

APPENDIX-A

ENGLISH LANGUAGE SKILLS

FOR

ADULTS

Course Objectives

By the close of this course, adult learners will be able to

1. Speak better English

- i) using polite vocabulary
- ii) greeting appropriately
- iii) introducing people in an acceptable manner
- iv) responding to introductions appropriately
- v) using contractions in speech
- vi) pronouncing words correctly
- vii) intoning questions properly
- viii) using grammatical items correctly.

2. Read better-English

- i) with moderate speed
- ii) a sentence at a stretch fluently
- iii) paying heed to punctuation marks in a paragraph
- iv) with comprehension
- v) to develop the reading habit
- vi) to develop correct reading attitudes
- vii) for information
- viii) for pleasure
- ix) to be able to speak better
- x) to be able to write better.

3. Write better English

- i) using punctuation marks appropriately
- ii) using capitals appropriately
- iii) using grammatical items correctly
- iv) friendly and business letters following acceptable techniques.

ABOUT THE COURSE YOU ARE GOING TO STUDY

The course that you are going to study involves the use of different teaching/learning techniques through which you would learn to speak, read and write better English. You know the basics of English language; you know the alphabets and as some one who has completed atleast ten to twelve years of schooling (minimum) you must be able to use 2500 to 3000 words in English actively. There must be more words that you can recognize although you may not be able to use them in your day-to-day life. If you are a professional person - teaching, in business etc., your vocabulary must be more extensive. If you are a technical diploma-holder or a student of some branch of engineering, science, law or commerce, your vocabulary would consist of technical, legal, scientific words which are typical to your field of knowledge.

Most of you would have a fairly good sense of English spelling, inspite of its intricacies. You know the fundamentals of English grammar. In fact when you left school, you should have been able to recognize and use correctly atleast 250 English grammatic structures. You must be familiar with parts of speech like noun, verb, adjective and adverb. You may read English magazines and papers and even refer to books in the library once in a way. You may have drafted a few letters of application when you needed a job. But you lack confidence with the language; you suspect your own handling of English grammar. You approach someone more knowledgeable every time you have to fill in an application form or write out a leave letter. Filling in your tax returns and sending a telegram become painful and burdensome ordeals to you. You envy your colleagues who act superior all because they have an advantage over you when it comes to English usage. You cannot quite follow the dialogues in an English movie, although you have developed correct listening habits.

Here's help coming your way." You can correct your pronunciation, learn basic phonetics which would help you refer to standard phonetic dictionaries and follow English as it is spoken by those whose mother tongue it is. You would know what to say when you are introduced to someone for the first time and how to greet him when you meet him on subsequent occasions. You could learn how to respond to an introduction and how to introduce two of your friends to each other. There are certain polite norms you have to abide by on such occasions. You can master them and be a master of situations which you have dreaded in the past.

You can use contractions in your conversations generously and make your communication effective. At the same time, you can unlearn some of the common mistakes you are in the habit of committing, both in speech and in writing.

Appropriate use of capitals, punctuation marks, and the right use of articles (a, an and the) are amply demonstrated through sequential learning techniques. Letter-writing for different occasions and the various principles which mark a letter out to be good have been explained and illustrated towards the end of the course. Your grammar-hitches are tackled in the most 'ungrammatical' way - i.e., in a totally different manner from the way you had it at school, which you found most unpalatable. In short you have everything that you wanted to know, learn, experience and master as far as the English language is concerned. Your needs have been painstakingly studied, your aspirations considered, your past experience with the language taken into account and greatest gain in the shortest time ensured.

The total course is divided into three units, namely Unit 1 - Conversational English, Unit 2 - Reading, and Unit 3 - Writing. Each unit begins with a lecture, which is followed by individual study time, when you will be

working with programmed instructional material, on your own, reading, understanding, answering questions, and evaluating your own answers. Any doubt that may arise from the reading of the programmes may be clarified by the teacher who would be present in the class-room. The programmed learning material is supported by the use of a tape-recorder, the purpose of which is to demonstrate some of the principles that are laid down in the programmes. The incorporation of the tape-recorder is meant for ear-training and serves as a reference-point for the adult-learner, in his speech activity.

Self-study is followed by group-discussion, where main points are discussed, clarifications sought and generally there is provision for interaction within the group. Points for discussion are given at the end of each programme. Practical work follows, which is a demonstration in the form of role-play, speaking, reading and writing exercises which advance the theory given during the previous sessions. Support materials help with practical work. Following practical work, unit tests are administered. Evaluation of answer sheets leads to a feedback session which is used for pointing out general mistakes and a revision of the whole unit. Individuals are provided with more remedial help, exercises etc.

HOW TO USE THE INSTRUCTIONAL MATERIAL?

(i) Programmed Learning Material

Read the programme at your own speed.

While reading the frames, you will see that each frame is written in such a way as to explain just one word, one principle or one idea. Look for this particular item carefully every time you start reading a new frame. This would help you in answering the questions at the end of a frame.

A frame is the small passage that appears between two horizontal lines. Read each frame carefully, understand the idea presented there, answer the questions and then proceed to the next frame.

Every time you fill in a blank or tick mark an answer or construct your own fresh response, you would like to know whether your answer is correct. So, after answering the question in one frame, as you move to the next frame, look to the leftside margin for the 'correct answer'. Do not look before you have written your own answer. The correct answers are given so that you can evaluate your own progress and make sure that you have learnt one point thoroughly before you proceed to learn a new item.

If your answer is wrong, when verified against the correct answer that is given in the programme, you study the same frame once again and understand your mistake. When you feel you are thorough with it, then proceed to the next frame.

To make sure that the 'correct answers' do not influence you before writing your own answer, keep the left-hand side margin covered. Once you have finished answering a frame, you can slowly lower the cover and

refer to the correct answer.

Although usually programmes are to be worked through without any interruptions, in the course of study, you will come across frames where you are asked to stop and listen to a taped dialogue. At this point, you would listen to the pre-recorded tape with the programme in your hand.

The dialogues that you would listen to are given in the programme. Your listening and reading simultaneously will help you in many ways. Since the dialogues are spoken by native speakers of English, listening to them will enable you to understand your own mistakes in pronunciation, intonation and speech.

You may have certain doubts arising from your reading of the PLM. You can ask your teacher for clarifications on the spot. The 'Discussion' that follows the reading of the PLM will further clarify your doubts.

(ii) Support Material

For instruction regarding the use of support material see Appendix A(ii)

Now Proceed!

APPENDIX - A(1)PROGRAMMED TEXTCourse Content

Unit 1 - Conversational English

Unit 2 - Reading

Unit 3 - Writing

UNIT 1CONVERSATIONAL ENGLISH

1. The most important human activity, you will agree is communication. As social beings, we need to communicate to those around us. Sometimes we may be required to listen to communication; sometimes we may have to respond to communication. Sometimes we may communicate to others; at other times someone else may communicate to us.

When we want to express our feelings, ideas or intentions, we use the skill that is known as communication.

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- Correct answer 2. It is very essential for any human being to live in a community. Community life cannot be possible without communication, because it is the very thing that holds a community together. Can you think of living in a society for long without having to communicate with people around?

Life will not be practically possible without _____.

-
- Correct answer 3. In living together we need to ask questions, give answers, express opinions. We need to sympathise, comfort, reassure and encourage. We need to communicate so many different things in so many different situations.

Whether we are sharing ideas or
stating opinions we are in effect
_____ng.

Correct answer 4. Having thus discussed the value of
Communicating communication in community living, let
us look into two important modes of
communication. You may convey a message
to your friend orally or by word of
mouth. On the other hand you may pass
on a written message too. A message
spoken or conveyed orally is known as
oral communication.

When you say "Best of luck" to
your friend, you are passing a message
to him verbally. You are wishing him
good luck. You have used words orally;
your communication to him has been
o_____l.

Correct answer 5. Communication could be done in
Oral different ways. The teacher communi-
cates facts of science to his science
students. The radio broadcasts
communicate current events to the
listeners. The political leaders
deliver lectures from platforms. The
priest preaches from the pulpit.

All the above communicators speak
so that the listeners can hear. They
are all forms of _____.

Correct answer 6. Oral communication does not require
Oral great learning. A new-born baby is
Communication capable of communicating its needs orally
to its mother. Although he does not use
definite words to begin with, the sounds
he produces makes his need clear to his
mother. As he grows up, words and
sentences take the place of sounds and
he becomes a master of oral communication.

Although not in a perfect manner,
even a child is capable of -----
-----.

Correct answer 7. Communicating by word of mouth,
Oral we saw is only one way of conveying
Communication one's ideas and feelings. Passing on
of facts and sharing of thoughts can
be done through writing also. For
instance, you are reading this progra-
mme. You are collecting certain facts
and ideas. In other words, you are
trying to understand the communication
that is on the paper before you. What
sort of communication is it? Is it
oral? No, communication here is in
its written form. Hence we call it
written communication.

Message or communication which
is not directly spoken, but is written,
typed or printed can be referred to as
oral/written communication. (tick mark
the correct answer)

Correct answer 8. It can be seen then that human beings in order to understand each other and be understood by each other need to communicate. This communication may be done by word of mouth or through writing.

