suggest in yes or no. with reasons.

Advertisement-2 : Exhibition-cum-Sale. Read the advertisement and have a conversation at home for going to the exhibition and the things you want to buy from there.

EXHIBITION-CUM-SALE

Now converse :

(a) Describe the decoration and exhibits of the exhibition

(b) Enquire about the things you want to buy

(c) Seek opinion of your family members who are with you

(d) Choose things with reasons

(e) Describe the things you have bought to your friends and members of the family

(f) Suggest the benefits of such exhibitions

Only some situations are given in this Unit. But there are hundreds of situations available in the real life. For example:

- situation at a playground
- situation of a picnic
- situation in a hospital
- situation in a kitchen

- situation in an office
- situation in a club
- situation in a village farm-house
- situation in fields with crops and farmers
- situation with village artisans
- situation on a book seller's shop
- situation in a departmental store

Thus you can go on imagining and create active coversation using right vocabulary and right expressions. These situations may be formal and informal both.

ACTIVITY

(a) There is a situation of an Interview for the post of a Railway Guard. Write a conversation between the Interviewer and the interviewee.

(b) There is no electricity in your village when the crops in the field need irrigation. You have to explain the situation to the electricity department. Create a conversation with the officers of the Electricity Department.

(c) Write two conversation situations on your own.

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2.8   COMMUNICATION THROUGH WRITING

As oral communication is the most used device of conversation, it increases only the oral expression but in life a number of times we have to communicate messages, ideas, thoughts and feelings in writing. We do following things in writing.

(a) Write letters - formal and informal both

(b) Write notes and reports

(c) Write questions and answers

(d) Write articles and features for magazines and newspapers

(e) Write slogans, posters, banners and messages

(f) Write scripts of plays and films

(g) Write essays on certain given themes

(h) Write poems, short stories, novels and other creative works

(i) Write name-plates, occupation board, sign boards, and advertisements

(j) Write office notes, audit reports, annual reports and reports of some functions and projects

(k) Write schedules and timetables

(l) Write diaries of daily routines and engagements

(m) Agenda of a meeting and minutes

Thus there are a number of such situations, which we write. If the written communication is not proper it will either lead to collaps of understanding or miscommunication. For example we write letters of various kinds and if they are not written with right vocabulary and expression, they will not carry the write message. We can write letters of the following types :

(a) Formal Letters

● Application for leave

● Request for a match

● Application for a job

● Complain about some problem to relevant concerning person or department

● Letter to editors of the newspapers and magazines

● Congratulations and greetings on good performances

● Information about meetings, seminars etc. and

● Letters of business.

(b) Informal Letters

● Congratulations and greetings on birthdays, anniversaries, festivals, special days and celebrations

● Welfare lettrs to family membrs, relatives and friends

● Condolence messages

Many more such situations can be added in both the kinds of letters. Beides these we also communicate through :

● Fax

● Internet, E-mail

● Telegram and phonogram and

● Newspaper information

All these situations do occur in our day to day life for which we use English. If such a broad spectrum is covered through conversation and written communication, the proficiency in English would be achieved.

Note : During the face-to-face interaction discuss the above formats with the tutor and produce some communicative materials in writings.

ACTIVITY

(a) Write letters of congratulations on some events which appreciate.

(b) Write a note about your problems during the face to face contact programme to your tutor.

(c) Write a report of a meeting you held with your fellow learners on this course and its content.

2.9   UNIT SUMMARY

In this Unit you have read how the communicative skills are developed through conversation skills. In life we use the language for various purposes. The oral use of the language is more than the written one. All our life behaviours and expressions take place in oral conversations. We do formal and informal conversations. Conversation skills are developed through continuous practices in various situations. In the process of learning English, these situations are created by teachers and students both. At home we talk in informal situations whereas in offices, schools and colleges most situations are formal. Questions and answers, descriptions, discussions, debate, dialogue, discourse, logical reasoning, conversing in various life contexts either in the market/ or with shopkeepers, at railways and bus stations etc. and interacting with the cross sections of the community all these skills lead to communication through meaningful conversation. We also communicate through writing. We write a number of things in our life. Letters, notes, reports, diaries, biographies other creative writings, messages, congratulations, greetings, condolences, advertisements etc. we write, read and communicate. If we develop skills of good writing by using right registers and right vocabulary with grammatically correct sentences and sequences, communication will take place. In a second or foreign language rigorous practice is necessary in order to achieve mastery level. Conversation skills through communicative approach is a way to mastery and proficiency in English.

2.10 CHECK YOUR PROGRESS

(a) Whether you have understood the meaning and significance of the conversation skils.

(b) Whether you have understood in how many and how vivid situations we can converse and communicate.

(c) What is the difference between oral and written communication.

2.11 ASSIGNMENT

1. Prepare conversations on any three lie situations that you have to usually come across.

2. Write one formal and one informal letter - one formal belonging to this course and the informal to your friend about your holiday programme.

3. Write on agenda of a meeting.

4. Write a report about a Project that you hve completed.

2.12 POINTS FOR DISCUSSION AND CLARIFICATION

(i) Communicative Approach and its importance in language teaching

(ii) Conversation skills and their use in language learning

(iii) Oral communication and written communication skills.

Other Points

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BLOCK 5

TEACHING OF LITERATURE THROUGH LANGUAGE

BLOCK 5 ❐ TEACHING OF LITERATURE THROUGH LANGUAGE

INTRODUCTION

No human community on the earth is without a language. Through language human beings express and communicate their thoughts feelings, emotions and pass information relevant and related to their actual life situations. The learning of a language means learning its various aspects such as vocabulary, grammar and syntax, and their mutual relationships. The study of inerature is meant for developing aesthetic values through various genre such as poetry, prose, plays short-stories, novels, biographies, diaries, travelogues and others. The study of literature also leads to promoting creativity and critical judgement and thus envisages to enrich the language. The present Block attempts to emphasise the fact that no language can be creative and rich without literature and no literature is possible without the language.

OBJECTIVES
The objectives of the Block are to enable learners to

●   l earn language through literature.

●   understand, appreciate, interpret and analyse literary texts;

●   develop creative and critical faculty with aesthetic judgement.

●   enrich language through vocabulary, idioms, phrases, slang, dialect, literary expression and style and

●   understand language through its use in various life situations,

Unit 1 □ LANGUAGE AND LITERATURE

STRUCTURE

1.1 INTRODUCTION

Language and literature cannot be separated from each other. Without language no literature is possible whether it is oral or written. Similarly without literature no language can be complete, living and lively. Not a single human community on this earth has so far been found without a language and most languages have their own literature. Michael N. Long in his essay on A Feeling for language says.

> *"Both literature and language teaching involve the development of a feeling for language of responses to texts in the broadest sense of the word in both written and spoken discourses".*

Both language and literature contribute to making of a better human society based on knowledge, culture and those traditions, which bind people together. Language is a meaningful vehicle of communication, thought and expression whereas literature is a treasure of knowledge, culture, tradition and human beings aesthetic pleasure. Both draw their sources from the human world and therefore they are primarily conmitted to the human community, which is the only speaking, and linguistically communicating community.

Animals do express through some limited signals and even the body language expresses a number of things through gestures without any verbal or written symbols but the growing human society today is essentially a language-society which uses language in multiple ways for variety of causes. Thus language has multiple uses and purposes in a multiple human society. Since human society is essentially a linguistic society, it grows, develops, expands and expresses language in a lot of ways. Literature is one of them. Through it language functions, acts, displays and enriches itself. Literature should not be taken in a narrow limited sense. I.A. Richards has explained literature in the right perspective. He says :

> *"Literature is only a name for doing a job well with the language by voice or by pen .... The most important sense of 'literature' for us is, that used in the 'literature of the subject' whether it be mathematics, chemistry, agriculture or whatever you like."*

Thus besides prose, poetry, plays, short stories, novels etc., biography the literature of travel and scientific writing can also be considered as literature provided the writer makes a careful and stimulating use of language. It is said that the study of literature 'beings in delight and ends in wisdom' (Jennifer Hill).

Activity-1

- Read carefully with full understanding the entire introduction.
- If one reading is not enough, read and re-read as many times as required for understanding the following ;
- relationship between language and literature
- relationship of human beings with language
- broad meaning of literature
- contribution of language and literature
- other ways of expression
- Write the meaning of new words - discourse, response, aesthetics, linguistics perspective.
- Write the introduction in your own words (Word limit 50)

1.2 OBJECTIVES

The unit will enable you to learn :
- Meaning and purpose of the language
- Meaning of literature and its relationship with language
- How to critically examine, appreciate and interpret literary texts.
- Various literary styles.
- How to enrich your language through literature.

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- How to discuss literary texts and how to involve in literary discourses.
- Aesthetic values in language and literature
- English literature and its contribution to the English language.
- How to develop creative ability, and
- The English language for cross-cultural and international understanding.

The above objectives are both language-specific in general and English-specific in particular. These objectives may lead to studying literature through language, which ultimately contribute to improved language abilities and better understanding of literature of the English language. English is one of the 18 national languages as mentioned in the Constitution of India, Despite a great linguistic tradition in India, it is a fact that English has occupied a very prominent place in the educated community of the country. Therefore, the main objective of studying/teaching/ learning English in India is to enable the young generation to be competent enough to perform as efficiently and effectively as any other English speak in person of the world.

