

SKILL ENHANCEMENT COMPUYSLORY COURSE-I

**COMMUNICATIVE ENGLISH
(SPECIAL COURSE)**

**Enriching Linguistic Knowledge &
Communication Proficiency**

**ODISHA STATE HIGHER EDUCATION COUNCIL
BHUBANESWAR**

**STATE MODEL SYLLABUS FOR
UNDER GRADUATE
COURSE IN SKILL ENHANCEMENT
COURSE (I)
(Bachelor of Arts/Sc/Com Examination)**

**UNDER
CHOICE BASED CREDIT SYSTEM**

FOREWARD

The higher education system has undergone a paradigm shift in Odisha with the introduction of Choice Based Credit System (CBCS) in academic year 2015-16 as per University Grant Commission regulation. Initially it was adopted in all Autonomous colleges and from 2016-17, in all the colleges of Odisha. CBCS offers students the liberty to choose from available lists of courses under the domains of Ability Enhancement, Skill Enhancement and General electives. This book on English aims to engage the students more creatively to improve their English language and communication skills. This paper will be taught under Skill Enhancement Compulsory Course (SECC).

The main intent of this paper is to strengthen the language competency of graduate students, majority of who are set to enter the job market with high hopes. Needless to say, a good command over English language is one skill which various companies expect from the prospective employees. The course content is adopted from the study material of Infosys Foundation. They have had the experiences of conducting faculty development programme under Project Genesis in Odisha. A group of academicians from state universities were involved in the process of contextualising the material to the needs of students of Odisha. We would like to acknowledge the vital contribution from Infosys Foundation in sharing the study material and conducting faculty training. We hope the students find merit in using this book not just as a course study material but as a life time companion in improving his / her English skills.

Bhubaneswar

Vice Chairperson
OSHEC

Some Useful Apps downloadable from Play store

Dictionary- Word Web

Oxford Dictionary of English

(to add some English learning apps)

Word Connect- Word Games Puzzle

(to add some English learning game apps)

Some Useful links

<https://learnenglish.britishcouncil.org/english-grammar>

[http://library.aceondo.net/ebooks/English Language/how english works a grammar practice book oxford 1997.pdf](http://library.aceondo.net/ebooks/English%20Language/how%20english%20works%20a%20grammar%20practice%20book%20oxford%201997.pdf)

<http://primus.arts.u-szeged.hu/bese/bese.pdf>

https://play.google.com/store/apps/details?id=com.radioboxlabs.englishgrammerbywrenmartin&hl=en_US

<https://play.google.com/store/apps/details?id=org.cambridge.englishgrammar.egiu&hl=en>

https://elt.oup.com/catalogue/items/global/grammar_vocabulary/practical_english_usage_4th_edition/?cc=global&selLanguage=en

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COMMUNICATIVE ENGLISH (SPECIAL COURSE)

UNIT-I- BUSINESS COMMUNICATION AND GRAMMAR

1. **Why English Communication is Essential and How to Improve the Skill?**
(Extempore discussion. Students to list benefits. Faculty to guide)
2. **Introduction to Voice and Accent**

Introduction - Faculty to elicit answers for this question

Why do we have such different accents?

Answers can primarily be categorized into any one of the aspects mentioned below:

- **First language influence** -Every language has a unique pronunciation system and as little children when we learn our first language, we internalize this pronunciation system. Thus, when we learn a new language (especially after puberty), it is filtered through the pronunciation system of our first language. This process causes the sounds to be influenced by the system of our first language. Thus, for most of us- for whom English is not the first language, the accent is influenced by our mother/native tongue.



- **Geographical influence** – Languages have evolved over the years with the dynamic changes in society, cultures and people and so has the accent. The same language is spoken in different ways in various parts of the same country, this is called a dialect. As people travelled around the world and began settling in other countries, they brought about an influence of their language in the way they spoke the foreign languages



as well. Over the years (and even to this date), this has changed the way, various groups speak in a place.

- **Socio economic influence-** For many years, our society has shown an evident presence of classes and ranks brought about by the difference in economic standards and social /cultural groups. Due to the closer interaction amongst one's own group/rank, the language and accent have distinct differences that have developed over the years. The intermingling of these classes/ranks in the years of the modern era has also created hybrid dialects with a different pronunciation system.
- **Educational influence-** Every country has its own laws on English as the medium of instruction in schools and colleges; this certainly has an influence in the development of the use of English. With the advent of students travelling to various countries to study, foreign student exchange courses and the rising using of English in higher education-the language has evolved and developed.



- **Climatic influence-** According to a linguistic theory in history, climate has influenced human history a lot with its grasp over language too. In cold countries people speak with tight lips so that the extremely cold weather does not affect them. This results in a distinct accent. Similarly accents of people from tropical countries have a more open phonetic system.

Accent Training-Consequences

What would be the consequence?

What is the importance of Accent Training?

In order to understand the extent to which the business would benefit from Accent Training, let us look at the scenarios mentioned below:

Display the scenarios one-by-one and elicit answers from the students for these questions -what would be the consequence of this situation?

Discuss the answers in alignment with the one on the PPT.

i. Scenario 1

Agent: the problem is due to b(p)oor network, ma'am!

Customer: What network?

Agent: Boor network ma'am!

Customer: I am sorry I don't understand!

Consequence: The agent confuses the P/B sounds. This will result in increased call handling time and the customer will get frustrated as she is unable to comprehend the agent.



ii. Scenario 2

Agent: Can I have De number on the invoice?

Customer: Sorry, what number?

Agent: De number on the invoice?

Customer: I am sorry, I cannot understand you!

Consequence: The agent pronounces "The" as "De". The customer is confused and is unable to comprehend the word.

iii. Scenario 3

Agent: Mrs. Stephen, have YOU made the payments?

Customer: uumm.... No, but my daughter did, is that a problem?

Agent: No, I was just checking if YOU made the payments.

Customer: Like I said, I did not but my Daughter did.

Consequence: The agent stresses on the wrong word and thus the intent of the message is not communicated correctly. The customer is confused.

iv. Scenario 4:

Agent: May I speak with Mr. Burton?

Customer: I am sorry dear, he has kicked the bucket.

Agent: uhhh.... So when can I call back to talk with him?

Customer: I am sorry???

Consequence: The agent is not aware of the idiom that conveys that Mr. Burton has passed away. The agent's response shocks the customer.

Debrief:

- The effect of pronunciation errors has grievous consequences, more so when it is a telephonic conversation.
- The possibility of misunderstanding in an inter-country communication scenario is quite high, thus making the improvement of one's language and accent more vital.
- The awareness of the client's language usage is vital in customer service, since this would help create a positive impact on the customer.
- The aim is to ensure our language and accent each comprehensible.

Voice and accent in the Enterprise Industry

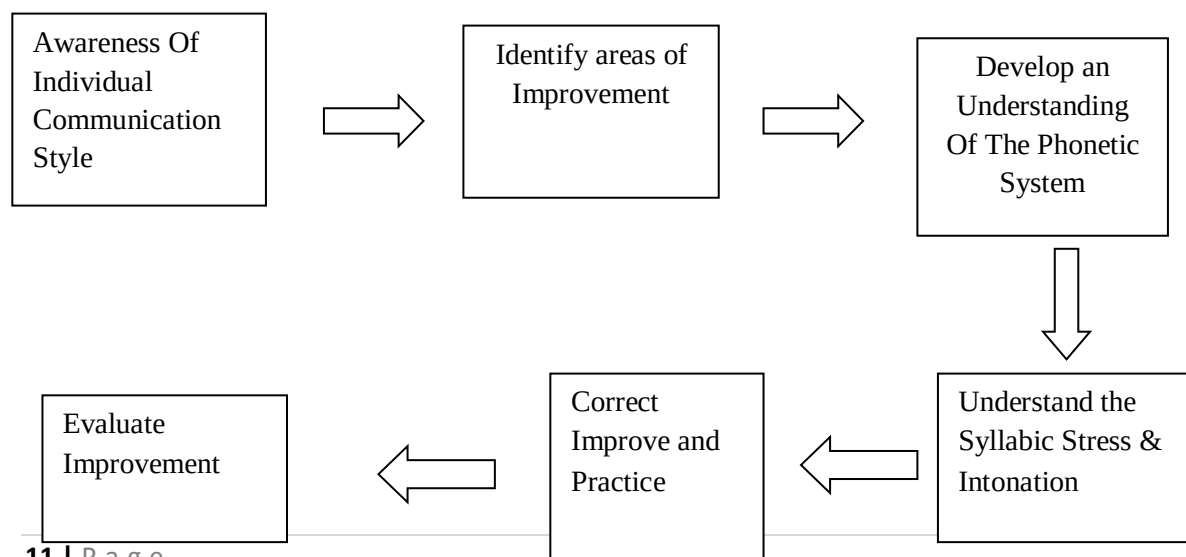
- Communication is the heart of the business and the previous examples bring forth the importance of developing one's awareness of the language.
- Training and developing Accent and Language has the following advantages:
 - Enriches customer experience by displaying greater comprehension skills
 - Enhances knowledge of current vocabulary and pronunciation
 - Decreases the chances of inter- cultural communication failure
 - Projects a professional image, as the language is globally understood



Globally Comprehensible Accent

Our accent has developed over the years with the influence of various factors and any change or development that we intend to bring, will only be fruitful with a lot of practice and dedication.

In this training, we will follow the path below to help improve and develop our accent skills.



1. **Awareness of individual communication style:** Every student must get feedback from the faculty, other students and from oneself on their communication styles. This would include feedback on :

- a) Articulation
- b) Pronunciation
- c) Syllable/ word/ sentence stress
- d) Intonation

This awareness will help the students understand where they stand and will help the faculty draw up a personal improvement plan.

2. **Identify areas of improvement:** The following exercise will illustrate the individual areas of improvement for each training. The primary areas of concern would be around the points mentioned below:

- a) Interchanging sounds- for example: interchanging the / s / and / sh/ sounds pronouncing “shame” as “same“.
- b) MTI- Mother Tongue Influence on the manner of articulation and speech. For example: pronouncing “this” as “dis” due to prominent presence of the / d / sound in one’s language.
- c) Incorrect stress - pronouncing “technology” as “technoLOgy”- stressing on the third syllable instead of the second.
- d) In appropriate intonation – example of this could be the sing song or the flat intonation styles.

3. **Develop an understanding of the phonetic system:** Once students evaluate and understand their strengths and weaknesses in terms of the accent of a language, the importance of learning the English Phonetic system is evident.

This learning will help bring about an awareness of the correct manner and place of articulation for each sound in the English language.

4. **Understand the syllabic stress and intonation:** Students can build on their communication skills through the process of understanding the syllabic patterns and intonation styles appropriate in English. This would also help enhance comprehension and thus improve, communication.

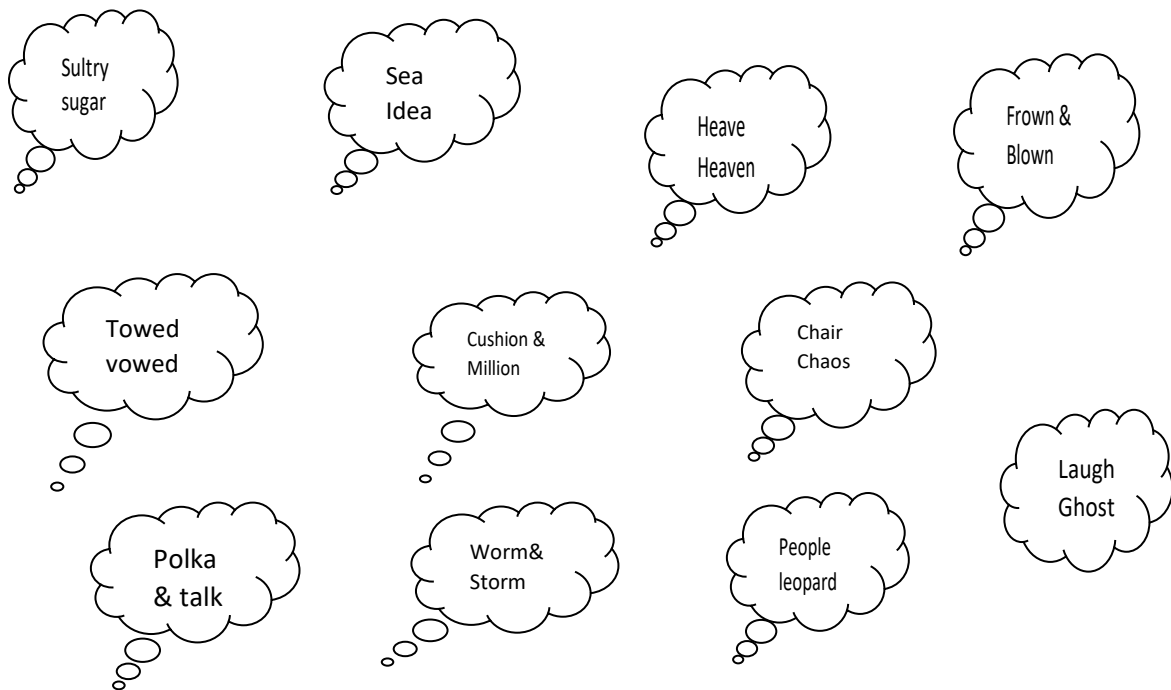
5. **Correct, Improve and Practice:** As students continue to understand and the English phonetic system, the error correction and practice would happen simultaneously. However, please note that this is the most important part of the process, since positive change & improvement is the end objective of accent improvisation.

6. **Evaluate improvement:** the final step is to check the improvement by testing the students. Gauging the level of the improvement and the areas of weakness, the faculty can decide if the student is good to go!

Introduction to Phonetics

Look at the word pairs shown below and ask the students to find out what is being conveyed?

Introduction to phonetics



Each of the word pairs have similar words; however each of them is pronounced differently. Let us look at them one by one:

1. **Sultry & sugar:** The two words have the letter of the alphabet 's', however the first word is pronounced with a / s/ sound and the second word has a /ʃ/sound.
2. **Sea & idea:** The two words have the letters of the alphabet 'ea', however the first word has a / I: /sound and the second word has a / ð/ sound.



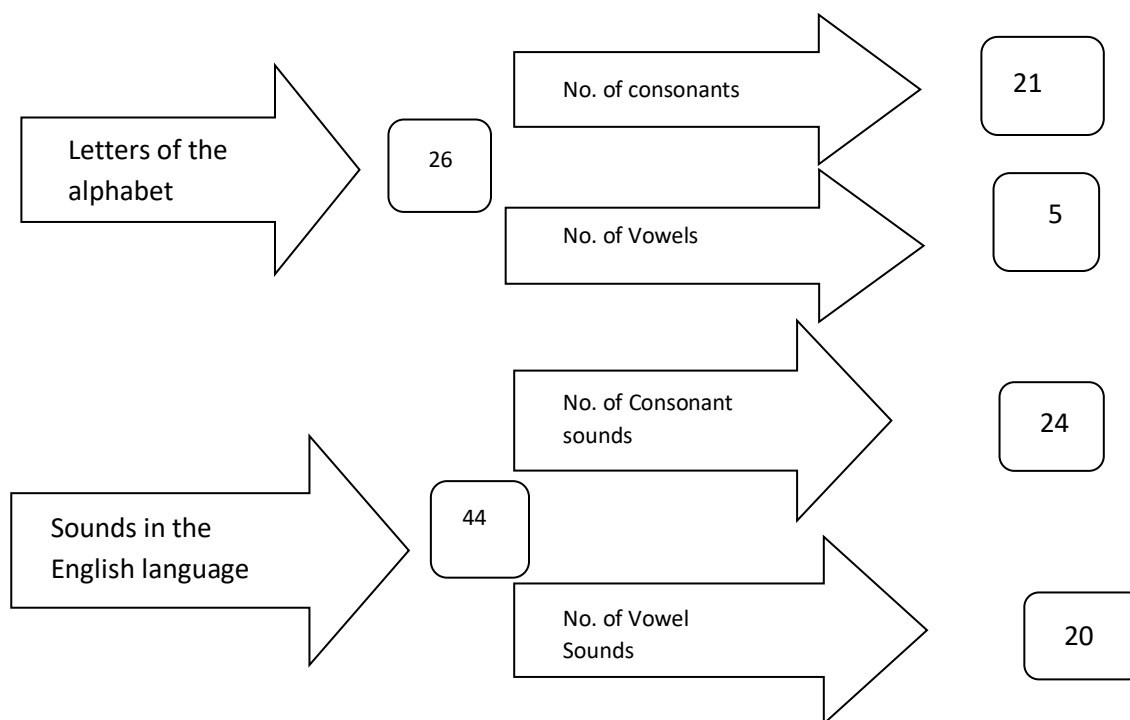
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3. **Heave & Heaven:** The two words have the letters of the alphabet 'heave'. However the first word has /hi:v/sound and the second word has the /hev/sound.
4. **Towed & vowed:** The two words have the letters of the alphabet 'owed' however the first word has the / $\cong Y\delta$ / sound and the second word has the / αYd / sound.
5. **Cushion & Million:** The two words have the letters of the alphabet 'ion', however the first word has the / ∂n / sound and the second word has the / $j\partial n$ / sound.
6. **Chair & chaos:** The two words have the letters of the alphabet 'ch', however the first word has the /tʃ/ sound and the second word has the /k/ sound.
7. **Frown & blown:** The two words have the letters of the alphabet 'own', however the first word has the / $\propto Y$ / sound and the second word has the / $\cong Y$ / sound.
8. **Polka & talk:** The two words have the letters of the alphabet 'lk', however the first word has the / θlk /sound and the second word has the / $\circ:k$ /sound.
9. **Worm & storm:** The two words have the letters of the alphabet 'orm', however the first word has the / $\beta:m$ / sound and the second word has the / $\circ:m$ /sound.
10. **People & leopard:** The two words have the letters of the alphabet 'eop', however the first word has the /i:p/ sound and the second word has the /ep/ sound.
11. **Laugh & ghost:** The two words have the letters of the alphabet 'gh', however the first word has the /f/ sound and the second word has the /g/ sound.

Debrief:

- The word pairs shown have similar spellings but different pronunciation and thus it is important to have a system that has a one-to-one co relation with what is written and what is pronounced.
- Keeping the thread ,we have two types of languages:
 - Phonetic languages-the words are pronounced exactly the way they are written and are also written exactly the way you hear it. There is a direct relationship between the spelling and the pronunciation. For example: Arabic, Hindi & Spanish.
 - Non-Phonetic languages-The words are not pronounced exactly the way they are written. There is no correlation (one-to-one) between the spelling and the pronunciation. For example: French & English.
- A system that would help us to understand pronunciation better is the IPA –the International Phonetic Alphabet.
- The IPA was published by the International Phonetic Association in 1888.

International Phonetic Alphabet



STOP! GO BACK AND REFLECT!

I learnt

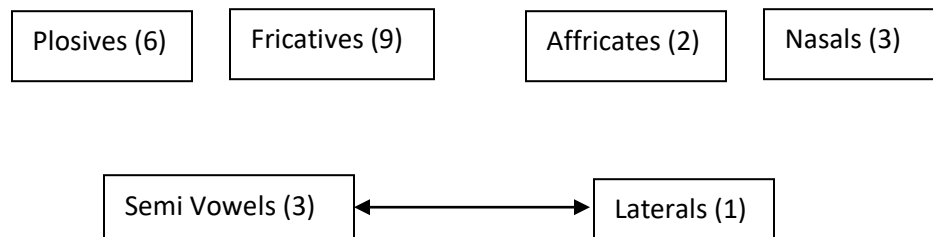
I would like to know more about

Activities / tasks I liked / found useful.....

Something I would adapt / do differently.....

3. Consonant Sounds

These 44 sounds constitute the IPA. The breakup of these 44 sounds is shown below.



Only for Faculty's Knowledge

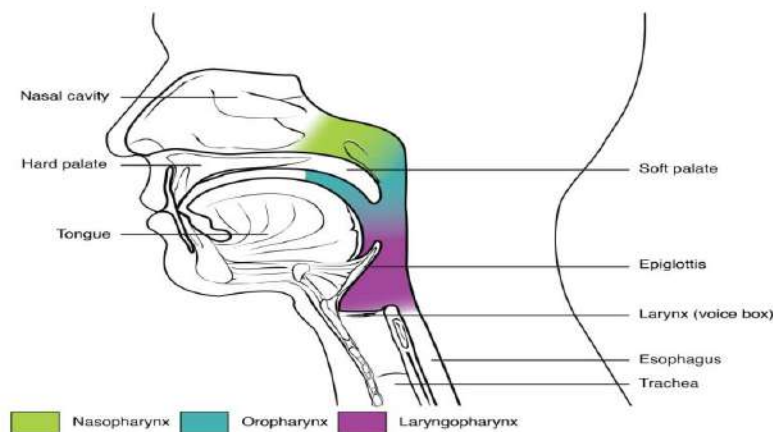
Every sound has two aspects with respect to its articulation:

1. Place of Articulation- This indicates **where** the sound is produced.
2. Manner of Articulation- This indicates **how** the sound is produced.

As faculty, it is important to know the articulation system as this would help enhance the expertise one has.

Let us understand the places of articulation for each of the Consonant sounds. In order to do this we need to familiarize ourselves with the articulators in the mouth.

The picture below illustrates the various articulators:



Each of the articulators helps us to produce all various sounds of the English Language. The sound have been classified according to their places of articulation, as shown below:

- I. Bilabial Consonants (Two Lips) – the sounds / p/ b/ m/ w/, both the lips are used to produce the sounds and thus they are called bilabial sounds.
- II. Labiodental Consonants (Lips and teeth) – the sounds / v/ f/ are produced by placing the upper teeth of the lower lip.
- III. Dental Consonants (Tongue and teeth) – The sounds / t/ d/θ/&/ Δ/, are produced when the tip of the tongue touches the teeth.
- IV. Alveolar Consonants (Tongue and Alveolar Ridge)- The sounds /s/,/z/,/t/,/d/,/n/,/r/ and /l / are produced when the tip of the tongue touches the Alveolar ridge.
- V. Palatal Consonant (Tongue and Palate) – These sounds /j/ are produced when the blade of the tongue touches the hard palate.
- VI. Glottal Consonants (Tongue and Velum- soft part of the palate) –These sounds /g/&/k/ are produced when the back of the tongue touches the velum.

Let's begin with the understanding of each of the 44 sounds of the IPA.

IPA-44 sounds: Consonant Sounds

Plosives:

Ask students “What word comes to your mind when you hear the word- “PLOSIVES”?”

Responses would be around the words mentioned below:

- Explosion, Explosive, Explode, Crackers and other words in the same context.



Plosives, as the word suggests, is a set of sounds that are articulated in the form of a mini explosion in the mouth. They are called stop sounds- the air is blocked in the mouth and is then suddenly released.

We have 6 sounds classified under this category; of which 3 are aspirated and remaining 3 are non-aspirated sounds.

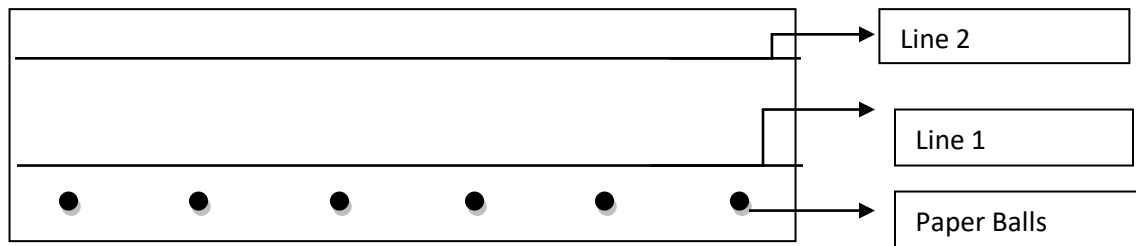
Aspirated Plosives- A puff of air is released during the articulation of these sounds. The aspirated plosives are /p/t/&/k/ .

Non-Aspirated Sounds- No puff of air is released during the articulation of these sounds. The non-aspirated plosives are /b /d/ & /g/.

Activity: Air Football

Materials Required: 2 sheets of paper and a pen.

Instructions: instruct the students to take one of the sheets and tear it into 6 pieces and then scrunch these pieces into small paper balls. Now, ask them to draw two lines on the other sheet of paper and place the paper balls within the first line enclosure (as shown below).



Every student must have the above set-up on their respective desks (faculty to go around the class to check). Now, the faculty would read a word at a time and students must pronounce each word, keeping their mouth at the level of the paper balls. One word for each paper ball they have placed on the paper.

Word List:

1. Gracious
2. Christmas
3. Patience
4. Dungeon
5. Tornado
6. Blessing

Debrief:

After the 6 sounds are pronounced, ask the students to make note of the words whose pronunciation made the ball move. They will notice that when they pronounce the word Christmas, Patience & Tornado the paper balls move. However, the paper balls remain in the same position while pronouncing the words Gracious, Dungeon & Blessing. This is because the /p/, /t/ & /k/ sounds are aspirated and thus have a puff of air that is released when it is articulated-making the paper balls move. Since /b/, /d/ & /g/ are non-aspirated sounds, the paper balls remain motionless.

Students can practice and check if the articulation of the aspirated sounds is correct by placing their palms before their mouth while pronouncing the sounds (the puff of air would hit their palms).