Written

Ramesh may say "happy birthday" to Suresh over the phone. He may send a telegram wishing Suresh "Many happy returns of the day". The phone message is an example of oral/written communication. The telegram message is an example of oral/written communication. (tick mark the right words)

Correct answers 9. In every day life, most of our communication is done verbally or orally. Only when communicating to a person who is at a distance or when communication has to be recorded for future reference, we resort to written communication.

- i) Oral
- ii) Written

1. "Jayaprakash Narayan passed away" announced the radio.
2. At a public meeting, we recorded our grief at the sudden demise of Loknayak Jayaprakash Narayan.

Of the two statements given above,
 i) which one is illustrative of oral communication? 1 / 2
 ii) which is illustrative of written communication? 1 / 2
 (tick mark the correct answer)

Correct answers 10.

- i) 1
- ii) 2

Whether communication is oral or written the medium used is language. In other words, language is the most powerful tool for communication. You may be speaking: you may be writing: while doing both you are using language, whatever may be the language used.

Communication is best done through
1 _____ e.

Correct answer 11.
language

Language perhaps was the most ancient invention, because although history speaks of people who are not able to read and write even today, there is no evidence of any people living and communicating without language.

Even primitive people who could not read or write still used _____ to communicate.

Correct answer 12.
language

Earlier we saw that the most fundamental activity in human living together is communication. We discussed later that communication may be done in different ways. The two important types are oral and written modes of communication. Now we see that communication whether it be written or oral has to make use of the tool called _____.

Correct answer 13.
language

If you try to summarise what you have been doing so far, you will come to two logical conclusions; communication is infinitely important in our daily living and language is the most powerful tool with which we may successfully communicate.

Although conveying ideas may be done in different ways, the most common tool for communication is _____. There are different ways in which we may use language for communicative purposes. We may either speak or _____. Both ways we are passing on information. _____ and _____ communications refer to speech and writing respectively.

Correct answers 14.

- i) language
- ii) write
- iii) Oral
- iv) written

For our present purpose, let us go back to the child. You may not remember your own childhood. But you certainly have seen babies growing up. A normal baby is expected to cry as soon as it is born. This is not a superstition, but a biological requirement. A baby who has enjoyed the security and warmth inside his mother so far, suddenly realises that his environment or surroundings have changed when he is born. So he cries. He, in his own way passes on the information that he feels the difference. Soon, within a year's time he has learnt to communicate more clearly by using definite gestures (actions) and sounds and a few words. In all his growing years from childhood

oral communication is undergoing the process of refinement.

In using your mother tongue, you may realise that the language that you speak now is not the same as you spoke when you were just a year old. Your language has undergone re_____ment. In other words your language is much more re_____ned now than what it was when you were a child.

Correct answers 15.
refinement
refined

When you entered school, at the age of three or four, although you were taught the alphabets and the more complicated language skills like reading writing and grammar, you were not totally new to the language, you were being taught. You understood when your teacher asked you to stand, sit or look.

So you may say that though you had a fairly good command of your own language, when you started school, you still had, to learn the same language. This meant that your language needed

refinement.

Correct answer 16.
refinement

The process of language - learning then, is just not being able to use a few words or sounds or perhaps just recognise them. One should be able to use words, sentences, expressions and typical language items fluently and in a refined manner.

Fluency in speech and _____ in expression, then let us say are the two very important aspects of learning a language.

Correct answer 17. In the last frame (16) you came across the word fluency. What did you understand by this term? Fluency has much to do with flow. You know water flows through a pipe. Electricity flows through a wire too. You do not say that water in a lake flows. No, water in a lake is stagnant. It does not flow. But water flows in a stream. In communication, language has to be fluent.

Speech has to be refined. It has to be _____ too.

Correct answer 18. Let's go back to the stream analogy. Water flows, electricity flows too only as long as there is nothing hindering the flow. Coming back to the language issue, it is necessary that all obstacles or hindrances are removed in the process of language learning, so that language may be used with fluency.

Refinement and _____ we may conclude are twin necessities in adult language usage.

Correct answer 19. We discussed briefly that language development envisages or expects refinement and fluency in communication. A little more clarification on the two words 'refinement' and 'fluency'.

Before gold can be shaped into a chain or any ornament for that matter, you know it has to go through fire many times. One of the purposes in giving gold the fire treatment is to refine it or to purify it.

The language that we use very often may not be the refined form of a language, particularly when the language used for communication is a foreign language. So language to be presentable needs

Correct answer 20.
refinement

Fluency on the other hand refers to a free flow of speech or writing. Very often as adults trying to use a foreign language like English, there is this problem of fluency in speech. For some reason or the other the speaker in English fails to continue speech freely.

So, the second aspect in learning a language deals with _____ in speech. As mentioned earlier _____ and _____ are the twin aspects of learning a language.

Correct answers 21.

- i) fluency
- ii) fluency
- iii) refinement

As an adult learner of English, you have to bear in mind all that has been discussed so far, before you can really settle down to improve your English. The main purpose in learning any language including the mother tongue is that there might be fluency and refinement in the use of a particular language. This process might be fairly

smooth in learning your mother tongue because most of the time you are living with it, using it out of necessity. But in learning a foreign language, this process may not be so easy.

Although learning any language implies acquiring a certain set of skills, foreign language learning implies more hard work than learning one's own language. One logical reason is that where basic learning is required as far as a foreign language is concerned, mother tongue requires only brushing up and improvement.

Correct answer 22. You have been surrounded by your foreign language mother tongue for the past so many years, ever since you were born. Still you feel you haven't mastered your language. You can use it better than you may be able to use English for instance. But still there is scope for improvement.

While mother tongue - learning is comparatively simple because the opportunities to use it are many, foreign language learning is not simple because even what you learn you have hardly any opportunity to use.

Correct answer 23. So, greater and constant effort is foreign language required to develop foreign language skills. Skills of any language remain the same. You listen to a language, you speak a language, you read a language and you write in a language. These are

the four important language skills, that require mastery, if communication is to be effective.

While there is much scope for developing skills in the mother tongue, there is hardly any scope for developing skills in English which is a _____.

Correct answer 24. Now, you will certainly agree that Foreign language English is not a totally new language to you. If it were you will not be reading this programme. You have learnt English while you were in school. Some of you have had instruction though the medium of English at the college level. Some of you may be in a position to read English fairly well. But all of you have one common problem; the inability to speak freely.

If you were to be asked what your primary need is as far as the English language is concerned, you will most probably say that you find sp____h more problematic than any other area.

Correct answer 25. This does not necessarily mean that speech speaking skill is the only skill that foreign language learning can or should impart. But it does suggest that of all the known language-skills, the most fundamental and pre eminent skill is speech.

Although writing, reading, speaking and listening are all useful language skills, the most sought-after skill is writing/reading/speaking/listening.
(write down your choice)

Correct answer 26.
speaking

Let's take every day activities where speech in English becomes absolutely necessary. You may be attending a social function or appearing for an interview. You may be finding your way about in a strange place or you may be forced to respond to a phone-call in English. Which of the language skills do you expect to come to your rescue? Yes, speech ofcourse; speech which includes the speech act itself and the listening that requires a response in speech.

In learning English then, it is the speech aspect which requires primary attention.

Correct answer 27.
speech

What does speech include? Here let us be specific about the language that we have on mind. You are here to improve your English. What do you mean by that? Do you mean that you would like to speak English better? Write English well? Read matter in English and understand? Perhaps you would like to do all that and more? But for a smooth running of the process we need to set our priorities right. Getting back to the child's language -

learning process, we understand that he learns by imitating. He listens and then he speaks.

It is reasonable then that we follow nature's strategy and develop the l_____ng skill before we speak.

Correct answer 28. In fact the two skills mentioned above, namely listening and speaking go hand in hand. We listen and then respond. We question, someone listens to the question and answers it. Life is an endless chain of listening and speaking. What happens when you go to a railway ticket counter to book a ticket? You ask a question or enquire. The booking clerk _____ to you and then _____. If he does not _____ properly, his answer may not be correct.

Correct answers 29. Not only for giving right answers,
 i) listens you have to listen carefully for many
 ii) speaks(responds) different reasons. Listening carefully
 iii) listen or indifferently or not listening at all
 may lead to dangerous situations. In learning a foreign language the importance of listening cannot be overemphasised.

In order to get the right content of a speech, in order to give correct answers, in order to be guided aright we need to cultivate the art of good
 _____.

Correct answer 30.
listening

Listening and speaking then, go together. You may listen carefully to a radio broadcast in English. You may attentively listen to a speaker whose mother tongue is English. You may visit a movie house and sit watching an English cinema and listening to the dialogue. But you are unable to understand the spoken language. What may be the reasons for this failure on your part? Only a few reasons, we may discuss here. You may find it difficult to follow the pronunciation in all those speech activities.

If you fail to follow the dialogue of an English play, one reason may be that you are unable to follow the pronunciation of the actors.