Activity-2

a) Answer the following questions based on the given objectives :
- Why do you want to learn English?
- What are the objectives of learning language through literature?
- What do you mean by aesthetic values?

b) After answering the questions think over these arguments in favour of literature.
    There are psychological and linguistic reasons for teaching literature both for extensive and intensive studies. Literature provides.

(i) the possibility of internalising the language and reinforcing points previously learned;

(ii) a genuine language context and a focal point for the students in their own efforts to communicate;

(iii) motivation;

(iv) range of texts with many different varieties of English.
    Main features   (i)   Internalising Language
    (ii)   Communicating
    (iii) Motivation and (iv)   Language variety

c) Now check progress by discussion

1.3 MEANING AND PURPOSE OF LANGUAGE WITH SPECIAL REFERENCE TO ENGLISH

Language is the main vehicle of communication. Communication is possible through body language and gestures but such communication is not verbal and has got its own limitations.

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Through language a human being thinks, commuicates, expresses and learns a number of things useful in life. Most human languages are living languages. Language learning takes place through the following four skills.

- **Listening** : It means whatever one listens is perceived, discriminated, understood and interpreted meaningfully in all life-situations. Listening may include even environmental mechanical and human noises but more meaningful listening takes place when whatever is said or spoken is heard properly and positive reaction to listening takes place in genuine responses.

- **Speaking** : It is an oral behaviour. It is speaking which shows how one is using the language and in what language one is speaking. Speaking is the prime method of talk, conversation, communication and expression. Speech also decides the quality of language one is using. All human activity can be communicated and expressed through speaking. Speaking in language in general and English in particular also shows the quality of speech with pronunciation style, words used for communication and syntax used in the language. All human being speak. If human being speak they speak in language and therefore, no speech is possible without language.

- **Reading :** Reading is the most important element of the language. It is the reading ability which leads to learning more and in a better way about all that which a human being is supposed to encounter with, Reading has a surrender value. It means in all life situations reading is utilised whether it is reading a book, or various kinds of bills, notices, advertisements, telegrams, E-mails, faxes, and any other such life-related materials either printed or hand-written. Reading skill is the most important skill and if it is acquired effectively, it leads to better understanding of the language, literature and all other materials related to life, occupation or study.

- **Writing** : It is also a very important language skill. Writing begins with some initial training of finger muscles at the age of five or six. The child learns how to use her/his fingers for drawing some insant strokes i.e., lines, semi-circles, curves, circles etc. While developing writing skills, the human child learns how to write letters of alphabet, words, sentences, paragraphs, passages. The highest stage of developing writing is to be creative i.e. to be able to write imaginatively whether it is a poem, prose, fiction or any other matter related to the subject of study.

In English, great literature has been produced both by the native writers of English and Indian writers in English. Literature is a binding force between two cultures. The main purpose of the language is to bring the human communities together allowing them to interchange or exchange their ideas, thoughts, experiences and literary traditions. Therefore, whether it is the English language or any other language, language learning is basically a human activity.

Activity — 3.a

Answer the following questions

    Why do you need a language

    How can one learn a language?

    What are the four language skills?

    Why should one learn English?

Activity — 3.b

    Try to answer all these questions from the matter given above.

Activity — 3.c

    Read

    The difference between language and literature :

S.N.	Language	Language
1.	Selection of Linguistic items possible.	Selection possible but choice is not linguistic.
2.	Grading according to difficulty level possible.	Grading is difficult and to some extent not possible.
3.	Language provides grammatical understanding for use and communication.	Literature provides communicative situations through texts, variety of English.
4.	Language belongs to formality and formal mode of speech.	Literature belongs to deviations eg. Slaug, dialects, contrasts, fields of experience.
5.	Language provides 'real life' in classrooms.	Literature provides to imagine life situations.
6.	Language is used in everyday life.	Literature cannot be used frequently in every day life.
7.	Under language grammar, syntax, structure and meaningful situations related to real-life are placed. Therefore, language is functional.	Under literature, poetry, prose, short-stories, plays, fiction, travelogue, human interest, adventure, biography and autobiography, diary, essays are placed which are creative, descriptive, narrative, argumentative and imaginative.
8.	Language is concrete.	Literature is abstract.

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Activity — 3.d

Read the following views about the language and think over them.

i) Language is the expression of ideas by means of speech-sounds combined into words, words are combined into sentences, this combination answering to that of ideas into thoughts.

(Henry Sweet An English Phonetician)

ii) A language is a system of arbitrary vocal symbols by means of which a social group Co-operates.

(Bernard Bloch and George L Trager - Outline of Linguistic Analysis)

iii) Language is species-specific to man.

(Henry Sweet)

vi) Language is the instrument of all our distinctively human development of every thing in which human beings go beyond the other animals.

(IA Richards The Philosophy of Rhetoric)

v) English, no longer an English language, now grows from many roots.

(Salman Rushdie)

vi) Speech and writing are indeed the fundamental faculties and activities referred to by the term language.

(Encyclopedia Britainica)

vii) Language interacts with every other aspect of human life in society and it can be understood only if it is considered in relation to society.

(Robert Burchfield)

Activity — 3.e

After carefully reading these definitions, try to develop your own definition, which should be comprehensive and more explicit.

First find out the meaning of the following :

(i) Speech-sounds

(ii) System of arbitrary vocal symbols

(iii) Species-specific

(iv) Instrument of all distinctively human development

(v) Speech and writing

(vi) Language interaction and society.

1.4 MEANING OF LITERATURE AND ITS RELATIONSHIP WITH LANGUAGE

Literature and language cannot be separated from each other. Language belongs to human beings both as individuals and community. Literature is the expression of human culture, ethos, traditions and beliefs. Literature is of two kinds - (i) aesthetic literature under which come prose, poetry, fiction, plays, essays, criticism, appreciation of any literary and art work and so on, and (ii) all study subjects such as physics, chemistry, commerce, industrial products and any other subject related to'human community. If we study English literature or Hindi literature or literature of any Indian or foreign language, it includes the study of creative literature such as prose, poetry, plays, fiction etc. When we want to study any literature pertaining to some other subject, it is for the sake of information and knowledge. Aesthetic literature is meant for developing creative, critical and appreciative faculty whereas informative literature is used for coHecting information and making a knowledge-base. For example if we are reading a book of essays on beauty, love, nature, human experiences etc. or poems, short-stories, novels and plays, it means we are reading creative literature which develops aesthetic values. But if we buy a product, may be it is a TV set, Washing Machine, Computer or any such thing and ask for its literature, it means, we simply want to know about the thing we have bought. This kind of literature is purely informative and is not meant for aesthetic values.

Language contributes to both the kinds of literature. Without language no literature is possible whether it is creative and aesthetic or informative. Literature may be oral .as well as written. Most of our folk-literature comes from oral tradition. But all our Indian classics and classics of the English literature are preserved in their written form. We would not have known anything reliably if we had no written literature. Ramayana, Geeta, Vedas, Upnishadas, Sanskrit classics, plays, great works of poets and writers all are preserved in their written forms. Through literature generations draw inspiration and involve themselves creatively. The process continues and thereby language develops, undergoes a number of transformations and gets enriched. Thus language and literature are the integral parts of each other. If language is mainly concerned with communication, literature is concerned with joy and creativity. Therefore, it is often said that what is common belongs to language and what is deviant belongs to literature.

- Literature is first and foremost mankind's entire body of writing, after that it is the body of writing belonging to a given language or people, then it is individual piece of writing (Encyclopedia Britainica).

Activity — 4.b

Perform the following

- Write a short-note on the relationship of language and literature.
- What is the difference between creative literature and informative literature? Give examples.
- Without language literature is not possible. Do you agree? Give your ideas in favour or against.

Activity — 4.c

After answering the above questions read the following :

i) Language whether oral or written, is primarily meant for communication. It maintains word-order, syntax and operates in all human and life situations. It functions as an agent of though and expression through which a human community interacts and cooperates. Thus words, sentences, their logical sequences, their meaning all are the main ingredients of a language. Language is also called eight armed - it means it has basically eight parts of speech which we generally study in the English language.

ii) Literature deviates from the common forms and structures of the language. Style is major deviation. Prose, fiction, plays, poems all are stylistic deviations. It means that in literature the creative writer does not use the language in the way it is commonly used. All literature cannot be of the same type. For example Shakespeare and Bernard Shaw cannot be similar in their literary styles. Keats and TS Eliot cannot be similar in their poetic expressions Francis Bacon and Charles Lamb cannot be similar in their styles of essays. In literature sentences may not be full, they may be broken, incomplete and sometimes pauses and blank spaces are also used.

Activity — 4.d

Write in your own words how you have understood the relationship between language and literature. Give only points.

Activity — 4.e

Answer the following questions ;

i) What do you mean by literature?
ii) What do you mean by deviation?
iii) How does literature help us in the development of language?