Plosive Sounds

Aspirated plosives:

1. /p/ - Punctual , Leopard, Gallop

A poor passenger was poisoned by a Piranha

Create a sentence with at least five /p/ sounds-

Example: Peter bought a pile of papers from Mrs. Parkers 'Pink n Carry' sale.

2. /t/ - Teeth, Button, Bullet

A toy train takes Timothy to Trentworld

Create a grocery list with at least five /t/ sounds-

Example: Tomatoes, Toilet roll, Turpentine, Potatoes and Castor oil



3. /k/ - Christmas, Trickle, Ballistic

Kelly complained about the choir at the Cambridge College

Create a write-up for a Car Ad with at least five /k/ sounds-

Example- A cool car that can give you great comfort and care.



Non-Aspirated Plosives

4. /b/- Byzantine, Bubbles, Absorb

Billy bought a big boar from the bounty bargain festival.

Create a birthday-wish write-up with at least five /b/ sounds-

Example: Dear Billy Baby, wish you a great big birthday bash!!

Your brother Bob.



5. /d/ - Dance, Grandeur, Cascade

Does Dorothy drink detox drinks daily?

Create a two –line diary entry with at least five /d/ sounds-

Example- Dear Diary, today was an amazing day since Dunston from Dutch class asked me out for a date.

6. /g/- Grudge, Vagabond, Log

Green goblins gobble goodies and remain grumpy.

Create a postal address with at least five /g/ sounds-

Example: Gate no-17, Goodwill Home, Ghost Street, Greenlight town, Greenland.



The /P/-/b/ divide

Ask the students to read out each of the words (from left to right).

A trick that will help them understand the difference in the articulation of the two sounds would be to look at the ‘voiced’ and ‘voiceless’ aspect.

While articulating the /p/ sound, place your hand on your throat- you would feel no vibration however while articulating the /b/ sound you would feel the vibration in your throat.

Any sound that produces vibration is called a Voiced sound and ones that do not produce vibrations are called Voiceless sounds.

Bin	Bat	Bug	Bet	Ben
Pin	Pat	Pug	Pet	Pen
Bill	Beat	Bear	Balm	Best
Pill	Pete	Pear	Palm	Pest

Please bring Peter a Book and post Bob’s package today

The building has plenty of beauty salons and posh bookstores.

Bold	Posh	Braille	Pursue
Blend	Polka	Brittle	Plunder
Blush	Plant	Beeper	Poster
Bread	Purse	Boastful	Precarious

Fricatives

Fricatives are produced when the two parts of the mouth force air through a small space, thus creating audible friction. We have nine sounds classified in the category:

7. /f/- Fish, Stifling, Plaintiff

Five foreigners left to the famous Filipino fantasy park.
Create five female names that begin with /f/ sound-
Example: Fiona, Farah, Faiza, Freeda, Fathima and Feeza.



8. /v/- Victorious, Frivolous, Believe

Viceroy Vivian was very vindictive and vicious.
Create a list of five food items that begin with a /v/ sound-
Example: Vanilla cake, Vermicelli pasta, Vegetables, Vienna Sausage and Veal.

9. /θ/ - Thermometer, Catholic, Aftermath

Theoretically, three thieves are caught every three hours.
Create a movie name with at least five /θ/ sounds-
Example: The theory behind thirty-three thieves and a thistle.



10. /ð/ - Thereafter , Feather, Breath

The mothers gathered at the feathers hall now and then.
Create a two line letter with at least five /ð/ sounds-
Example- Dear father, the gathering has decided to go with leather couches rather than synthetic ones.



11. /s/- Synchronise, Pastry, Meticulous

A sinister silence followed the song sung by Sasha.
Create a two- line poem with a at least five /s/ sounds-
Example: A sweet soldier said to his wife, my sweetheart I will never sell you to solitude.

12. /ʃ/- Champagne, Rational, Polish, Luxury, Fissure

Shelly is the fashionable cashier at the Lush Shoe Shop.
Create five sentences with two /ʃ/ sounds-
Example: She sold all her shares. Puppies take shelter in roadside shacks,
She will be in ship shape, Fashionable shoes are out & The railway station
is crazy during rush hour.



S/SH Exercise

She	Sea
Ship	Sip
Seat	Sheet
Sell	Shell

Single	Shingle
Leash	Lease
Self	Shelf
Said	Shed

Ask the students to read out the word pairs and identify the difference in the articulation of two sounds.

13. /Z/ - Pleasure, Seizure, Closure, Luxurious

The pleasure of a leisure break is a luxurious feeling.

Create a five word list of /Z/ sounds-

Example: Pleasure, Measure, Enclosure and Explosion

14. /z/ - Zebra, Guzzle, Craze

Frizzy hair marine likes puzzles and going to the zoo.

Create a sentence with at least five /z/ sounds-

Example: The zoo keeper was zapped when he heard the crazy buzzing noise.



15. /h/ - Hilarious, Historical, Stockholm

He hinted at her to hike with him to the top of Histone hills.

Create a personal introduction with at least five /h/ sounds-

Example: My name is Helena and I teach History for high-school kids in the Hispanic part of Holland.

Z/Th Sound Exercise

Bays	Bathe
Breeze	Breathe
Zen	Then

Sues	Soothe
Close	Clothe
Rhythm	Risen

Ask the students to read out the word pairs and identify the difference in the articulation of the two sounds.

Affricates

Affricates are the combination of plosives and fricatives.

We have two sounds classified under this category.

16. /tʃ/- Challenge, Stretchable, Staunch

I cherish a chilled cherry drink and chocolates.

Create a 2- line dialogue with at least five/tʃ/ sounds-

Example: Charlotte- “Hey, Charlie! Are you going to the church fare today? “Charlie – “Oh no, Charlotte! I need to fetch chocolates for my sister.

17. /dʒ/ - Gigantic, Gorgeous, Marriage

Gina dressed like a gentle giraffe named Ginger.

Create five male names that have /dʒ/ sounds-

Example: George, Sanjay, Jason, Joshua & Josiah



Nasals

Nasals are sounds produced with help from nasal passage.

We have 3 sounds in this category.

18. /m/- Mystical, Fumble, Aquarium

My mother makes mouth-watering mango milk shakes.

Create a two- line recipe with at least five /m/ sounds-

Example: Mushroom Mayo- boil and cook mushrooms in medium hot oil and mix mayo and serve hot with minestrone soup.

19. /n/ - Notorious, Lunatic, Valentine

Nathaniel is not a nice neighbour, say many in Newcastle.

Create a list of five places, you’ve not visited, with /n/ sound-Netherlands, New Zealand, Nebraska, Nottingham & Nepal

20. /ŋ/ - Sting, Blaring, Triangle

The king had a song ringing in his head since morning.

Create two- liner songs with at least five / ŋ/ sounds-

Examples: The fragrance lingered in the morning; it stung me like the setting of the sun as I knew she left the ring behind.

Semi Vowels

21. /j/ - Yawn, Youngster, Kayak

Yellow flowers and yummy food is aplenty in Mr. Yuri’s home.

Create a sentence with at least five /j/ sounds-

Example: Yellow magazine had an article on how youngsters waste their lives, yearning for luxury and letting their youth and years pass by.



22. /w/ - Winter, Wailing, Powerful

When Wendy went to the White House she was not well.

Create a list of five questions you have 1 /w/ sound each –

Example: Where were you yesterday? When will you arrive? Which dress is a better option? Why were you busy today? I want to know whether this is the right thing to do?

23. /r/- Rustic, Guaranteed, Shopper

Recently no rooms were free at the romantic River Resort.

Create a five –line ‘To –Do’ list with at least five /r/ sounds-

Example: Run to the local market to buy a bunch of red roses, Raise a request for a new Debit Card, Go to the Rodeo Drive to buy Rayban sunglasses.

Lateral Consonants

24. /l/ - Leprechaun, Fallacy, Coral

Lincoln lost his lucky locket at the local market.

Create a list of five gift items that begin with /l/ sound-

Example: Lilac Lip Gloss, Lotus- shaped candles, Leather Boots, Lavender Stole & Little Black Dress.

Activity: Rhyme time

Materials Required: None

Instructions:

- Tell the students that they will be given five minute to think of a rhyme.
- The rhyme should include the usage of all the consonant sounds.
- The students can be called randomly to make their presentation.
- In case of shortage of time, the students may work in groups and one from the group may make the presentation.
- The faculty will check against a list of consonant sounds listed on the board for usage and pronunciation as well.
- The group that has used all the consonant sounds and finishes the fastest is entitled to a prize.

STOP ! GO BACK AND REFLECT !

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4. Vowels

We have 20 vowel sounds.

“Vowel” has its roots in the Latin word ‘vocalis’ which means- speaking, since vowels are the most important aspect of speaking any language.

25. /ð/- America, Against, Afraid, Agriculture, Annoy, Another
Create a sentence with at least five /ð/ sounds

26. /ɜ:/ - Stir, Pearl, First, Hurt, Shirt, Bird, Learn, Burly, Mirth
Create a sentence with at least five /ɜ:/ sounds

27. /ʌ/- Butter, Stuck, Money, Lucky, Shut, Cutter, Nut
Create a sentence with at least five /ʌ/ sounds



28. /æ/- Fan, Cramp, Gaggles, Stack, Parasite, Clap
Create a sentence with at least five /æ/ sounds.



29. /ɑ:/- Farmer, Shark, Chance, Starter, Glass
Create a sentence with at least five /ɑ:/ sounds.



30. /I/ - Kiss, Sting, Interval, Print, Whimsical, Interest
Create a sentence with at least five /I/ sounds.

31. /i:/- Heels, Phonics, Devious, Leader, Preacher
Create a sentence with at least five /i:/ sounds.



32. /θ/ -Cot, Stock, Potter, Fought, Rotting
Create a sentence with at least five /θ/ sounds.



33. /ɔ:/- Awesome, Awful, Caught, Origin, Four
Create a sentence with at least five /ɔ:/ sounds.

34. /Y/- Footprints, Good, Should, Look, Hook, Shook
Create a sentence with at least five /Y/sounds.



35. /u:/- Spooky, Foolish, Prudent, Moon, Fume
Create a sentence with at least five /u:/ sounds.



36. /e/- Elephant, Egg, Plenty, Blend, Kentucky
Create a sentence with at least five /e/ sounds.



Activity: The Great Vowel Hunt

Materials required: 10 blank A4 size papers, 4 bowls, a pack of post-its & Sketch pens

Instructions:

- Divide the class into four teams
- Each team will be given 15 minutes to come up with two words for every vowel sound. These 24 words should be written in separate slips of paper, clearly underlining the vowel sound. For example, a slip containing a word that highlights the /e/ sound should look like this:

M <u>e</u> ntor

- Once the team has prepared 24 such slips containing words, they fold up the slips, mix it all up and put it into the bowl given to the team.

- Swap the bowls of one team with another.
- Write each vowel sound on a post it (one on each) and place the post-its randomly around the room (on the door, on the white board, on the desk, near the window, etc)
- Instruct the teams to divide their team members into “Runners”, “Callers” & “Readers”.
- Once the teams decide on the members who take on the titles mentioned above, tell them the rules of the game.
- Rules of the game:
 - The “Readers” would pick one word at a time from the bowl and inform the “Caller” of the word and the sound it highlights.
 - The “Caller” then shouts out the word and the sound to the “Runner”.
 - The “Runner” in turn needs to identify the post-it which has the symbol for this sound and needs to run to it and write down the word on the post-it.
 - The process is repeated for every word, the team that finishes first shouts out “Bingo!!!”
 - The game is continued till the final team shouts out “Bingo!!!”
 - The faculty to make note of the order.
 - The final task is to cross check the words and see if the teams have been able to pick out the word in correct post-it: this final check is done by the other teams.
 - Based on the final score (2 points for every correct word in the correct post-it) the winners are declared.

Debrief:

This activity helps the students to apply the understanding of sounds and symbols. This brings about the clear comprehension of the sounds and their distinctions.

5. Diphthongs

A diphthong is made of two vowel sounds placed adjacent to each other within the same syllable. When we represent a diphthong sound using the IPA code we use a combination of two vowel symbols placed next to each other.

Look at the examples below.

37. /eɪ/- Vacation, Placement, Payment, Facial, Baseball
Create a list of 5 words with /eɪ/ sound.

38. /aɪ/- Sunshine, Crime, Behind, Bright, Guide, Style, Shy
Create a list of 5 words with /aɪ/ sound.



39. /ɔɪ/- Soil, Oyster, Ploy, Stoic, Boisterous, Boys, Coin
Create a list of 5 words with /ɔɪ/ sound.



40. /ɪ ≅/- Beer, Sheer, Clear, Fierce, Pioneer, Steer
Create a list of 5 words with /ɪ ≅ / sound.



41. /ε≅/- Bear, Chair, Careful, Scare, Flair, Share, Ware
Create a list of 5 words with /ε≅ / sound.

42. /ʏ≅/- Tour, Poor, Cure, Cruel, Sure
Create a list of 5 words with /ʏ≅ / sound

43. /αʏ/- Flounder, Around, Cow, Couch, Loud, Prowl, Ouch
Create a list of 5 words with /αʏ / sound

44. /≅ ʀ/- Ghost, Post Code, Stole, Boast, Joke, Low
Create a list of 5 words with /≅ ʀ / sound

Activity: Diphthong Drummers

Materials Required: A4 size papers and Pens

Instructions:

- Divide the class into four teams.
- Ask each team to come up with a name for a music band for themselves
- Instruct them that they will be given 20 minutes to come up with a song that has words containing all the diphthongs
- The song should have 2 paragraphs and a two line chorus
- The team can set a tune and provide music (with no instruments- clapping/ beat boxing, using materials available in class, is allowed)
- Give each team 5 to 7 minutes to make a presentation
- Rate the team on the usage of the diphthongs and creativity
- Conduct a blind voting score- ask all the students to put down their heads and call out one team at a time, except the team that is being called all the other teams need to raise their hands based on the rating they support. For example, if the faculty calls out “Team 1”, then the members of teams 2, 3 and 4 can vote. The ratings that will also be called out by the faculty for each team is- “Amazing”, “Average”, “Not too good”. Calculate the total votes giving “Amazing”- 20 points for every vote, “Average”- 10 points for every vote & “Not too good”- Negative 2 points for every vote

Debrief:

This activity helps the students familiarise themselves with the diphthongs and its classification. The students also practice the correct articulation of these diphthongs.

Pronunciation checker

Purpose	Possibly	Ambiguous
Executive	Recognise	Miser
Cache	Sachet	Business
Photocopier	Genre	Plush
Gather	Manoeuvre	Majority
Decision	Closure	Cabinet
Reservation	Surveillance	Archaic

Ask the students to pronounce each of the word in the grid and correct, if required.

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6. A Few Phonic Rules

Sometimes the rules don't work.

There are many exceptions in English because of the expanse of the language. The rules do apply however, in the majority of the words.

Ask the students to write more examples of their own to better understand the rules:

1. "C" followed by "e, i or y" usually has the soft sound of "s". For example: "cyst", "central" and "city".
2. "G" followed by "e, i or y" usually has the soft sound of "j". For example: "gem", "gym", "gist".
3. When a syllable ends in a consonant and has only one vowel, that vowel is short. For example: "fact, bed, fish, spot, luck".
4. When a syllable ends in a silent "e", the silent "e" is a signal that the vowel in front of it is long. For example: "make, gene, kite, rope and use".

Minimal Pairs:

- Pairs of words whose pronunciation differs at only one segment, such as Sleep and Slip or Pair and Pore.
- Since the articulation of these pairs are very similar, they lead to confusion.
- Write ten minimal pairs of your own (especially once that confuse you the most) - give students more examples with the minimal pairs they tend to confuse.

Minimal Pair – Consonant Sounds: read out and ask the students to write more examples of their own.

P B	Patter Batter	Rope Robe	Newspaper Observe
T D	Time Dime	Great Grade	Outside Children
K G	Class Glass	Back Bag	Technical Negligent
F V	Fairy Very	Off Of	After Involve

Th Th	Think These	With Smooth	Something Other
S Z	Sue Zoo	Police Please	Eraser Business
Sh Zh	Pressure Pleasure	Brush Beige	Reservation Decision
Ch J	Choke Joke	Batch Badge	Picture Educate

M N	Male Nail	Same Sane	Remember Convention
W V	Wary Vary	Wire Via	Wane Vein

Activity: The Missing Sound

- In one word in each group, the 'b' or 'p' is not pronounced. Circle the word
- Example: double debt Dublin

- a. lamb label lap
- b. crab robbed climb
- c. cup cupboard copy
- d. photo potato paper
- e. recipe repeat receipt
- f. possibly psychology special
- g. Cambridge combine combing

Minimal Pair- Vowel Sounds

Read out and ask the students to write more examples of their own.

Loud	Load	Lord
Miss	Mass	Mess

Cot	Curt	Caught
Fair	Fear	Far
Sam	Sum	Psalm
Wheat	Wet	Wit
Shone	Shorn	Shown
Beat	Bid	Bed
Fill	Feel	Fell
Led	Laid	Lad
Cart	Cut	Curt
Pull	Pool	Paul

Activity: They Sound the Same!!

Ask the students to identify the right word for each sentence.

1. He wanted a Daze/ **Day's** leave.
2. King Henry **rode**/ road on his favourite horse that day.
3. Please **wring**/ ring the clothes before putting them to dry.
4. Her diamond ring shown/**shone** in the ballroom.
5. Mr. Paul has no write/**right** interfering in my business.
6. Ones/ **Once** upon a time.
7. Jones fell down the stares/ **stairs** and broke his leg.
8. Can you make the table with Mahogany would/**wood**.
9. She maid /**made** chocolate chip cookies in the evening.
10. Mary **ate** /eight all the toffees kept for little Ben.



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7. Word Stress: Syllables

There are two very simple rules about word stress:

1. One word has only one stress
2. We can only stress vowels, not consonants.

Let us understand Syllables:

A syllable is one unit of sound in a word.

3. For example: If you were to clap to the rhythm of every word, you would clap twice for the word “Water”, once for the word “tap” and thrice for the word “Magazine”- this unit of sound is a syllable.
4. Every word is made up of syllables.
5. Each word has either one, two, three or more syllables.

Syllables:

Words with one
syllable

Monosyllabic Words:

Hat	Gun	Love	Pen
Pet	Kin	Fill	Wrist
Fun	Cub	Den	Fish
Pin	Food	Run	King

Words with two
svllables

Bi syllabic Words:

Water	Pension	Ration
Joker	Polka	Stigma
Waiter	Polish	Ruler
Falter	Cooker	Feline

Words with three
syllables

Tri syllabic Words:

Computer	Government
Newspaper	Rational
Offensive	Microsoft

Words with more
than three syllables

Polysyllabic words

Predictable	Hallucination
Malnutrition	Stability
Presentation	Technology

Ask students to write examples of their own.

Activity: Syllable Slot

Read out the list below and ask the students to classify them as Mono, Bi, Tri and polysyllabic words.

1. Tear- Monosyllabic
2. Finale- Trisyllabic
3. Greener- Bisyllabic
4. International – Polysyllabic
5. Law- Monosyllabic
6. Police- Bisyllabic
7. Fierce- Monosyllabic
8. Roller coaster – Polysyllabic
9. Princess- Bisyllabic
10. Fishing- Bisyllabic
11. Analysis- Polysyllabic
12. Presentation- Polysyllabic
13. Marker-Bisyllabic
14. Branding-Bisyllabic
15. Advertisement- Polysyllabic
16. College- Bisyllabic
17. Professor- Trisyllabic
18. Interview- Trisyllabic
19. Student- Bisyllabic
20. President- Trisyllabic

Word Stress: Rules

- You could stress on a syllable by using one or more of the following five features:
 - It is l-o-n-g-e-r-
 - It is LOUDER
 - It has a change in pitch
 - It is said more clearly
 - It uses larger fishing movements

Rules:

Stress on first syllable:

Rule	Example
Most 2- syllable nouns	PRESent, EXport, CHIna, TAbLe
Most 2- syllable adjectives	PRESent, SLENDER, CLEVer, HAPpy

Stress on Second Syllable:

Rule	Example
Most 2- syllable verbs	to preSent, to exPORT, to deCIDE,
	to beGIN

Stress on penultimate syllable (penultimate = second from end)

Rule	Example
Words ending in – ic	GRAPHic, geoGRAPHic, geoLOGic
Words ending in –sion and - tion	teleVIsion, reveLAtion

Stress on ante- penultimate syllable (ante- penultimate = third from end)

Rule	Example
Words ending in –cy, -ty, -phy and -gy	deMOcracy, dependaBility, phoTOgraphy, geOLOgy
Words ending in -al	CRItical, geoLOGical,

Compound words (words with two parts)

Rule	Example
For compound nouns, the stress is on the first part	BLACKbird, GREENhouse,
For compound adjectives, the stress is on the second part	bad-TEMpered, old-FASHioned
For compound verbs, the stress is on the second part	to underSTAND, to overFLOW

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7. Intonation Patterns:

Statement

Questions

Phrases

Tag Questions

Items in Series

Statements:

- Downward drop:
 - Indicates the end of an idea
 - Indicates that it is another person's chance to speak.

For example:

- The students are from National Science Academy.
- He is capable of maintaining excellent health.
- My boss decided to hire the five finalists.
- The judge and jury joked about the arrangement.

Questions:

- Open- ended questions: Drop down at the end.

Example: **Describe** the city in which you live.

- Closed-ended questions: Begin with a lower pitch and usually end in a rising pitch.

Example: Have you been here **before**?

- Choice questions: The pitch will go up on the first choice and down on the next choice.

Example: Do you want a **Yellow** or an Orange t-shirt?

- Wh' questions: They have a rhythm that usually ends with a downward drop.
 - Which employee's bag is on the desk?
 - What Indian costumes do travelers find intriguing?
 - Who wrote the lyrics for the album?
- Yes/ No questions: This rhythm signals the listener that it is his turn to respond.
 - Did the couple split?
 - Will they finish the project before March?
 - Is Alisha eligible for the course in Journalism?
 - Does the chart at the end of the text make sense?

Phrases:

- The largest “step down” in pitch and volume usually happens at the end of a statement.
 - Before the author wrote, he thought things through.
 - When wires were crossed, the warehouse lost power.
 - As we walked, we talked about factory management.
 - In early summer, we will visit the western waterfall.

Items in a series:

- When items are presented in a particular order, you will notice upward inflection with each one until the final item, where there is usually a downward step.
- All kinds of data are on the charts, tables, and graphs.
- Desks were covered with computers, manuals and papers.
- Prepositions include “across”, “until”, “among”, and “of”.
- The last three letters of the alphabet are X, Y, Z.
- Add flour, sugar and butter to the batter.

Intonation and Stress

New Information:

- When any new information is given, the noun carries the stress in the sentence.
Example: Meet **Mr.White**.
- The Intonation and stress change after the information is given. The verb takes on the stress.
Example: He **sells** car accessories.

Contrast:

- Change in pitch indicates the emphasis laid on one thing over another.
- E.g. Keith studies **History**.
Keith **studies** History, but he doesn't **use** it.

Stress changes meaning

Lets us see how the meaning and intention of the sentence changes with variation in stress.

For example: "He did not steal the money"

He did not steal the money- someone else did.

He did not **steal** the money- he borrowed it.

He did not steal the **money**- he stole the bag.

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9. Pacing and Chunking

Pacing: The method of varying the speed of your speech, the proper pace and rhythm helps a person to be understood better.

Examples:

1. Bad performance costs jobs.
Bad performance/ costs/ jobs
2. This is probably the first time I've fallen in love.
This/ is probably/ the first time / I've fallen in love.

In written English, the use of punctuation marks enables one to observe the punctuation and read the sentence accordingly, but when we speak English, a listener understands what we say because we group words together and pause appropriately to convey the meaning.

This allows us to speak in phrases or thought groups and to pause just after important information that we want to emphasise.

If we speak slowly and clearly, the phrases are shorter, but if we speak fast, the phrases are longer and we don't emphasise as many words.

It's important to know where to put the pauses in the sentences so that you can sound comprehensible to the native speaker.

Common Patterns of Pacing

Examples:

Noun phrases:	the obsolete software Army and Peter
Short subject and verb:	Mary walked The boy smiled
Verb phrases:	Jogged joyfully seemed correct
Prepositional phrases:	In the laboratory with the hammer to the mall
Relative clauses:	 woman who wore glasses book that I read, is
Parenthetical remarks:	Phrase (or thought groups) are ... this is, in fact, an example.

Between each thought group, the speaker needs to pause. There are some pauses that are longer and more important than others. These would be marked with commas, semi-colons, colons and full stop in writing and will almost always be pauses, no matter how fast the person is speaking. The other pauses are less evident but definitely in place and they do impact speech.

Importance of Chunking

- A conversation is made more meaningful and clear.
- Helps one to learn to think and speak in complete phrases.
- The pitch, frequency, length and intensity help to add additional and variable meaning to a given statement.
- By deliberately placing the main stress at the beginning or in the middle of a chunk, you can subtly change the meaning of what you say.
- The stressed words tend to be nouns and verbs generally.
- It is better to pause after stressed words.
- Pausing can change the meaning of a sentence. The scope of an adjective can be altered depending upon the pausing.