Correct answer 31.
pronunciation

Pronunciation refers to the manner in which a language is spoken. The same sound can be produced by various speakers in various ways. It is natural that every one of us is capable of producing all human sounds. But every language has its own sets of sounds that it uses more than the others. For instance, take the 'ð' sound (thing) in English. It is a typically English sound. It is not common among Indian languages. As such when a word like 'thanks' is to be pronounced, the general tendency is to pronounce the opening sound as 't' without allowing the air to flow out.

Each language has its own set of sounds which makes _____ of sounds and words difficult for a foreign learner.

Correct answer 32. One of the difficulties in failing to comprehend English speech is the intervention of the mother tongue which has built up in us a set of sound patterns to the exclusion of others. Any thing out of use, you know loses its capacity to be used, and so with pronunciation of words.

So, in learning a new language, great stress has to be laid on the aspect of _____, so that spoken language can be understood. Pronunciation includes the manner in which certain sounds have to be stressed in a word and certain words in a sentence. (For more information on sounds and pronunciation refer to the support material on Phonetics.)

Correct answer 33. From the listening aspect of speech, we now move on to the speech act itself. As adult human beings, you have to be able to understand spoken language. You have to respond to the message thus conveyed to you. Let us specifically consider some situations where you will have to speak. You may have to appear for an interview. You may have to entertain friends. You may have to meet people with your requirements. You

will have to phone up for your gas refill. You need to use speech. What sort of speech? Different situations demand different communicative forms. Whichever may be the situation, it is necessary that you use polite speech.

Whether you are at an interview or at the railway ticket counter, you need to use polite speech.

Correct answer 34.
polite

All politeness is based on the elementary rule of showing consideration to others and acknowledging the consideration they show to you. You meet a friend early one morning while you are on your way to the office. You are in a hurry and cannot stop to chat with him. You greet him saying "good morning" and add "excuse me, I'm in a hurry" and you rush past. You have not been impolite. Very politely or courteously you have tackled the situation.

Instead of saying "excuse me", if you had just rushed past, it would have been very impolite.

Correct answer 35.
impolite

"Excuse me", then is a polite expression that you may use when you would like to apologize your inability to do something which courtesy demands. In case you do something which you ought not to have done, "excuse me" is the right apologetic expression. As an apology in advance (Excuse me one minute, May I speak to one of you please?) when

stopping a stranger with a question
(please excuse me, May I know where
the auditorium is?) "Excuse me" can
be handy.

Listen to the following dialogues and answer the questions
in frame 36.

Dialogue No.1

Meena is late to class by ten minutes. The teacher has
already begun the day's lessons.

Meena: Please excuse me teacher; May I come in?

Teacher: You're late by ten minutes, Meena. What's
your reason?

Meena: There was an accident at the University cross
roads and our bus was held up for nearly half
an hour.

Teacher: Come in. You couldn't really help being late
then.

Meena: Sorry, all the same teacher for causing
inconvenience.

Meena walks in.

Dialogue No.2

Asking the way: Meena is looking for the post office. She
is not sure of its location; so she stops
some one on the road...

Meena: Excuse me, Can you tell me where the post
office is?

Stranger: Yes, ofcourse. But, do you know the town
fairly well? Do you know the Botanical
garden for instance?

Meena: Yes, I came by it.

Stranger: Well, if you get straight back there, it would be easy for you to find the post office. From the garden gate you keep walking straight ahead until you reach the traffic police circle. Then, turn right... Go a few yards and on your left you'll find a brick building. You can't really miss it.

Meena: Is it very far? Would you suggest that I hire a rickshaw instead?

Stranger: If you are in a hurry, yes; otherwise it's a very short walk; must not take more than five or six minutes.

Meena: Thank you very much.

Stranger: You're welcome.

Dialogue No.3

At the table during lunch

Renu: Daddy, would you please pass me the dal?

Dad: Sure, (while passing the bowl containing dal)
 You would like to have some more rice?

Renu: No, thank you. I've had enough.

Mother: Ramesh, one more chapatti?

Ramesh: Yes, please.. the meat is so soft and the
 gravy delicious perhaps I can finish all
 those chapatties.

Mother: This preparation is new. Glad you like it.
 Meenu's mummy gave me the recipe for it. She
 used to conduct cooking classes, do you remember?

Ramesh: Yes, just round the corner, there used to be
 that room on the second floor with all colourful
 dishes painted on the door. Passing by my
 mouth used to water.

Dialogue No.4

Shopping 1: Meena goes to the Supermarket, waits till the shop assistant finishes with the customer whose requirements he is packing up.

S.A.: Good morning madam, What can I get you?

Meena: I have a list of them here. A loaf of bread, a dozen eggs, a packet of butter, and a tin of strawberry jam.

S.A.: Sorry, madam, strawberry jam is out of stock. Perhaps if you could call in tomorrow, I might be able to give you. We are expecting fresh stock this evening.

Meena: Could you give me pineapple jam instead?

S.A.: That I can. Any thing else madam?

Meena: Nothing more just now. Thank you.

S.A.: May I make the bill then?

Meena: Yes, please.

Dialogue No.5

Shopping 2: Mohan wants to buy a pair of white socks for his little brother who is just three.

S.A.: Good evening sir, Can I help you?

Mohan: Yes, I would like a pair of white socks for a three year old boy.

S.A.: What kind? wool, nylon, cotton?

Mohan: Nylon, please.

S.A.: (Showing a selection) Any thing here you like sir?

Mohan: (selecting a pair) Yes, these look rather nice. Are they the right size?

S.A.: For a boy of three that would be just right.

Mohan: I'll take them then, How much?

S.A.: (He tells him the price) Any thing more, sir?

Mohan: Nothing more just now. Thanks.

(pays the price and walks out)

(walks in again)

Mohan: In case these turn out to be too small?

S.A.: You can have them exchanged sir.

Mohan: Thanks.

36. Questions:

- i) What does Meena say to the stranger
in order to attract his attention?
- ii) What does Meena say before entering
the class?
- iii) How does Renu refuse her father's
offer of more rice? By saying
Excuse me.
- iv) When Meena thanks the stranger for
guiding her to the post office,
what does the stranger say?
- v) What does Ramesh say when he accepts
mother's offer of one more chapati?

Correct answers 37.

- | | |
|--------------------|--|
| | Earlier you learnt that one has to |
| i) excuse me | aim at refinement and fluency in speech. |
| ii) excuse me | Polite speech is a sign of refinement. |
| iii) no, thank you | "Excuse me" is a very polite or courte- |
| iv) you're welcome | ous expression that should be used on |
| v) yes, please | many occasions, some of which have been |
| | mentioned earlier. In the dialogues |
| | that you were listening to, you came |
| | across many more polite expressions like |
| | 'please', 'sorry', 'thank you' and |

'you are welcome'. "Sorry" expresses regret for an accidental disturbance or breach of manners.

At a party, if you happen to arrive ten minutes late, you would say please/thank you/sorry. (tick mark the correct word)

Correct answer 38.
sorry

Right, you would say you are sorry, and add a sentence or two by way of explanation for being late. You may say "I was held up at the level-crossing" or "meant to be on time, but (give any reason)" or "I just couldn't make it earlier". "Sorry" sometimes can mean a plain 'no' too. In case you want to deny some one a favour, instead of a blunt 'no' you may say 'sorry' and add your reason. e.g. (May I borrow your tape recorder for a day? Sorry _____) You need not fill in this gap. Go to frame No.39.

If you would like to listen to the tape once again, you may ask for it.

39. "Excuse me" and "sorry" are polite expressions that you may synonymously use, since both expressions are apologetic in nature. Remember, Meena first uses the expression 'Please excuse me'. Finally just before entering the class she says "sorry" for disturbing the class. Admitting one's failure in any

matter certainly has a moral value.
Once expressed orally it signifies the
use of courteous speech.

There cannot be a short cut to
_____ speech.

Correct answer 40. "Please" and "Thank you" are
polite (courteous) perhaps the most used expressions in
the English language. In every
language there is scope for using
courteous language. In fact every
cultured human being uses polite
speech. But in no other language is
there such a great emphasis on the
use of polite vocabulary as in English.

Two expressions often used in
English and demand generous use by
its speakers are "pl. _____" and "th _____
y _____".

Correct answers 41. 'Please' used alone and 'please'
i) please preceded by 'yes' ('yes please') have
ii) thank you different meanings. 'Please' used to
begin or end a sentence implies a
request. Please may be placed in the
middle of a sentence too.

Here are three sentences. Insert
'please' in the appropriate places
(left blank).

1. _____ let me have a pen.
2. Let me have a pen _____.
3. Will you _____ let me have your
pen?

Correct answer 42.
you have written
'please' in the
blanks.

You are quite right. Wherever you may place 'please' in a sentence, the purpose is just the same. You want to be polite in your request. "Yes, please" is used while at the dining table or elsewhere when some one offers you a drink or a meal or just one more helping. If you would like to answer 'yes', follow 'yes' with 'please'.

Remember the dialogue where mommy offers Ramesh one more chappati. What does Ramesh answer? _____

Correct answer 43.
yes, please

When you want a favour done to you, you begin your request with the polite term _____. When you would like to be agreeable to an offer that some one has made to you (e.g. Would you like another cup of tea?) you will answer _____. If you are unwilling to agree to the offer or when you would like to refuse a second cup of tea, what would be the right response? Very often people use the phrase 'No, please', which is very unusual among English speaking people. The appropriate courteous refusal would be "No, thank you".