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1.5 MAIN CHARACTERISTICS OF CRITICAL APPRECIATION OF LITERARY TEXTS WITH EXAMPLES

Literature is meant to develop creative and critical faculty of those who love to study it. Any creative work done in the realm of literature, is not the creators possession alone but readers and those who love to study literature also have their claim on it. Reading of literary texts nurture and nourish your creative and critical sensibilities. We either appreciate or reject a work of art and literature on the basis of our own aesthetic judgement. This kind of judgement is not a value judgement but it is a poetic justice which means that our judgement should not be biased by any ideology, personal likes and dislikes and should be based on the aesthetic and creative quality and merits of a creative work whether it is a poem, a short-story, a novel or a drama or any other form of literature. Literary appreciation does not mean comments in favour or against any literary text or a writer. As IA Richards has said appreciation of a literary text covers a vast corpus in which problems, assumptions, adumbrations, fictions, prejudices, tenets, the sphere of random beliefs and hopeful guesses, abstract opinion, disputation, acceptance, rejection, feeling and aesthetic values are included. Style is the main feature of writing through which the language reflects various aspects of the literary texts in relation to language, deviations, use of words, figure of speech, rhythm, images, metaphors and expression. Wit, humor, satire, though and subtlety are also the aspects of style. It is therefore said 'Style is Man'. Style may be visible in texts and presentation of the content. Now two writers write in the same style. Literature also covers many other aspects such as metaphysics, religion, liberty, justice, nationality and patriotism, justice, love, truth, beauty, faith, knowledge, pleasure and pain but above all it is the aesthetic sensibility through which a work of art and literature should be appreciated and interpreted. One modern and post-modern thought is even against interpretation of a literary text but appreciation is such a quality through which one can enjoy the creative writing. Therefore, literary texts should not be taken as instructive materials for drawing certain moral values or ethical code of living but a critical appreciation of texts develops.

- a sense of aesthetic judgment
- linguistic ability
- critical and creative faculty
- culture of reading, understanding, appreciating, interpreting literature appreciating form, style, language, diction, beauty, content, theme and the writer's vision, though and style.

Activity — 5.a

Read again and again the above passage (1.5) and try to draw the main characteristics of literary appreciation of literary texts.

● Try to find out the meanings of the following with the help of a dictionary or discussion aesthetic judgement, adumbration, diction, style, critical and creative faculty, theme, content, form and tenets.

Example of a critical appreciation of the texts

Text-1 : PIPPA'S SONG *(Robert Browning)*

> *The year's at the spring*
> *And day's at the mom;*
> *Morning's at seven*
> *The hill-side's dew~pearl'd*
> *The lark's on the wing;*
> *The snail's on the thorn*
> *God's in His heaven*
> *All's right with the world*

Activity — 5.b

Read and re-read the poem as many times as possible so as to learn it by heart;

1.   Underline those words which seem to be important in the poem;

2.   Note the shortened form - 's for is. The beauty of the poem lies in its reading and therefore while reading the poem the short form should be used as a short forms and not as is.

4.   'is' is an auxiliary verb and is a form of 'be'. In the entire poem only one auxiliary verb form is used.

5.   Spring, dew-pearl, morn or morning, lark, snail, thorn and wing all relate the poem to nature.

6.   Mark the contrast in line   *"The lark's on the wing;*
                                       The snail's on the thorn"

7.   After this appreciate and explain these expressions:
   -   Dew-pearl'd
   -   The lark's on the wing
   -   God's in His heaven

8.   Identify the deviation in the poem

The use of preposition at by the poem is unusual. At is used with Christmas, Easter, dawn, noon, 7 0' clock, present etc. but it is not used with the four seasons. In the poem at is used with spring which is not usual in English.

9.   After finding out qualities and deviation write a short appreciation of the entire poem.

10.   Now answer these questions:
   1. What are the facts that the poet has narrated in the poem?
   2. Which lines rhyme with each other
   3. What do you mean by 'God's in His heaven"
   4. Why does the poet use His with a capital letter in His heaven?
   5. *'Dew-pearl'd'* is a very beautiful expression. What does it mean and what figure of speech do you find in it?

Text-2 : THE MAN FROM MARS *(Norman Hoss)*

*We know that other planets also have days and nights and seasons. One of the questions that has always proved fascinating to almost everybody is whether there are creatures on any of these worlds to see these changes. The **'Man from Mars'** has become one of the most popular subjects for jokes. Why Mars? We naturally expect that if life exists on other planets it would be on those most like the earth. These are Mars and Venus, the two planets nearest to us. Venus is toward the Sun and Mars is in the other direction.*

Of the two, the nearest planet Venus is more like the earth in size and distance from the Sun, but Mars has excited more interest because we can see its surface. Venus is covered with clouds that we can't penetrate, even with rays that enable us to take pictures through earth clouds.

Mars was named for the god of war because of its red colour, which is plain even to our unaided eyes. When Mars is closest to the earth and sunlight is reflected directly from it, a very modest telescope will enlarge it to the apparent size of the moon. Although we can't see its features as clearly as the moon's we have been able to learn more about its surface than about any other object in the sky except the moon.

The most noticeable features of Mars as seen through a telescope are the ice caps at its north and south poles. These appear just as those on earth would to a man on Mars. Since Mars is tilted at about the same angle that the earth is, it has seasons as we do. The effect of the seasons can be clearly seen in the growing and shrinking of the polar ice caps. Another seasonal change has convinced most astronomers that there is some form of plant life in low-lying areas. These areas change from blue-green in summer to brown in winter.,.. A great argument raged among scientists for many years about some markings. Some saw straight canals connecting 'oases', from which they concluded that there must be intelligent creatures on Mars who had dug the canals to irrigate their lands. Astronomers at present are very doubtful about these canals, but they do agree that it appears as if moisture perhaps in the form of vapour comes down from the polar caps and seems to nourish plant life. They also agree that the lighter areas, which give Mars its red colour, are deserts of rusty rocks. They have not been able to detect enough oxygen in the atmospher to support animal life as we know it, but they do find evidence that both water and oxygen were once plentiful. It is quite possible that there once were creatures on Mars, and it is conceivable that they are sill there.

Activity — 5.c

Read the above text again and again and do the following :

1. Underline those words which are important in the text, and find out their actual as well as literary meaning.
2. Appreciate the quality of prose based on language, style, sequence of thought, main focus, content, thought and literary expressions in it. Also note the style - if it is simple, clear or complex, rich in ideas, provides facility in understanding or complicated.

3. How does the text communicate? Is it a purely literary text or an informative piece of prose?

4. Find out word-meaning relationship from the passage and read the passage again in order to find words with the following meanings:
   - a place with water and trees in desert
   - a person interested in the study of planets
   - an instrument used for making an object look larger and nearer.

5. Now in short write the appreciation of the text on the following points :
   (a) Language   (b) Thought   (c) Information   (d) Style
   (a) Theme and its related content
   (b) Aesthetic qualities through words, idioms, expressions and literary or otherwise used expressions.
   (c) Import of the passage
   (d) Grammatical structures and deviations if any.

1.6. MAIN CHARACTERISTICS OF LITERARY INTER-PRETATION WITH EXAMPLES

Interpretation and critical appreciation of literary texts are two different aspects of literary criticism. In critical appreciation we appreciate language, style, figure of speech, thought, content, form, expression, diction, words, idioms and certain deviations alongwith certain short-comings. This is a kind of critical and aesthetic judgment which we try to draw from the text. In the interpretation of a literary text we form our own aesthetic opinion relating to the quality of the text, thought in it and how the content is delivered. We also try to interpret the text in our own way with our own literary sensibilities, feeling and critical aptitude. We neither criticise nor do we appreciate but we interpret. May-be our interpretation does not match with 'the writer's own intentions, meaning, though and style. It is also possible that your interpretation may be different from that of your own peer or colleague. Interpretations, are generally very autonomous, free and based on one's own way of looking at the text Post-modern critics like Susan Santog do not appreciate the idea of interpretation and are against any interpretation of the text. But for the purpose of literary studies, one should know how to interpreat a literary text. Here is one poem which can be interpreted by you in your own way and such a kind of interpretation will be your own and not either borrowed, consulted and copied from any other source.

Activity — 6.a

Read aloud and read silently

Where The Mind is Without Fear *(Rabindranath Tagore)*

Where the mind is without fear and the head is held high

Where knowledge is free

Where the world has not been broken up into fragments by narrow domestic walls,

Where words come out from the depth of truth

Where tireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit.

Where the mind is led forward by Thee into ever-widening thought and action Into that heaven of freedom,

My Father, let my country awake.

First read the poem as many times as you want and try to learn it by heart.

Activity — 6.b

Interpret the poem in parts by choosing important expressions such as :

- Knowledge is free
- Narrow domestic walls
- Depty of truth
- Tireless striving stretches its arms
- Clear stream of reason
- Dreary desert sand of dead habit
- Ever widening thought and action
- Heaven of freedom
- My Father
- My Country
- Awake

Activity — 6.c

After interpreting these expressions try to answer the following questions :

i.   Why did the poet write this poem?

ii. Who does the poet address this poem to?

iii. What is the main thought in this poem?

iv. Does it apply to India or any other country of the world?

v Is it related to a country fighting for freedom or a free country? How?

After answering these questions write in about 100 words the full interpretation of the poem.

Activity — 6.d

Now answer the following questions based on the above matter:

i) Why do we need interpretation?
  - (a) To enjoy the text
  - (b) To appreciate the text
  - (c) To understand the text
  - (d) To enrich the language and expression
  - (e) To be able to draw literary and aesthetic judgement
  - (f) To develop creative and critical faculty Try to add some more aspects.
  - ii) The difference between language and literature based on the matter given in
    1.3   and 1.4 be written here.