Activity 1:

Faculty to read each of the three options for each sentence and students need to identify the sentence that has been wrongly paced.

- a. The person who never made a mistake/ never/ made anything.
 - b. The person/ who never made a mistake/ never/ made anything.
 - c. The person/ who/ never made a mistake/ never/ made anything.
- a. Management/ problems always /turn/ out / to/ be people problems.
 - b. Management problems/ always turn out/ to be people problems.
 - c. Management/ problems/ always turn out / to be people/ problems.
- a. Big companies / are small companies/ that succeeded.
 - b. Big companies / are/ small companies that/ succeeded.
 - c. Big companies / are small companies that succeeded.
- a. Hard work never killed anybody, / but worrying about it did.
 - b. Hard/ work/ never/ killed /anybody, / but worrying about it did.
 - c. Hard work never killed anybody, / but worrying/ about it did.
- a. Ideas are/ like children./ Your own are / wonderful.
 - b. Ideas are like children./ Your own are wonderful.

c. Ideas/ are like children. Your own/ are / wonderful.

Activity 2

Ask students to work in pairs: Each pair to be given a copy of the poem below. Ask them to read it to each other and with a slash, mark the areas where the appropriate pauses are to be made so that it can be understood better by the listener.

Ask each pair to read it out to you and then provide correction and adequate feedback:

Let's face it;

English is a stupid language.

There is no sand in a sandwich

No ham in a hamburger,

And neither pine nor apple in the pineapple.

Quicksand takes you down slowly,

Boxing rings are square.

If writers write, how come fingers don't fing?

If the plural of tooth is teeth,

Shouldn't the plural of phone booth be phone beeth?

If the teacher taught,

Why didn't the preacher praught?

If a vegetarian eats vegetables,

What does a humanitarian eat!?

When the stars are out they are visible,

But when the lights are out they are invisible.

Why do people recite at a play

Yet play at a recital?

And that is why you fill in a form by filling it out,

And a bell is only heard after it goes.

And why when I wind up my watch,

It starts,

But when I wind up this observation,

It ends.

Activity 3

Here is a short extract from President Obama’s speech. Get your class into pairs, ask them to read it through.

Now make them read it again slowly and mark with a slash, the appropriate chunks of the sentence and have them read aloud to their partner. Ensure you give timely correction and feedback.

“It drew strength from the not – so – young people who braved the bitter cold and scorching heat to knock on the doors of perfect strangers and from the millions of Americans who volunteered and organized and proved that more than two centuries later, a government of the people, by the people and for the people has not perished from the Earth”.

“This is your victory.”

“And I know you didn’t do this just to win an election. And I know you didn’t do it for me.”

“You did it because you understand the enormity of the task that lies ahead. For even as we celebrate tonight, we know the challenges that tomorrow will bring, are the greatest of our lifetime- two words, a planet in peril, the worst financial crisis in a century.”

Extract: <http://www.independent.co.uk/news>

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10. Fluency

Fluency denotes language proficiency. It is the ability to be understood by both native and non-native speakers of the language. Fluency in speaking, refers to one's ability to express their thoughts coherently and logically in complete sentences, using appropriate vocabulary and without hesitation.

How to improve fluency:

- Use a **variety of linkers** to organize and link ideas.
- Speak confidently for **long stretches** of time.
- Say things in a different way to **avoid saying the same things twice**.
- Avoid repeating content words and repeating phrases.
- Use synonyms and/ or referencing language (pronouns; this, that it, those, etc.) to avoid repeating things.
- Avoid regular hesitations/ **pausing for too long** (more than 3 seconds) when searching for words and expressions

Activity 1

Explain that there are only three rules to this game:

- No hesitation (more than 3 seconds).
- No repetition (saying the same thing twice; repeating phrases or content words)
- No (going off topic) deviation.

Note: Before getting the participants to do this activity in pairs, demonstrate how the rules get broken by getting one participant to the front of the class. This person is given a topic from the table and is told to speak for a minute on this topic. Tell the other participants that they must stop the speaker if any one of the three rules are broken. If the participants have not stopped the speaker for breaking any of the three rules, **the faculty must do this.**

Highlight which rule has been broken and ask participants what the speaker could have done to avoid breaking the rule; for example, if the speaker has repeated the phrase or content word, the whole class has to think of a synonym or referencing word (pronoun; it, this, that, etc.) to replace this word/ phrase.

Repeat this with more participants so that the three rules are highlighted and ways to avoid breaking these rules have also been brought to the attention of the participants.

Playing the game:

Participants sit in pairs (A and B) facing each other.

Partner A starts talking on one of the topics selected from the table. Partner B must stop A if A breaks one of the three rules. B gets 10 points for this. Then B continues the topic, and this time A must stop B if B breaks one of the three rules. The person who is talking at the end of the minute gets an extra 10 points. Points are added up to find a winner.

Monitor and encourage participants to find synonyms or other ways of saying something **to avoid repetition of phrases/ content words**. Also, remind them to use a variety of linkers to **organize and connect their ideas**.

Get participants to change partners, and repeat the steps above again with another topic. Now, B starts talking on a new topic from the table A and must stop B.

After some time, get everyone to **change partners** and repeat the activity with a new partner.

Continue until all participants have built up their confidence in talking on a topic for a minute, without any hesitation, repetition and digression.

Activity 2

The participant next get into pairs and choose at least four current affairs topics that they are both comfortable with and have sufficient knowledge of.

Participant A will introduce the topic and share his/ her viewpoint on it. Partner B will play the devil's advocate by disagreeing politely. They will have a structured discussion - give an argument, partner politely disagrees, ask for clarification, reply.

- Pairs discuss while the faculty monitors closely.
- Faculty provides feedback at the end, with special focus on clarifying and disagreement language and the ability to express thoughts fluently.

Activity 3

- Divide the class into groups of five. Ask each group to choose a common topic of interest.
- The group is allotted 10 minutes to brainstorm and make a mind-map of talking points relevant to the topic.
- The group now chooses a person to represent their group who will string these thoughts and make a speech. (if time permits, they could write out their speech.)
- Ask the speaker to address the class.
- At the end of the speech, permit the audience to ask questions.
- Throughout this activity, the faculty should monitor closely, taking note of areas to provide feedback on, later. Also be sensitive to any potential conflicts, defusing any tension, if necessary.

Group Discussion

What is it

In a group discussion, we discuss a topic by sharing different viewpoints. The idea is not to defeat each other but to ask questions and get to know each other's viewpoints and build upon that and if possible reach a final conclusion on a topic.

A group discussion involves discussion i.e. giving your opinion and supporting that with a reason, personal experience etc. participants ask questions to one another, building upon what the other person has said.

Group Discussion Structure

1. Appoint a moderator.
2. Moderator introduces the topic.
3. Then elicits everyone's views on the topic.
4. Ensures everyone gets a chance to share their view.
5. Ensures that the discussion stays on track and use functional language.
6. Summarises the key outcome of the discussion.

Activity 1

- Put participants in groups of 6 and ask them to choose a controversial topic (they can choose one of their own if they don't like the ones given). However, this must be a topic which everyone is comfortable discussing.
- Once they have chosen, give them time to brainstorm ideas on the topic and give reasons for their opinions.
- Highlight the importance of using phrases to introduce their opinion, ask questions and so on.
- Ask them to choose a moderator.
- Give the participants a topic. Give them 5 minutes to prepare their opinions.
- Allow participants 15 to 20 minutes to discuss their chosen topic.
- Monitor and make notes on their performance.
- Share your feedback.

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Activities / tasks I liked / found useful.....

Something I would adapt / do differently.....

11. Indianisms

This refers to usage of certain turns of a phrase and anomalies in the use of a syntactic structure which is typical of the way English is spoken in India.

Most often, this is a result of direct translation from the mother- tongue into English, however such usages sound colloquial and may not be understood by the native speakers of the language. Strangely some of these usages, have, over a period of time, become an accepted way of speaking and goes unnoticed within the country, however they could be disastrous in an international forum.

Errors relating to Grammar

- Progressive tense used in stative verbs: I am knowing the result.
- Variation in noun number and use of determiners:
 - My brother loves to pull your legs.
 - I visited the Mysore.
- One-to – one correspondence of prepositional usage: Let us discuss about the book.
- Word order: my all friends are calling.
- Use of the Indefinite article- ‘a’ before words that start with vowels: I have a uncle who lives in Mumbai.
- Use of only as an intensifier: I only cooked the curry.
- Omission of definite article: Please bring bag when you come.

Vocabulary

Listed below are some of the common errors. There are many more that one can think of.

- Use of open and close/ on it/ off it instead of switch on and instead of switch off.
- Use of the word ‘since’ instead of ‘for’: I have been going to work since four years ago.
- Use of the phrase “I can be able” instead of “I can”.
- Use of the word ‘back’ instead of ‘ago’.
- Uses of the phrase ‘pass out’ to mean graduating from.
- Use of also in the place of ‘too’.
- Doubling of adjectives to show intensification- ‘curly curly’ hair

Activity

Organize the class into pairs and ask them to work on the list below.

Listed below are typical Indian usages. Replace with the appropriate phrase:

1. I'll be there in 2 hours' time.	
2. You have trust on me.	
3. I am finding your details.	
4. I am going to my native.	
5. It's very much hot today.	
6. You have found the details?	
7. You can't see?	
8. I am having two cars	
9. I am having a bad headache	
10. He is my cousin brother	
11. She is my sister, isn't it?	
12. You are coming for the party, no?	
13. Are you sister of Reena?	
14. Can you explain me the problem?	
15. I said him that I'll come.	
16. I'll explain you how to do it.	
17. I'll help you out.	
18. It is on the backside of your monitor.	
19. I didn't went there	
20. I am going to Kerala today evening	
21. I got stuck up in the lift.	
22. She's got good communication skills.	
23. It's on the backside of next building.	
24. This has to be done by next to next week.	
25. I had to buy some small small things.	
26. Basically I'm from Delhi	
27. May I just have your account details?	
28. It'll be done in max to max 2 hours	
29. What is your good name?	

30. Myself Robin	
31. In case if I want it....	
32. This is Ram this side	
33. Me, my family and my friends had a great time at the party.	
34. It's his happy birthday	
35. The reason is because	
36. Let me check it out for you	
37. I will return it back to you.	
38. Please revert back to us	
39. What I have to do?	
40. I have a small brother	
41. I am very much delighted	
42. What you are waiting for?	
43. I can't be able to do it?	
44. I am a B.Com graduate	
45. She's wearing a blue colour dress	
46. He has a book of mine	
47. Who is the person who looks after this?	
48. The meeting has been preponed	
49. Does it pain?	
50. He has taken five offs this month	
51. Hope things are well at your end	
52. I'm going out of station	
53. Just let me tell you	
54. I've been working here since quite some time.	
55. I'm not getting you	
56. Could you repeat it once again?	
57. You have found the details?	

58. I got disturbed by the noise	
59. What is your order number?	
60. I'm put up at Benson Town	
61. I wrote to you one week back	
62. His grandfather is 65 years of age	
63. I don't think so he welcome	
64. Like I said you	
65. I will suggest you to take a look at this	
66. Would you like to go for it?	
67. I am not having any idea about it.	
68. I was not knowing the way to your house	
69. He is more taller than his brother	
70. This shirt is more better	
71. My friends and all went bowling	
72. What all can we do?	
73. Means they are not coming today	
74. This is very near to my place	
75. She is very much beautiful	
76. Today only I'll do that	
77. I want it done now itself	
78. They are here only	
79. You are not understanding me.	
80. Better you come with me	
81. It was cold yesterday night	
82. I ordered for some food	
83. Something and all he was talking about	
84. Where and all I looked for you	
85. Off/on the lights	
86. I'll be going tomorrow	

87. My name would be	
88. You are coming to the party no?	
89. Coming, no?	
90. She was saying she'll come on time	
91. Peoples, childrens, informations, datas, jargons, feedbacks	
92. Meet my better half	
93. Her would be is in US	
94. What for I am reading this book	
95. Just I was telling him this morning	
96. Please do the needful	
97. I need the same by tomorrow	
98. She bought a new dress for her son	
99. I like hot hot food	
100. She's standing on my head to get it done	

STOP ! GO BACK AND REFLECT !

I learnt

I would like to know more about

Activities / tasks I liked / found useful.....

Something I would adapt /do differently.....

UNIT-II: GRAMMAR

1. English: Spoken Versus Written Communication

Have you often found it difficult to put across your thoughts in English when you speak, but found it easier to put your thoughts to paper? Have you found it easier to convey a written message more easily than a spoken one?

To set the pace and make the students experience it themselves, the facilitator could get one participant to the front of the class and ask him to speak on a topic in English for two minutes, go back to his seat and put down his thoughts on paper- time given for writing: four minutes. (All the students could be asked to participate in the writing experience)

The facilitator then asks the participants to share his thoughts on the process that he went through. Ask the participant to tell the class about all the feelings he experienced, his fears, his body feelings, the tension he felt, any symptoms of stress, etc.

Now ask the entire class to attempt the activity listed below. The build-up is aimed to help the participants realize, both the importance of English as a global language and the need to attain fluency in speech and writing.

Chose one of the topics given below and write a paragraph of about 70 to 100 words in your first language. Time yourself and note it down.

- 1. My role model.**
- 2. My vision for India.**
- 3. My dream holiday destination.**

Now write on the same topic on English and time yourself again.

Which was the easier of the two choices? Was it easier to write or speak in your mother tongue or in English?

What were the areas of difficulty that you faced? Did they relate to sentence structure, grammar or vocabulary?

The facilitator asks the participants to write their individual areas of difficulty. The participants could share this with the facilitator and subsequently map it to their progress along the course.

What is language? Would you say it is a tool that aids communication? When you started to speak as a child, you did not realize the difficulties you faced learning the language, since people all around you spoke it. Besides, that was the only tool you had to get what you wanted, not to forget the tantrums you threw! You picked up the first language effortlessly, and later with the help of other adults learnt to read and write in that language.

In most Indian homes, a child first learns to speak his mother tongue or regional language and learns English only on joining school or perhaps even later while in middle school. In fact if you think about it, your thought process is in your language (mother tongue). Over the years you become very comfortable thinking and speaking in your mother tongue. Subsequently you learn English; you are comfortable writing and reading English but however hesitate to speak the language. English therefore becomes your second language. When force to speak in English you are hesitant and at a loss for words. This grammar translation method makes us dependent on our mother tongue besides which we often struggle for the right words to convey our thoughts.

English is a global language and most of us lack the confidence to speak in English because our form of expression is weak. We have to acknowledge and accept that in the business world particularly when mergers and acquisitions are happening between countries across the world, the link language continues to be English.

Can you give me some more reasons why you should learn English?

Students may put their thoughts down in the space provided below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

The facilitator may instead engage the participants in a healthy debate, if need be, to convince them about the need to be able to speak fluently in English. The points presented can be listed out on the board.

Well, if you are convinced now about the necessity to be able to write and speak English, let us move on with our discussion.

What would you say are the differences between the spoken and the written language?

When speaking, people use contractions, slang, colloquial expressions and do not always adhere to rules. Would it be appropriate to begin a sentence with 'but' or 'because' when you write? You would often have often heard such usage in spoken language. If we were to look at grammar, we find that we are very particular with the syntactic structure when we write, but tend to ignore it at times when we speak.

The spoken language is immediate, repetitive and more communicative and therefore there are chances that one makes mistakes and instantly corrects them in the course of speech. Besides, we also tend to intersperse our language with words from the local language. Moreover, we in India are comfortable using Indianisms or words which are unique to Indian English. In spoken language one communicates not just with words, but also with tone, body language, intonation and stress. In short, spoken language is less formal but more communicative whereas the written language is precise, well – ordered and structured.

Try this:-

Students should work together in pairs and read the following dialogue, one student reading the part of caller, the other student reading the part of the receiver. Note the expressions used in the dialogue and the progression of the conversation.

Receiver: Hello

Caller: Let me talk to Radha.

Receiver: Radha? There is no one here by that name.

Caller: You sure? This is the number what she gave me.

Receiver: Quite sure. This is Sharma's residence.

Caller: Haan, what number did I call?

Receiver: what number you were trying to call?

Caller: 2543-3768

Receiver: wrong number. You must have misdialed. That is not this number. Disconnect and try again.

Caller: OK, thanks yaar! sorry for the trouble

Receiver: No problems, that's all right. Good bye.

Caller: Bye.

While speaking, we use simple everyday vocabulary. Besides, our speech is interspersed with words and expressions from the local language (notice the use of ‘yaar, no problems’) while writers use formal and elaborate words. Written language when read out sounds less effective. Try and recollect how often have you been distracted when chunks of text were read out to you in the classroom? It bored you and you looked around at other things to keep you amused.

As second language learners of the language, you are more exposed to the written words and perhaps, also practice the written skills a lot more. The situations and occasions for you to speak in English are limited since your interactions are with your family and friends. Your exposure to first language speakers of the language is also limited. As a result of this predicament you often find that when you speak, your speech sounds stilted and official and lacks the conversational edge. This, in turn impacts your tone and you sound condescending and officious, sometimes rude. The reverse is also true where you sound too informal or casual and inappropriate.

Have you noticed that sometimes you are quicker and more fluent with your expressions when you write, but feel tongue tied when you speak? You feel your vocabulary is good, you are not confused with grammatical structure and convey your thoughts fairly well. However, when you are asked to speak in front of an audience or you are asked to make conversation with someone, your hands sweat, your pulse races and your words are stuck in your throat.

Speaking as a skill involves not just the words but a lot more. The tone, body language, gestures, facial expressions and the environment, all play their part in making you feel the way you do. The only remedy for this is practice, practice and more practice. Just as Rome was not built in a day, language fluency cannot be achieved overnight. It requires constant and conscious effort, a willingness to bring that change in you. Please emphasize with the students, the need for constant practice.

To get over our initial inhibitions, let us try a simple activity. Remember when it is your turn to speak, do not get nervous. Take a deep breath, compose yourself and speak.

1.1 Activity 1: Story Circle:

Subject: Spoken versus Written English

Aim: To learn to speak the English language with ease

Props: None

Instructions:

Facilitator to make the participants sit in a circle.

Facilitator to explain to the participants the concept of telling a story.

The facilitator will tell the group that this is going to be a relaxed session where we are all going to contribute towards creating a story. The participants can also be made aware that working in a group helps to improve the learning experience and helps build the confidence to speak in front of a large group without inhibitions.

Once the facilitator has started the first line, the next participant in the circle continues where the facilitator has left off. The next participant picks up the thread of the story and continues it. The story continues through all the participants until it has reached a conclusion and everybody has contributed to the story.

A good idea would also be to record the story and use it for an exercise for correction of errors.

Some of the starting lines that the facilitator could use are:

I woke up this morning all cold and clammy and I wasn't in my bed

.....

Last night I had the strangest

dream.....

Crash! Bang! What was

that.....

I remember a time not so long

ago.....

Debrief: What have I learnt? :

Basics of Grammar

Here is a jigsaw. If you were to piece it together, what would you have? – A complete picture, that's right! In the same manner! I have here an assortment of words. What can you do with them? Let us put them into some order. What do you have? – A sentence.

In today's session we are going to look at the various parts of speech that make a sentence. In the sentence that you have just arranged, pick out the various parts of speech and put them in the respective columns.

The black cat ran **quickly** across **the road** **but it was** hit by **the truck**.

	Noun
	Pronoun
	Adjective
	Adverb
	Preposition
	Conjunction
	Verb
	Interjection

This was a very simple task and I would now like you to do this by yourself. Let us have a quick activity.

1.2 Activity 2: Meet and Create

Subject: Parts of Speech

Aim: Understanding the importance of the different parts of speech

Props: Squares of paper with words representing different parts of speech written on it.

Sample of words: Nouns – Mosque, Road, Mall , Luxor

Do the same with pronouns, prepositions, conjunctions, verbs, adjectives and maybe adverbs.

Instructions:

The facilitator will distribute a choice of the words to each of the participants. On a signal from the facilitator, the participants will move around the classroom and find at least two other participants with whom they can make a complete sentence with. When everyone in the class has found a partner and is a part of a sentence group, they are asked to come to the head of the class and read out the sentence.

The degree of complexity can be increased by asking the participants to work in larger groups to make longer sentences!

Debrief: What have I learnt? :

STOP ! GO BACK AND REFLECT !

I learnt

I would like to know more about

Activities / tasks I liked / found useful.....

Something I would adapt / do differently.....

2. Nouns

Having identified the different parts of speech, we shall examine each of them individually. What shall we start with?

Nouns- A noun is a naming word. What do you understand by the term- naming word ?

It simply means a word that is used as a name for something. Take a look around the room. Aren't you able to identify every object around the room with a name ? Say aloud the names of all that you can see. You definitely don't use gestures to convey the name of an object. Do I draw pictures in the air or use hieroglyphics-certainly not ! In essence, a noun is therefore the name of a person, place, object or idea.

2.1 Kinds of Nouns

There are a variety of nouns and to simplify our understanding we classify them into groups. The primary classification is **Common** and **Proper** nouns.

A common noun refers to the name that everyone identifies that object by. For instance- a tree, a man and a shoe.



For most of us any plant with a thick trunk and leaves is a tree, while a covering for the feet is a shoe or a human being a person. How is this different from a proper noun ? A particular name, unique in a way, given to an object, person or place is a proper noun.

If you were to take the example of a shoe, you would have various brands like Nike, Adidas and Lee Cooper which would be proper nouns used to describe the shoe.

Let us look at yet another example. In our daily life as a human being, you play various roles. You are a daughter, a son or an employee, a parent, an aunt or a friend. Would these words you used to describe yourself be common nouns or proper nouns? Are these names particular to one person or does everybody share such similar relationships?

Yes- these are therefore common nouns. However if you were to use your name, say, Alia or Mostafa, would this be a common or a proper noun? This is a name unique to you, your individual identity and hence a proper noun.

Remember the singular form of a common noun in most cases must be preceded by an article; whereas it is alright to avoid the article in the plural form. It is incorrect to say “cat ate the food” while it is alright to say “cats are my favourite animals.”

A proper noun on the other hand is not preceded by an article. Do we say, “Let us go the Egypt” or “The Irene has come”. There are however exceptions to almost every rule and we can discuss it when you come across them.

What are other kinds of nouns?

So far you have looked at words to name things that you can touch, see or feel. What about objects that you cannot touch, see or feel like an idea or a concept, these are intangible. Such nouns are **abstract nouns**. Some such nouns are happiness, youth, grief and brevity.

Close your eyes and try to create an image of these words in your mind. Not an easy task. Right! Check with your partner. Do both of you have the same image? The image would differ. This is not so with common nouns where you will see a greater similarity in the images.

Often, we use single words to describe a group of objects. Such words not only add to your vocabulary but also enable easy communication. For instance, we use words like team, staff, to mean a collective group of like-minded people. These are **collective nouns**.

If I were to call five of you to conduct a discussion, I would address you as a panel of speakers, alternately if you were a group of people breaking into a house you would be called a gang of thieves.

What if you were birds ?- a flock of birds, a gaggle of geese, and a murder of cows !

Fill in the appropriate collective noun from the list below.

Agenda, House, Chain, Host, Convoy, School

Sparrows	
Fish	
Islands	
Tasks	
Trucks	
Senators	

Answers	
A host of sparrows	
A school of fish	
A chain of Islands	
An agenda of	
Tasks	
A convoy of trucks	
A house of	
Senators	

It is best to stick to the tried and tested collective nouns and not try to get too imaginative and create your own.

2.2 Activity 3: Noun Ping-pong

Subject: Correlating proper and common nouns.

Aim: Understand the difference between common and proper nouns.

Props: None

Facilitator to be store keeper.

Instructions: Facilitator to divide the class into two groups.

The first group will call out a word which is either a common or proper noun. Any participant from the second team will reply immediately with a corresponding proper noun that identifies the common noun. If the answer is correct, the team wins a point. The facilitator must mark the scores on the board. The next turn now goes on to the winning team. They will again come up with another word and the opposing team has to give a suitable reply.

For Example- if team A says Nike, team B must immediately say Shoes.

Remember, this has to be fast paced. A good idea would be to give them a couple of minutes at the beginning to put down at least 25 common nouns and a similar number of proper nouns. The proper nouns could ideally be brand names of products.

Debrief:

What have I learnt?

2.3 Nouns-Number

One of the deciding factors that impact subject verb agreement which is fundamental to English grammar is the understanding of the singular and plural form of the noun. The plural forms of most nouns are created simply by adding an “s” to the singular form of the noun, e.g Book-Books, Cat-Cats. The list below is an easy reference for you to understand the changes in spellings when forming the plural forms.

Singular	Rule	Examples
Lamp, Table	Add-s to most nouns	Lamps, Tables
Inch, Fox	Add-es to nouns ending in s, sh, ch, x and z	Inches, Foxes
Radio, Stereo	Add-s to most nouns that end in O	Radios, Stereos
Echo, Hero	Add-es to nouns that end in O preceded by a consonant	Echoes, Heroes
Melody, Fly Monkey, Day	Change the Y to an i add es, if the vowel comes before Y add s	Melodies, Flies Monkeys, Days
Thief, Half	Change the fe to ve and add s	Thieves, Halves
Roof, Cuff	These exceptions just take an s	Roofs, Cuffs
Datum, Matrix	Words of Latin origin	Data, Matrices
Woman, Foot	Irregular forms	Women, Feet
Fungus	Change –us to i	Fungi

However when you have to create the plural form of compound nouns, remember to pluralise the first part of the compound noun.