'No, please', so very common in India is an expression that has to be avoided. The right response should be No, _____.

Correct answers 44.

- i) please
- ii) yes, please
- iii) thank you

If you have responded correctly you are well on the way to successful communication. You may have one doubt. Go back to your host's dining table. He is offering you a second helping of dal or rice. You are willing to accept the offer. Why not just answer 'yes'? When you would like to refuse a second helping of rice, why not a plain 'no'?

"Yes" should be followed by _____ and 'No' by _____ because otherwise you may be using language which is not very courteous.

Correct answers

45. You haven't come to the end of common polite expressions yet. There are a few more which need to find a place in your every day vocabulary. Take the following situation: You have an ambassador car. You are riding past on a rainy day. You see a friend or colleague waiting at a bus stop for his route bus. You stop the car and offer him a lift. While getting down from the car he profusely thanks you. Although you may just smile and ride past, there are ways in which you may modestly acknowledge the colleague's gratitude and make the favour appear not all that great. You may say "that's alright" or "you are welcome". If the person who offered the lift and the one who received it happen to be very close, the one who offered may respond to the taker's "thanks" with "the pleasure was mine".

When some one expresses gratitude for a favour you have done to him, you may respond to him by saying:

- (a) Thank you, (b) please excuse me.
(c) you are welcome (tick mark the correct answer)

Correct answer 46. Good, you will say 'you are welcome'. 'That's alright', 'the pleasure is (was) mine', 'you are welcome'; all these expressions are used in acknowledging 'thanks' spoken to you by some one else. It is not absolutely necessary to say any thing when some one thanks us. However people do say some thing such as "you are welcome", "not at all", "it's a pleasure", "don't mention it" or "that is alright". A friendly smile is quite sufficient.

It is customary to hear people say _____, _____ or _____ in response to 'thank you' or 'thanks' spoken to them.

Correct answers 47. If you have written any of the three phrases mentioned in the preceding frame, you are correct.

You are welcome
not at all

that's alright
(any of the above)

Supposing you are with a group of people discussing some important matter. Due to carelessness or some other reason, you fail to understand a point. Perhaps you could not hear a certain speaker properly. You would like the statement repeated. Would you just

say "I didn't hear you". Certainly not. That would be very impolite. You may say 'Please will you repeat it for me?' A shorter form would be "Pardon". 'Pardon', can be used in a situation where you would like some thing repeated. You are in a way asking the group or an individual speaker forgiveness for having missed out something which necessitates repetition.

In a group or even between two people, when you want some one to repeat what he has already said, you say p _____ n.

Correct answer 48.
pardon

Pardon is the short form of 'I beg your pardon'. When some body says 'pardon' during a conversation, you have to understand that he is asking for a repetition of what you have said already.

If you wish some one to say again, what he has once said, instead of asking him to repeat, you just say _____. Consequently, if during a conversation, some one says _____ you repeat what you have stated earlier.

Correct answers 49.
i) pardon
ii) pardon

Another very important area deals with enquiring or asking questions. If you remember the taped dialogues, you will see that every time a plain question had to be asked the one who questioned or enquired sounded extremely courteous. The usual question words

why, what, when and where have all been avoided.

Some of the common question words are wh____, wh____, wh____ and wh____.

Correct answers 50.

- i) why
- ii) when
- iii) where
- iv) what

Now, read the following pairs of sentences together and see which sentences are polite and which are not or less polite?

1. a) Where do you stay?
b) May I know where your house is?
2. a) When does the Bombay train come?
b) Could you tell me when the train from Bombay is due?
3. a) Why are you here?
b) Is there something I can do for you?
4. a) What is the time?
b) Could you tell me the time please?
5. a) Whom do you want?
b) Can I be of help to you?

Right, you feel that the second sentence in each pair is more courteous than the first.

- 1) "May I know what the time is" is (more/less) polite than "what is the time".
 - 2) "Why are you here?" is (more/less) polite than "Is there something I can do for you?"
- (tick mark the correct word)

Correct answers 52.

- i) more
- ii) less

So, we may say that "May I? Can I? Could you? Will you? Won't you?" are more polite question beginnings than 'what', 'when', 'where' and 'why'. 'Please', 'excuse me', 'sorry', 'yes; please', 'thank you', 'pardon' and 'you are welcome' are some useful expressions that have to find place in your active vocabulary. You should be familiar with the above expressions already. But a conscious effort to use them appropriately in speech has to be made.

Before concluding this section on polite expressions, wouldn't you like to see how well you have understood what has been discussed so far. The following exercise has two columns. Column A contains five situations, column B has five of the expressions that you have just learnt. Match them.

- | <u>A</u> | <u>B</u> |
|---|------------------------------|
| 53. a. When you would like to refuse the cigarette your friend offers you, you'll say | a. Pardon |
| b. When some one thanks you greatly for a scooter lift you gave him, you'll say | b. no, thank you |
| c. When you happen to go ten minutes late to a party, you'll enter in saying | c. yes, please |
| d. When you would like to accept your host's offer a piece of a cake, you'll say | d. I am sorry for being late |

A.B.

e. When you would like your teacher to repeat some thing he has once said, you'll say

e. You are welcome

Correct answers 54.

- a - b
- b - e
- c - d
- d - c
- e - a

Have you been able to match them correctly? Good. Then we'll pass on to a related area and spend a few minutes on common forms of greetings. You must be in the habit of greeting each other with phrases like "good morning, good evening, good afternoon" etc. According to the part of the day when you happen to meet your friend, you will greet him.

If you meet your colleague around 8 A.M., you'll say "good _____", at 12 noon, you'll greet him saying "_____", later around 4 p.m. you'll greet him saying "_____".

Correct answers 55.

- i) good morning
- ii) good afternoon
- iii) good evening

You should not have had any problem answering the above frame. Now, in case you meet a friend at 10 P.M., how will you greet him? Would you say 'good night' or 'good evening'? You have doubts. Don't you? Let us clarify the issue. Good-night is never an opening greeting whatever may be the time of the day when you meet your friend. Remember that. Even, if you are to meet a friend after 10 P.M. you have to say good evening to him and not 'good night' as you hear many people say. 'Good-night' is always a parting greeting.

Answer these questions by tick marking the right answer.

- a) If you meet some one you know at 4 P.M. you will greet him saying good morning/evening/night.
- b) If you meet a friend at 9 P.M. you'll greet him good evening/good night.
- c) When you leave your friend at 8 P.M. you will wish him good night/morning.

Correct answers 56.

- a) good evening
- b) good evening
- c) good night

Your answers are correct, but you are still confused. Let us get it clear. You will greet your friend 'good evening' if you meet him at 3.30 P.M. or 4 P.M. onwards upto 11 P.M. almost. When you part from him, you'll wish him 'good night'. You need not debate this issue, because that's the way an Englishman does it. And we who are learning English which is a foreign language to us better go by the rule.

Good evening is the greeting to be used when you meet a person in the evening however late it be, good night is only to be used while parting in the evening. Do not ever greet a person when you meet him saying good morning.

Correct answer 57.

- i) good evening
- ii) good night
- iii) good night

Without elaborately greeting a person good morning or good evening or in addition to good morning, or good evening, you often hear people greeting

each other 'Hello' or 'Hi'. In answering a telephone or to attract some one's attention 'hello' is the most handy word.

Among the younger generation, 'Hi' is more popular than the traditional 'Hello'.

58. Read the following conversation (A&B) and answer the given questions:

A: Meenu: Hi. Renu, what have you been doing with yourself? It is ages since I saw you.

Renu: True, mummy has been ill for the past one month almost. There was no one else to attend to her except me. So, naturally I couldn't move about much.

B: Ramesh: Hello, auntie, it's good to see you looking hale and hearty.

Aunt: Hello, son, good of you to have come. How's mother?

Questions 1) How does Meenu greet Renu when she sees her after an interval of a month?

By saying _____

2) How do Ramesh and his aunt greet each other?

By saying _____

Correct answers 59. Right, 'Hello' and 'Hi', then can be
 i) Hi used synonymously or in place of each
 ii) Hello other. In answering a telephone call,

you usually start with hello. 'Hi' is a more familiar form of greeting. If you happen to recognise the voice on the phone to be that of some one who is quite close to you, you may start with a 'Hi'. You are telling him by your 'Hi' that you recognise his voice.

Although 'Hello' and can be used synonymously, must be used only to those you are familiar with. A serious-minded person should be greeted with a . Someone who is not very young may be offended at the more familiar .

Correct answers 60.

- i) Hi
- ii) Hi
- iii) Hello
- iv) Hi

If you stretch your memory a few frames back, you would remember that in order to attract a stranger's attention, you may begin with 'please excuse me'. 'Hello' is yet another useful term that you may use if you wish to attract the attention of a stranger on the road or elsewhere.

Instead of 'please excuse me' you may use in order that you get the attention of a stranger. When you have missed your way in a new place and you want to be guided to the right route, you may go close to a person walking along the road and start your enquiry with or .