Does Interpretation lead to better understanding of literature?

if you have learnt how to interpret a literary text, you should be abte to develop your language abilities along with a keen sense of literary meanings in their relevant contexts. Interpretation helps you look into the texts with your independent judgement on the basis of which you are able to explore various types of readings and meanings of the literary text.lt also helps you develop your own canons of criticism and appreciation- It enriches your language and you also learn how to interpret a word, phrase, idiom, proverb or an anecdote in the context of the textual matter. Interpretation not only develops better understanding of language and literature both but it also inspires to explore new meanings, to dive in the depths of thought, to appreciate style, language deviations, rhythm and purport of the creator and ultimately to conclude and make your own aesthetic judgement about the writer arid the text both.

Activity — 6.e

Now check whether you could follow the following : Write in short your views :

i) Interpretation leads to better understanding of literature?

ii) Interpretation enriches the language and develops language abilities,

iii) interpretation develops the faculty of creative and critical judgement about the author and the text

1.7 MEANING OF THE TEXT AND EXTRACT AND SOME LITERARY TEXT EXRACTS FOR THE EXERCISE OF INTERPRETATION

The notion of the text is semantic rather than grammatical, ft means text is seen in the context of its meaning and not in its grammatical arrangement. Even one single sentence can become a text but this kind of text is rare. A grammatical unit can be of'a single sentence with complete meaning in it. In text meaningful sentence are written or uttered in such a way that they seem quite logical, sequential and connected with each other In meaning, ideas and thematic content. Texture is the linguistic quality which binds sentences into texts based on various kinds of features such as meaning, cohesion, situation and register. Here register means the type of language one is using according to its context, situation and need. If your are in a hospital, your language will be different from that of the one you use in the market or at home. In temples, mosques, churches we use different kinds of language. We do not use the same kind of language in ail situations. This difference is called the difference of register. The text is also governed by such registers.

Extracts may be regarded as part of a text, artificially separated for,the purpose of either quotation or study. In a literary message, text is created by internal unity and cohesion. Extracts are also used for highlighting certain important aspect of the text. Both are meaningful, complete in their meaning, and from both of them, interpretations may be drawn. They can be prose or poetry.

Activity — 7
Now check whether you have fcilowed the difference between the text and the extract and interpret the following texts and extracts.

Text-1 : Pity The Nation *(Kahlil Gibran)*
AND Almustafa[1] came and found the Garden of his mother and his father, and he entered in, and closed the gate that no man might come after him.
And for forty days and forty nights he dwelt alone in that house and that Garden, and none came; not even unto the gate, for it was closed, and all the people knew that he would be alone.
And when the forty days and nights were ended, Almustafa opened the gate that they might come in.
And there came nine men to be with him in the Garden; three mariners from his own ship; three who had served in the temple and three who had been his comrades in play when they were but children together. And these were his disciples.

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1 An imaginary character

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And on a morning his disciples sat around him, and (here were distances and remembrances in his eyes. And that disciple who was ca//ed Haf/z[2] said unto him: 'Master, tell us of the city of Orphalese[3] and of that land wherein you tarried those twe/ve years'. And Almustafa was silent, and he looked away toward the hills and toward the vast ether, and there was a battle in his silence.

Then he said : 'My friends and my road-fellows, pity the.nation that is full of beliefs and empty of religion.

'Pity the nation that wears a cloth it does not weave, eats a bread it does not harvest, and drinks a wine that flows not from its own wine-press'.

'Pity the nation that acclaims the bully as hero, and that deems the glittering conqueror bountiful'.

'Pity the nation that despises a passion in its dream yet submits m its awakening. 'Pity the nation that raises not its voice save when it walks in a funeral, boasts not except among its ruins, and will rebel not save when its neck is laid between the sword and the block'.

'Pity the nation whose statesman is a fox, whose philosopher is a juggler, and whose art is the art of patching and mimicking'.

'Pity the nation that welcomes it new ruler with trumpetings, and farewells him with hootings, only to welcome another with trumpetings again'.

'Pity the nation whose sages are dumb with years and whose strong men are yet in the cradle'. 'Pity the nation divided into fragments, each fragment deeming itself a nation'.

Text-2 : Loveliest of Trees (Poem) *(A.E. Housman)*

> LOVELIEST of trees, the cherry now
> Is hung with bloom along the bough,
> And stands about the woodland ride
> Wearing white for Eastertide.
> Now, of my threescore years and ten,
> Twenty will not come again,
> And take from seventy springs a score,
> It only leaves me fifty more.
> And since to look at things in bloom
> Fifty springs are little room,
> About the woodlands 1 will go
> To see the cherry hung with snow.

---

2   *An Oriental poet of the 14th century.*

3   *An imaginary place, Kahlil Gibran himself comes form Lebanon.*

Text-3 : Beauty (Poem) *(John Masefield)*

> I HAVE seen dawn and sunset on moors and windy hills
> Coming in solemn beauty like slow old tunes of Spain :
> I have seen the lady April bringing the daffodils,
> Bringing the springing grass and the soft warm April rain.
> I have heard the song of the blossoms and the old chant of the sea,
> And seen strange lands from under the arched white sails of ships;
> But the loveliest things of beauty God ever has showed, to me
> Are her voice, and her hair, and eyes, and the dear red curve of her lips.

Extract - From a Short Story 'Courage' - *The Mother*

SOME time ago, I went to a children's school in England. The little scholars who were three to seven years of age were taught to knit and draw, listen to stories and sing. There were boys as well as girls.

The teacher said, We *are going to try the fire-alarm. There is no fire, of course, but they ha ve been taught to come out promptly at the signal of alarm'.*

He blew a whistle. At once, the children left their books, pencils and needles, and stood up; at another signal, they filed out into the open. The class was empty within a few minutes. These little children had learnt to face the danger of fire and to be brave.

. Was there anything wrong about it? Certainly not, It is right to take care of one's self and have the courage to defend it. But there is a greater courage, a courage that is displayed for the sake of others.

Let me tell you the story of Madhava as recorded by Bhavabhuti.[4]

Madhava was kneeling outside a temple, when a cry of distress came to his ears. He found a way to enter and peered into the sanctuary of the goddess Chamunda.[5] A victim stood ready to be slain in honour of that terrible deity. It was poor Malati. She had been carried off in her sleep. She stood there all alone with the priest and the priestess. The priest had taken up his knife just when Malati was thinking of Madhava whom she loved!

Activity — 8

Note : From the above texts and extract do the following :

(i) Choose those words which are important and difficult for you and find their meanings for the context.

(ii) Underline some important sentences and expressions and interpret them with their meanings in the context.

---

4   A famous Sanskrit poet and dramatist of the early 8th century, author of 'Uttararama Chrita'.

5   One of the forms of goddess 'Kali', human sacrifice used to be offered in the old days to appease her

(iii) In poems write appreciation and interpretation both.

(iv) Write in your words the difference between a text and an extract.

(v) Choose extracts and texts from the text books of English literature for classes IX to XII prescribed in your state and appreciate and interpret them.

1.8 UNIT SUMMARY IMPORTANT ELEMENTS TO BE REMEMBERD

- Language and literature, their definitions, meaning, their mutual relationship and types of literature. Definition does not mean it should be complete in all sense but it is only a way to lead you to draw your own meaning. Literature enriches the language and without language no literature is possible.

- Objectives are meant to understand the purpose of language and literature both and their functional utility in life situations.

- How language abilities and skills are developed through four basic skills and how they contribute to not only developing language abilities but understanding, interpreting and appreciating literature.

- Some important views of the famous writers and critics about language and literature, with meaning, relationship and relevance of English literature.

- Characteristics of critical appreciation and literary interpretation. How both of them promote aesthetic sense, linguistic and creative ability and critical judgement.

Understanding culture and people better through literature and language.

The Unit provides you an opportunity to learn how literature and language are inseparable and how they can be distinguished in various contexts. Language is governed by its syntax, structure, and word order within a grammatical framework. Literature does not negate grammatical structure but it enjoys more freedom to use the syntax of the language in a creative manner with varied meanings in varied situations. Language invites you to master it through not only skills but through literary texts. Language is enriched by literature and without language no literature is possible. Language is learned and mastered but literature is enjoyed, appreciated and interpreted for developing creative and critical abilities as well as aesthetic values.

1.9 CHECK YOUR PROGRESS

1. How language and literature are different from each other

2. How appreciation and interpretation and different in nature.

3. Why are literature and language inseparable from each other?

4. What are the canons or methods of interpretation of a literary text?

5. What is the difference between a text and an extract?

1.10 ASSIGNMENT/ACTIVITY

1. Make a list of important words which occure in the texts, extracts and poems and write their meaning in relation to their contents in the texts
2. Write your own views about language and literature.
3. Read more about language and literature from books mentioned under "References".

1.11 POINTS FOR DISCUSSION/CLARIFICATION AND WRITING VIEWS

1.   Discuss the following statement :
(a) A complete meaningful sentence is possible when it is grammatically correct and right word-order is maintained.
{b) Syntax shows how in a Language grammatically correct sentences are formed.
(c) Communication through language is possible when sentences are formed in correct grammar and they are meaningful. Ideas are clearly presented. Even literary deviations do not create loss of meaning.
2. Following are the various aspects of literature. Discuss them at length and if there are any difficulties, bring them up during contact programmes :
(a) Form : It means the text is important not because what is written in it but how it is written.
(b) Content: It provides the matter to the theme. It may be ideas, views, information, talk, problem or anything.
(c) Structure : It shows the total construct of the text.
(d) Style : It is writer's own. All writers do not write in the same way. They differ in choosing words, making sentences, forming a construct or comprehensive structure and presenting the ideas.
(e) Characterisation : The characters are mainly the persons but at times they may be animals, things and abstractions.