For Example- A **passer-by** would in plural form, become **passers-by**.

2.4 Noun-Gender

When using English, we also have distinct noun to represent both the masculine and feminine gender.

For Example- You says **tiger** and the feminine gender is **tigress**.
You have the **school master** and the **school mistress**.

However this distinction is slowly blurring in the current global work place, as it is politically incorrect to make any gender-based distinction. In fact, the use of “man” as suffix today is questioned and has been replaced with “person” which is neutral and does not carry any gender bias. So we should rather say ‘chairperson’ than ‘chairman’ and ‘human kind’ rather than ‘mankind’.

Think of some more words that have been replaced with more politically correct words.

2.5 Countable and Uncountable Nouns

Nouns are also classified into countable and uncountable nouns. An understanding of this kind of classification is very crucial to subject-verb agreement which we will deal with later.

Countable nouns are those we can count and take both singular and plural forms.

A boy, Four Boys

A Book, five Books.

Uncountable nouns are the ones, we cannot count. They don’t have a plural form.

Air, Ice, Wisdom (You cannot say airs, ices, wisdoms)

Let us examine the rules that apply to countable nouns. Since it can take on both singular and plural form, it means that a countable noun can be preceded by articles. **a, an** or **the** as is relevant to the noun. It can also be quantified using modifiers like **some, many** or **few**.

For Example- I can say: an egg, the eggs, some eggs or few eggs.

In the case of uncountable nouns we can not use ‘a’ or ‘an’. Instead, one can only use the definite article- ‘**the**’

For Example- I cannot say: “Give me an information” or “I need informations.”

Instead I say “I need some information.”

Uncountable nouns can be quantified using the modifier **much** and **some**.

For Example: “I need some rice.”

In fact, you may indicate quantities through terms denoting measurements such as – a grain of sand, a glass of milk, etc..

Moreover, an uncountable noun being a singular form of the noun will always take on a singular verb.

For example- The sand is hot.

The information is wrong.

There are some common words which are uncountable nouns, and English speakers often make mistakes with them. Remember that all the words in the box are uncountable and you should not try to make them plural:

advice, equipment, furniture, homework, information, luggage, transport, accommodation, baggage

STOP! GO BACK AND REFLECT!

I learnt.....

I would like to know more about.....

Activities/Tasks I liked/found useful.....

Something I would adapt/do differently.....

3. Pronouns

Imagine trying to tell someone a story where you cannot substitute a noun with a pronoun. Listen to this story that I am going to read to you.

Radha listened keenly for sounds in the hall. Hearing no sounds in the hall Radha tiptoed out of Radha's room, slipped out through the kitchen door, quickly jumped into Radha's car and drove as fast as Radha could. Radha had to find Shyam and warn Shyam about the mysterious message.....

Lost your patience? I would not blame you. The thrill of reading the story is dampened to plod through the endless list of repetitive nouns.

Pronouns would make the story easier to read

Radha listened keenly for sounds in the hall. Hearing no sounds in the hall she tiptoed out of her room, slipped out through the kitchen door, quickly jumped into her car and drove as fast as she could. She had to find Shyam and warn him about the mysterious message

“Pro” means acting for and therefore a pronoun implies a ‘word’ that takes the place of a noun. Without pronouns, both reading and writing would become a tedious process. You just had a taste of it! Like nouns, pronouns too come in several types. The ones we use most often, are the **personal pronouns** which refer to specific people and sometimes two things. In the example above, ‘**she**’ and ‘**her**’ refers to Radha, and ‘**him**’ refers to Shyam. Like nouns, pronouns also take on singular and plural forms. However unlike the nouns, they change to show :

The first person (the one who is speaking)

The second person (the one who is being spoken to) and

The third person(the one who is being spoken about).

Study the chart showing the different forms of personal pronouns.

	Subject Pronouns
1 st Person	I
2 nd Person	You
3 rd Person(M)	He
3 rd Person(F)	She
3 rd Person(Neutral)	It
1 st Person(Pl)	We
2 nd Person(Pl)	You
3 rd Person(Pl)	They

	Object Pronouns
1 st Person	Me
2 nd Person	You
3 rd Person(M)	Him
3 rd Person(F)	Her
3 rd Person(Neutral)	It
1 st Person(Pl)	Us
2 nd Person(Pl)	You
3 rd Person(Pl)	them

	Possessive Pronouns
1 st Person	Mine
2 nd Person	Yours
3 rd Person(M)	His
3 rd Person(F)	Hers
3 rd Person(Neutral)	Its
1 st Person(Pl)	Ours
2 nd Person(Pl)	Yours
3 rd Person(Pl)	Theirs

	Reflexive Pronouns
1 st Person	Myself
2 nd Person	Yourself
3 rd Person(M)	Himself
3 rd Person(F)	She
3 rd Person(Neutral)	Itself
1 st Person(Pl)	Ourselves
2 nd Person(Pl)	Yourselves
3 rd Person(Pl)	themselves

	Possessive Adjective
1 st Person	My
2 nd Person	Your
3 rd Person(M)	His
3 rd Person(F)	Her
3 rd Person(Neutral)	Its
1 st Person(Pl)	Our
2 nd Person(Pl)	Your
3 rd Person(Pl)	Their

Ahmed (the first person) spoke to Anita (the second person) about Rita (the third person)

When we use personal pronouns, we would say:

Ahmed spoke about **her** to **her**

Look at the chart to understand under which column these pronouns would fall.

In case you use the plural form:

The boys spoke about the teachers to the parents

They spoke about **them** to **us**.

Remember a subject pronoun which is ideally your first person, comes before the verb in the ordering of the sentence. When a pronoun is used as an object pronoun which is either direct, indirect or objects of preposition you used an objective form of the pronoun like- me, her etc.

She hates eating apples.

Ali gave the book to **me**.

The possessive pronouns show ownership, in a way they act as adjectives.

My friend found **his** dog.

Their friend is a happy man.

That bag is **mine**.

What is the difference between **it** and **it's**? Which is the pronoun here?

Let us look at **Relative** and **Reflexive** pronouns.

3.1 Reflexive Pronouns

A reflexive pronoun is used generally for emphasis and is also called emphatic pronoun. Here the action of the doer goes back to himself so that the subject of the sentence is the same as the object of the sentence.

I hurt myself.

She answered the phone herself.

Such pronouns end with the word 'self' and can be recognized easily. They are used in everyday speech along with your tone of voice to convey a sense of emphatic ownership they may also be used as intensive pronouns to add emphasis as in "Arun himself saw the ghost."

	Singular	Plural
First person	Myself	Ourselves
Second person	Yourself	Yourselves
Third person	Himself	Themselves
	Herself	Themselves
	Itself	themselves

3.2 Relative Pronouns

Look at these words – **who, which, that, whom, these**.

Are these also pronouns? Yes they are. They take the place of nouns and are used much like conjunctions to join two statements about the same person or object. Given a choice of these pronouns, how does one understand where to use each of these? Simply stated **who, which** and

whom are used to mix statements about people and **which** and **that** are used to make statements about animals and objects.

Look at these two sentences: **The girl is an actor. She danced for an hour.**

We join the two sentences using a relative pronoun – who

The girl who is an actor danced for an hour.

The pronoun **whose** is used to show possession. For most learners of the English language, it is difficult to understand when to use **who** or **whom**. The use of **which** is fairly clear, since we use it to indicate objects and it follows the noun in terms of placement.

This is the dress **which** costs USD 500. (follows the noun – dress)

This is the camera **which** he bought.

Here is the book **which** Tom borrowed from you.

So, you see ‘**which**’ can be followed by a noun, pronoun or verb.

When does one use ‘whom’ / ‘who’ and how would you make a choice between the two.

Look at these sentences :

The girl **who** is my sister, is a painter.

The girl **whom** you met at the mall, is my sister.

A simple tip to remember is that ‘**whom**’ is normally followed by a pronoun while ‘**who**’ is followed by a verb.

3.3 Demonstrative Pronouns

Some pronouns like **this**, **that**, **these**, **those**, **none** and **neither** are used to substitute nouns and the nouns – they replace – can be understood from the context. These are **demonstrative pronouns**. Moreover, they also indicate whether they are replacing singular or plural nouns, as also state the location of the object. ‘**This**’ is singular and indicates proximity to the speaker, while **that** though singular, indicates distance from the speaker. On the other hand, ‘**these**’ and ‘**those**’ are both plural, the former indicates proximity while the latter indicates distance.

You take **these** books and I will take **those**.

We bought **this** house last year.

(This refers to one house, singular, near the speaker and is easily understood in the context of the conversation.)

3.4 Interrogative Pronouns

Questioning words starting with ‘**wh**’ like **what**, **whom**, **which** and **who** are interrogative pronouns. We use these pronouns to ask questions. The interrogative pronouns that you use, represents the thing that we don’t know. You use them at the beginning of a sentence to ask a direct question.

“**Whose**” can also be used as an interrogative pronoun.

“**What**” is your name ?

“**Who**” is in charge of this project?

“**Whose**” car has not arrived?

“**What**” do you mean?

Notice the word order in the formation of questions.

Using the suffix ‘**ever**’ with whom or who as in – whoever – is just for the sake of emphasis and does not require any other rule!

3.5 Indefinite pronouns

We now come to the last of this lot which is **indefinite pronouns**. These pronouns refer to people or things without making a mention of who or what they are. When we spoke of personal pronouns, we had definite people whom we were referring to. But when we use indefinite pronouns, we are not sure of the identity of the person or thing we are speaking of.

Indefinite pronouns also have singular and plural forms.

Singular : another, anybody, no one, anyone, anything, either, everybody, everyone, everything, little, something, much, neither, nobody, nothing, one, other, somebody, someone, each.

The pronoun **one** for instance can refer to a person or thing.

One of the boys is missing.

One of the boxes is missing.

All such pronouns take the singular form of the verb.

Something is missing.

Nobody is answering the phone.

Either of the gifts is fine.

Is someone coming over today?

Plural : many, others, several, both, few.

These pronouns will always take the plural form of the verb.

Many bottles of water are required.

Both the chairs are dirty.

Several pictures were released by the press.

A good tip to remember is that, indefinite pronouns ending in **one** or **body** refers to the persons and those ending in **thing** / **things** refer to objects. Often we tend to misunderstand words like everything and everybody to mean the plural form and use a plural verb with these words. Just remember a word ending with – one, thing or body should be a clear indication of a singular form.

There are some others that fall into both categories, but we shall address them later, when we look at subject – verb agreement.

Let us now conduct an auction. Have all of you heard about the great Sotheby's auction held in Britain. Well, we are trying to do that on a smaller scale. The objects put up for auction are some sentences, which are highly in demand.

3.6 Activity 4: Sentence Auction

Subject: PRONOUNS

Aim: To understand the different kinds of pronouns.

Props:

Make believe currency – slips of paper with the amount printed on it

A bell to indicate that the sentence has been auctioned.

A sheet of paper with about 25 sentences with pronoun errors.

Instructions:

Divide the class into groups of 4 students.

Explain to the group that an auction of sentences is to be conducted.

The aim of each team must be to buy as many correct sentences as possible.

At the beginning, assign a sum of money to each team. This could be limited to INR 3000.

The bids begin at INR 200 and every subsequent bid increases by INR 50.

The sentence will be sold to the highest bidder.

The winning team is determined to be the one which has bought the most number of correct sentences.

Debrief:

What have learnt?

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The sentences can be reviewed with the whole group for a better understanding of grammatical usage.

AUCTION SHEET

Sentences

1. Everyone were singing from their books as they entered the room.
2. Either of the boys are acceptable to do the errands.
3. When one is ill, he is likely to be impatient.
4. Joe is one of the boys who is on time.
5. It is I who is to make a call
6. The dog has its bone.
7. I shall go bathing today if the water is warm enough.
8. The dog we always feed is the one who wags his tail furiously.
9. I shall speak to whomever is there.
10. Whom do you want to help you?
11. Harrison and I are the first in line.
12. Whomever it may be, I wish him success.
13. If I were he, I should not accept the post.
14. The principal put another group and us in the same room.
15. I had a swim, quickly dried myself and put on my clothes.

16. She quickly dressed herself and went down for breakfast.
17. This is a newspaper whose circulation has risen rapidly.
18. The Johnsons and us are going swimming.
19. That was me whom you saw yesterday.
20. The leaders, Amrita and I had a score of 25.
21. We are not impressed by his speaking softly.
22. We pictured him shouting at the audience.
23. Mother detected his eating an apple.
24. She chose Basu and myself for the task.
25. Please read Rashmi and I that story.

STOP ! GO BACK AND REFLECT !!

I learnt

I would like to know more about

Activities / tasks I liked / found useful

Something I would adapt / do differently.....

4. Adjectives

Would you all like to play a guessing game with me? Well let's start ...I want you to look around the class and put down five attributes/qualities about any one person in the class room. Put down only the attributes and don't mention the name of the person. You may take two minutes to think that through, alright I would like any one of you to volunteer to read out the attributes you have put down, to the class. Well, the rest of you can make three guesses to identify the name of the person who the speaker has in mind. (You may do a couple of rounds to set the pace)

I suppose you found that fun to do. Now let us get to the topic that we intend working on today adjectives.

Tell me something, how you would like to accessorise yourself when you are coming into college/ work in the morning. The question is addressed to both the boys and girls! You do take the trouble to do that don't you? In the same manner can we accessorise or adorn our sentences?

Yes, we do, and for this purpose we use a part of speech that we call the adjective. An adjective, technically speaking, is a part of speech that modifies a noun or a pronoun. By using adjectives, you not only provide more information about the noun, which is often the subject or object of your sentence, but also enrich your vocabulary. In fact, vocabulary building to a large extent is about using appropriate adjectives to describe something.

A lot of adjectives can be formed from nouns and verbs. Sit along with your partner and each of you put down a list of ten nouns. Having done that, exchange the sheets and try to convert the nouns into adjectives.

Here's an example:

Destruction-destructive

Adjectives are wonderful addition to your vocabulary and give you a great sense of confidence when you speak. Let us work together on an activity.

4.1 Activity 5 : Picture perfect

Subject: Adjectives

Aim: using adjectives to increase vocabulary.

Props

- Sheets of chart paper
- Sketch pens

- Interesting photographs or pictures of crowded places that include a lot of people, object and colour. These can be cut out from magazines or brochures.

Instructions :

- Facilitator to divide the class into groups.
- Each group to be given a picture and a sheet of chart paper.
- The group has to settle on a theme name for the picture they have.
- Next they identify the main objects/people in the picture and within that context come up with adjectives.
- Within a given time span, say, five minutes they must write down as many adjectives as they can think of to describe the picture. For example, if they have a tall well built man in the picture they could have a series of adjectives to describe the man e.g. strapping, stocky, handsome, sober, thoughtful etc.
- At the end of the activity the faculty reviews the lists and puts them up on display. One could further build on this and proceed to list out the adjectives and get the participants to write down the comparative and superlative forms as well.

Debrief :

What have I learnt?

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Adjectives fortunately do not take on any gender and that is surely a saving grace! You have a wide range of adjectives to choose from.

Give me a list of adjectives to show (ask the class to come up with the list)

Opinion: nice, beautiful, excellent

e.g. She was a nice girl.

Numeric : eight, one

Quantitative : more, some, half

Qualitative: red, big , fragrant, square

e.g. The big woman.

The square box.

Origin : German, Japanese

Material: cotton, tin,

Distance: long, short

Time: early, late

Purpose: sleeping, leaking (theses adjectives always end with -ing).

e.g. Sleeping bag.

Ownership: mine, yours

‘which’, ‘whose’, ‘what’, ‘this’, ‘that’ and ‘those’ also function as adjectives. In fact ‘a’, ‘an’ and ‘the’ are also adjectives of shorts since they qualify a noun!

4.2 Positioning of adjectives

Most adjectives appear immediately before the noun or noun phrase. Suppose you have an indefinite pronoun then the adjective comes after the pronoun.

Example:

The **big** balloon floated over the **arid** land.

Anyone capable of doing this should be rewarded.

4.3 Comparative Degrees of Adjectives

Adjectives, like adverbs can be used for the purpose of comparison. The degrees of comparison are positive, superlative, comparative. In reality only comparative and superlative show degrees, while positive show the adjective in its base form.

Take this example:

Mahima is a **rich** lady, but Ahmed is **richer** than Mahima. and Harish is the **richest** person in the community.

The comparative form is used to compare two things and you will find that the word ‘than’ frequently follows the comparative form. On the other hand, the superlative form is used to compare more than three objects and the word ‘the’ precedes the superlative form of the adjective.

Examples:

She is **taller** than Maria.

Alice is the **tallest** of the sisters.

Generally, the suffixes –er and –est are used to form the comparative and superlative forms respectively. You must remember that at times there can be a change in the spellings when these suffixes are added. However, when an adjective has more than one syllable, we use ‘more’ and ‘most’ respectively to form the comparative and the superlative.

Example:

She is **more beautiful** than her sister.

Tom is the **most eloquent** speaker in the group.

True to the nature of the English language most rules also have exceptions. Certain adjectives take on irregular forms when being compared.

Good	Better	Best
Bad	Worse	Worst
Much, Many	More	Most
Little	Less	Least
Far	Farther	Farthest

Certain adjectives like unique, perfect and ideal are incomparable and do not take on more or most. They can exist only in the positive form. Can you think up some more?

Example:

This is a **unique** plan.

I cannot say – This plan is more unique than that one.

A pitfall that most second language speakers of the English language should avoid is the tendency to use a double comparative or superlative. This is often the influence of the first language on our speech.

Have you often heard yourselves say, “This is more better” or “She is more prettier than her” ?

4.4 Order of Adjectives

Do I say a little yellow car or a yellow little car ? when a number of adjectives are to be placed before a noun what is the order you will consider? The order is a pre established one. This comes through practice and after a point it becomes instinctive. Till then follow the pattern and try saying it aloud. Hearing yourself say it will help you to determine whether you have the right order in place. It is based that you stick to using a maximum of three adjectives to describe something. The order follows this pattern:

Determiner	a/an/the
Observation	Beautiful/pretty
Size and shape	Large/rich
Age	Ancient/young
Colour	Red/yellow
Origin	Indian/Japanese
Material	Wooden/ metallic
Qualifier	Rocking chair/ book cover(part of noun)

STOP ! GO BACK AND REFLECT !!

I learnt

I would like to know more about

Activities / tasks I liked / found useful

Something I would adapt / do differently.....

5. Adverbs

You just saw how an adjective modifies a noun; in the same manner an adverb primarily modifies a verb. Most of us are confused when we are told to distinguish between the adverb and the adjective. A simple primary school technique is to address questions to the noun and the verb. The ‘**Wh**’ questions like **what**, **when** and **how** are the ones that you use. If you address a question the verb and you get an answer then, that answer is the adverb. On the other hand, if you address the question to the noun and get an answer, that is the adjective.

Sounds confusing, let us understand this through an example.

I have two sentences-

The black cat ran across the road.

The girl sang happily.

If I were to address the question to the noun-

Which **cat** ran across the road?

My answer would be-

The **black** cat.

This then, is the adjective of my sentence.

Alternately I address a question to the verb –

How did the girl **sing**?

My answer would be –

‘**Happily**’

This then, is the adverb in my sentence.

You now have a basic understanding of adverbs. Adverbs give you more information about the way an action is done. They typically modify a verb, an adjective or sometimes another adverb.

She walked **quickly**. (quickly describes the verb-walked)

I accepted the gift **gracefully**. (gracefully describes the verb- accepted)

He drove a **very** fast car. (how fast was his car? Modifies the adjective)

She moved **quite** slowly down the ramp.(How slowly did she move? Modifies another adverb.)

The easiest adverbs to identify are those that end in – **ly**, **briefly**, **happily**, **sweetly**. Sometimes you may be confronted with adjectives which have a – **ly** ending; for instance- **lovely**.

Confused?

Simple, remember an adjective can qualify only a noun or a pronoun while an adverb qualifies most others!

Example:

The **lovely** lady lives in a **friendly** neighborhood.

5.1 Kinds of Adverb

Adverbs cover a wide range based on their functions.

An adverb of manner answers the question- **How?**

I play well.

An adverb of time answers the question- **When?**

He has not played golf recently.

An adverb of location or direction answers the question – **Where?**

I will meet you outside.

Adverbs of degree answers the question -**How Much?**

I am too tired to go to the party.

Adverb of frequency answer the question – **How Often?**

He rarely visits his parents.

Do not forget the connecting adverbs, which are a great help in our conversation and help us to establish continuity of thought and fluency.

I want to sleep; however, I need to finish the task.

Some of the most common conjunctive adverbs that we use, are : **accordingly**, **still**, **anyhow**, **furthermore**, **however**, **moreover**, **otherwise**, **therefore**, **also** etc.

5.2 Degree of Comparison

Like adjectives, adverbs too have degrees of comparison.

Positive	Comparative	Superlative
Clearly	More Clearly	Most Clearly
Happily	More Happily	Most Happily
Loudly	More Loudly	Most Loudly
Noisily	More Noisily	Most Noisily

Most adverbs that end in ‘ly’ form, their comparative and superlative forms are created by adding ‘**more**’ and ‘**most**’, respectively.

An advantage that an adverb has over the adjective is in terms of positioning. The adverbs of manner particularly have this advantage.

It is acceptable to use any one of the three sentences listed below. Notice the positioning of adverbs in each of these sentences.

- Solemnly, the priest addressed his congregation.
- The priest solemnly addressed his congregation.
- The priest addressed his congregation solemnly.

Adverbs of frequency and time are ideally placed before the verb or between the auxiliary and the main verb.

- I never get up before nine o’ clock.(before the main verb)
- I have rarely written to my brother without a genuine need.(between the auxiliary and the main verb)
- He has recently retired from service.

5.3 Word Order with Adverbs

Often thoughts flood our minds, and we are unaware of the word order when we speak. This can lead to serious errors that will make you the laughing stock of the group.

Take a look at these sentences. Read them once and read them again. Notice the mistakes?

They reported that Michael Jackson, an American pop star, has died on the six o’ clock news.

Did the man die on television? Where could one place the underlined modifier?

Misplacement is also possible with simple modifiers like, **barely** and **only**

Sara only grew to be four feet tall.(not an appropriate usage)

Only Sara grew to be four feet tall.

She grew to be only four feet tall.

Word order in the sentence structure is very important and a culprit that often contributes to wrong word order is the adverb. You definitely need a lot of practice with adverbs. Let us work on this activity. Remember, speed matters!

5.4 Activity 6: Relay Race

Subject: Adverbs

Aim: Understand the positioning of adverbs in a sentence.

Props: multiple copies of task sheets

Instructions:

Facilitator to divide the class into groups of five.

Each group has three tasks that need to be done.

One person from the group to collect the first task from the facilitator.

On finishing the task, the task sheet to be returned to the facilitator and the second task sheet to be collected.

In the meanwhile, the facilitator will correct the first task sheet.

On returning the second task sheet, the third task is to be given.

The group that finishes all the tasks and reports to the facilitator, wins a prize.

TASKSHEET 1: Unscramble the sentences below:

1. speaks fluently He five languages:

2. car new i bought. have a just sports:

3. became soon bored Susan with new boy friend her:

4. already three presents given has leaving We been:

5. hardly days at are home There ever these:

6. never to been He Chandpur before. had:

7. comes home after regularly midnight She:

8. some has food My mother only brought:

9. the house led later than to built had of a me that rest been room the he obviously:

10. India a days Generally letter it three to for reach takes:

Courtesy: <http://www.johnsesl.com>

TASK SHEET 2

Diana is unhappy at work and this is what she said when she came home.

Replace all the examples of 'quite' with either 'completely' or an adverb with a similar meaning or 'fairly' or an adverb with similar meaning.

Help list: wholly, absolutely, moderately, totally, fully

"It is quite (1) unusual for me to get annoyed but I was quite (2) appalled by my boss's attitude. He'd asked me to finish the report by next week. Well, even that would be quite (3) difficult. But then this morning he told me that he wanted it by tomorrow. He knew that it was quite (4) impossible for me to finish it by then. But he's quite (5) determined to have it. It's not fair. He knows I am quite (6) good at writing reports but he also knows I am quite (7) useless at working under pressure like that. My old boss was quite (8) different. He was quite (9) thoughtful and quite (10) brilliant at organizing people. I think it's quite (11) likely that I will start looking for a job elsewhere."

Answers:

2,4,5,7,8,10 should be replaced by completely or adverbs like totally, fully, entirely, wholly, absolutely, utterly

1,3,6,9,11 are to be replaced by fairly or adverbs like rather, reasonably, moderately, comparatively

TASK 3

Unscrambled the words below:

1. ylouisxna _____
2. yyatlbonu _____
3. yliylacnc _____
4. lldlfyuae _____
5. haryazahpdl _____
6. oiyomdl _____
7. arwtlodyu _____
8. rylpta _____

9. ayiltplyc _____
10. rnyovuitlal _____

courtesy : www.teach-nology.com

Debrief:

What have I learnt?

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STOP! GO BACK AND REFLECT!

I learnt.....

I would like to know more about.....