Correct answers 61.

- i) Hello
- ii) Hello
- iii) Please excuse me

Since there has already been a mention of telephone usage in an earlier frame, we'll take it up seriously and spend a few minutes on one or two points.

Imagine that you happen to pick up the receiver and from the other end somebody speaks in English. You may be in the office or you may be at home. How often have you felt nervous when you realise that you will have to converse in English as a matter of necessity? You need panic no more. Say 'hello' clearly, but not very loudly. Before you read any thing more on phone-usage, read the following dialogues very carefully.

Dialogue No.1

Mrs. Desai: (answering the telephone) Hello, what do you want?

Mrs. Patel: Is that Mr. Desai's house?

Mrs. Desai: Yes, but he is not here. You can ring up after 4 O'clock. If you want him earlier, you can contact him at the office. 73281 is his office number.

She keeps the receiver down.

Dialogue No.2

Mrs. Patel: (answering the telephone) Hello, this is Suneeta Patel speaking.

Mrs. Desai: Hello, Suneeta, Padma here. Are your children home yet?

Mrs. Patel: No not yet. They were supposed to have a film show this morning. What's the matter? You are worried about Asha?

Mrs. Desai: Yes, usually by this time she's back from school. She hadn't spoken to me about the show. That got me worrying.

Mrs. Patel: I'll give you a ring when my children get home.

Mrs. Desai: Many thanks Good-bye.

62. You have read the two dialogues. Which of them do you think is a better dialogue as far as phone-etiquettes are concerned? You will do a little thinking and answer the following questions.

- 1) Which of the dialogues is more polite? 1/2 (tick mark (✓) the correct number)
- 2) In answering the telephone call, both Mrs. Desai and Mrs. Patel say Hi/hello/good morning (tick mark (✓) the correct answer)
- 3) In the first dialogue, the caller concludes the call. Right/wrong (circle the correct answer)
- 4) In the second dialogue, the caller concludes the call. Right/wrong (circle the correct answer)

Correct answers 63.

- i) 2
- ii) Hello
- iii) Wrong
- iv) right

In reading and answering the questions based on the two dialogues, without your knowledge, you have covered good ground. They will prove very helpful to you practically. We will summarise them once again. In both the dialogues, the receiver of the call started by saying 'hello'. That was good. In the first call Mrs. Desai should have given her name or number (the latter preferable) like Mrs. Patel did in the second dialogue. Imagine the following situation. You want to contact Mr. Shah or perhaps his office. Either Mr. Shah or his secretary picks up the phone. The person who has picked

up the phone says 'hello' and stops there. How are you to know whether you are really speaking to Mr. Shah or his secretary unless the receiver of the call confirms it. It often happens that you dial a wrong number. Haven't you received phone calls and found out seconds later that the caller had dialled a wrong number? To help in situations like this, it is best to speak out your own phone number or the name of your organization - or your own name.

If you are answering your phone, answer definitely with such words as 'hello, _____ (add your number or name).

Correct answer 64. This is (add your name or number) That has been an unusually, long frame. But it was in clarification of just one point that 'hello' should be followed immediately by your number or name or the name of the company or firm that you serve, so that the caller at the other end may be assured of having contacted the right number. This is just a matter of common consideration for the other person.

65. Another point that needs mention is perhaps altogether new to you. Compare the two dialogues once again. In the first, Desai is only the receiver of the call and not the caller. As such, she should have waited for the caller to ring off. In the second dialogue, Mrs. Desai is the caller and Mrs. Patel,

the receiver of the call. That is the reason why Mrs. Patel waited for Mrs. Desai, the caller to ring off. If Mrs. Patel had said 'good-bye', she would have been very-impolite in her conversation.

So, when you phone up some body next time, you will make it a point to say good-bye as well. In case some friend rings you up, you will wait for him to say bye. If you decide to ring off when your friend happened to be the person who called you, it will be impolite. On the other hand, remember that you should be the person to say good-bye, when you are the caller.

Correct answers 66.

- i) bye
- ii) good-bye
- iii) impolite
- iv) caller

Good, you seem to be moving with the programme. Now, whether you are the caller or the receiver of a call, remember that you should hold the line only for a few minutes. Keep the phone-conversations as short as possible. Others may wish to use the line. Say what you have to say and end the conversation. In case, the call that you picked up is not for you, and the caller should wish to speak to some one else, you would say 'hold on' or 'hold the line' while you look for the person who is wanted at the phone. In case, your call was received by some one else, you would politely request him to call the person to the phone, with whom you would like to converse. You may say 'Please may I speak to Mr. Mehta?'

67. 1. You happen to be in the office when the phone rings. You pick up the phone. You say 'hello' and add the office number. Then you find out the call is for a colleague of yours in the same office. Before going in search of the colleague, you would speak into the phone hello/ good morning/hold on. (tick mark (/) the correct answer).

2. You dial a number and wish to speak to Mr. Mehta, Mr. Mehta's secretary picks up the phone. Which of the following things will you do?

- 1) You will keep the receiver down.
- 2) You will politely ask for Mr. Mehta. (tick mark the correct answer)

Correct answers 68. As a final evaluation to phone-usage

i) hold on

ii) 2

principles, answer these questions:

Follow the instruction after each question:

- (a) You will indulge in long conversations over the phone (yes/no) (tick mark the correct answer).
- (b) You will say Hello first. yes/no (tick mark (/) the correct answer)
- (c) You will add your number or name. yes/no (tick mark (/) the correct answer)
- (d) You will say good-bye first, if you are the receiver of the call. yes/no (tick mark (/) the correct answer)
- (e) You will wait for the caller to wind up or say good-bye. yes/no (tick mark (/) the correct answer)
- (f) You will speak very loudly over the phone. yes/no (tick mark (/) the correct answer)

(g) If you happen to be the receiver of a call meant for some one else in the house or in the office, you will keep the receiver down and keep quite.

yes/no (tick mark (✓) the correct answer)

(h) If the call is for some one else you will say _____ and call the required party. (fill in the gap with the suitable phrase)

Correct answers 69.

- (a) no
- (b) Yes
- (c) yes
- (d) no
- (e) yes
- (f) no
- (g) no
- (h) hold on

If you have all those answers correct, you can be successful in using the phone. Now, after 'hello' and number, before saying 'good-bye', what should you say? Whatever is expected of you according to the context. You may be wondering how to construct a correct sentence? How to use articles and prepositions appropriately? Where to pause and how to intone your questions and statements? Well, support material takes care of all those items separately. You can learn them all on your own and the trouble spots we may tackle during practical sessions. Now read on.

70.

So far, you have been mainly concerned with occasions where you will be with one more person. In other words, situations where two people are involved have been discussed at length. As adult human beings, members of a vast community, there will be a number of occasions when you will be socially involved. As a parent, you may have to

throw a birthday party in honour of your son who is completing fifteen years. You may have to attend parties. You may have to entertain guests. These are occasions when you will be required to, perform certain social duties.

Social living calls for the performance of certain social d____es.

Correct answer 71.
duties

What are some of these duties? We shall mention only a very few where spoken language has to be used. Imagine, you are two friends meeting at a party. While you are chatting, another of your old friends walks up to you. Although both the friends are known to you (the one you are already talking to and the one who has just arrived on the scene) they are not known to each other. Don't you think courtesy demands that you introduce them both to each other?

You are talking to an old friend. Your neighbour, who is unknown to your old friend comes up and starts chatting with you. Courtesy demands that you in____ce them to each other. It is a social d____ that you have to perform.

Correct answers 72.

- i) introduce
- ii) duty

Correct. You will perform the social duty of introducing them to each other. While using English for the purpose, there are certain age old ways in which introductions are done. There are conventional ways in which you introduce people and respond to intro-

ductions. Again there are conventional phrases and words which you use only when you meet some one for the first time and not when you see him a second time. What should constitute your dialogue when you are introduced to some one for the first time? What are the best ways of breaking away after a short conversation? The following frames will discuss these points.

Where people meet in groups, there arise occasions when formalities like in _____ing people to each other have to be adhered to. Not only to _____, but you should be able to res_____d correctly to introductions too.

Correct answers Here you will listen to three taped

- i) introducing dialogues : Listen to them and answer the
- ii) introduce questions that follow. The text of the tape
- iii) respond is given below for reference.

Dialogue No.1

John is twenty four today. Around 4 P.M., guests arrive for the tea-party arranged to celebrate the occasion. Mr. Thomas, John's boss arrives. John introduces his mother to Mr. Thomas, and vice versa.

John: Mommy, this is Mr. Thomas, my boss. You remember, he was the one who appointed me.

Mr. Thomas, this is my mother Mrs. Paul. She has been looking forward to meeting you.

Mr. Thomas: How do you do Mrs. Paul?

Mrs. Paul: How do you do Mr. Thomas? John had told me your wife would be going over too.

Mr. Thomas: That's what she had thought too, but an old friend dropped in just as we were leaving and so she decided to stay back.

Dialogue No.2

John's mother introduces her, friends (a group of ladies) to her brother.

Mrs. Paul: Friends, this is Ted Jones, my brother, on a few weeks holiday from East Africa.