With all these aspects try to analyse a text choosing from the course book of Classes IX to XII.

You may like to have further discussion some Points and Clarification on other. Note down the points below:

1.11.1   Points for Discussion

_____

_____

_____

_____

_____

_____

1.11.2 Points for Clarification

_____

_____

_____

_____

_____

_____

_____

_____

1.12 REFERENCES

1. RICHARDS, 1A - Practical Criticism - A study of Literary Judgement.
2. MALEY ALAN and MOULDING SANDRA - Poem into Poem
3. BURCHFIELD ROBERT-The English Language.
4. TOOLAN MICHAEL - Language in Literature.
5 BRUMFIT CJ and CARTER RA - Literature and Language Teaching.
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Unit 2 ❑ VOCABULARY BUILDING AND UNDERSTANDING GRAMMATICAL STRUCTURES THROUGH LITERARY TEXTS

> *Any system as complex as a human language is bound to lend itself to a variety of independent approaches.*
>
> Languages are to
>
> * *Communicate*
> * *Compare with other human languages and systems*
> * *Create Literature*
> * *Enjoy language with literature and literature through language*

STRUCTURE

2.1 Introduction

2.2 Objectives

2.3 Vocabulary Building through Literary Texts

2.4 Denotative and connotative meanings of Words

2.5 Slang, Idiom and Dialect and their relevance in literature

2.6 Literary Texts : Exercises for Vocabulary

2.7 Grammatical Patterns, Structures and syntax in literature

2.8 Unit Summary

2.9 Check Your Progress

2.10 Some literary Texts - Assignments and Activities

2.11 Discussion and Clarifications

2.12 References

2.1 INTRODUCTION

Words in the dictionary are dead entities. Words do not become meaningful and live unless they are used in meaningful contexts. Words assume different meanings in different contexts and situations. It is not necessary that one word should have only one meaning. They may assume several meanings or multiple meanings in multiple life-situations. When words are used by creative writers either in poetry, or in prose, the creator gives a different meaning and the dead entity of dictionary words with dictionary meaning at once becomes alive assuming new meaning with relevance and contexts. Words also become relevant when they are used in meaningful discourses, writings and literary creations. Literary texts are different from common informative texts. We use words in a day to day talks and use them meaningfully in order to communicate our though, feeling and various life-related messages.

There are two types of words - (i) Content words which include nouns adjectives, adverbs and main verbs and (ii) Functional words which include auxiliary verbs, prepositions, conjunctions, pronouns and some adverbs. Content words are numerous and rather uncountable but the functional words like auxiliary verbs, pronouns, prepositions, conjunctions etc. have limited numbers and no further addition can be made to them. In literary texts, words occur as items of vocabulary in various forms such as words with deviated meaning, idioms, phrases, slangs, proverbs etc. Some words belong to the original stock of the language and there are some which come from other sources such as dialects, foreign languages or other native languages. Such words are called loan words. Literary texts may have such an words taken from various other sources. This means that the vocabulary in literary texts is different from that of other common informative or study-subject texts. There are many occasions when verbs become nouns and nouns become verbs. Adjective and adverbs can also be created from nouns and verbs. This can be done in all types of texts whether literary or non-literary. Prefixes and suffixes also create new words. With a change in the form of *a* words, meaning also changes and on a number of times an altogether different meaning is assumed by a word. Identifying such words with their relevant meaning in a literary text helps build vocabulary.

In a literary text words never occur in isolation. They always occur meaningfully, imaginatively and creatively. Therefore vocabulary building through literary texts demands an in-depth probe in the nature, character, situation and appropriateness of the word. The transformation of words from noun to verb, adverb and adjective and vice versa have to be identified. Similarly prefixes, suffixes, synonyms, antonyms etc. have to be interpreted in their contexts and meanings have to be drawn from them. Words have two types of meaning in them.

(i)   Surface meaning which is known as denotative and
(ii)   Deep meaning which means connotative meaning.

The vocabulary of the literary texts is often connotative and therefore in a literary text words may bear more than one meaning. Literary texts enrich your language and understanding and words do not come to you only for meaning but also for enjoyment and play. A creative writer commands the words and in her/his writing words come quite naturally. Poet Keats used to say "Words come to me as leaves come to tree". Famous Russian Novelist Gorky also said "When I wave my hand in the air, I catch words".

Activity — 1

1.   Answer the following questions :

- Why are the words in a dictionary dead entities?
- What are the two types of words? Give some examples
- How are words in a literary texts different from the common informative texts or texts of study-subjects?
- How do words occur in a literary text?

> 2. Now do the following :
>
> Words have two types of meaning in them :
>
> ● .... meaning and
>
> ● .... meaning
>
> (Fill in the right words chosen from the Introduction)
>
> Words transform in their form and meaning both by the foliowing :
>
> Example : from Noun to verb Choice (noun), to Choose (verb)
>
> Similarly write other kinds and give examples. Re-read the introduction and find out what kind of changes are possible in words changing forms and adding to them the quality of some other part of speech.
>
> 3. Write the gist of the introduction in your own words in about 50 words :

2.2 OBJECTIVES

Vocabulary building is one of the most essential parts of language learning. In the case of literature, vocabulary demands special attention because in literature vocabulary plays an uncommon role. Many words which occur in our day to day life, assume different and multiple meanings in literature. Therefore, one comes across different shades and uses of words in literary texts. Literary texts lead to making of a rich vocabulary and one who studies literature becomes able to use words in their aesthetic meanings. Therefore, the objectives of vocabulary building through literary texts are to.

● know a word or words with various shades of meaning and use
● understand inner or deep meaning which leads to aesthetic and critical judgement of a literary text
● realise importance of a word or words in creative activity for developing creative and critical ability
● interpret, appreciate, criticise, summarise and simplify the literary texts
● understand poems, short-stories, novels, plays and other literary writings with an aesthetic sense
● enrich language and use it appropriately for creative purposes
● acquaint with appropriate jargon, terminology and glossary in study-subjects such as physics, history, commerce etc. to express according to the demand of the subject and situation
● learn proper use of idioms, phrases, proverbs, anecdotes and mythical reference etc.
● understand style, diction, rhythm and though in the literary texts
● know how to use the language register according to the demand of the contexts through words

- develop an over all understanding through words for reading and writing literary texts with facility and ease, and
- develop high sense of literary values and judgements in order to understand cultural heritage, literary legacy and tradition of the language through words and their semantic rofe in literature.

Activity — 2.a

Choose the right statement from the following :

One objective of vocabulary building through literary texts is -

i) to study in isolation only those words which occur in the literary texts

ii) to understand inner and deep meaning of a word or words

iii) to reject words which have more than one meanings

iv) to learn words only for the save of learning

Activity — 2.b

Write your own ideas on any two of the objectives in about five sentences each :

_____

_____

_____

_____

Activity — 2.c

If you want to add more objectives, what should those be? Write at least two and justify them.

_____

_____

_____

_____

Activity — 2.d

For learning anything, to spell out objectives clearly is very essential. Do you agree or not ? Write in five sentences:

_____

_____

_____

_____

2.3 VOCABULARY BUILDING THROUGH LITERARY TEXTS

As stated above literature makes the language very rich. This richness is possible through words, idioms, phrases and such other expressions, which are not common in ordinary day to day life. Therefore, it is said that what is common belongs to language and what is deviant belongs to literature. Literature touches our emotions, feelings, sentiments, thought and aesthetic values. Pleasure and pain, pathos and bathos, evil and god, tragedy and comedy, love and hatred, war and peace, human and animal, realistic and imaginary all are the realms of literature which may be seen through various kinds of literary texts whether written in prose form or in poetry. In literature vocabulary plays a very important role because a creative writer knows how to handle words according to the demand of a theme, character, situation, culture and human or natural environment. Words in isolation do not play a very significant role in literary texts. Words form symbols, images metaphors, figures of speech, humour, satire and very many other aspects through which literature is enjoyed, appreciated, criticised and written. For example 'game' is one English word which has occurred in about 50 contexts in various English texts some literary and some non-literary. There are four-five meanings of the word 'game' in the dictionary, but when it occursJn a literary texts, the meaning can be stretched or shrunk according to the context There are some examples of the literary texts given below from which you have to choose those vocabulary items which contribute to the making of a literary text.

Text - 1 :

Let *new India arise......* Let her arise *out of the Peasant's Cottage, grasping the plough, out of the huts of the Fishermen, the Cobbler and the* Sweeper. *Let her spring from the grocer's shop, from beside the oven of the fritter-seller. Let her emanate from the factory, from marts and markets. Let her emerge from the groves and forests, from hills and mountains.*   *(Vivekanand)*

Vocabulary Items :

Activity - 3.
1.   Now find out the meanings of the following words : Peasant's cottage, grasping the plough, fisherman, Cobbler, fritter-seller, emanate, marts and markets, emerge
2.   Now write which words are nouns and which are verbs.
3.   Her is used four times here. Who does it refer to?
4.   Spring has more than one meaning. Write as many as possible.

Text - 2 :
(a) Biography is also considered as a part of literature. Here is an excerpt from Louis Fischer's biographic writing on Gandhi. Read it carefully and try to explain the words and expressions as directed.