Activities/Tasks I liked/found useful.....

6.Prepositions

What do you understand by the term ‘preposition’ ? The word by itself does not give you a clue. So how could you like to explain what prepositions are?

Take a look at the prepositions that you commonly use –

At , in , on , of , up , and , to

By itself a ‘preposition’ is meaningless and difficult to describe. It is pronounced *softly* in a sentence and not emphasized on.

Short words, but they play a very essential role in the sentence.

Prepositions show relationship between nouns, pronouns and other words. Often, they come before a noun.

After class, before noon

The prepositions stay the way they are and never change form, regardless of the gender or case of the words they are referring to.

A preposition helps to connect the object with the rest of the sentence. The preposition usually helps establish the chronological, spatial or logical relationship of its object to the rest of the sentence.

Example:

- **The book is on the desk.**
- **The book is beside the table.**
- **She read the book during class.**

In all these sentences, the preposition used, locates the noun **book** in relation to space and time.

There are more than a hundred prepositions. Though they appear simple, the use of prepositions is a little tricky. This is because most prepositions have more than one meaning. They can be used as adverbs and are also used along with verbs to form phrasal verbs and prepositional phrases. Besides, they are used in many idioms and along with adjectives and nouns, as well.

Think of this, we say :

We are **at** the hospital to visit an aunt who is **in** hospital.

We watch a movie **at** the movie hall but not **on** television.

Any wonder that these troublesome little words are a nuisance for most speakers? Prepositions can at times be used as adverbs or conjunctions. A word such as since or until functions both as a ‘preposition’ as also a ‘conjunction’. Some prepositions are interchangeable and to add that, a preposition used in combination with another word may have different meanings.

What's more, prepositions do not have equivalent meaning in other languages.

Let us understand this through the use of Hindi prepositions "se". This preposition has a wide range of meanings and can be used differently each time.

Look at the following sentences and understand the meaning of the preposition "se".

1. Woh Dilli (Delhi) se aaya hai.(He has come from Delhi.)
2. Woh kal se gaayab hai.(He is missing since yesterday.)
3. Woh train se jaa raha hai. (He is going by the train.)

You have seen that "se" ends in the sentences above mean from, by and since. Under these circumstances can we apply the same logic to English prepositions? Not at all. Therefore, we face the problem of using the wrong preposition in the course of translation from one language to the other.

It is indeed difficult to state rules for using prepositions; however we could try and understand them in the context of the specific word meaning and also in the context of usage. Prepositions can be broadly categorized into three groups- prepositions of place, time and direction.

In this session, we shall not look at them in these separate categories but understand them with reference to the context of the sentence and the meaning of the particular preposition.

The only way to master your prepositions is by paying close attention to the spoken and written word. Practice, practice and more practice!!

One can broadly classify prepositions into prepositions of time, place and location.

6.1 List of Common Prepositions

Let us look at the most commonly used ones along with an example to understand its usage.

Above : higher than, earlier on a page,

The plane flew above the roof.

There is a title above each diagram.

About : on the subject of, approximately

This is a story about aliens.

My mother is about sixty years old.

Against : opposing, touching something

I am against this idea.

I leaned against the wall.

Across : from one side to the other, on the other side

We walked across the road.

Let us go to the store across the road.

After : later in time, later in series, to chase

I will meet you after lunch.

B comes after A in the sequence.

The cat ran after the mouse.

Along : follow the length of

I walked along the street.

Among : within a group (amid/ amongst)

We share the money among us.

Around : going around something, surrounding, in other direction, approximately

We walked around the garden.

There is a moat around the castle.

We turned around and went home.

He is around 5 feet.

At : a specific location, point in time, an activity, a condition

Turn right at the end of the street.

I will meet you at 6 o' clock.

The countries are at war.

She is at work.

Before : earlier in time, earlier in a sequence

We can meet before Christmas.

A comes before B.

Behind : at the back of, late, cause of

The girl hid behind the car.

I am behind in my assignment.

Who was behind this scheme?

Below: lower than, later on a page

The temperature is below freezing point.

Notes are provided below the text.

Beneath: lower than and making contact

The earth beneath my feet is wet.

Beside: next to

Angel sits beside me.

Besides: also, as well as

There is no one in the room besides Aisha.

Between: an intermediate location, time series, within a group of two

The building stands between the mall and the mosque.

B comes between A and C.

We have no holidays between Christmas and New Year.

Please share it between the two of you.

Beyond: further than, farther, exceeding

The mountain lies far beyond the horizon.

This is beyond my expectations.

By: near, passed, not later than, through

I live in a house by the sea.

I waved as I drove by the house.

Finish it by next week.

Do you travel by the bus?

Down: in a lower position, further along

The ball rolled down.

He lives down the road.

During: throughout a period, sometime within a period

She watched during the night.

A mishap occurred during the night.

For: purpose, in the direction of, in favour of, considering, duration of time

I walked for two hours.

She left for Kanpur.

We are for this proposal.

I bought the sweater for you.

She is clever for her age.

From: place of origin, starting point of time, start of a range, cause and source

We left from Allahabad .

He comes from his home.

From now on, please be on time.

He suffers from anxiety.

I first heard about it from you.

In: a general area, within a location, large units of time, within a certain time, by means of, condition, a member of, wearing, with reference to.

I live in Egypt.

The chair is in the room.

I will return in an hour.

This happened in December.

The girl is in a white skirt.

The Middle East is rich in oil.

When in doubt call me.

Speak in English.

Inside: within

They are inside the room.

Into: to the inside of, changing conditions

We stepped into the hall.

The frog changed into a prince.

Near: close to

I live near the mall

Of: location, possession, part of a group, measurement

It is in the middle of the room.

A friend of mine is visiting.

One of you can do it.

Give me a cup of milk.

Off: not on, away from, at some distance from

Please keep off the glass.

There are islands off the Hawaiian coast.

On: touching the surface of, a certain day, a certain street, about, a state or condition, by means of

The clock is on the wall.

I live on Cox Street.

The house is on fire.

The book is on aliens.

My birthday is on the 6th of June.

Having run through a fair number of prepositions, let us practice some of these usages before we learn some more.

6.2 Activity 7: Treasure Hunt

Subject: preposition

Aim: to practice the use of prepositions.

Props:

Instructions:

The facilitator would hide a piece of paper (a clue) containing an important announcement of a surprise element in some part of the room, which is rather difficult to find. This must be done before the beginning of the session.

Build up the excitement to finding the clue.

Instructions:

Participants are told to guess where the clue has been placed by using prepositions showing direction or location.

Any of the participants can guess, but ensure that everyone in the class participates.

Clues that the participants ask would be : is it on top of the table, behind the bag, etc.

As a facilitator, you are allowed to only reply saying yes or no.

Once any participant makes the right guess, you may pull out the clue and announce to the class what was on the sheet of paper.

Debrief:

What have I learnt?

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Getting back to our list of prepositions:

Onto: to a position on

The baby climbed onto the chair.

Opposite : facing

The store is opposite my house.

Out of: to the outside of, from among, a motive, material, beyond

She went out of the room.

We won two out of three.

We spoke out of courtesy.

It is made out of waste material.

We are out of danger.

Outside: on the outer side, beyond the limits of

Outside our house, I have a garden.

It is outside of my area of interest.

Over: higher than, covering, across, more than, during, by means of

There is a bridge over the river.

I spread the cover over the table.

I jumped over the puddle of water.

It cost over two dollar.

I saw her several times over the past one week.

We made plans over the phone.

Past: beyond, after

I walked past her house.

It was past two o' clock.

Since: from a specific time in the past, from a past time until now

I have been waiting since 3 o' clock.

I have been waiting here since you called.

I have known him since January.

Through: cross, for a whole period, by means of

The road through town is closed.

I slept through the night.

It will improve through hard work.

To: in the direction of, destination, until, compared with, with indirect object, as part of an infinitive, in order to

Turn to the left.

We are working from Monday to Saturday.

They prefer tea to coffee.

I am going to Alexandria.

Please give it to me.

I like to ski.

We went to the store to buy a pen.

Towards: in the direction of, near

We walked towards the bus stop.

It rains towards late evening.

Under: beneath, less than, in circumstances of

I lay down under the trees.

Under ten people came in.

The bike is under repair.

Underneath: below, making contact with

The book was underneath the carpet.

Up: to a higher place, in a higher place

We went up the stairs.

She lives up the hills.

Up to: as far as, depending upon, as good as

I have read up to the 55th page.

The decision is up to you.

His work is not up to the mark.

With: accompany, having manner, by means of, because of

He came with her.

Here is a book with a map.

I washed with soap.

We read it with ease.
He was paralyzed with fear.

Within: inside of

Be here within ten minutes.
There are no hospitals within a kilometer.

Without: not having,

Do not leave without money.

6.3 Activity 8: Route Map

Subject- Prepositions

Aim- To gain an understanding of prepositions of place and direction.

Props-

Multiple copies of the printed maps of the layout of Harvard.

Instructions-

Study the map showing the layout of Harvard business school along with your partner. You have to give direction to your friend professor Yokogawa- a visiting professor from Japan who is waiting at the Gordon road entrance. Since you are busy and will not be able to escort him, please give him direction to the Dean's house.

You will join him there for a cup of tea. While you continue your meeting with the Dean, your friend would like to visit one of the blocks-Hamilton.

After this, he would like to visit the Baker Library and then head for the parking lot.

Please put down the directions on paper from point so that your friend will not lose his way.

Directions would be in four separate groups-

1. Gordon Road entrance to Dean's house.
2. Dean's house to the Hamilton Block.
3. Hamilton Block to the Baker Library.

4. Baker Library to the visitor section and finally to the parking lot.

Debrief:

What have I learnt?

.....

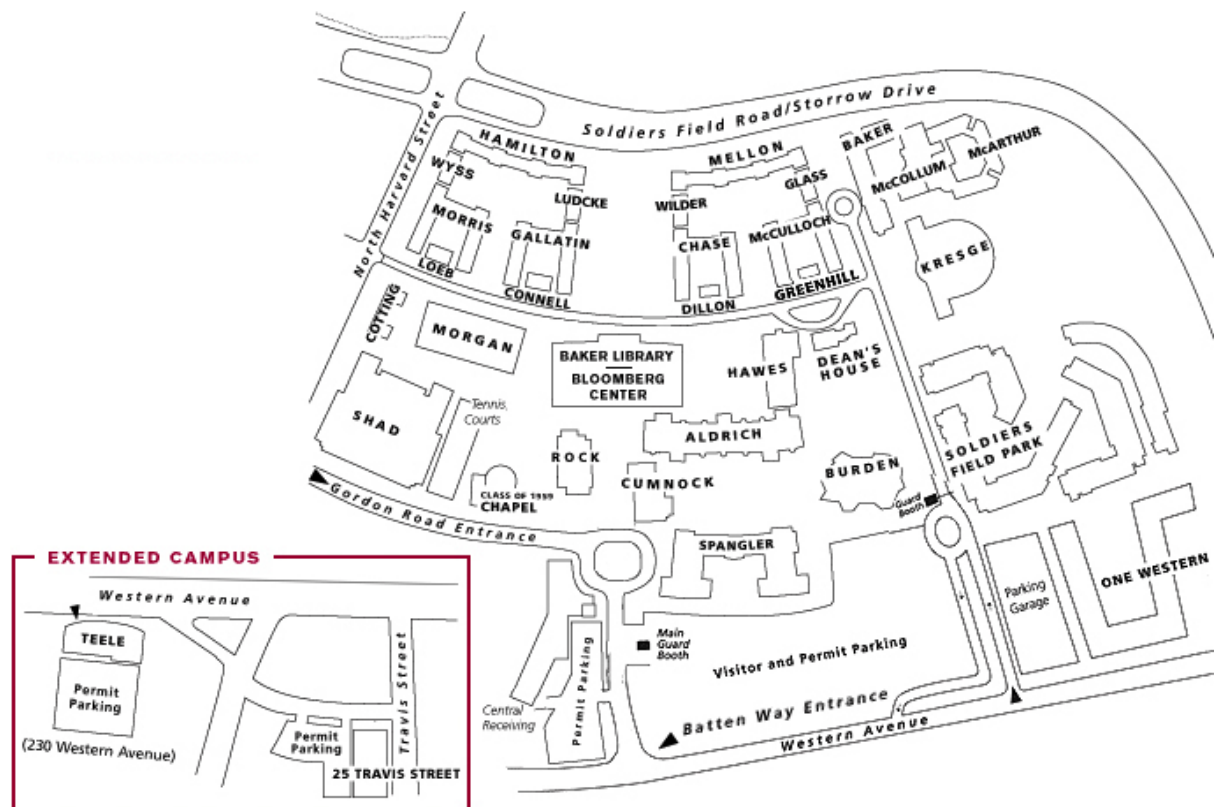
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Prepositions cannot stand by themselves and must therefore exist along with another word, which could be an adjective, verb or noun. Certain prepositions at times are so firmly wedded to certain adjectives, nouns or verbs that they seem like one word.

6.4 Prepositions with Adjectives, Nouns and Verbs

Let us run through a list of such words to familiarize ourselves with these usages.

Adjectives and Prepositions	Nouns and Prepositions	Verbs and Prepositions
Afraid of	Precautions against	Complain about
Careless about	Insight into	Protest against
Familiar with	Example of	Stare at
Accustomed to	Faith in	Think about
Accused of	Evidence of	Apologise for
Parallel to	Impression on	Abstain from
Acquainted with	Animosity towards	Believe in
Resistant to	Siege to	Approve of
Suspected of	Connections with	Preside over
Intent on	Response to	Concentrate on
Oblivious to	Symbol of	Adhere to
Devoid of	Acknowledgement of	Comply with
Descended from	Respect for	Mingle with
Noted for	Understanding of	Succumb to
Torn between	Belief in	Refrain from
Isolated from	Hatred of	Abide by
Married to	Token of	Strive towards
Worried about	Pity on	Pry into
Jealous of	Dependence on	React against

STOP ! GO BACK AND REFLECT !!

I learnt

I would like to know more about

Activities / tasks I liked / found useful

Something I would adapt / do differently.....

7. Conjunctions

Connecting words are called conjunctions. They can join two parts of sentence, two independent clauses or two separate sentences to create a single sentence. So they are a very useful part of speech and play a very important role too.

Using conjunctions enables to give continuity to your narrative, set a logical flow to your line of thought and most importantly combine two ideas into one.

Broadly speaking, conjunctions fall into 3 categories :

- **Coordinating**
- **Subordinating**
- **Co-relative**

But let us not limit ourselves by these classifications; instead let us look at the vast cache of words that can come to our aid.

Let us look at our first list of joiners. These are mostly short words.

7.1 Coordinating conjunctions

For	And	Nor	But	Or	Yet	So
------------	------------	------------	------------	-----------	------------	-----------

Represented by the mnemonic (memory aid) FANBOYS, these are easy to remember. These conjunctions join two similar grammatical constructions, for example, two subjects, two clauses or two phrases.

Let us see how we can use them:

He was poor. He was honest.

We have joined two sentences together by using the conjunction **but**

He was poor **but** honest.

In this example, we used the conjunction **and**

Ashita wrote the letter. Anita posted it.

Ashita wrote the letter **and** Anita posted it.

Look at the sentences below and you will see that not only two conjunctions join sentences together; they also show how they are related.

- a. He is slow **but** steady (Contrast)
- b. Angel wrote the essay **and** the teacher read it (Addition)
- c. She sent in her application **and** waited for a response (Sequence of action)
- d. Take it **or** leave it (alternative / possibility)
- e. He is very rich, **yet** very unhappy (Contrast)
- f. Abhinay thought he had a good chance to get the job, **for** his uncle was on the board of directors (reason for preceding clause- italicized)

Remember when a coordinate conjunction joins two verbs which share the same subject, you need not repeat the subject.

She tried and **she** succeeded can be replaced with “ **She tried and succeeded**”.

7.2 Subordinating Conjunctions

This word is usually placed at the beginning of the dependant or subordinate clause and establishes the relationship between that part of the sentence and the rest of the sentence. It joins two unequal parts of the sentence. In fact, it makes the clause depend on the rest of the sentence for its meaning.

Analyse this sentence:

As he was not there, I left the package with his mother.

The conjunction in this sentence is **as** and is placed at the beginning of the dependent clause which is – **He was not there**. This is now connected with the use of the conjunction to the second half of the sentence which is – **I left the package with his mother**.

Listed below are some of the common subordinating conjunctions.

After	If	Though
Although	If only	Till
As	In order that	Unless
As if	Now that	Until
As long as	Once	When
Though	Rather than	Whenever
Because	Since	Where
Before	So that	Whereas
Even though	Than	Wherever
Even if	That	While
Supposing	Provided	As long as

Examples :

Answer the question **before** you move further.

I have not seen her **since** she was a baby.

I have to go **as** I have a meeting.

You will win **if** you practice everyday.

He plays hard **though** he is weak.

My brother takes me to school **when** I am late.

I couldn't buy a gift **because** I have no money.

Supposing she is late, she will miss the interview.

Although it was raining, I walked to the shop.

She passed the exam **while** I had to do it again.

Neelima got the job **even though** she wasn't qualified.

Having listed examples of the usage of some of these conjunctions, practice with your partner to confirm your understanding of the others. With such a wide variety of choices, remember to choose a conjunction that makes your sentence crisp and concise.

7.3 Correlative Conjunctions

Certain conjunctions can be used only in pairs. They join grammatically equal sentence elements and are used to express the relationship between ideas in different parts of the sentence.

Bothand
Neithernor
Not onlyBut also
Eitheror
Hardlywhen
No soonerthan
Scarcely.....than
Rather.....than
If.....then

Examples-

Neither Nancy **nor** Tina could give me the answer.

He is **both** friendly **and** affectionate.

She will **either** stay **or** take the late train.

She is **not only** pretty **but also** intelligent.

No sooner had I come out of the building **than** she rushed at me.

Scarcely had I opened the cupboard **when** the body fell out.

I would **rather** stay at home **than** go out.

If that is false **then** I am not to blame.

When you use co-relative conjunctions, remember to maintain the parallelism of construction.

You do not say:

He has both a good job and he has a good salary.

She turned the car neither right nor to the left.

The chateau is spacious, charming and not expensive.

Instead, use the correct form of punctuation:

He has both a good job and a good salary.

She neither turned the car right nor left.

The chateau is spacious, charming and inexpensive.

Some words in the list like **until**, **since**, **after** and **before** – function as both prepositions and conjunctions.

7.4 Connecting Adverbs

Similarly connecting adverbs also function as conjunctions. We had made a mention of this in the chapter on adverbs.

These are some of the connecting adverbs listed along with their meanings.

Accordingly	So
Nevertheless	But
Consequently	So
However	But
Moreover	In addition to
Otherwise	If not, else

Many connecting adverbs have meaning similar to the conjunctions- and, but and so.

And: also, moreover, besides, furthermore, likewise.

But: however, nonetheless, still, nevertheless.

So: accordingly, consequently, hence, therefore.

These are good additions to your vocabulary and using them to join or start sentences, helps to avoid delays and hemming and hawing, while speaking.

7.5 Activity 9: The Socks Story

Subject: Conjunctions

Aim: To understand the replacement of conjunctions in a sentence.

Props: A puppet, if needed.

Instructions:

Announce to the class that it is story telling time and that you have an interesting story to share with them.

Outline of the story: Two men on a journey on a train – settle down – talk – decide to rest a while – takes off shoes and socks – oversleeps – train reaches destination – have to rush out – mistakenly exchange their socks

Carry the story up to this point and then tell the participants that they now have to come up with reasons why the two men exchanged socks.

The sentence should start with : The two men exchanged socks.....

Participants will work in pairs and complete the sentence with a reason as to why they exchanged their socks by using a suitable conjunction.

Example: The two men exchanged socks since they couldn't exchange their visiting cards.

Each pair will come up with 10 reasons.

Tell them it is alright to be whacky and funny.

The focus is on the appropriate use of conjunctions.

The facilitator may ask the participants to read out their sentences and make the corrections where needed.

Debrief:

What have I learnt?

STOP ! GO BACK AND REFLECT !

I learnt

I would like to know more about

Activities / tasks I liked / found useful.....

Something I would adapt / do differently.....

8. Verbs

Can one imagine the English language, or for that matter any language without verbs? As the axis is to the earth, or the sun to the solar system, so is the verb to the English language. One cannot form a sentence without a verb. You saw that in the very first lesson we started with. You would not have a phrase without a verb.

So, what are verbs? Most of us understand verbs as action words. They give an idea of action, of doing something. But how would you explain this, a little further?

- Verbs are that part of speech which denote action or an idea of existence or a state of being.
- A verb always has a subject. A verb tells you what the subject is doing.
- Verbs change form.
- A verb must agree with the subject in terms of number- singular and plural.

Let us take an example of a simple sentence.

Aswin speaks English.

A simple sentence of three words, let's see if it confirms to our description illustrated above.

The subject in this sentence is Aswin and the verb "speaks".

While Aswin is the subject of the verb- speaks, Aswin being singular, we use a singular form of the verb- speaks and not the plural form – speak. This explains the agreement of the subject to the verb.

8.1 Verb Classification

Verbs are divided into two basic groups

- Helping verbs
- Main verbs

A helping verb by the very term implies something that provides assistance. In other words, it assists something else. It may also be called as auxiliary verb.

Let us take a helping verb and put it into a sentence.

People are.

Do you understand anything from this sentence? I guess not. The sentence has both a subject and a verb. In spite of which you fail to make sense of it. This is simply because a helping verb cannot exist by itself and needs to accompany or support a main verb. They don't mean anything when they are by themselves; however, they are absolutely essential to complete the grammatical structure of the sentence. They go hand in hand with main verbs.

The main helping verbs are:

Be and its forms.

Have and its forms.

Do and its forms.

There are other helping verbs called modal verbs. These are helping verbs which modify the meaning of the main verb in some way and express possibility or necessity. We shall examine them separately in a later chapter. Similarly, you also have yet another group of verbs called **linking verbs**. These verbs connect a subject with an adjective or a noun that describes the subject.

Example:

The flowers smelled wonderful.

The students felt delighted.

The common linking verbs are :

Be, appear, become, sound, taste, smell, remain, seem, feel, grow, look, go, turn

Let us expand on our earlier sentence.

People are walking.

By adding the main verb walking, there is a greater clarity to the sentence. It is complete by assisting the main verb, the helping verb has played its role of providing assistance.

A main verb can exist by itself and does not need the assistance of a helping verb, at all times.

In this example:

People eat.

We have the subject and the main verb. They agree with each other in number and are complete in their meaning.

There are thousands of main verbs and similarly, there are different kinds of classifications as well. Essentially, it needs to be remembered that a verb can take a direct object as in the sentence-

I saw an elephant.

Or it may stay without one as in the sentence-

He has arrived.

A classification that is both interesting and confusing is that of regular and irregular verbs. If you are not fluent in the language, this could be an area of improvement that you would need to look at.

An understanding of verbs and their forms is essential as we would need to deal with tenses later.

In the English language, regular verbs consist of three main parts: the root form which is expressed in the simple present form of verb, the simple past and the past participle form.

The easiest way to remember or identify a regular verb is to look out for – ed ending added to the root form to create the past and past participle form of the verb.

Example:

Root form(present)	Simple past	Past participle
dance	danced	Danced
create	created	created
Play	played	Played
Act	Acted	Acted
walk	walked	Walked

Irregular verbs also have the same three forms; however, they are not formed in the same manner. The past and past participle forms differ and one can learn this only through practice. Some irregular verbs do not change at all in all three forms, while some change across all three.

8.2 List of irregular verbs

Study the list below and identify the common patterns. A point to remember is that there are no fixed rules for the formation of irregular verbs. You may identify a sort of pattern but just when you think you have mastered it, you will come across an exception.

Root form	Simple past	Past participle
Awake	Awoke	Awaken
Send	Sent	Sent
Bring	Brought	Brought
Freeze	Froze	Frozen
Creep	Crept	Creep
Make	Made	Made
Blow	Blew	Blown
Drive	Drove	Driven
Break	Broke	Broken
Write	Wrote	Written
Rise	Rose	Risen
Weave	Wove	Woven
Teach	Taught	Taught
Bite	Bit	Bitten
Slide	Slid	Slid
Weep	Wept	Wept
Fly	Flew	Flown
Know	Knew	Known
Meet	Met	Met
Drink	Drank	Drunk
Flee	Fled	Fled
Leave	Left	Left
Deal	Dealt	Dealt
Swell	Swelled	Swollen
Dream	Dreamt/dreamed	Dreamt/ Dreamed
Shrink	Shrank	Shrunk

Go	Went	Gone
Forgive	Forgave	Forgiven
Spend	Spent	Spent
Lend	lent	lent
Fling	Flung	Flung
Grind	Ground	Ground
Ring	Rang	Rung
Mean	Meant	Meant
Forget	Forgot	Forgotten

That was an exhausting list. Don't get fazed by it. Go through the list very slowly and see whether you can identify a pattern which will help you understand and remember the forms. Let me give you a clue.

Look at the words which end with- nd, what is the pattern you see?

The -nd changes to-nt in the past and past participle forms. Try and establish similar patterns.

Let us try using these in some sentences so you understand the need to learn them.

I write my diary every day.

Last evening I wrote a long mail to my friend.