Ted, these are my friends. Mrs. Jenkins who taught John in the primary school, Miss Smith who works in the Fertilizer company, and Mrs. Gregory whose daughter is Sally's friend.

Mr. Jones greets each of them saying 'How do you do?'

While the three ladies return the greeting 'How do you do?'

P.S.: If there are handshakes to be exchanged, the man has to wait for the ladies to offer their hands.

Dialogue No.3

Sally, John's sister, on the other hand welcomes her friends, meeting them and introducing them to some of John's friends.

Sally: Hello, Pam, come on in. Glad you could make it. Lovely weather. Isn't it? I was afraid it will rain and ruin the party. There's Sheila, Let's meet her. You haven't met before. Have you?

Sheila: Yes, Pam and I met a month ago at another friend's wedding party.

Sally: I must introduce you to some of John's friends. Sheila, this is Peter, John's good friend. Peter, this is Sheila, we both went to college together. They exchange greetings "How do you do?"

73. Questions:

- 1) Every time some one was introduced, the two persons involved, exchanged the greeting 'how _____?' (complete the phrase)

- 2) The response to "How do you do" is I am fine/How do you do (tick mark the right answer).
- 3) Every time some one was introduced, his or her name was mentioned. yes/no (tick mark the correct answer).

Correct answers 74. That was quite some exercise. Wasn't it?

- | | |
|-------------------|--|
| i) do you do | You have had illustrations in the last |
| ii) How do you do | frame. Now, you must have some rules. |
| iii) yes | 1. Introduce first |
| | a) a man to a woman |
| | b) a boy to a girl |
| | c) a younger person to an older person |
| | d) a person to a group |

While introducing two boys and two girls, two men and two women of the same age, it makes no difference who is introduced first.

Study these principles very carefully and verify them with the illustrative dialogues above. Then answer the following questions:

- 1) When you introduce your class mate Meena to your brother Mohan, you will say Meena's/Mohan's name first (tick mark your answer).
- 2) When you introduce your uncle to your boss, who are both of the same age, you will mention your uncle's/boss's name first. (tick mark the correct answer. If you have an other answer, write it down).

- 3) If your class has to be introduced to the visiting speaker, I will have to introduce the class/the speaker first (tick mark the correct answer).

Correct answers 75. 1) Meena's name first, because a boy has to be introduced to a girl first.
(read the frame) You will say, "Meena, this is Mohan".

- 2) You may mention either of the names first, because they are of the same age.

- 3) I will have to introduce the speaker to the group first.

76. If you have understood so much, you can be sure you have come a long way. With a little more practice, you will be absolutely confident to face any situation where English speech is necessary. You will mention the name of the person you are introducing. You will mention the name of the person to whom you are introducing. After each name, say something about the person. Recollect the dialogues and you will understand that after each introduction of the name, something about the person was said.

You may say, "Here's Mrs. Jones, my mother. This is Ted Jones, my uncle. This is Mr. Desai, my boss. In each case you have said something besides the person's _____e."

Correct answer 77. Yes, you will say the person's name, his or her relationship with you perhaps and on more formal occasions just his name

or her profession. Here's Dr. Patel, the medical superintendent of the Charity Mission Hospital. Although among friends, at informal gatherings, you may use first names, at formal meetings surnames have to be used.

You may introduce your friends Suresh and Hema by their first names. That is you may say, _____, here's _____. _____, here's _____. If you were introducing your boss to your wife, you will say "This is Mr. Desai", to your wife first and introduce your wife to Mr. Desai. Desai obviously is the _____ of your boss.

Correct answers 78.

- i) Hema
- ii) Suresh
- iii) Suresh
- iv) Hema
- v) Surname

You have seen that introductions and courtesies are social necessities and hence their appropriateness has to be learnt and practised. Just one more item before you complete this unit on conversational English. While reading this programme and during the lecture earlier you may have observed the use of short forms. You're late by then minutes. (frame 36) "You couldn't really help" (frame 36) "You're welcome (frame 37). The underlined words are known as Contractions.

When two distinct words are pronounced together or written with an apostrophe (') joining them, ^{it} is known as a con_____ion.

Correct answer 79. You must have learnt about the contraction of muscles while learning biology. You must have heard about the contraction of mercury in a thermometer. When 'You' and 'are', two distinct words unite with the use of an apostrophe, they sound like one word. 'You are welcome', when spoken as 'You're welcome' requires less time.

When 'can' and 'not', two separate words are written or pronounced as 'Can't', we call that shortened or merged form as a _____.

Correct answer 80. Contractions are abbreviations, which are very useful in speech. In informal writing as in friendly letters for instance, short forms can be generously used. Listen to Meena's reflections after she broke the precious flower-vase that she borrowed from Mohan's wife.
(The tape will be played here, the text of which is below).

81. Meena: What'll I tell her? She's been having it for the past fifteen years almost. I shouldn't have borrowed it from her. But didn't think it was going to break just like that. I did take good care of it. Didn't I? Perhaps I can go round the city and see if I can buy an identical one to replace it. But I ain't going to find one like that, I'm sure. It was sent to her by

her aunt from Singapore. Can't I ask
her aunt to send another and pay for it?
No, I mustn't have borrowed it really.

82. Now that you have listened to the tape,
read the text once again and look for
the contractions. What'll, She's,
shouldn't, didn't, aint. I'm, Can't,
and mustn't are all _____.

Correct answer 83. 'What will', 'She is', 'Should not',
contractions 'did not', 'am not', 'I am', 'Can not'
and 'must not' are their full-forms
respectively. Such contractions are
essential in spoken English. In
informal writing too contractions can be
used. A list of common contractions are
given in the support material (No.4).

UNIT 2

READING

1. In the first unit on spoken language, you learnt that communication is a social necessity. You also saw that communication is best possible through language. Other animals interact by means of sounds and body movements, but man uses a more sophisticated tool for this purpose, namely LANGUAGE.

Language is a distinguishing mark of humanity. It differentiates man from other animals.

-
- Correct answer: 2. Right. You are able to recollect what you have already done. For communicative purposes, man uses language. He uses sound-signals too. When someone asks you for your opinion in a certain matter, instead of expressing your agreement to the issue, you just say 'mm'. You are saying 'yes' in effect. Sometimes you may just nod your head in approval. What have you done? You have used your head movement for communication.

Now, communication is possible through just sounds or body movements, but language is a less complicated but more advanced tool for communication.

-
- Correct answer: 3. In the first unit, you saw the importance of spoken language in the language-learning process. You remember a child's

learning priorities. A child listens to the language spoken around him and then tries to imitate. He uses cries or just utterances in response. This listening and responding process is what we refer to as SPEECH activity.

So, language-learning starts in childhood when a child starts its lis_____ing and responding to sp_____ch.

Correct answers 4. The child's listening is not certainly perfect, neither is its speech. But as it grows, its capacity for both increases. In other words, its ability to use language develops.

i) listening
ii) speech

As the child physically grows up, its capacity for listening and _____ or oral communication develops too.

Correct answer 5. A child by the time he starts schooling may have developed the listening and speaking capacities to a certain extent. But the more advanced skills of language like READING and WRITING are still unknown to him.

speech

While reading and writing are more advanced language skills, _____ and _____ are simpler skills which even a child of three has mastered to a certain extent.

Correct answers 6. Experts in language teaching have arranged language-skills according to their priority thus : listening, speaking, reading and writing. This means that

i) listening
ii) speaking

speech precedes all the other language skills. Reading and writing follow. Linguists have obviously followed the child's natural learning process.

According to linguists or language-scientists, next to oral skills, it is that has to be stressed in ~~the~~ language learning process. (Choose one of the following to fill up the blank : (writing, reading, listening))

Correct answer
reading

7. Just as in the natural development of the child's language-learning process, reading comes third, in an adult language programme, speech has to be succeeded by reading. Perhaps some of you feel your requirement as an adult is the capacity to read with comprehension.

Although some English teachers tend to attach more importance to reading, linguists argue that should precede reading. (Choose any of the following to fill up the blank : (listening, writing, speech))

Correct answer
speaking

8. You are right. Linguists feel the importance of the speech activity, before attention can be devoted to reading as a skill. For reading to be meaningful, listening and speech should have developed to a certain extent. What is reading any way?

Stop awhile and listen to the tape, the text of which is added below.

9. This is Raja. Raja and Rani are in the class-room. The teacher calls Raja, Raja stands up. Raja goes to the teacher. The teacher does not call Rani. Rani does not go to the teacher. Ram and Ali are not there. They are in the next class-room.

Vishal, a senior Kindergarten pupil of the Don Bosco School just read out from her reader. Carefully she pronounced each word on the page before her. Fortunately the material was easy and within her experience. She READ the passage.

10. Jasmine, sixth standard pupil of the Baroda High School reads a passage which is not quite familiar to her.

The Gift of Language

This is a picture of a rabbit. It is running into its hole. You will say "what has this to do with language"? Can you see the rabbit's tail? When a rabbit sees something dangerous, it runs away. Its tail which is white, moves up and down as it runs. The other rabbits see this white tail moving up and down and they run too. They know that there is danger. The rabbit has told them something without making a sound. It has given them a signal.