Everywhere, men in big buildings and plain folks in homes and huts mourned his passing. Humanity felt bereft, impoverished; for Gandhi owned nothing but was rich in read values. The tributes showered on him in death celebrated not so much his political achievements, great though they were, as *his spiritual qualities and ethical practices, the world praised what is needed most and lacked.*

Gandhi is India's gift to the Western world; his life contains some, of our worst ills. Viewing man's estate with the prophet's global eye whose x-ray vision penetrates iron curtains and national boundaries, Gandhi saw that the size of the individual has been dwindling in the democracies ad dictatorships alike.

Activity — 4

1. Now find out the meanings of the following in isolation as well as in the context of the Text.
   - mourned
   - passing
   - folks
   - bereft
   - impoverished
   - showered
   - tributes
   - celebrated
   - ethical
   - estate

2. Explain the following expressions :
   - plain folks in houses
   - Gandhi is India's gift to the Western World
   - prophet's global eye
   - x-ray vision

3. Now choose the vocabulary items from the above text and classify them according to their grammatical identity :
   nouns
   adjectives
   adverbs
   main verbs

Activity — 5

Exercises

1. Choose only nominal i.e., only those words which are nouns and explain their meaning in the contexts from the following poem :

SILVER

Slowly, Silently, now the moon

Walks the night in her silver shoon.

This way, and that, she peers and sees

Silver fruit upon silver trees,

One by one the casements catch

Her beams beneath the *silvery thatch,*

Couched in his kennel, like a log

With paws of silver sleeps the dog.

(Walter De La Mare)

2. Read the following text carefully and explain the words in bold print. They may have more than one meaning ;

TESTAMENT

(Jawahar Lai Nehru)

I have received so much love and affection from the Indian people that nothing that I can do can **repay** even a small fraction of it, and indeed there can be no repayment of so **precious** a thing as affection. Many have been admired, some have been revered, but the affection of all **classes** of the Indian people has come to me in such abundant **measure** that I have been overwhelmed by it.

3. Read the text and use the words in bold letters both as verbs and nouns :

She was **surprised** that the day had **stayed** fine. She had **expected** it to **rain.** In fact everyone **warned** her - that it frequently rained here.

4. Here are stanzas of a poem 'Milk **for the cat'.** There are some adjectives and adverbials used in this stanza. Find out the adjectives and adverbials and explain them in their contexts.

i) When the hot tea is brought at five O' clock

And ail the neat curtains drawn with care

The little black cat with bright green eyes

Is suddenly purring there.

ii) At first she pretends having nothing to do

She has come in merely to blink by the grate

But, though tea may be late or milk may be sour

She is never late,

(Harold Monro)

Activity — 6

1. Read the following passage carefully and then do as directed :

   In every country the poorer classes **make** a far larger **sector** than the **well-to-do**. Then, **which** countries in particular may be named as poor?. It is where means of livelihood are the fewest and even those are often blocked. Where the 'have-nots' can aspire to a better life, hope itself is a real asset and value.

   It is not enough to say there is a shortage of funds in our country, worse, there is a great shortage of hope. We cast all the blame on fate...... It does not strike us that the remedy is in our own hands.

   That is why it is better to instill hope in the heart than to offer alms.

   (Cooperation Rabindranath Tagore)

2. In the following passage every seventh word/words is missing. From the above text you have to find out the appropriate word and fill it in the blank spaces of the following text:

   In every country the poorer classes __1__ a far larger <u>sector</u> than the __2__. Then, **which** countries in particular may __3__ named as poor? It is where __4__ of livelihood are the fewest and __5__ those are often blocked. Where the __6__ can aspire to a better life, __7__ itself is a real asset and __8__.

   It is not enough to say __9__ is a shortage of funds in __10__ country, worse, there is a great __11__ of hope. We cast all the __12__ on fate. It does not strike __13__ that the remedy is in our __14__ hands. That is why it is better __15__ hope in the heart than to __16__ alms.

3. *Tick Yes No whichever is correct* in the following statements :

   A poem is a literary text. (Yes/No)

   (a) The news about the first flight of the Indian made Mig-21 is a literary text (Yes/No).

   (b) Pieces drawn from a short-story/novel and play are not literary texts. (Yes/No)

   (c) An essay written on Wordsworth's poetry is a literary text. (Yes/No)

   (d) The information about the sensex market in a newspaper is not a literary text. (Yes/No)

Note : For more details read Block 3, Unit-1.

2.4 DENOTATIVE AND CONNOTATIVE MEANING OF WORDS

The dictionary meaning of 'Denote' is 'to mark', 'to indicate' 'to be the name of ....', 'to express or bear meaning'. It means denotative meaning is that meaning of the word which communicates the direct sense without any inner or deep meaning in it. That can be the surface meaning of a word 'Connote' is different from 'denote'. The connotative meaning of a word suggests additional meaning, which means a word has more than one meaning and it is in addition to its fundamental meaning. In literature when a creative writer uses a word to express

multiple shades of a word, it means the word carries deep meaning in it which is not the fundamental one alone or direct or surface meaning. In a literary text when a word assumes connotative meaning, it assumes either multiple meanings, or various shades or the meaning is interpreted in the context. In that case sometimes the word used in the literary text gives an independent meaning which symbolises the need of the text. It does not mean that the denotative meaning is completely lost but in fact the denotative meaning expands its area of expression.

Some basic differences between the denotative and connotative meanings :

Denotative	Connotative
It bears only a fundamental meaning	It suggests additional meaning
It can be even without context	It is always with context
It can be even a dictionary meaning	It can modify creatively the direct meaning given in the dictionary.
It is non-literary and only informative	It is literary and creative with expanded or deviated meaning.
It may have more than one meaning but the purpose is not hidden	Its multiple shades of meaning represent thought, feeling, sentiments, emotions style and deviations.
It is often used for communication, information or passing the message.	It makes the style and diction of a literary piece, trends of writing and invites for aesthetic and critical judgment of a literary work.

Note : For more information read Block-3, Unit-1.

Activity — 7

Tick the correct one :

- Denotative meaning is an additional meaning. (Right/Wrong)
- Meaning does not have any additional meaning. (Right/Wrong)

Now see some examples :

In the following lines of a poem the underlined words have connotative meaning :

> She had thought the studio would keep itself;
>
> No **dust** upon the **furniture** of love.

> Or

> She woke sometimes to feel **the daylight** coming
>
> Like a **relentless milkman** up the stairs.

Here four underlined words do not have their actual surface meaning, which is denotative meaning, but they have connotative meaning :

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- <u>Dust</u> is not ordinary dust made of dirt but it is metaphoric dust.
- <u>Furniture</u> of love does not mean the ordinary room furniture but it is also metaphoric.
- <u>Relentless</u> means cruel but no milkman is cruel. A milkman serves us and therefore he should be a kind person. The denotative meaning is 'cruel' or 'unkind' but the metaphoric meaning is different: Even in <u>relentlessness</u> there is some sense of love and sympathy. Similarly daylight's simile is that of a relentless milkman, which means just as a milkman makes a sleeping person awake, similarly the daylight makes a sleeping person wake up.

Thus the connotative meaning is different from the denotative meaning.

Activity — 8
Now read the pieces of prose and poetry from the English text-books of classes IX-XII and find out such words which convey denotative and connotative meaning and make a list of such words.

2.5   SLANG, IDIOM AND DIALECT AND THEIR RELEVANCE IN LITERATURE

Literature uses a variety of words both denotatively and connotatively. Slangs, idioms, phrases and proverbs are such words or expressions which give additional meaning or the meaning that a writer wants to create. They may be either original or derivative but all literatures in the world may have such expressions. They enrich the language, make the expression uncommonand reading them makes the readers enjoy the text or the expressions. Jennifer Hill in her book 'Using Literature in Language Teaching' describes all the three. Read the following and find out the utility of all the three in a literary text or literary texts : "Slang, idiorn and dialect can, of course, be very potent in the creation of atmosphere and background. Slang, however, dates very quickly and both slang and dialect have the disadvantage of:

1.   Calling uoon vocabulary and syntax which overseas students are unlikely to meet elsewhere, except perhaps on films or TV.
2.   Providing false linguistic models.

When slang is used in a token way, students can usually cope after some assistance from teacher. Where it is particularly dense, however they may either lose interest or get involved in research which will have no great value for them.

Idiomatic language is also liable to give students problems in that the meaning of an idiom cannot be deduced from the meanings of its parts. Much of Dicken's work (A famous English Novelist) therefore, which contains a lot of unusual vocabulary and highly idiomatic language would be inaccessible to students. Dialect, like slang is also difficult for students to cope with due to the high percentage of unknown words and unusual structures. The slang, idiom and dialect do add to the meaning of the text but for students of foreign language it is very difficult to understand their meanings unless either they are assisted by the teacher or know the language as well as the natives do.

Some Examples

Slang : It is a kind of expression which is used in some derogatory manner. If we want to reduce the importance somebody of some thing we can use expression which may give a lighter meaning

Example : it is John's residence (common respectable expression). It is John's den (here den gives a light?' meanings)

Idiom : Idiom is made of sometimes two non-sensical words making a sensible expression. In an idiom part meanings are not drawn but two or more words in one idiom give only one meaning.

Example : He is an honest person but these days he is **in hot soup.**

In hot soup means he is in trouble. Thus in hot soup is meaningful only when it is used as a full word and in parts it has no meaning at alt.

Dialect : See the following example from Thomas Hardy's famous Novel - The Mayor of Casterbridge - in which Abel Whittle and old countryman, is explaining to Farfree what had happened to Henchard towards the end.

"I seed en go down the street on the night of your worshipful's wedding to the lady at yer side and 1 though he looked low and faltering........zeed that he wambled and could hardly drag along.