She had not written to me for many months.

Or let us see an irregular verb that does not change form. Observe its usage whether used in the present, past or future.

She cut the cake last evening.

We will cut the cake later in the evening.

I cut her hair this morning.

Here is a more complicated example.

She spoke to me and said that if I speak behind her back she will have me spoken to, by the principal.

8.3 Activity 10: Word Search

Subject: Verb forms

Aim: To practice using various verb forms.

Props: Multiple copies of word search and filling sheets.

Instructions: Facilitator to distribute copies of word search.

Time allotted for participants to find the 20 words and put them in the columns along with the corresponding forms. – 15 minutes.

Debrief:

What have I learnt?

STOP ! GO BACK AND REFLECT !

I learnt

I would like to know more about

Activities / tasks I liked / found useful.....

Something I would adapt / do differently.....

9. Subject and verb agreement

Communication is the key to success. In the global business world, the language that links people from across the globe is English. There are many dialects to any language. Pronunciation, phraseology and turn of phrases will vary from country to country. However there is a common consensus on one aspect and that is the grammatical structure of the language. There is no debate on this score, I am sure!

Having understood the various parts of speech, the challenge that lies ahead is to string these parts together in a manner that makes what you say coherent, logical and fluent.

Recollect the process of learning any new language. You have learnt the alphabet, the syntactic structure, some vocabulary-all separately. Moreover you have also scored very well in your written test, yet you are not able to converse with ease. Fluency seems like a distant dream.

Professionalism at the work place is reflected to a large extent through your communication. Being able to convey your thoughts and ideas effectively in English will help you clinch the deal. However, English which is a language that has evolved through the influences of various languages through the ages is fairly confusing and has more exceptions to the rules that govern the syntactic structure than the rules themselves!

The idea is not to scare you, but to make you realize that subject-verb agreement which is the topic of our discussion today is very crucial to understanding English. In addition, if you understand and analyze each of these rules in a very logical and mathematical manner it is actually very simple and can be a lot of fun too!

The rules of English grammar are quite straight forward and logical, it's definitely not rocket science! For a sentence to exist you know that it must have a subject and verb. So what is the subject and what is the verb?

The **subject** in a sentence is the **doer** of the action which is represented by a part of speech- the noun or the pronoun.

Some sentences will also have an **object**. This is the **receiver** of the action again a noun or pronoun.

The verb signifies the transmission of the action from the **doer** to the **receiver**.

The basic rule for forming a correct sentence is

Singular subject takes a singular verb and a plural subject takes a plural verb. Simple isn't it!

Example:

The **boy** reads a book.

The **boys** read books .

So where is the problem?

Well, the first part of the problem is in knowing whether the subject is singular or plural and the next is in knowing whether the verb is singular or plural.

Knowing whether a subject is singular or plural is basic and comes through practices. We have observed this and learnt about it in the chapter on nouns.

So you have:

Chair-chairs

Student –students

Right! But verbs do not form their plurals in this manner. The reverse logic works here. A singular verb takes an 's' at the end of the verb and the plural verb stays the way as it is!

DANCE + S = SINGULAR VERB DANCE = PLURAL VERB CHAIR = SINGULAR NOUN CHAIR + S = PLURAL NOUN

This table will help you see the difference in the formation of plurals of the verb and the noun.

Let me take you back to your school days. The focus in your grammar class was on teaching you the plurals of nouns. Am I right? Somewhere the mind at that point registered that the formation of the plural was simply a process of adding- s to the word. Subsequently you learnt about verbs. Grammar was then your dreaded subject and you push the rules away to the far corner of your minds. Somewhere along you failed to analyse that the plural of the verb is formed differently. In fact, in direct contrast to the formation of nouns!

At a later stage, you adopted the process the generalisation and formed a blanket rule.

Plurals- **add s**

One of my friend is sick.

The friends is very important in our life.

They makes me happy.

Therefore you made mistakes in your subject verb agreement! Does that sound plausible?

Look at the example of the verb.

Talk

Talks

Which one is the singular form? Which form of the verb would you use with “he”.

.

He talks

Therefore “talks “ is a singular form of the verb .

They talk.

Therefore talk is the plural form of the verb.

Be conscious and hear yourself speak, it makes it easier to identify errors in your own speech.

Let us look at some more examples.

She does her work

They do their work.

The students come late.

The student comes late.

This is the cornerstone rule that forms the basic concept. There are about 20 or 24 rules of subject verb agreement of which 12 are crucial to our understanding.

Let us try and approach this topic in very logical manner.

In the sentences above, you had one subject in your sentence. These were – **she, they, students, student.**

You have now understood what the rule of agreement when you have singular subject.

SINGULAR SUBJECT- SINGULAR VERB

PLURAL SUBJECT- PLURAL VERB

So you now know what to do when you have one subject in the sentence.

What if you were to have two subjects in a sentence?

If both your subjects are singular and connected by ‘**or**’ ‘**nor**’ ‘**either/or**’ or ‘**neither/nor**’ you use a singular verb.

My **brother** or my **sister** is arriving today.

Neither **Mohammed** nor **Amrish** is available.

Either **Asha** or **Angel** is coming for the meeting.

Either / Angel is

Either/ Asha is

An exception to this usage is the use of the pronoun ‘I’. If ‘I’ is one of the subjects – place it 2nd and follow it with the verb that agrees with ‘I’ which is ‘am’.

Neither she nor I am going to the Park today.

Instead if both your subjects were in the plural form and connected by ‘**or**’ ‘**nor**’ ‘**either/or**’ or ‘**neither/nor**’ then the verb that follows will naturally be a plural form of the verb.

Neither we nor they are going to the office today.

The participants or the faculties are answerable for the delay.

In the sentences above, you see. That the subjects used, were in their plural form and therefore the verb that follows, is also in the plural form.

Let us now change the situation slightly. If one of the subjects were altered, what would happen? What is the form of the verb that has to be used in this context?

The simple rule to follow in this case is the rule of proximity.

What do you understand by this?

Identify the noun that is placed closest to the verb. Your verb has to agree with the subject that is closest to it.

Example:

The textbooks or the **pencil is** on the table.

The pencil or the **textbooks are** on the table.

Neither the professor nor the **students are** available.

Neither the students nor the **professor is** available.

Either the children or the **parent is** coming to meet you.

Either the parent or the **children are** coming to meet you.

However, the two subjects in your sentence are joined by '**and**', as a general rule it takes plural verb. The parents and the children are attending the concert today.

The exception to this rule is the usage of two nouns which may look like two different subjects but in reality refer to one entity. An understanding of this usage comes through practice and a lot of additional reading.

Examples:

His companion and **friend** is devoted to him.

His friend and **fellow worker** is very knowledgeable.

Our cook and **housekeeper** is on a holiday.

In these sentences the two subjects refer to the same person.

How would you understand the difference?

Simple-the subjects in these sentences refer to two individuals, you would find a modifier or a determiner preceding the noun.

My friend and the **fellow worker** are very knowledgeable.

Our cook and our **housekeeper** are ill.

His **companion** and his **friend** are devoted to him.

By placing the word **his/ the/ my** before two nouns respectively, you clearly indicate that they are two different individuals.

Sometimes the subject is followed by prepositional phrases or expressions such as **along with, as well as, besides, together with**. Remember the subject in these sentences does not get affected by these intervening phrases.

Ignore these phrases when determining which form of the verb to use. The nouns that follow these phrases is not the main subject. They provide additional information which is not a pre-requisite for determining the form of the verb.

Materials (for the building have been transported)

In this sentence the subject is the word **Materials**. The subject is plural and the verb must be plural. The prepositional phrase for the building does not affect the number of the subject.

Let us take another example

My **cousin** with her children **has** flown to Spain.

In this sentence the phrase **with her children** does not affect the number of subject. The subject is **cousin** which is singular and the verb is **has** which is singular. So the agreement of the subject and the verb is complete.

You could review some more examples

My sister, together with her husband and sons, **lives** here.
The **politicians** along with the president **have** disappeared.

Singular indefinite pronouns always take on a singular verb.

Each of these boxes **has** been examined.
Anyone **has** the right to offer an opinion.
Somebody is **responsible** for the theft.

The same rule applies to other singular, indefinite pronouns.

Someone, something much, neither, each, nobody, nothing, everything, everyone, every

Indefinite pronouns like **many a** and **many an** may be misleading because of the presence of the word many. These are singular and take on a singular verb.

Many a man **wishes** that he had better education.

Plural indefinite pronouns like several, few, both and many take on plural verbs.

Several **were** called to the stage.
A few **were** opposed to the idea.
Both **were** **anxious** to receive the award.

Let us now take a look at the fence sitters! Indefinite pronouns like **some, more, most, none** and **all** are singular or plural according to the meaning of the sentence.

A good technique to use to understand this is to remember that if a pronoun refers to an uncountable noun or a quantity or a mass then it takes on a singular verb and if it refers to a countable noun or a number, it takes on plural verb or in the words, these pronouns refer to a quantity or mass there considered singular and when they refer to a number they are considered plural in meaning.

You will understand this better through a series of example.

Some of the officers **are** going by plane. (More than one- plural)

The indefinite pronoun **some** refers to a countable quantity-**officers**. It is plural and so the verb is also plural.

Some of the **ice cream** is left. (Mass or uncountable quantity)

The indefinite pronoun **some** refers to an uncountable quantity- **ice cream**. It is singular and so the verb is also singular.

More chairs are needed in this room. (More than one- plural)

The indefinite pronoun **more** refers to countable quantity- **chairs**. It is plural and so the verb is also plural.

Is there any milk in the freeze? (Mass or uncountable quantity)

The indefinite pronoun **any** refers to an uncountable quantity- **milk**. It is singular and so the verb is also singular.

All of the children **have** brought gifts. (More than one- plural)

The indefinite pronoun **all** refers to countable quantity- **children**. It is plural and so the verb is also plural.

All of the gasoline **has been** sold. (Mass or uncountable quantity)

The indefinite pronoun **all** refers to an uncountable quantity- **gasoline**. It is singular and so the verb is also singular.

Look at how the indefinite pronoun none is used. It can be used to mean both singular and plural and you use the appropriate form of the verb by basing it on the context of the sentence.

None of these mangoes **are** ripe. (More than one- plural)

We needed a book but **none was** available. (Not one – singular)

With indefinite pronouns neither and either, remember to use a singular verb even though they may seem to refer to two things. Neither and either fall under the category of singular indefinite pronouns and take on a singular verb.

Neither of the bags is useful.

Either of the coats is fine.

In the sentence such as these the element of confusion lies in the choice between the pronoun and noun as the subject of the sentence. Remember that the first thing to do is to be clear about the

subject of the sentence. The subjects in the sentences above are **either** and **neither**. These are singular indefinite pronouns and naturally take a singular verb.

We have covered some of the important rules of subject and verb agreement. A little practice will help you reinforce the concepts that we have covered, so shall we have an activity now?

What about making some salad? Are you game for it?

9.1 Activity 11: Tossed Word Salad

Subject: subject verb agreement.

Aim : To practice creating sentences.

Practice subject- verb agreement.

Props: Blank paper, pencil, scissors

Paper cut into small squares.

Instructions:

Facilitator to list out the various parts of speech covered so far, on the board.

As the facilitator calls out each part of speech participants (could work in pairs) put down two words belonging to that category on the squares of paper.

Vary the degree of difficulty by asking them to put down- past participle form of the verb or a correlative conjunction.

A square can contain only one word.

There is no restriction on using any tensed form with the verbs.

Once the participants or the pairs have a sufficient number of words ask them to toss the word salad mixing up all the words.

Now allot a span of time – say 15 minutes and ask them to put down as many correct sentences as they can.

The pair that comes up with the maximum number of sentences within the given time can be suitably rewarded.

Debrief:

What have I learnt?

Words that indicate parts or portions- **per cent**, **part**, **majority**, **some** and **half** are singular or plural, according to the meaning of the sentence. When these words refer to a mass or section, they are singular. When they refer to a number of individuals or things they are plural.

In the examples look at the noun in the '**of phrase**' which is the object of your preposition. This helps you determine whether to use a plural or a singular verb. If the object of the preposition is plural – use a plural verb and if the object of the preposition is singular- use a singular verb.

Fifty percent of the **cake** has been eaten. (Cake is the object of the preposition **of** and you are referring to a single unit of cake)

Fifty percent of the **cakes** have been eaten. (Cake is the object **of** the preposition of and you are referring to a number of units of cake).

Half of the **boys** are in the class. (Boys- plural)

Half of the **cake** is left. (Mass or section of one unit.)

In a similar fashion, when the word **number** is preceded by the article **a**, it takes a plural verb and if it is instead preceded by the article **the**, it takes a singular verb.

In other words a number refers to a countable quantity and the number refers to an uncountable mass.

A number of men **were** working under project. (Plural- countable)

The number of men present **was** small. (Singular – refers to one group)

A plural noun which shows weight, quantity or extent is always singular and takes a singular verb.

Alternately, you could say that units of measurement are always expressed in the singular.

Ten **miles** is a long distance to walk.

Five hundred **pounds** is a big price to pay for this.

Ten **inches** is the correct length.

Words like **scissors, pants, tongs and spectacles** indicate a unit that has two parts. It is incorrect to say scissor, pant or tong. Whether you use it to mean a singular or a plural unit it always takes a plural verb. But if the word **pair** is used to denote the subject, it is then considered as singular and takes a singular verb.

The **scissors are** very sharp. (Plural)

A **pair** of scissors **was** left on my table. (Singular)

Analyse these two sentences in greater detail. In the first sentence, we do not indicate whether we are speaking of an individual or multiple units. As a rule, such words are considered plural and take on a plural verb.

In the second sentence what would be the subject of your sentence? Obviously, the word— pair. Do not mistake scissors as the subject of your sentence. A good tip to remember here is that a noun that follows a preposition is not the main subject. It only adds further information to the main subject.

Look at a few more examples:

The **pants are** long but this **pair** of black pants is short.

The new **pair** of spectacles is too expensive but the **spectacles are** an important part of my wardrobe.

Think over these sentences. Why is it possible to use these in the singular form?

My **eyes are** hurting.

My left **eye hurts**.

Yes, those regular exceptions which have become more the rule, than an exception!!

Sometimes a sentence begins with the word **here** or **there**. It is often tempting to assume that these are subjects of the sentence, since in most sentences the subject is usually placed in the first part of the sentence.

There **are ten** members on the committee.

These words like here and there are not the subjects of the sentence but as considered as adverbs of place. In such sentences, the subject normally follows the verb. To determine whether the subject is singular or plural, transpose the adverb so as to bring it in the middle of the sentence.

Ten members are there on the committee. (Plural subject – plural verb)

Here comes the **teacher** with her staff.

The **teacher comes** here with her staff. (Singular subject and singular verb)

You still remember your collective nouns, don't you?

Collective nouns represent a collection of objects – **jury, board, committee, flock, pack, and herd** - and is considered is one unit. Therefore, the verb that goes with a collective noun is a singular verb.

Ideally, when a collective noun in a particular sentence represents the individuals acting as unit, the noun is singular.

The **team is** playing.

The **herd** of elephants **is** grazing.

If the sentence indicates that the individuals are acting separately, the noun is considered plural.

The **jury is** opposed to the plan. (Jury is projected as one unit)

The **families have** given their approval for the project. (As individual – as members of the family)

The **staff is** in a meeting. (Acting as a unit – a group of personnel)

The **staff are** in disagreement about the project. (As individual members of staff)

Correctly speaking, it would have been better to use the following

The members of the family have given their approval.

The members of the staff are in disagreement about the project.

However, the earlier usage is universally accepted.

Some nouns are plural in form but singular in meaning. Take the example of subjects like Mathematics and Physics or diseases like measles and mumps.

Physics is a very interesting subject.

Measles is an infectious disease.

The addition of **S** may indicate that it is a plural noun but as a noun it refers to a single subject or one kind of disease.

Look at these sentences and see why they are different

Politics is an interesting subject.

The **politics** of the ANZ party **are** pro-democracy.

In the first sentence the word politics refers to the subject – Politics, but in the second sentence the word politics refers to the political views or beliefs. This rule bears resemblance to that of the collective nouns. It would have been better to say:

The political **views** of the ANZ party **are** pro-democracy.

The relative pronouns **who**, **that** or **which** – can at times become the subject of a verb in the middle of the sentence. The pronouns **who**, **that** and **which** become singular or plural, according to the noun directly in-front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb.

Harsha is the scientist **who** writes the reports.

The word in front of **who** is **scientist**, which is singular. Therefore use the singular verb **writes**.

He is one of the men who do not work.

The word in front of **who** is **men** which is plural, therefore use the plural verb – do.

So that in short, covers the important rule of subject – verb agreement. It may seem very dense and confusing to you, not to worry, a little practice and you should be fine.

We have an interesting activity that we will do together. It is going to be a lot of fun and a big challenge too.

9.2 Activity 12: The Sentence Pageant

Subject: Subject and verb agreement

Aims: To practice and detect errors in subject and verb agreement.

Props: Slips of paper cut into small squares to represent currency

Instructions: This is an all group – activity based on the popular game- Just a Minute.

This game involves all the participants and keeps them on their toes. Inform the class that the focus of this activity is grammar (all aspects of subject and verb agreement). Tell the participants to be alert to any errors that the speaker may make.

Each group to be given ten squares of paper at the start of the game. These would be their currency.

- One participant from the group will be asked to speak without long pauses on a topic provided by the facilitator or another participant from the class. The topic should relate to daily life as this would enable easy flow of thought. All the other participants need to listen keenly for any grammatical errors that either the speaker or the challenger could make.
- As soon as a participant hears a mistake, the participant indicates this, by raising a hand and the speaker stops speaking, at this point.
- The challenger at this point of time does not reveal the error that he has noticed but keeps it in mind till he is asked so by the facilitator.
- The members of the group vote by placing money on either the speaker or the challenger. No fence sitting is allowed. The participants' choice to choose between the speaker and the challenger is based on his understanding of the grammatical structure. The faculty now, goes around the group and collects the currency slips in two different boxes- one marked "speaker" and the other "challenger".
- The challenger now identifies and states the mistake and corrects it as well.
- The facilitator then gives the verdict. The facilitator is the judge in this activity and his/her verdict is considered final.
- If the correction is right the money collected, both for the challenger and the speaker goes to the challenger. In turn, the challenger now becomes the speaker and starts the next round with yet another new topic.
- In case the challenger corrects the speaker wrongly, he loses all the money and additionally needs to give one unit of his currency as well to the speaker. In case, the challenger makes a bogey call (a bogey call happens when the challenger stops the speaker and is unable to identify or has forgotten the error) he still needs to give a unit of currency to the speaker, but the speaker can carry on with his topic.
- Supposing the challenger proposes a wrong correction but some other participant from the group gives out the right correction, the person who gives the right correction wins the money placed and becomes the new speaker.
- Errors that the group can lookout for
 - Syntax, structure errors

- Wrong agreement of subject and verb
- Word order
- Wrong word: vocabulary out- of –context
- Long pauses of more than five seconds

STOP ! GO BACK AND REFLECT !

I learnt

I would like to know more about

Activities / tasks I liked / found useful.....

Something I would adapt / do differently.....

10. Determiners and Modifiers

While we were discussing nouns, you may remember that we made a mention of articles that preceded common nouns. Articles fall in the category of determiners. Determiners may not be a familiar term to most of us, since they include more than just articles.

Determiners are the words that are used along with nouns to clarify an understanding of the noun. The Oxford dictionary defines a determiner in this manner: **a modifying word that determines the kind of reference a noun or noun group has, for example a, an and the.** It is therefore a word belonging to a group of noun modifiers, which includes articles, demonstratives, possessive adjectives and words such as any, both, or whose and in English, it occupies the first position in a noun phrase or follows another determiner.

10.1 Kinds of determiners

Determiners are of various kinds. The ground rule states that all singular nouns must be preceded by a determiner but it is optional in the case of plural and uncountable nouns.

Determiners are used for the following purposes:

- To define something or someone
- To define the number of people or things
- To define something or someone specific
- To state possessives
- To show the difference between nouns
- To show distribution of nouns

There are about 50 determiners in the English language. You will find them referred to, as determiners, quantifiers or modifiers. They refer to the same category of words. Essentially, they modify a noun like an article, show the possessive adjectives or quantify a noun.

Demonstratives: Words that point to one or more particular things or persons. E.g: This, that, these, those, which etc (this has already been addressed in the chapter on pronouns.)

Possessives: Words such as – my, your, our, their, his, her, whose, my friend's, our friends' etc (discussed earlier in the chapter on pronouns.)

Quantifiers: Words used to state the amount or quantity. They answer the questions- How many/ how much? We have addressed the use of these words when we spoke of indefinite pronouns, however, we will go into further details when dealing with subject and verb agreement. E.g.: few, a few, many, much, each, every, some, any etc .

- There are a few apples.
- They know little English.

Cardinal Numbers: refer to the number of items in a group , E.g.: one, two, three, twenty, forty.

- Three women were waiting at the hospital gate.

Ordinals: refer to the order of items within a group, E.g. first, second, 1st , 2nd , 3rd , last, next etc.

- Tina's story won the first prize.
- The sixth chapter describes the plot.

Articles: a, an, the

- The story was short.
- A black cat ran across the road.
- Give me an ice-cream cone.

Seem a little confused? Are you wondering why we are harping on the same topic, if it has already been covered? Is it confusing to understand why the same words are categorized under two different heads? Not to worry. The intention was to remind you that certain words play a range of roles in English language. In addition, these are words which most of us find difficult to use appropriately. Though the error is slight, it impacts your overall fluency.

10.2 The Definite and the Indefinite Article

Articles are again very small words, probably inconspicuous not just in speech but also perhaps, in writing. However they contribute greatly to the overall understanding and intonation of speech.

Articles are three in number- **a, an & the**, however, we have a large number of rules governing their usage. They are very simply classified into two groups:

Definite article: the

Indefinite article: a, an: these are used before any noun that is singular, countable and indefinite.

Example:

A woman earns more than **a** man, who does the same job.

An apple fell on my head.

Both these articles are used before a singular countable noun. The choice of a/an is made based on the sound of the word that follows it. If a word starts with a consonant sound then it must be preceded by **a**, and if it starts with a vowel sound then it must be preceded by **an**. Note the

insistence on the sound rather than the mere choice of vowels and consonants. You will soon see the difference. In the examples above, the word woman starts with **W** and the word apple starts with **A**.

You also use **an** when the first letter of the word that follows it starts with **H** and is **followed** by a vowel.

An hour

An heir

An honest man

‘A’ or ‘an’ should never be used before an uncountable noun:

I asked my friend for an advice. ×

She was awarded the medal for a bravery. ×

I want an accommodation. ×

Similarly, do not use **a/an** before a plural noun:

A paperback books are available at the mall. ×

Paperback books are available at the mall.

Omitting an article where required is equally serious an offence:

Antony Gomez was brilliant scientist.

Antony Gomez was a brilliant scientist.

She studies variety of subjects.

She studies a variety of subjects.

Some of the exceptions to the use of a/ an, are words that start with a vowel but do not have a vowel sound: Instead – they have a consonant sound. Such words take on **a** and not **an** before it.

Take the example of the word once. It starts with O. Say the word aloud – **won-s**. What does it sound like? The sound that it starts with is a consonant sound – **w** and not a vowel sound. Therefore it takes the article **a** before it.

Example:

That is a once in-a lifetime opportunity.

A European friend of mine is in town.

Fortunately, words of this kind are limited in number. Here are some of them:

Words starting with ‘E’ but sound like the consonant Y: European, Europe

Words starting with ‘U’ but sound like Y: universal, unicorn, university, unit, usual. Notice how they differ in pronunciation from umbrella and uncle which also start with U.

A university student met me at the gate.

The mobile phone is a useful device.

I have an umbrella in the bag.

10.3 Definite Article: The

The article ‘**the**’ is used before nouns, that refer to one or more specific things or persons.

She gained **the** sheet on her own, in **the** elections.

The men from **the** factories came out in large groups.

We may also use ‘**the**’ before superlative form of the adjective.

This is **the biggest** balloon I have seen.

I chanced upon **the most** beautiful sight.

When an adjective functions as a noun, use ‘**the**’ before it.

The rich and **the poor** do not share much in common.

The sick and **the suffering** all need your help.

The is used with specific nouns that about things which are one of its kind.

The earth is round.

The sun rises in **the** east.

Certain nouns that refer to places of primary purpose don’t use an article at all. For instance, words such as school, college, church, prison and court.

I go to college.

She goes to church every Sunday.

Most children go to school at an early age.

Proper nouns which are names of people or brand names of products do not take on articles.

The Maria came late to the office.

Maria came late to office.

Are those Nike shoes?

Talking of geographical locations, the use of the definite article can get a little confusing. When we talk of political and economic unions, rivers, mountain ranges and geographical regions we use ‘**the**’ before these names. We also use it before the names of monuments and oceans.

The European Union.

The Arctic.

The Mississippi.

The Himalayas.

The Caspian Sea.

The Pacific Ocean

The Eiffel tower.

The Sphinx

When we talk of names of countries, names of towns or cities, lakes or bays we don’t use the definite article.

I live in **Cairo**.

Lakshadweep is a beautiful place to visit.

However there are certain exception to this rule. When we talk of countries that are a united group under a single entity the article precedes it.