Jasmine had not seen this passage before. Although she stumbled occasionally over some unfamiliar words, and

did not quite understand what she was reading, she still READ the passage.

11. Sitting back in his chair, Subodh hears his wife say "breakfast is ready, hurry up". Quickly Subodh glances at the front page of the newspaper, scans one item of interest; a great accident he had heard the radio report the previous evening. He then turns to the sports page. What has he been doing? Yes, he has been READING.
-

12. Flipping through the telephone book, Mrs. Shah runs a finger down the columns. She stops at a name, looks intently. Then moves on to another. With a smile of satisfaction, she writes the number on her pad and puts the telephone book in its shelf.

What was Mrs. Shah doing? Yes, she was READING.

13. You know now that you are reading oftener than you realise you are. You read aloud. You read silently. You read a telegram quickly; You read a light novel leisurely on a cold afternoon. Whether loud or soft, whether quick or slow, you are reading.

What exactly were you doing just now? speaking/reading/listening (tick mark (✓) the correct answer).

Correct answer 14. Recollect the taped readings that you listened to. When Vishal, the kindergarten pupil read the passage from her reader, she was reading ORALLY or she was reading aloud. When Jasmine, the sixth class pupil was reading an unfamiliar passage, she was actually engaged in oral reading.

When a school child or college-student stands up and reads out a poem or a prose lesson, he is engaged in ool rog.

Correct answer 15. Good, when children in a class, after oral reading or before a lesson, stand up and read for the benefit of the class, from the printed page, it is known as oral reading. Now, you know Subodh was also reading. When Mrs. Shah was looking through the telephone directory to find her family doctor's number she was also reading. But their reading was not heard by others. it was done silently.

When Vishal and Jasmine were reading, their reading could be heard. But, when Subodh and Mrs. Shah were reading, you could see them reading, but you could not hear. As such you call it silent reading.

Correct answers 16. You saw that reading skill consists
 i) hear of both the loud reading and silent
 ii) silent reading activities. While a child who is, still at school, is mainly involved in oral reading activities, an adult

like you would find yourself engaged most of your reading time in SILENT READING activities.

17. 1) Early in the morning you pick up the newspaper and in the absence of others you read the news quietly. This is illustrative of oral/silent reading. (Tick mark (✓) the correct answer)
- 2) You go to the railway booking counter. Take an application form and look through to fill in the required details. You are engaged in oral/silent reading. (Tick mark (✓) the correct answer)
- 3) You read out a welcome speech to your newly-elected leader at a public meeting. This is illustrative of oral/silent reading. (tick mark (✓) the correct answer)
-

Correct answers 18.

- i) silent
- ii) silent
- iii) oral

Good, you have done well. As a responsible adult in society, you may have to engage yourself in oral reading activities at times. You may have to welcome a newcomer into your group. You may have to propose a vote of thanks in your capacity as the organiser of a certain function. You may have to publicly bid farewell to someone at a formal function. If you have fluency in English speech, perhaps you can overlook the loud - reading aspect. But you cannot trust yourself to deliver an offhand talk of that sort. The only

skill that can come to your rescue is the skill of oral/loud reading.

_____ (oral/silent) reading can be counted upon when your speech skill cannot be depended upon. (tick mark the correct answer)

Correct answer 19. You are correct. Now, you know the oral reading value of oral reading even beyond the school-stage. Adults have to read aloud at times. If loud-reading is important to adults, what help can a reading course offer him? A reading course can tell him the important aspects of oral reading that would make his reading successful. Recollect Vishal's and Jasmine's reading which you heard played over the tape. What did you think of their reading? Would you say that sort of reading is sufficient for an adult? An adult's purpose in reading loudly is different from a pupil's purpose in the class-room.

20. 1) An adult generally reads in the class-room. Yes/No (tick mark (✓) the correct word)
- 2) An adult reads loudly to convey meaning and feeling. Yes/No (tick mark (✓) the correct word)
- 3) A child in the class is just learning to recognise words and read. Yes/No (tick mark (✓) the correct answer).
-

Correct answers 21.

- 1) no
- 2) yes
- 3) yes

If you had any problem answering the questions in frame No.20, here is more clarification. A child in the kindergarten and a pupil in the fifth class mainly read to learn how to read. The teacher can correct him when he commits mistakes in pronunciation, intonation, pause, etc. But an adult reads loudly to pass on an information, a sentiment, feeling etc.

While the child learns to read by reading, an adult like you should be able to convey _____ and _____ through loud reading.

Correct answers 22.

- any two of the following:
- meaning
- feeling
- information
- sentiment

Your answer is correct. You feel that an adult's reading should be more perfect than that of a child. A child may take time to recognize words, phrase them together, move his eyes from one phrase to another. An adult cannot afford to do that. A child may ignore punctuation marks like a full stop, a comma, or a question mark. But an adult cannot do that. The reason is that the purpose of an adult's loud-reading is to pass on some information or a certain sentiment.

Stop awhile and listen to the readings from the tape:

23. Vishal is reading a lesson from the reader again. This is Raja's school. It is Rani's school too. This is Raja's class-room. It is Rani's class too.

Raja is sitting in his class-room. Rani is sitting in her class-room. Raja is sitting near a window. Rani is sitting near Raja.

24. Listen to the reading from the election manifesto released at a special conference of the party at Salem by D.M.K. chief Karunanidhi.

"For providing a stable government we need a capable leadership which can command the consent and respect of the various segments of our people to hold them together. We also need a clear-cut ideology and a consistent strategy. We further need the will to implement the same and the leadership should be tall enough to have clear vision of the future. Above all the leadership should have the capability to create hope among the poor citizen. We firmly believe that Mrs. Indira Gandhi alone can provide the country a stable and efficient government".

25. Vishal's reading did not readily convey any sentiment, whereas the second reading was capable of persuading the listeners. This was due to many factors. The manner in which the words were pronounced, sentences intoned, and punctuated, conveyed not only the meaning or some information, but affected the thinking of the listeners too. So, you see that since an adult aims at passing on some information or feeling through his loud reading

activity, he has to bear in mind a few important factors. He has to be careful in pronouncing words, intoning sentences and punctuating the reading material properly.

The points that have to be taken care of when an adult is engaged in loud-reading activities are

- 1)
- 2)
- 3)

(Rewrite three factors after reading the frame once again carefully.)

<p>Correct answers 26.</p> <p>1) pronunciation of words</p> <p>2) intonation of sentences</p> <p>3) punctuation</p> <p>(your order may be different)</p>	<p>Now, pronunciation is very important to reading as much as it is to speaking. You saw how important PRONUNCIATION is to speech. Loud reading is oral and as such people listen to you, just like they listen to you speaking. They have to understand your words and gather the information you are passing on through reading. The support material on 'Phonetics' which you are already familiar with should help you in this process.</p>
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One of the main points that makes oral reading effective is good _____.

<p>Correct answer 27.</p> <p>pronunciation</p>	<p>Pronunciation as you saw in the first unit deals with the way in which words and sounds are pronounced. What is INTONATION? Intoning speech correctly is very valuable in speech and oral reading. If I were to ask you a question "Where are you going?", so that I can</p>
--	---

find out your destination, if I spoke all the words in the question (where are you going?) alike, without any modulation in speech, how are you to understand whether it is a question or just a statement that I am making? Unless you know that I have asked a question, how can you answer me?

So, correct in_____ion is to be developed while reading aloud, so that meaning and sentiment can be rightly conveyed.

Correct answer 28. While reading out a welcome speech
- intonation one has to evince cheer and modulate the voice accordingly. While reading out a condolence message one has to express suitable sentiment in the tone of his reading.

Articulation of words and phrases to convey the right mood and attitude is what we technically refer to as _____.

Correct answer 29. Just as important as pronunciation
- intonation and intonation is PUNCTUATION. You must be familiar with the following punctuation marks in writing (.,;:'"?). You may be wondering what punctuation is in reading. It is not difficult. Remember the election manifesto reading on the tape? Where the words spoken at a stretch with no stop till the end? No, he stopped in between many times.

Roshan while reading out the manifesto, stopped in the middle many times. He stopped because i) He could not recognise the next word. ii) He forgot where he had stopped. (iii) He followed the punctuation marks. (Read the three statements and select the correct one by tick marking (✓) it.)

Correct answer 30. You are right. Roshan is an adult.
statement No.iii He knew how to persuade his audience and so, he punctuated his reading and paused at the right places. At times, pauses have to be longer than at other times when stops may be shorter.

Just as in speech, silence is necessary while reading too.

Correct answer 31. After having discussed reading as a skill, with particular reference to oral reading, we must pass on to the other aspect of reading, namely SILENT READING. It is common knowledge that an average adult will be required to spend more time reading silently than loudly. One common requirement while reading, whether it be silently or loudly is SPEED.

While a child may take its own time recognising words and phrasing them together, an adult reader will have to move his eyes on the printed page with speed.

Correct answer 32.
speed

Lack of moderate speed in reading may be due to many reasons. But, in a quick-moving world, where information will have to be gathered as quickly as possible, reading with a moderate speed is a necessity. Some scholars even say that speed-reading helps in quick comprehension of the matter being read too. A very slow reader will not be in a position to sustain his listeners' interest any way.