Here Hardy has used words like seed, zeed which are often used in dialects. In a standard language these words would be 'saw' instead of seed or zeed.

Thus dialect, like slang is also difficult for students to cope with due to high percentage of unknown words and unusual structures.

Conclusion : Slang, idiom and dialect may be good for native students because they know the nature and culture of the language but for foreign students, they are difficult to understand unless assisted by their teachers.

Now there are some other aspects of slang, idiom and dialects because they contribute a lot to the making of good creative literature. The study of slang, idiom and dialect through literature leads to understand.

(a)   social conventions and customs

(b)   attitudes and values

(c)   religious or political ideas

(d)   geographical features and climate

(e)   diet and dress

(f)   historic background

Besides the above they also provide enrichment by,

(i)   widening of mental and linguistic horizons

(ii)   knowledge of other ways of life

(iii) entrace to the world of imagination and

(iv) appeal to universal human emotions

Activity — 9

Answer the following :

1   Explain the difference in slang, dialect and idiom and give examples.

2.   How do slang, idiom and dialect help literature?

3.   Why are slang, idiom and dialect difficult to understand?

Activity — 10

From the textbooks of Classes IX to XII of English collect idioms and explain them in the context.

Activity — 11

Now read the following passage and explain the meaning of the idioms occurring in it

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2.6 LITERARY TEXTS : EXERCISES FOR VOCABULARY

As is said above, words in isolation have no relevance unless they occur in some texts with meaningful uses. In the texts words become live entity with their various meanings and significance. Texts and comexts are the right places for words to display their meaningful presence. In such situations a noun, a main verb, an adjective and an adverb may not seem to be grammatical identities but they may appear to be metaphors in which grammatical identities do not have very much significance because of the metaphorical use of the words. Drawing words from texts alongwith their contexts and knowing their relevant and aesthetic meaning leads to enrich vocabulary and develop a sense of appreciating and criticising a literary text. Here are some exercises of prose and poetry both for vocabulary building.

2.6.1   An Excellent Father *(Jane Austen)*

'My dear Mr. Bennet,' said Mrs. Bennet one day. 'Have you heard that **Netherfield Park is let at last'**

Mr Bennet replied that he had not

'But it is/ 'said she,' 'for Mrs. Long has just been here, and she told me all about it'

Mr. Bennet made no answer:

'Do you want to know who has taken it?' **cried** his wife **impatiently**

'You want to tell me, and I have no **objection to hearing** it'

This was **invitation enough.**

'Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of

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large fortune from the north of England. He came on Monday...............to see the place, and was so much delighted with it that he agreed to take it...........'

'What is his name?[1]

'Bingley[1]

'Is he married or **single?'**

'Oh single, my dear, to be sure : A single man of large **fortune:** four or five thousand a year:

What a fine thing for our girls!'

'How'?

'My dear M. Bennet,' replied his wife, 'How can you be so time some? You must know that I am thinking of his marrying one them.'

'Is that his **design** in settling here?'

'Design! nonsense, how can you talk so!. But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as she comes.'

Activity — 12

Note : This is a dialogue between a wife and a husband taken from the famous novel of Jane Austen ' Pride and Prejudice'. Here the wife and the worrying mother of young daughters is expressing her worries and hopes both before her husband. There are not many difficult words in it but the italic words have their special meaning in the context. Now answer the following by finding out the real meaning as well as the contextual or connotative meaning of the words:

1.	Netherfield Park is let at last	:	(It means some neighbour is there who may be young and may fall in love with one of the daughters)
2.	cried impatiently	:	Mrs. Bennet's worry.
3.	objection to hearing	:	Husband is not much interested in such things but the wife's emphasis to hear
4.	invitation enough	:	Expectation and over enthusiasm
5.	single	:	An unmarried person
6.	fortune	:	Not what the stars foretell but here it is wealth and richness.
7.	design	:	Plan or determination

Note : With these hints of meaning try to analyse and interpret the text.

2.6.2 Testament *(Jawahartal Nehru)*

I have received so much love and affection from the Indian people that nothing that I can

do can repay even a small fraction of it, and indeed there can be no repayment of so precious a thing as affection. Many have been admired, some have been revered, but the affection of all classes of the Indian people has come to me in such abundant meansure that I have overwhelmed by it. I can only express the hope that in the remaining years I may live, I shall not be unworthy of my people and their affection.

To my innumerable comrades and colleagues, I own an even deeper debt of gratitude. We have been joining partners in great undertakings and have shared the triumphs and sorrows, which inevitably accompany them.

Activity — 13

Note : Read the passage carefully and find out the meaning and grammatical status of words, which means telling which grammatical category or part of speech they belong to:

1. repayment (give the meaning in the context)
2. precious (give the meaning in the context)
3. admired (give grammatical status with tense form)
4. revered (give grammatical status with tense form)
5. abundant measure (give meaning in the context and grammatical category of the word abundant)
6. innumerable (give grammatical category)
7. comrades and colleagues (use in life contexts with your experience)
8. Deeper debt (give connotative meaning in the context)

2.6.3 Where the Mind is Without Fear *(Rabindranath Tagore)*

Where the mind is without fear and the head is held high where knowledge is free Where the world has not been broken up into fragments by narrow by narrow domestic walls Where words come out from the depth of truth, Where fireless striving stretches its arms towards perfection

Where the clear stream of reason has not lost its way into the dreary desert sand ot dead habit

Where the mind is led forward by Thee into everwidening though and action Into that heaven of freedom, my Father Let my country awake.

Activity — 14

(a) Note : In the above poem there are some words, which may be used in other life contexts also. See the following sentences and use the following words in the blanks. (striving, **fragmented, dreary, tireless, depth**)

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- The research in science is a lifelong ———— after knowledge
- If changes do not occur in life, the life will become_____
- If people have to remain untied and one then they should not be_____ by caste, creed and colour.
- Rabindranath Tagore is not saying anything just for the sake of saying but he is speaking in the poem from the_____of his heart
- The farmers make_____efforts for getting good crops.

(b) Now see the grammar of the poem in its structure :

The whole poem has only one clause represented by *'where'.* If the poem has to be written in one single sentence, it is possible. You can begin like this and write the whole poem in one sentence.

My Father, let my country awake into that heaven of freedom where ————

(c) Do as directed :

(a) Make a list of noun phrases or noun-words from the poem

(b) Sort out the adjectives from the poem

(c) Give the first form of the following verbs : led, striving lost, held.

(d) There are certain expressions, which give special meaning. Try to explain these expressions :

head is held high

knowledge is free

narrow domestic walls

depth of truth

tireless striving stretches it arms

clear stream of reason

dreary desert sand of dead habit

heaven of freedom

2.6.4 Other Ways of Building Vocabulary

Besides the literary texts, there are other ways of building vocabulary. You can play games and improve your word-power and then use the word power in creative activity, life situation and meaningful contexts. Here is one game for your which is known as 'Buzz Phrase Generate' in this game you have to choose three digits. They can be chosen at random From each column choose only one dight and then when you have chosen three digits according to the number of that digit find out the word from columns 1, 2 and 3 and put all the three words together. Thus you will find a buzz phase which is generated by the combination of three words.

Activity — 15

Buzz phrase Game

Observe the Table Below carefully

Column 1.		Column 2.		Column 3.	
0	integrated	0	management	0	options
1	overall	1	organization	1	flexibility
2	systematized	2	monitored	2	capability
3	parallel	3	reciprocal	3	mobility
4	functional	4	digital	4	programming
5	responsive	5	logistical	5	concept
6	optimal	6	transitional	6	time-phase
7	synchronised	7	incremental	7	projection
8	compatible	8	third-generation	8	hardware
9	balanced	9	policy	9	contingency

Now play the game Suppose you have chosen from column 1, 3, column 2, 5 and column 3, 7 it means your three digits are 357. Now arrange the words choosing from each column

parallel   logistical   projection

Similarly if you choose 9 from column 2; 4 from column 3 and 2 from column 1 then your three digits will be 942 and make the combination.

policy programming systematized

This way you can choose any digit from any column. Make three digits and choose the words according to the digits and then place the words in place of digits and you will get a new buzz phrase. Now do the following :

(a) Make such combinations as many as you can.

(b) Find out their meaning.

(c) Use them by writing a poem or a piece of prose, short story or essay.

2.7   GRAMMATICAL PATTERNS, STRUCTURES AND SYNTAX IN LITERATURE

In literary texts whether a poem or a piece of prose, the syntax of the sentence may not be as logical as it is in common grammatical sentences with their structures. If such syntax is used in the poem, then poem is deviating from the common grammatical sentence structure. If you try you can write such sentences in common grammatical syntax:

Examples :   *Behind the house were fields*

And higher up a wood

Where we would play into the dust

Until the builders came to level fields

Cut down the old familiar trees,

And architects concelled out paradise with ink

Sudden, new, unfamiliar shapes

Loomed up, grew menacing overnight.

Activity — 16

Make simple, compound and complex sentences in regular common grammatical patterns - e.g.

Poem	:	Behind the house were fields
Grammatical Sentence	:	There were fields behind the house.
Poem	:	And Higher up a wood
Grammatical Sentence	:	Continue the above sentence sand write :
		and there was also a wood higher up

In this way you an write the whole poem in common grammatical syntax but then it will no longer be a poem but a piece of prose. This proves that in poetry the regular grammatical and common syntax is deviated and the creative writer uses the syntax in her/his own way which makes the style.