The United States of America

The United Arab Emirates

These nouns omit the use of the article before it.

- Names of languages under nationalities like Spanish, Chinese.
- Names of sports like football and volleyball.

- Names of academic subjects like History and Computer science

Abstract noun may or may not take an article.

It was **a grief** that she had never experienced before.

Her body was racked with **grief**.

So you see how these little words have an important role to play. In spite of learning all the rules related to the use of articles, you will still find situations where you are wondering about the choice of articles. Only practice and keen ear will help you master the language.

Activity 13: Proof Reading

Subject: Determiners and Articles

Aim: To practice appropriate use of determiners and articles

Props: Multiple copies of the speeches

Instructions: Facilitator to distribute multiple copies of the speech

Participants to work alone and fill in the required articles.

Here is a copy of the letter that Ashima wrote to her daughter, however when she was typing it out on her PC, a certain virus on her computer deleted all the articles from her letter. Ashima is frustrated as she does not speak or write English fluently and had got her friend Alisha to translate this letter into English. Please help Ashima put in the articles at the appropriate places so that she can mail out the letter to her daughter.

My dear little one,

I have not written letter to you for quite while. Six months have passed since that fateful day when your father left us – six months of sorrow, pain and tears. World goes on, oblivious of the trials and tribulations in our life. I do not know where to begin. Would your tender mind even understand repercussions of void created by your father’s departure from our lives?

That day was great day for us; your father had landed himself new job. Pay pocket that he would bring home would change our lifestyle. I remember your eyes lighting up with excitement, incessant prattle between your brother and you: many plans that both of you were drawing up – travel, holidays, gizmos, works. Sitting out on terrace with his arms around two of you, your father had promised that he would see that all your plans see light of the day.

But fate dictated otherwise. Your dreams turned to dust in the flash of second when that unknown intruder shot at your father at point – blank range from house across. You screamed, your brother cowered in fright behind me while I looked on unwilling to believe what my eyes saw.

The police have yet to find killer or worthwhile motive. Wheels of bureaucracy turn slowly and life time may go by with questions unanswered. I have done all that I possibly can, running from one office to another to nail killer, but my attempts have been in vain.

I have a lot of explaining to do, amends to make and answers to give. You may not understand and I will not explain. Staying with your aunt was perhaps only rightful thing I did at that point of time. I do not know what both of you will make of it.

When the time is right and pain has eased little I will sit both of you down and explain in my clumsy manner why I made choice to send you away to my sister. Till then, bear with me, my little one. Stoical as you are, you have accepted everything with equanimity. May God continue to give you strength to bear the crosses that he has in store for you.

Mom

My dear little one,

I have not written a letter to you for quite a while. Six months have passed since that fateful day when your father left us –six months of sorrow, pain and tears. The world goes on, oblivious of the trials and tribulations in our life. I do not know where to begin. Would your tender mind even understand the repercussions of the void created by your father’s departure from our lives?

That day was a great day for us; your father had landed himself a new job. The pay packet that he would bring home would change our lifestyle. I remember your eyes lighting up with excitement, the incessant prattle between your brother and you: the many plans that both of you were drawing up – travel, holidays, gizmos, the works. Sitting out on the terrace with his arms around the two of you, your father had promised that he would see that all your plans see the light of day.

But fate dictated otherwise. Your dreams turned to dust in the flash of a second when that unknown intruder shot at your father at point – blank range from the house across. You screamed, your brother cowered in fright behind me while I looked on unwilling to believe what my eyes saw.

The police are yet to find the killer or a worthwhile motive. The wheels of bureaucracy turn slowly and a life-time may go by with questions unanswered. I have done all that I possibly can, running from one office to the other to nail the killer, but my attempts have been in vain.

I have a lot of explaining to do, amends to make and answers to give. You may not understand and I will not explain. Staying with your aunt was perhaps the only rightful thing I did at that point of time. I do not know what both of you will make of it.

When the time is right and pain has eased a little I will sit both of you down and explain in my clumsy manner why I made the choice to send you away to my sister. Till then, bear with me, my little one. Stoical as you are, you have accepted everything with equanimity. May God continue to give you the strength to bear the crosses that he has in store for you.

Mom

Debrief:

What have I learnt? : -----

STOP ! GO BACK AND REFLECT !

I learnt

I would like to know more about

Activities / tasks I liked / found useful.....

Something I would adapt / do differently.....

Let us do a quick recapitulation of verb forms. Would you agree that a verb is the most important word in any sentence? Verbs have a number of properties which other parts of speech do not have; besides, most grammatical constructions depends upon the verb than any other part of speech.

The exclusive property that verbs enjoy is tense. In the context of grammar what do you understand by the word tense? Tense means time. Verbs have six tenses which show differences in the time of action or the time of the state of being or conditioned.

Let me illustrate this for you with a couple of examples.

I see a bird on the fence. (Present time)

I saw a bird on the fence. (Past time)

I shall see a number of birds when I go out into the countryside. (Future tense)

Do these sentences mean the same thing? No they don't. The commonality is the verb used in these sentences which is –“**see**”. The meaning of the sentence has changed in each of these sentences based on the verb forms used to show the time of the action.

The first sentence means that the action expressed by the verb- **see** is going on now.

The second sentence means that the action expressed by the verb form **saw** happened at some time in the past. The third sentence means that the action expressed by the verb form **shall see** will occur at some time in the future.

Let us through a table understand the forms of tenses that we will deal with.

PRESENT	PAST	FUTURE
Simple present tense	Simple past tense	Simple future tense
Present progressive tense	Past progressive tense	Future progressive tense
Present perfect tense	Past perfect tense	Future perfect tense
Present perfect continuous tense	Past perfect continuous tense	Future perfect continuous tense

If I were to create tables of the same forms using a verb instead, along with a subject let us see how it works.

My choice of subject is **he / she** and the verb – **walk**.

PRESENT	PAST	FUTURE
He/ she walks	He/ she walked	He/ she will walk
He/ she is walking	He/ she was walking	He/ she will be walking
He/she has walked	He/she had walked	He/she will have walked
He/she has been walking	He/she had been walking	He/she will have been walking

Observe the changes in the verb forms- walks, walking, walked.

Do you notice how easy it is to form the future tense of a verb? It is simply a matter of adding the verbs “**will or would**” to the present form of the verb (will walk). This has in fact given rise to a lot of debate, questioning the very existence of the future tense form.

Observe the addition of the auxiliary verb forms of- **be** like **is, was, been**, that has been used.

Before we proceed any further, let us get familiar with the forms of verb- **to be**. It is the most irregular and most commonly used as well. Besides being an independent verb, it also functions as an auxiliary verb. It is used to form the progressive forms as also the passive voice.

11.1 Reference Table

Present Tense

Singular	Plural
I am	We are
You are	You are
He, she, it is	They are

Past Tense

Singular	Plural
I was	We were
You were	You were
He, she , it was	They were

Future Tense

Singular	Plural
I shall be	We shall be
You will be	You will be
He, she, it will be	They will be

Present Perfect Tense

Singular	Plural
I have been	We have been
You have been	You have been
He, she, it has been	They have been

Past Perfect Tense

Singular	Plural
I had been	We had been
You had been	You had been
He, she, it had been	They had been

Future Perfect Tense

Singular	Plural
I shall have been	We shall have been
You will have been	You will have been
He, she, it will have been	They will have been

Let us try and work out one, individually.

The choice of the subject is- '**They**' and the verb form is '**ing**'

PRESENT	PAST	FUTURE

11.2 Present Tense

Simple Present Tense

So you see, the simple present tense denotes the present time. Let us see the various uses of the present tense.

It is used to refer to actions which are part of a routine or those that happen at regular intervals.

Helen **works** in an airline office. (Habitual Action)
 Geese **fly** south every autumn. (Part of a routine)

The present tense is used to express general truths like proverbs and accepted facts.

The sun **rises** in the East. (Accepted truth)
 A stitch in time **saves** nine. (Proverb)
 Honesty **is** the best policy.

Headlines in newspapers are always stated in the present tense. Note that the news being reported has already happened the day before!!

Government **explores** increases in IT exemptions limit.
 Cement companies **see** dip in profit margins.

Occasionally, the simple present form may be used **to express future time**. The ground rule to be remembered in this context is that this incidents that you are reporting in future should be something which is in the immediate future and which you are sure will happen.

I leave for Mumbai tomorrow night.

Our lease on the factory **expires** tomorrow.

The simple present is also used **to give instructions**. Read any instruction booklet or a recipe and you will see it for yourself.

11.3 Activity 14: Instruction Manual

Subject: Simple Present Tense

Aim: To practice the use of simple present tense.

Props: Paper and pen

Instructions: Students to work individually.

Facilitator to revise the use of simple present tense.

In this context, the participants are asked to prepare an instruction leaflet with about 8 to 10 instructions.

Handouts may be created on any of the following:

Starting of the laptop

Recipe for a successful career

Preparing for an interview

Debrief:

What have I learnt? : -----

Present Continuous Tense

The continuous or progressive form of a tense indicates that the action is continuing at the time stated by the particular tense.

The progressive form of the verb is made by using some form of the verb- **to be** with the- **ing** form of the principal verb. This form is called the present participle.

For example, “ **I am studying.**”

In this sentence the progressive form of the verb is – am studying. It is made up of the verb from of be which is – am to match with the pronoun- I and the present participle of the principal verb, which is **studying**.

The present continuous tense is used to express an action that is continuing to happen at the moment of speaking or writing.

I **am cooking** breakfast.

I **am working** on my assignment.

At times, this form of the tense like the simple present is used to express a future event.

I **am going** to America next week.

We **are leaving** for Greece next week.

11.4 Activity 15: Commentary

Subject: Present continuous tense

Aim : To practice the use of present continuous tense.

Props : none

Instructions:

Participants to work in group of four.

Each group should have one person give a commentary to the group. The person should speak as if he or she is currently observing the activity.

Topics that they can give a commentary on:

A police man at the traffic signal reporting on traffic movement

A football match

A beauty pageant

An accident on the over bridge

Debrief:

What have I learnt? : -----

Present Perfect Tense

In English grammar, the word perfect implies that an action has been perfected or completed at the time of the action.

Look at these sentences:

I **have done** the assignment.

She **has answered** half of the tricky questions.

In the first example, the use of the perfect tense (have done) states that at the time of speaking the assignment has already been completed. While in the second example, (has answered) it indicates that at the time of speaking half the tricky question have been answered.

The present perfect is used to talk about experiences:

Arpita has never broken a bone.

Have you ever eaten pasta?

To talk about an action in the past that has a result in the present.

I have lost my identity card.

Have you finished your assignment?

Present Perfect Continuous Tense

This form of the tense is used to express continuous action which have already been completed.

Look at this sentence:

The cab **has been waiting** for two hours .

This indicates that the time of writing or speaking the sentence, the cab has completed two hour of waiting.

The present continuous tense uses two auxiliaries- **have** or **has** and **been**.

11.5 Past Tense

Simple past tense

The formation of the verb in the simple past requires you to familiarize yourself with the irregular verb forms. Please go through the verb form chart given in the chapter on verbs.

The simple past states actions that have occurred at regular intervals in the past.

Last year, **I drove** to electronic city everyday.

It can also be used to describe situations which existed for a span of time in the past.

Millions of years ago, the mammoth **inhabited** the earth.

It can also be used to talk about certain actions which happened at a definite time in the past.

I **graduated** from school in 1998.

It can be used to list a series of actions completed in the past.

I finished reading, walked to the market and bought some books.

11.6 Activity 16: The Chain List

Subject: Simple past

Aim : To practice the use of simple past tense

Props:

Instructions: Facilitator to tell the participants that this activity involves both grammar and memory power as well.

The focus is on using the appropriate form of the verb in the simple past.

Facilitator to start the activity with a sentence such as

“I woke up in the night”.

Following this she points to another participant.

This participant has to repeat the sentence and follow up with one of his/ her own.
For example:

“I woke up in the night and drank a glass of water.”

He / she now points to another participant, who continues with the repetition and adds one of his/her own.

Continue till all participants have had a chance. Chances can be repeated again and names called out at random to prevent anticipation of terms and prior preparation.

Debrief:

What have I learnt? : -----

Past Continuous Tense

This form of the tense indicates a continuous action in the past.

They **were playing** billiards last afternoon.

He **was holidaying** in Mauritius last summer.

It can also be used to indicate an ongoing action which was happening when something else occurred in the past.

For example:

I **was cleaning** the room when the door bell rang.

In this sentence the use of the past continuous indicates that the action of cleaning the room was happening when the door bell rang.

Past perfect tense

This is used to indicate an action in the past which was already completed by the time or before another action took place in the past.

She **had seen** the car before I **saw** her.

I **had finished** my homework before I **prepared** dinner.

In both these examples the verbs- **had seen** and **had finished** are in the past perfect tense while the verbs **saw** and **prepared** are in simple past. The use of the perfect tense here, indicates that the action of seeing the car and finishing the home work were already completed by the time the actions expressed by the verbs in the simple past happened.

It is also used to talk about a past conditional.

If she had **studied harder**, she **would have** passed the exam.

I hope this is clear to you.

11.7 Activity 17: Transcription

Subject: simple past and past progressive

Aim: to practice using tense forms

Instructions: show the class a short movie clip of about five minutes.

While they are watching the movie clip, the participants must be told to make notes.

Divide the class into groups of four and ask them to compare notes.

Working as a group they write the summary using the simple past and the past progressive.

The clip is played once more if it helps to fill in the missing gaps.

The participants then read out their summaries to the class while the facilitator checks for errors.

Debrief:

What have I learnt? : -----

Past Perfect Continuous

This form of tense refers to a continuous action in the past, already completed by the time another action also in the past took place.

I **had been waiting** for two weeks before I received the offer letter.

He **had been thinking** about his manager shortly before he called.

As in the previous example the verbs **had been waiting** and **had been thinking** refer to a continuous action and are in the past perfect continuous tense. It indicates that the actions were completed by the time the action denoted by the verbs **received** and **called** in the simple past were completed.

11.8 Future Tense

Simple Future Tense

This is used to express actions which may take place in the future.

They **will finish** the test tomorrow.

He **will arrive** in Delhi on Saturday.

Like we discussed earlier, the simple future is formed from the auxiliary verb- **will and shall** – **followed** by the simple present form of the verb.

Future continuous tense

This is used to express ongoing actions which may take place in the future.

She **will be waiting** for them.

They **will be coming** tomorrow.

11.9 Activity 18: This Week for You

Subject: Future tense

Aim : To practice the use of future tense

Props: Sheets of paper.

Instructions: Facilitator to explain to the participants that they will write the week's prediction on a slip of paper and deposit it in a basket in front of the class. Remind them to use the forms of future tense. (explain how most magazines or newspapers have a horoscope column.)

The prediction should be pleasant and have an element of fun. Keep away from morbid predictions.

The prediction could be about 6 to 8 sentences.

Once everyone has submitted their slips of paper, juggle it.

Everyone picks up a slip and that is your forecast for the week.

The facilitator can discuss any errors that have come up in the writing.

Debrief:

What have I learnt? : -----

Future perfect tense

This is not an oft used form of tense. It refers to an action which will be completed by a certain time in the future. It shows an action that has started sometime in the past or is starting in the future and will also get completed at some point of time in the future.

She **will have started** the project by Thursday.

I **will have cleaned** up the house before the family arrives.

The use of these verbs indicates that the action of starting the project and cleaning the house will have been completed before Thursday and before the family arrives.

Future perfect continuous tense

This form is used to express a continuous action which will be completed by a particular time in the future.

By next March, you **will have been training** for a year.

He **will have been working** for two years by the time he finishes his studies.

The action of training and working would have been completed before the coming of March and before two years is completed.

11.10 Activity 19: Verb Grand Prix

Subject: Verb tense

Aim: To practice all forms of tense

Props:

Instructions: Ample space for movement.

Divide the group into four teams.

Allocate each group- a section of the blackboard and give each team a marker.

The facilitator calls out three words at a time relating to time, gender and activity.

For example- She, basketball, yesterday. The facilitator shouts- go- immediately following this.

One student from each group runs to the board and in the space allocated writes a sentence using the three words given.

For example-

- She played basketball yesterday.
- She watched a game of basketball yesterday.

Participants cannot write out a sentence on paper and then copy it onto the board.

They can ask for assistance from the team if needed.

Allot points to the teams based on which team finishes first.

Debrief:

What have I learnt? : -----

STOP ! GO BACK AND REFLECT !

I learnt

I would like to know more about

Activities / tasks I liked / found useful.....

Something I would adapt / do differently.....

Evaluation papers

Paper 1

Basics of grammar

Choose the correct option from the choices listed below each question. You have 15 minutes to complete the 30 questions.

1. The crowd _____ restless as the day got hotter.
 - a) was getting
 - b) were getting
 - c) is getting
2. People _____ running away in all directions.
 - a) was
 - b) is
 - c) were
3. Her _____ must have cost her a lot of money.
 - a) jewellery
 - b) jewelleries
 - c) jewelers
4. I have always wanted to own _____ silver coloured car.
 - a) a
 - b) an
 - c) the
5. Close _____ and then the other.
 - a) a
 - b) an
 - c) one
6. _____ telephone has had an enormous impact on the way we communicate.
 - a) A
 - b) An
 - c) The
7. The _____ faulty.
 - a) equipments are
 - b) equipment was
 - c) equipment were
8. "We need new curtains." Okay let's buy _____.
 - a) ones
 - b) one
 - c) some
9. I asked James to clean the car and he did _____

- a) a well job
 - b) the job good
 - c) a good job
10. I still feel very tired _____ in the morning.
- a) when i wake up
 - b) as i wake up
 - c) while i will wake up
11. My mother was the first person I saw _____ the hospital
- a) by leaving
 - b) on leaving
 - c) in leaving
12. It is Vijay's birth day some time _____ the middle of June.
- a) in
 - b) on
 - c) at
13. Your writing is bad but mine is _____
- a) badder
 - b) worse
 - c) worst
14. The waitress _____ an extra cup of tea.
- a) give
 - b) gave
 - c) giving
15. The enemy _____ of the public buildings.
- a) has bombed
 - b) had bombed
 - c) will have bombed
16. They _____ the train if they don't hurry.
- a) are missing.
 - b) will miss
 - c) will have missed
17. Each year we _____ to Istanbul for a holiday.
- a) are going
 - b) go
 - c) went
18. If you look carefully, you _____ find writing scratched on the window pane.
- a) can
 - b) shall
 - c) are going to
19. She speaks French _____.

- a) fluent
 - b) fluently
 - c) more fluently
20. What have we got _____?
- a) for the dinner
 - b) for a dinner
 - c) for dinner
21. I try to visit my relatives in my home town_____other month.
- a) every
 - b) each
 - c) some
22. The _____ notice the boy lying on the pavement.
- a) passer by
 - b) passers by
 - c) passer bys
23. A number of refugees _____turned back at the border.
- a) has been
 - b) have been
 - c) will have been
24. As I walked, the dog _____ towards me.
- a) came charging
 - b) is charging
 - c) had charged
25. He based his calculation _____ survey statistics.
- a) on
 - b) in
 - c) by
26. _____ of the countries voted against the sanction?
- a) Who
 - b) Which
 - c) What
27. I can't get the laptop to work. _____ have you done to it?
- a) what
 - b) which
 - c) where
28. The storm _____ have a damaging effect on the crops.
- a) did
 - b) make
 - c) do
29. An important file _____ from the office.

- a) disappear
- b) went
- c) had disappeared

30. The men worked _____ they were underpaid.

- a) although
- b) as if
- c) because

Answers

1	a	16	b
2	c	17	b
3	a	18	a
4	a	19	b
5	c	20	c
6	c	21	a
7	b	22	b
8	c	23	b
9	c	24	a
10	a	25	a
11	b	26	b
12	a	27	a
13	b	28	a
14	b	29	c
15	a	30	a

Paper 2

Listed below are 25 sentences that need to be corrected.

1. All the dogs in the settlement were /was barking when the burglar entered the house.
2. The Recession, not to mention the falling dollar influence/influences the voting turnout during elections.
3. The monotonous sounds of the constant pounding of the waves is/ are calming.
4. The team along with the band is/are on the field.
5. Jenna or Doris writes/write to inform us about the change in interest rates.
6. Neither Irene nor Vijay was/were excluded from the meeting.
7. Neither the fruits nor the wrapping was/were inexpensive.
8. Either the nurses or the doctors was to be held responsible for the death of the patient.
9. Either Tejas or Suren is/are to attend the budget meeting in building number 36.
10. Either you or Manya is/are late for the session.
11. Neither Manya nor you is/are early for the trip.

12. The hardest hit in the tsunami was/were the farmers.
13. Each of them take/takes a good portion of the produce.
14. Five Million liters of petrol is/are a lot of oil to be illegally suctioned out of the tanks.
15. Each dog and each cat is given its own toy to play with the new kennel on Church Street.
16. Every piece of furniture has/have to be counted.
17. The jury vote/votes at 11 o' clock and the verdict will be out at five in the evening.
18. The joint planning commission is/are meeting today for a final sitting before sharing the report with the ministry.
19. The number of new recruits is/are very less.
20. A number of students has/have taken the CET this year.
21. Statistics is/are an interesting subject if you are inclined to Math.
22. The census statistics is/are often misleading.
23. The majority of us is/are in favour of the trip to Andaman.
24. Bread and butter is/are my staple for breakfast.
25. My mentor and guide is/are Mr. Thomson who was my English teacher at school.

Answers

- a) All the dogs in the settlement were barking when the burglar entered the house.
- b) The Recession, not to mention the falling dollar influences the voting turnout during elections.
- c) The monotonous sound of the constant pounding of the waves is calming.
- d) The team along with the band is on the field.
- e) Jenna or Doris writes/write to inform us about the change in interest rates.
- f) Neither Irene nor Vijay was excluded from the meeting.
- g) Neither the fruits nor the wrapping was inexpensive.
- h) Either the nurses or the doctor was to be held responsible for the death of the patient.
- i) Either Tejas or Suren is to attend the budget meeting in building number 36.
- j) Either you or Manya is late for the session.
- k) Neither Manya nor you is early for the trip.
- l) The hardest hit in the tsunami were the farmers.
- m) Each of them takes a good portion of the produce.

- n) Five Million liters of petrol is a lot of oil to be illegally suctioned out of the tanks.
- o) Each dog and each cat is given its own toy to play within the new kennel on Church Street.
- p) Every piece of furniture has to be counted.
- q) The jury votes at 11 o' clock and the verdict will be out at five in the evening.
- r) The joint planning commission is meeting today for a final sitting before sharing the report with the ministry.
- s) The number of new recruits is very less.
- t) A number of students have taken the CET this year.
- u) Statistics is an interesting subject if you are inclined to Math.
- v) The census statistics is/are often misleading.
- w) The majority of us is in favour of the trip to Andaman.
- x) Bread and butter is my staple for breakfast.
- y) My mentor and guide is Mr. Thomson who was my English teacher at school.

Paper 3

Put a/an, the or zero article where necessary.

1. Are you going to party with ____ Johnsons?
2. She usually stays in ____ bed till late in the weekend.
3. There's ____ Dr. Suresh Raghavan on the phone.
4. The car has been stolen from outside ____ house.
5. Jenna bought ____ fridge and a washing machine for her mother.
6. They offered to sell her mother ____ smaller one.
7. I must buy ____ paper cutter.
8. What is in ____ sauce? It really tastes lovely.
9. There's ____ bus coming but does ____ go to MG Road.
10. What ____ great idea!

Choose the correct option from the adjectives listed.

1. Alia's dress today is _____ (pretty, prettier, prettiest) than the one she wore last Sunday.
2. This has, by far, been the _____ (bad, worse, worst) birthday ever.
3. This lecture has been _____ (useful, more useful, most useful) then Mrs. Whiteney's.
4. You are a _____ (bold, bolder, boldest) little girl.

5. I can tell you which university offers the _____ (good, better, best) courses.
6. The second half of the match was _____ (little, less, least) interesting.
7. What is the _____ (far, farther, farthest) you have ever walked?
8. She has _____ money left in her bank. (little, less, least)
9. This show is not as _____ (funny, funnier, funniest) as the previous one.
10. The priest was the _____ (tall, taller, tallest) person in that room.

Fill in the blanks with suitable Personal Pronouns

1. The manager said to his team, "When _____ (you, they) complete the tasks, please mail _____ (it, us) to me".
2. Mohammad works in the Chocolate factory. _____ (him/ he) says _____ (they/ it) is an interesting place.
3. I met Rasha at the mall yesterday. _____ (she/ they) invited me to _____ (her/ they) grandmother's house.
4. I am sure _____ (they/ them) bought the laptops from _____ (we/ us).
5. President Obama welcomed _____ (they/them) to _____ (his/him) office for the cultural event.
6. I hope _____ (him/he) knows that _____ (me/I) was present for his class.
7. The police told _____ (we/us) that due to the cyclone _____ (we/us) need to vacate the house.
8. Please inform _____ (she/her) that _____ (I/me) have finally obtained a degree in Anthropology.
9. I am sure _____ (it/they) cannot be used since _____ (it/I) is broken.
10. The dog chased him and _____ (him/he) ran as fast as _____ (him/he) could.

Answers

Put a/an, the or zero article where necessary.