Note : Syntax makes a sentence, which is grammatical in nature and complete in meaning.

– Sentences may have different patterns governed by grammar.

– Words occur in sentences according to the demand of the context and situation and make a sentence meaningful.

– In literature all sentences are meaningful and related to contexts.

Every sentence has a grammatical pattern with a structure. Sentence starters are generally known as subjects which are either nouns or pronouns. There are also structural words which contribute to the making of a pattern. For example we construct a number of words with 'the', 'that', 'there', 'it' then with relationships with nouns and pronouns e.g., he relation with his/him, she relation with her/hers, you/your, we/our etc. They all are known as structural words. Then there are simple sentences and compound and complex sentences. In clauses also connectives, adverbials like that, which, who etc and connectives like and, but etc. complete a sentence and they also form structures. Thus in English grammatical patterns with structures have been identified. Some examples :

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	Subject			Verb
	She			goes
	Subject	Verb		Object
	That	is		a book
	He	reads		a book

Similarly there are a number of patterns. For details read Block 3 carefully and try to understand structures and grammatical patterns. In literature such patterns alongwith structures do occur but they may not be common grammatical sentences in regular forms. There may be a number of inversions and stylistic deviations. For example we say generally. **'The Sun rises in the east'**. But in literature a creative writer can use the same sentence in a different manner e.g., **'Rises the Sun in the east'**. Similarly a number of deviations of sentences are possible in poems and prose of literary nature.

Activity — 17

There are some passages being given here. Try to find out the structures and patterns of sentences from them and analyse the deviations if any in them.

Passage I

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time. Three times Della counted it. And the next day would be Christmas.

There was a clearly nothing that Della could do except to throw herself on the dirty little couch and cry.

While Della is crying let us take a look at her home which is a furnished flat at eight dollars a week. You see signs of poverty wherever you turn your eyes. What else can you expect when Della's husband, Mr. James Dillingham Young, earns just 20 dollars a week?

Do the following :

● Find out as many patterns of sentences as possible from the above passage.

● Find out the structures used in the sentences.

● Find out the literary deviations.

Explain these expressions :

● Pennies saved one and two at a time.

● Let us take a look at her home.

● Throw herself on the dirty little couch.

Passage - 2 :

I had seen Gandhi, caten with him, walked with him, talked with him, joked with him, I counted as golden the hours he gave me. Now, reading the accounts of how the three

---

bullets pierced his body and how he lay helpless before death. I wept through I had not wept for many years and felt mumb. Later when I could think again, it seemed that may be this was the best way to die. He was a fighter all his life, and it would have been strange if he had died of a cold. His violent death was one more service. Pearl Buck called it *'another crucification'*. It turned the world's attention upon his life. On hearing of the assassination, U.S. Secretary of State, George C. Marshall, said, **"Mahatma Gandhi was the spokesman for the conscience of mankind."**

(Gandhi and the Western World, Louis Fischer)

Now do the following :

● Explain the following expressions and words :

Exercise-1

(i)   counted as golden the hours he gave me

(ii)   three bullets pierced his body

(iii) he lay helpless before death

(iv)   he was a fighter all his life

(v)   another crucification

(vi)   Gandhi was a spokesman for the conscience of mankind

Exercise-2

(i)   The first sentence in the above passage is a combination of more than one sentence. Try to make as many sentences as possible from this sentence.

2.8 UNIT SUMMARY

The Unit is devoted to vocabulary and structures alongwith sentence patterns. In literary texts we do not find common and usual communicative materials which is related to some information of the study of the subject. Even in study subjects the language is not the same for example, if we are reading some texts in Chemistry, the language of chemistry will he governed by the concepts of the subject and only those words will be relevant which belong to Chemistry. Here using vocabulary of religion, politics, history or geography would be irrelevant. Similary if you are writing a short story, a poem, or a play, your vocabulary and sentence patterns would be governed according to the theme, ideas, imagination and characters. Thus the language of chemistry would be different from the language of the literature. The vocabulary used for different purpose in different disciplines or subjects control the register of the language.

In this Unit you have been acquainted with the following :

● place of vocabulary in the literary text.

● concept of Register

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- grammatical status of words in isolation and in texts
- grammatical patterns of sentences
- structures and their use in literary texts
- literary deviation with examples of texts
- difference between literary texts and common texts of information or related to study subjects like physics, Chemistry, History etc.

Activity — 18

Now write your own summary based on various aspects of the Unit.

2.9 CHECK YOUR PROGRESS

The Unit has exposed to you to various aspects of vocabulary, syntax, patterns of sentences and structures.

Recheck your progress going through the Activities in the Unit once again.

Answer the following questions :

1. What do you mean by a structure?

2. What is the difference between a structure and a sentence pattern?

3. How do content words differ from functional words? Give examples.

2.10 SOME LITERARY TEXTS - ASSIGNMENTS AND ACTIVITIES

By now it must be clear to you that whether it is a literary text or a non-literary text of a study-subject, it is always governed by the following :

- Vocabulary suiting to the subject area.
- Meaning which means semantics which shows that one word may have more than one meaning in different contexts and therefore words belong to two kinds of meanings (a) denotative and (b) connotative.
- Sentence patterns and grammatical structures.
- Syntax which means a meaningful grammatical sentence which must be grammatically correct and acceptable in the contexts.
- Sentences arranged in meaningful sequence with correct punctuation marks, ideas, paragraphs and parenthesis if necessary.
- If it is a literary text, the syntax is grammatical but inversions, stylistic deviations and irregular forms of sentences, blank spaces, symbols of punctuations become important features of the text and the readers can draw and appreciate the meaning of the text in their own way without distorting the original ideas expressed in the text.

Activity —19

On the basis of the above characteristics, do the following assignment and activities :

(a) Read the following text carefully and do as directed :

TEXT : PITY THE NATION *(Kahlil Gibran)*

AND Aimustafa came and found the Garden of his mother and his father, and he entered in, and closed the gate that no man might come after him.

And for forty days and forty nights he dwelt alone in that house and that Garden' and none

came, not even unto the gate, for it was dosed, and all the people knew that he would be

alone.

And when the forty days and nights were ended, Aimustafa opened the gate that they might come in

And there came nine men to he with him in the Garden; three mariners form his own ship;

three who had served in the temple and three who had been his comrades in play when they were but children together. And these were his disciples.

And on a morning his disciples sat around him, and there were distances and remembrances in his eyes. And that disciple who was called Hafiz said unto him : 'Master, tell us of the city of Orphalese,[8] and of that land wherein you tarried those twelve years'.

And Aimustafa was silent, and he looked away toward the hills and toward the vast ether, and there was a battle in his silence.

Then he said: 'My friends and my road-fellows, pity the nation that is full of beliefs and empty of religion.

'Pity the nation that wears a cloth it does not weave, eats a bread it does not harvest, and drinks a wine that flows not form its own wine-press.

'Pity the nation that acclaims the bully as hero, and that deems the glittering conqueror bountiful.

'Pity the nation that despises a passion in its dream yet submits in its awakening.

An imaginary character

An Oriental poet of the 14th century.

An imaginary place. Kahlil Gibran himself comes form Lebanon.

> *'Pity the nation that raises not its voice save when it walks in a funeral, boasts not except*
>
> *among its ruins, and will rebel not save when its neck is laid between the sword and the block,*
>
> *'Pity the nation whose statesman is a fox, whose philosopher is a juggler, and whose art is the art of patching and mimicking.*
>
> *'Pity the nation that welcomes it new ruler with trumpeting and farewells him with hooting, only to welcome another with trumpetings again.*
>
> *'Pity the nation whose sages are dumb with years and whose strong men are yet in the cradle.*
>
> *"Pity the nation divided into fragments, each fragment deeming itself a nation'.*

(b) The following words have their original verb forms. Write the original first form of the verb :

(i) might (ii) found (iii) dwelt (iv) despises (v) deeming.

(c) Now explain the meaning of the following words and find out their grammatical status:

(i) disciples (ii) beliefs (iii) acclaims (iv) conqueror (v) bountiful (vi) funeral (vii) ruins (viii) patching and mimicking (ix) trumpeting (x) fragments.

(d) Answer the following :

● The last eight paragraphs of the text begin with the word 'pity'. What sentence pattern do you find in these sentences which begin with 'pity'?

● The text begins with the past tense and then turns into the present tense. Do you find any reason for it? Read the text and find out the reason.

● Explain all those sentences which begin with the word 'pity'

2.11 DISCUSSION AND CLARIFICATIONS

In this Unit you have learned the importance vocabulary in literary texts. Similarly you have also been acquainted with some grammatical patterns and structures. If you read the Unit again and again you will know the following :

● place of vocabulary in literary texts

● how words operate with their meaning in the texts

● what the syntax is and how grammatical sentences operate in literary texts

● styles and deviations which contribute to the making of creative writing, and

● the main features of vocabulary and syntax

You have also seen some examples of he texts both in prose and Poetry. You have also seen some dialogues. Now on the basis of the matter given in the Unit discuss the following :

- How is a sentence formed?
- How do you learn vocabulary from literary texts?
- For more extensive study how can you use references?

You may like to have further Discussion on some Points and Clarification on other. Note down those points under items 2.11.1 and 2.11.2 below :

2.11.1 Points for Discussion

_____

_____

_____

_____

_____

_____

_____

2.11.2 Points for Clarification

_____

_____

_____

_____

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