1. Are you going to party with ____ Johnsons? **the**
2. She usually stays in ____ bed till late in the weekend. **zero**
3. There's ____ Dr. Suresh Raghavan on the phone. **a**
4. The car has been stolen from outside ____ house. **the**
5. Jenna bought ____ fridge and a washing machine for her mother. **a**
6. They offered to sell her mother ____ smaller one. **a**
7. I must buy ____ paper cutter. **a**
8. What is in ____ sauce? It really tastes lovely. **the**
9. There's ____ bus coming but does ____ go to MG Road. **a, the**
10. What ____ great idea! **a**

Choose the correct option from the adjectives listed.

1. Alia's dress today is **prettier** (pretty, prettier, prettiest) than the one she wore last Sunday.
2. This has, by far, been the **worst** (bad, worse, worst) birthday ever.
3. This lecture has been **more useful** (useful, more useful, most useful) than Mrs. Whiteney's.
4. You are a **bold** (bold, bolder, boldest) little girl.
5. I can tell you which university offers the **best** (good, better, best) courses.
6. The second half of the match was **less** (little, less, least) interesting.
7. What is the **farthest** (far, farther, farthest) you have ever walked?
8. She has **little** money left in her bank. (little, less, least)
9. This show is not as **funny** (funny, funnier, funniest) as the previous one.
10. The priest was the **tallest** (tall, taller, tallest) person in that room.

Fill in the blanks with suitable Personal Pronouns

1. The manager said to his team, "When you (you, they) completes the tasks, please mail it (it, us) to me".
2. Mohammad works in the Chocolate factory. He (him/ he) says it (they/ it) is an interesting place.
3. I met Rasha at the mall yesterday. She (she/ they) invited me to her (her/ they) grandmother's house.
4. I am sure they (they/ them) bought the laptops from us (we/ us).
5. President Obama welcomed them (they/them) to his (his/him) office for the cultural event.
6. I hope he (him/he) knows that I (me/I) was present for his class.
7. The police told us (we/us) that due to the cyclone we (we/us) need to vacate the house.
8. Please inform her (she/her) that I (I/me) have finally obtained a degree in Anthropology.
9. I am sure it (it/they) cannot be used since it (it/I) is broken.
10. The dog chased him and he (him/he) ran as fast as he (him/he) could.

Paper 4

Choose the right option from within the brackets.

1. We set _____ the Cairo office a year ago. (up, in, on)
2. We are not interested _____ your family problems. (on, in, of)
3. I am quite contented listening _____ what you have to say to me. (to, for, through)
4. I need a room to myself _____ that I can do my work quietly. (so, as, although, because)
5. _____ you left the atmosphere at Aunt Sheila's home has not been nice. (although, since, because)

6. _____ we would like to open a new branch in Mumbai, we would probably wait for another year. (since, although, when)
7. She is just _____ (a silly old woman, an old silly woman).
8. He bought a _____ (new powerful bike, a powerful new bike).
9. The weather in Africa _____ than the weather in Europe. (more humid, humider, most humid).
10. I am not keen on the burgers they serve in _____ school canteen. (a, an, the)
11. Since the monsoon is going to start I need to buy _____ umbrella. (an, a, the).
12. Most wedding rings are made of _____ gold. (a, an, the, none).
13. The flower _____ into bloom. (burst, bursted, burst)
14. Do you know someone _____ could help me fix my laptop. (who, whom, which)
15. Can you return the pen _____ you borrowed yesterday? (who, whose, whom, that)
16. The lady to _____ you sent the parcel has moved to a new address. (who, whom, whose, that).
17. She has _____ around here for a long time. (be, been, are, is)
18. Three _____ and a dozen _____ walked past my window. (mouses, mice, sheep, sheeps.)
19. The dentist cleaned my _____ with some floss. (tooth, teeth)
20. How _____ loaves of bread do we need for the party? (many, much)
21. I didn't see _____ (anyone, no one)
22. It was _____ hot to drink at once. (too, much, so)
23. Everything _____ she did that night was just right. (what, that)
24. It is considered _____ the best hotel in town. (as, to be)
25. Take _____ books and pencils with you when you go. (this, these)

Answers

1. Up
2. In
3. To
4. So
5. Since
6. Although
7. A silly old woman
8. A powerful new
9. More humid
10. The
11. An
12. None
13. Burst
14. Who

15. That
16. Whom
17. Been
18. Mice, sheep
19. Teeth
20. Anyone
21. Many
22. Too
23. That
24. To be
25. These

12. Punctuation

Punctuation is used to ensure clarity, to make sense of what is being said and to structure and organise the meaning of language.

Forms of Punctuation

Full- stop, comma, semicolon, colon, question mark, capitals, quotation mark, dash, parentheses, exclamation mark

Lets see how some of the most important ones are used:

The Full Stop

The full-stop is one of the simplest punctuation marks to use. It is used:

1. To indicate the end of a logical thought in a sentence
 - a. E.g. The rays of the morning sun are good for health.
2. To mark the end of a statement.
 - a. E.g. We just returned from the concert.
3. To indicate an abbreviation.
 - a. E.g. Inc. Ltd. Misc. No.
4. At the end of formal titles
 - a. E.g. Mr. Mrs. Ms. Dr.

However:

1. Do not use a full- stop:
 - a) After a heading or a title
30 Leadership Secrets
Managing Change
 - b) For organizational names that are abbreviated.
FBI, FDA, IBM,
 - c) At the end of brief bullet points

The Comma

A comma is used to indicate a pause or separate blocks of thought and to :

1. Separate a series of words, phrases or clauses in a list.

e.g. Her breakfast usually includes bread, butter and jam.

To celebrate her promotion, we went out for dinner, watched a movie and then went dancing.

2. Set off an appositive- i.e. a word or group of words that are not really essential to the meaning of the subject that they modify
e.g. The manager, who was 35 years old, was asked to give evidence for the case.
3. After an introductory phrase in a sentence,
e.g. while I was at work, the workmen came to the house and cleaned it.
4. With introductory words or phrases,
e.g. On the contrary , In addition, For instance, As a matter of fact etc.
5. For explanatory expressions : e.g. degrees or titles that follow a person's name, state following a city, the year from the month
e.g. Alan Hertz, M.D.;Denver, Colorado, October, 1988

The Semi – Colon

A semi colon is used between two independent clauses that are related or closely connected. It is usually used in a place where one could use a full – stop, but chooses to use a semi – colon to show a close relationship between the two independent clauses. It is used

1. When the conjunction is omitted

e.g. The stationery has been ordered; it will arrive on Saturday.
2. When conjunctive adverbs are used to join two sentences

e.g The match will be played in the morning; however, the rules will remain the same.
3. To separate items that have commas in them and are in a series

e.g. Our new offices will come up in Arcadia, Los Angeles; Jacksonville, Florida; and Denver, Colorado.

The Colon

A colon is used for material that follows as a list:

2. Before a formal list in a sentence

e.g. Your performance will be judged by: attendance, punctuality, grades.

2. Before a quotation

e.g. As Martin Luther King said: At the centre of non-violence stands the principle of love.

3. After a salutation in a business letter (in the US format)

e.g. Dear Mr. Patton:

4. Between a title and sub-title

e.g. GE Capital: The Growth Engine

5. Between the hour and minutes of a time reference

e.g. 10:45 AM

The Question Mark

A question mark is used at the end of an interrogative sentence.

1. At the end of an direct question:

e.g. Where is the office located ?

2. At the end of a statement that has a question tag:

e.g. This is not the way it is to be done, is it?

Capitals

Capitals are used:

1. At the beginning of a sentence

e.g. The sun is now behind the clouds.

2. With proper nouns

e.g. Matilda is a very bright student.

3. For words that denote a title

e.g The office held a farewell for Mr. Brown.

This year the prizes will be given out by the Principal.

4. With adjectives that are formed from proper nouns

e.g. Her favorite gift was the Japanese fan.

5. With the names of organizations and institutions

e.g. He started the Heather View Medical Association in 1986.

6. With days of the week, months of the years and names of holidays

e.g Every Thursday in July, will be commemorated as Women's Day.

Quotation Marks

Quotation marks are used

1. To enclose a quotation or the exact words of a speaker

e.g. He said, "I will see you tomorrow."

2. As a symbol for inches

e.g. 5'6" (5 feet 6 inches)

Apostrophe

The apostrophe is used

1. To show possession

e.g. Mathew's bicycle ; the vendor's cart ; my mother-in-law's opinion

2. As a single quotation mark to indicate a symbol for feet

e.g. 6'2" (Six feet, two inches)

ACTIVITY

Steps: Give the class the following instruction. Re-write the passage with the punctuation you think is appropriate.

Concept check: To make sure that the participants have understood the usage of the various punctuation marks ask questions to check understanding along with an example.

Re-write the passage below making sure to insert the correct punctuation

The first generation to come of age in an era of widespread divorce has now grown up because they lived it these men and women know that even a good divorce carries away a heavy burden that shapes their moral identities for years they also know what they want a home a strong marriage and a sense that society understands what it's like to grow up as they did above all they want a secure world for their own children one world not the two they grew up flying between like footballs kicked high in the summer sky

KEY

The first generation to come of an age in an era of widespread divorce has now grown up. Because they lived it, these men and women know that even a good divorce carries away a heavy burden that shapes their moral identities for years. They also know what they want: a home, a strong marriage, and a sense that society understands what it's like to grow up as they did. Above all, they want a secure world for their own children. One world, not the two they grew up flying between like footballs kicked high in the summer sky.

ACTIVITY

Steps: Get the participants to read the sentences given below and re-write them using correct capitalization and punctuation.

Concept check: Ensure that the participants are thorough with the usage of both capitals and punctuation marks.

1. When astronaut Neil Armstrong stepped out of the lunar module he said one small step for man one giant step for mankind

.....
.....

2. I enjoyed mark bunyans column the sonorous snore in the people magazine

-
.....
3. The forum mall in Bengaluru Karnataka is listed as one of the Asia's largest malls.

.....
.....

KEY

1. When Astronaut Neil Armstrong stepped out of the lunar module, he said," One small step for man; one giant step for mankind."
2. I enjoyed Mark Bunyan's column: "The Sonorous Snore" in the People magazine.
3. The Forum Mall in Bengaluru, Karnataka is listed as one of the Asia's largest malls.

Evaluations

1. **Write an email to renowned celebrity in your town to invite him/her to a meeting or event at your college**

Suggestions

- Explain the function that you would like them to attend
- Would he be required to speak?
- Preparations needed
- Details of time /venue and date
- Arrangements to pick and drop the celebrity
- Directions to the venue
- Confirmation of acceptance or rejection

2. **Write a paragraph of 300 words on any one of the following topics.**

- a) India in 2050
- b) My life
- c) A memorable holiday (vacation)
- d) An ideal weekend getaway

3. Read the paragraph below and make a list of synonyms which you can use to replace the words in bold

He **ran** away quickly down the street. He looked anxiously, left and right. He felt **tired** and unhappy to be running away from home. He stopped on reaching the crossroads. He knew he would miss the **wonderful** food at home. Life was going to be **difficult**, he knew it. Yet, he felt **good**, knowing that he was not answerable to anyone.

Ran:

Good:

Difficult:

Wonderful:

Tired:

KEY:

Darted, dashed, sprinted, scurried, rushed

Great, wonderful, fine, all right, okay

Hard, tricky, not easy, complicated, risky, complex

Appetizing, yummy, scrumptious, tasty, mouth watering

Worn out, drained, exhausted, weary, fatigued

UNIT-III: READING COMPREHENSION

Reading – A 7 Step Process

1. **Recognition** - of the alphabet, the words and punctuation symbols.
2. **Assimilation** - of what is read and communicated through the eyes to the brain.
3. **Integration** - or basic comprehension of the matter being read.
4. **Association** - with previous knowledge connecting ideas appropriately.
5. **Retention** - storing the facts effectively.
6. **Recall** - being able to retrieve the stored information, especially when required.
7. **Communication** - being able to put the information to use immediately in a form that is easily and completely understood.

Therefore, what is necessary to be able to read effectively?

- **Vocabulary practice**
- **Instruction or reading comprehension**
- **Reading practice**
- **Reading aloud**
- **Oral summary – of the text that was read**
- **Noting of key facts**
- **Prediction , summary , questioning , clarification of parts of a text**
- **Written summary - after every paragraph**
- **Promoting remembering**

Techniques to enhance students' reading skills

Prior knowledge – Using what we already know of a topic or subject to understand something new is a good way to give a background to reading any text.

Making connections with other related text or experiences – Similar to having prior knowledge, understanding text through some other text that they have already met or relating it to an experience they have had, will help to give a wide-ranging appreciation of the context of what is being read.

Questioning – Asking relevant questions will help to reinforce the text.

Testing understanding – Testing a reader's understanding is important with the help of exercises that would be indicative of how much was grasped.

Evaluating – Evaluating or making judgments about what is read and explaining why the judgments were made is a good way of analyzing the text.

Application – Any learning must be application – oriented to be successful. Readers should be able to read any text, follow the same steps and be able to comprehend what they have read.

Visualizing while reading – Creating an image or a movie in their minds while reading is a very good memory technique. It ensures that the content is not easily forgotten.

Making inferences – Readers do actually make sense of clues in the text to understand the meaning of what is written. Figuring out what is meant from clues given in the text, is much like being a detective and solving a mystery.

Discussing the text – Higher level thinking can be promoted by discussing what has been read. Group discussions on the topic that is read will add a larger dimension to the text.

Making judgments – Gauging how well, the text covers the topic or understanding the stand taken by the author and whether the text is truth or fiction related, is an essential part of reading to understand. It also gives the students a questioning mind and helps them to better appreciate the nuances of reading.

Types of reading skills

Skimming

This technique is used to understand the main idea of the text. The way to do it is to run your eyes over the text and make a mental note of the important information. It is not necessary to make sense of every word.

When do we use the skimming technique?

While reading newspapers, magazines, pamphlets or brochures. We do not take in the entire text.

Scanning

In this method, it is only specific information that is being sought. We run our own eyes over the text, looking for numbers, words, phrases, etc.

E.g. While looking for dates or amounts on an Accounting Sheet, Names of people, places, or certain key phrases from the Newspaper or Travel brochures, Timings or names of Places in a Train or Air Travel Schedule.

Again, there is no need to try and understand each word while scanning.

Extensive reading

We generally use this method while reading for fact or fiction for pleasure. Longer texts are read at length, but again it is not necessary to understand every word of every line.

E.g. We do extensive reading of self – help and business books, magazine articles, or fiction that one may read at night or to relax.

Intensive reading

Normally, intensive reading is done for shorter books or text that needs to be studied for examination or detailed understanding.

Here it would be crucial that every word is understood. The process of reading is far slower and more laboured.

E.g. For more important documents where understanding every word matters: reports, contracts, sale deeds, legal documents etc.

Reading Cues

Three important cues must be kept in mind for a reader to be successfully independent.

An integration of the three cues will help a reader to efficiently predict words and thoughts from the text. Getting a confirmation of the accuracy of what one has understood and being able to correct one if one goes wrong is also a key factor to reading well.

1. **Meaning (Semantics)** : Background knowledge of the vocabulary and understanding of words used in a text is necessary. The context of the sentence or the paragraph or even the whole text is important to be able to figure out what the text is really about. A reader has to constantly evaluate the information he / she takes in and analyze whether it makes sense.
2. **Syntax or Language Structure**: Knowledge of English grammar is required to make sense of the text.
3. **Visual information**: A reader has to use all the information in the text to make sense of what he/ she is reading. E.g. details of formatting, letter- to – sound associations and punctuation.

As a reader moves towards his / her goal of being more efficient and accurate readers, he / she could be encouraged in the process. All readers, in the initial or advanced stages of reading, do tend to make errors of judgment in the cues for reading.

However, unless the error changes the meaning of the sentence giving the text a totally different context, it is preferable to overlook small errors of misjudgment which could be termed as Miscues. Readers may substitute their own words for the actual words that appear in the print, yet the goal is to get them to make sense of what they read by understanding the meaning of the text. Hence, unless this is compromised, the small errors can be ignored.

Some of the ways in which a reader can be helped along in the journey of reading are:

1. Ask the reader to look at the picture. If there is no picture, get the reader to draw upon his / her imagination of the scene.
2. Encourage him / her to re-read the sentence if the meaning of the sentence was not understood. It improves the word prediction ability.
3. Check with the reader whether what he / she is reading makes sense.
4. If a word is not understood the reader can move on to the end of the sentence leaving out the difficult word. This would help the reader to get a sense of the context and maybe figure out a word that may fit as a substitute.

A reader should be able to identify the main ideas in the text he/ she reads.

What are some of the ways in which a reader can do this?

Being able to infer - i.e. deduce or understand the context of what he / she reads is another important point.

One way to ensure understanding is to get the reader to summarise the text that has been read.

Questions should be asked about the text that has been read to enable the deeper understanding of the context of the subject.

Three levels of Reading

The reader should use the three levels of reading to be able to completely understand what he / she reads:

1. **On the lines** - This is the sense made at the literal level of the text. It is what the author has said and it is clear what opinion the reader should have. This requires the reader to have previous knowledge of the language the text is in, to be able to recognize and make sense of the grammatical structure and the meaning of the words in the text.
This level is the basic level of reading. A reader should at least be able to understand the literal meaning of the text.

2. **Between the lines** - At this level, the reader is making inferences about the interpretation of the text by trying to understand what the author meant. The reader would have to draw on his / her own prior knowledge and experience to be able to construct the meaning of the text.

This could be considered a secondary level of reading where the reader is able to draw meaning from the text which is deeper than the literal or obvious meaning.

3. **Beyond the lines** - This is where the connections are made outside of and within the text. The reader has to critically evaluate the text in order to identify if he / she is able to understand what the author is trying to say. The reader is expected to differentiate between the information in the text which is the author's opinion against his / her own.

This is an advanced level of reading. It will take time and a lot of reading practice for a reader to get to this level.

Speed Reading

Speed Reading is a method of rapid reading where we skim through the text and read only words that are relevant to the context. With practice, the speed with which we can do this could be improved. However, the rate of comprehension should not be compromised.

Earlier it was believed that our reading speed was like our adult height or the colour of our eyes – unchangeable. However, appropriate mental and visual exercises can improve our speed of reading. This can be achieved with focussed practice and the correct method of Speed Reading.

According to Tony Buzan, in his book, 'Speed Reading', he says that "Reading is to the mind as aerobic training is to the body". He adds that if a reader improves his / her reading speed, he / she would be able to think a lot faster and more creatively.

While studying, he / she could take better notes and pass exams with greater ease because he / she was able to study more effectively. All this would save time not just in days but perhaps, even months.

Barriers to speed reading

Reading word by word – Initially, this is how we learn to read – one word at a time. This method reduces speed and comprehension. However, with time, we need to be able to take in a few words in a glance.

Reading aloud - Most of us have a tendency to read aloud, and if not, we tend to read the text ‘ aloud’ in our minds – sub- vocalizing the text. This habit also reduces reading speed.

Re – reading - Going back to what one has read is a waste of time. This could happen because something was not understood, or not absorbed the first time due to a lack of concentration. Increasing vocabulary and noting down a word that was not understood and checking it later is a good way to proceed. It would be better to go by the general meaning of the word from the context.

Reading too fast - If the text is being skimmed faster than it is being understood, the reader will miss the main points of the matter and his / her ability to process the information being read would be diminished. This would make the exercise pointless. Besides, it will require the reader to re-read the text and hence slow him / her down.

Improving your reading speed

How could one improve one’s reading speed? This is a question that is often asked. Here are some tips:

1. Check your normal reading speed and comprehension – Read a passage. Time yourself while you do this and then ask yourself questions about what you read to check for comprehension.
2. Repeat the process and in time you will see a difference in the quantum of material that you are able to assimilate in shorter time spans.
3. Your concentration, memory, creative thinking, imagination and ability to assimilate new information will improve drastically as you keep practicing speed reading.
4. Constantly check your comprehension ability to ensure that you get the most of the reading you are doing.
5. Practice chunking. Read a group of words or a phrase at a time. Move your eyes from the left to the right and then diagonally to the next line.
6. Ensure that you only stop to glance at the words once. Hence, you have two stops per line.
7. In time your eyes will get used to absorbing the text in chunks and will begin to make sense of the text. You will find yourself reading larger chunks in shorter span of time.
8. Use your mind to concentrate on the reading. Concentration is key to understanding, retaining, and recalling what you read.

STOP ! GO BACK AND REFLECT !

I learnt

I would like to know more about

Reading Comprehension Practice Exercises

Activity 1: Read the passage and answer the questions that follow:

Play outdoors for better sight

According to Kate Johnson, children are ending up spending more time inside the house doing homework on computers, and playing video games, and less time on outdoor activities. This is taking a toll on children's eyes. Kate, an optometrist who lives in Brisbane, says that children as young as six now need glasses. In her view, these children are sporting glasses due to their indoor lifestyle. The occurrences are more in children with no family history of myopia. They spend so much more time in close work with computers and reading doing the damage.

Her recommendation is that children need to be encouraged to run outdoors and look more at objects in the distance for better eye – health. Parents have to enforce a balance in the time spent indoors.

Research findings of Kara Schmidt, Associate Professor, are that it is not simply looking into the distance that prevents myopia, but actually being outside in the sunlight. Sunlight helps in the release of high amounts of retinal transmitters. One of these is dopamine which prevents the eye elongation that is caused by spending long periods doing intense 'near' work.

1. Playing outdoors causes eyesight to go weak.
(a) True
(b) False*
2. What does the word 'sporting' mean in line 5 ?
(a) games (b) spotted (c) wearing * (d) for sports
3. What does Johnson say is helpful about looking at objects in the distance?
(a) Children can do their homework better on computers.
(b) It would have a beneficial effect on children's eyesight.*
(c) Playing video games would be more fun.
(d) It would improve their balance problems.

4. Katrina Schmidt explains that sunlight releases high transmitters for retina.
 - (a) True*
 - (b) False
5. What is the role of dopamine that is released by exposure to sunlight?
 - (a) It prevents eye elongation*.
 - (b) It reduces the history of myopia.
 - (c) It will reduce the time spent indoors.
 - (d) It will increase the time spent outdoors.
6. What does the phrase ‘taking a toll’ in line 3 mean? Choose the answer that most closely fits the meaning.
 - (a) Taking a fee for spending time indoors.
 - (b) Taking a nap in the afternoon would help.
 - (c) Causing damage to their eyesight*
 - (d) Causing them to lose in the video games.
7. What does the term ‘as young as six’ in line 4 mean?
 - (a) Six young children play sports with glasses.
 - (b) Six children have changed their lifestyle and wear glasses.
 - (c) At the young age of six, children are wearing glasses.*
 - (d) The optometrist has six young children who wear glasses.
8. What does the passage recommend for young children?
 - (a) Children should spend more time outdoors playing in the sunshine.*
 - (b) Children should spend more time indoors doing their homework.
 - (c) More children should begin wearing glasses at the age of six.
 - (d) Children should learn how to balance themselves on the see-saw.
9. What is the reason that children’s eyes are being damaged?
 - (a) Doing homework near the computers.
 - (b) Playing video games inside the house.
 - (c) Spending time reading indoors.
 - (d) Spending more time working closely with computers.*

Activity 2: Read the passage and answer the questions that follow:

The Coming of Fire

One of the most important things the men of long ago found out was how to make and use fire. No one knows who first discovered this. Perhaps they found fire burning on the edge of a peat moss, and at first they were frightened. But when they knew how warm and comfortable fire made them feel, they wanted to make it for themselves.

We are not sure what they did to make fire. Perhaps they rubbed two dried sticks together until they became alight. When once the fire had begun they fed it with wood, and kept it going all day and all night.

Just try to think what a difference having fire made to these early people. It warmed them, it roasted the raw meat, and it frightened away the wild animals. All animals fear fire. Watch your dog or cat when a spark jumps out of the fire.

Extract from “ The Stream of Time” by S.O. Ambler & The Coatman

1. What was one of the most important things that man found out long ago?
 - (a) The burning edge of peat moss.
 - (b) How to make and use fire*.
 - (c) That they could be frightened.
 - (d) They knew who discovered how to make fire.
2. How did man first react to fire? Which of the following was the most significant reaction?
 - (a) They were surprised that it made them warm and comfortable.
 - (b) They discovered how to keep a fire going all day and night.
 - (c) They found their dogs and other animals afraid of fire.
 - (d) They wanted to make fire for themselves.*
3. What more would be a good substitute for the adjectival phrase “ of long ago”?
 - (a) Longest
 - (b) Ancient *
 - (c) Aged
 - (d) Omniscient
4. Look up the dictionary for the meaning of the word ‘alight’. Do you know if it has more than one meaning?

Alight

.....
.....

[Answer -: Alight- verb forms

- i. To come down and settle as after flight: a bird alighting on a twig.

- ii. To get down, as from a vehicle; dismount: the lady alighted from the train.
- iii. To come by chance (archaic form): alight on a successful alternative.

Alight- adjective forms

- iv. .Burning; lighted: the match he threw out of the window was still alight.
- v. Illuminated : the tiara was alight with a million starry diamonds.]

5. Write down 3 things that fire would be useful for, in the lives of the early men?

- (a)
- (b)
- (c)

*****END*****