Adult reading should take into consideration besides pronunciation, intonation, and punctuation, speed also. Reading without a moderate speed may annoy the listeners.

Correct answers 33.

- i) pronunciation
- ii) intonation
- iii) punctuation
- iv) speed
- v) speed

Here are some situations; Read them and point out whether the activities cited involve oral (loud) or silent reading, activities?

- i) A housewife goes shopping and looks at the price list displayed outside.
- ii) You take your colleagues out to dinner and refer to the menu card.
- iii) You go to the State Transport bus-station and check up the bus-timings written on the wall near the ticket counter.
- iv) You rip open a telegram and scan the brief message.
- v) You go to the office bulletin board and read the latest notice.

In all the above situations, what activity are you engaged in? Oral/silent reading? Write oral or silent against each statement.

Correct answers 34. You are absolutely right; all these
all the above activities you generally do silently. If
situations you read them out to some one who is
involve silent with you, then it becomes loud reading.
reading From all the above examples it is clear
activity. that you, as an adult spend most of your
reading time silently.

Adults do more of oral/silent
reading (choose the correct answer by
tick marking (✓)).

Correct answer 35. An adult's oral reading require-
silent ments are limited. His silent reading-
possibilities are endless. From self-
preservation in reading danger-signals
and acting accordingly to reading for
pleasure and forming the reading habit
can be a great challenge. Out of
necessity you have to read very often.
You are riding your car. You approach
a junction, where four or more roads
meet. Traffic signals tell you to stop.
You stop. If you don't, your life may
be in danger or someone else's. You
would be committing the immoral act of
breaking traffic rules.

So, for self-preservation you have
to read. Signal or sign-reading is a
skill. The reading skill involved here
is the oral/silent reading skill.
(Tick mark (✓) your choice)

Correct answer 36. You follow it. You cannot loudly
silent read a signal. You can only understand
it and change your behaviour accordingly.

You may be in a hurry. But, you still are required to stop when the light turns red or the traffic police signals you to stop.

What exactly are you doing? You are re...ing a traffic sign and changing your behaviour accordingly.

Correct answer 37. Perhaps you are not aware of it, but reading is just what you are doing when you look at the advertisement displaying a new brand of soap powder or hair oil. Once you have been initiated into reading, consciously or unconsciously you keep reading most of your waking hours.

A major part of our life is spent some matter or the other. We do not often realise, but unconsciously we are developing a fairly advanced language skill, namely the skill of reading.

Correct answer 38. You saw that to preserve your life, you have to read. What you read may be just danger signals or single words like 'stop', 'go', 'danger' etc. But the brevity of the message does not allow us to ignore such warnings. They have to be seriously considered.

When you are driving your car, you see by the side of the road a sign-board which bears the picture of a boy running out with a bag in hand. You

will i) increase the speed of the car.
 ii) slow the car down. (tick mark the
 correct answer)

 Correct answer 39.
 slow the car
 down

Yes, you will drive slowly because
 the sign indicates the existence of a
 school nearby and warns the driver that
 unless he lessens the speed some little
 school boy's life will be in danger.

When a can has the label 'poison'
 stuck on its side, you will i) carelessly
 throw it away, ii) drink it up immediately
 iii) place it safely away where children
 cannot reach. (tick mark (_/) the
 correct answer)

 Correct answer 40.
 iii

Yes, you read for self-preservation.
 You read to modify your behaviour. The
 latter is especially necessary when an
 epidemic is announced through pamphlets
 or bulletin-boards. Another type of
 reading is what we all generally do. You
 read the newspapers, journals and maga-
 zines. For what reason? To keep in
 touch with or to keep pace with events
 around.

Technology has brought in a pace,
 keeping with which is a difficult task.
 If you desire to know generally what is
 happening around, you will read news-
 papers, _____ and _____.

 Correct answers 41.
 journals
 magazines

You must all be in the habit of
 regularly reading newspapers. They give
 an idea of events that happen around the

world. But if you are looking for specialised details regarding some area which the newspaper generally refers to, you must seek the help of specialised books.

For instance, if you should have specific knowledge about sports events, you will refer to the SPORTSWEEK magazine. Match the groups A and B appropriately.

A	B
1. Sports and games	Dictionary
2. Films	Encyclopaedia
3. Meaning of words	Sportsweek
4. General knowledge	Star dust
5. Job opportunities	Indian History
6. History of India	Careers Digest
7. Geographical placement of Lybia	Atlas

(Group 'A' items have numbers. Write down appropriate numbers against items in group 'B')

Correct answers	42. There are ever so many specialised
1. Sportsweek	magazines today that there is no dearth
2. Stardust	of reference material. Books on geography,
3. Dictionary	history, scientific developments, crafts
4. Encyclopaedia	and cookery are available in plenty.
5. Careers Digest	Every educated adult should read for
6. Indian History	information, if not for special reference.
7. Atlas	Reading for information is a habit
	that every literate adult should cultivate.

Correct answer
information

43. In a world full of competition and speed; one has to be on the lookout for informative material to live a full and satisfying life. To improve health, promote good sanitation, improve child-care, raise better crops and to increase economic status, one has to read. Good literature is available today regarding every single area of development.

To promote a growing understanding of ones physical and social environments, one has to develop an interest in _____ good literature.

Coorect answer
reading

44. Isn't it strange that despite the manifold-blessings that can come our way through reading, very few literate people read anything more than what is absolutely necessary for survival. Every one may read labels on a packed case or items in the menu card. Out of sheer necessity you may read the number on your route-bus or the 'wanted' columns for job opportunities. But not too many have cultivated the READING ATTITUDE.

To be a successful reader or to master the skill of reading one ought to

- i) be a librarian
 - ii) own many books
 - iii) possess the reading attitude
- (Tick mark your answer)

Correct answer
answer No.iii

45. Yes, to be a master-reader some day, you should start developing the reading attitude now. What is this attitude?

attitude now. What is this reading attitude any way? Well, it is a compelling interest to read. There are some who cannot sleep until they have read atleast a few pages late in the evening. There are others who may be able to sleep only with a book in hand. How would you interpret this peculiarity?

The people referred to here are those who have a highly developed reading attitude.

Correct answer 46. You are right. Their attitude to reading attitude reading has developed to such an extent that reading is a second habit to them. No one needs to force them to read. A thoughtful reading attitude, an attitude which insists on understanding what is read has to be nurtured and developed. While at school, or later on in college, you must have had passages given to you for comprehension. A passage followed by questions based on the passage. This is your idea of comprehension. Is it not? Well, you are absolutely right.

A passage thus given followed by questions is designed to test your comprehension. Your answering of the questions will tell how far you have understood the contents in the given passage.

Correct answer 47. 'Comprehension' may sound a big word, but it just means 'understanding'. While you read a novel casually you are

not quite serious about remembering every detail. But when you prepare for a competitive examination, you take care to comprehend to the utmost, your reading. Occasionally you refer to a dictionary. At other times, you go to a map or an atlas. Sometimes you may decide to dash to the Central or University library to do reference work. In effect you try to comprehend or understand what you are reading.

Sign-reading activities require only an interpretation of the given symbols, but reading for an examination is a more serious task. The reason is that generally examinations test your _____ of the subject matter.

Correct answer 48.
comprehension

As you develop the reading attitude and reading skill, you start reading. Reading, not only out of necessity, but out of sheer interest or compulsion. You gain information; you gather facts. But, should you simply believe all that appear on a printed page? Let's put it in a different way. Is every thing that appears on a paper, journal or magazine trustworthy?

Adults who read a piece of writing, particularly if the writing deals with political or social ideologies or events, should use their critical faculty to test whether every thing that appears in print is tr e or not.

Correct answer 49.
true

Very often you may have come across a single event reported by two papers, giving two completely different pictures. Writers may be prejudiced in their writing. As such they partially view things and propagate their view-points. So, it is very necessary to examine critically what you are reading. What is plain propaganda and what is the real truth.

In a world full of prejudices and hostilities an adult should always be on the guard while reading. You have to use your cr____al faculty and receive only what is _____ and reject what is untrue.

Correct answer 50.
i) critical
ii) true

Here, you may be faced with the problem of discriminating between the good and the bad; the real and the unreal; fact and propaganda. Impartial and open reading of all available literature on a certain issue, discussion with knowledgeable people and serious thinking on what is read and heard, should throw clearer light on any matter.

While broadening interest in reading, you should cultivate preference for good reading material. To discriminate between superior and inferior reading material, one should cultivate the habit of reading cr____ly. _____ thinking is very essential today.

Correct answers 51.
i) critically
ii) Critical

You may read for information. You may read critically. You may just read for pleasure. Apart from other benefits,

reading gives us an insight into the writer's heart and mind. In other words, literature reflects the writer's mind. Good literature thus provides an encounter with a good mind. Consequently, the encounter enriches the reader's mind, affecting his VALUES.

Nothing can have a more lasting effect on a person's mind than the values that have been rubbed on to the reader through his encounter with a great mind. Moral _____ cannot be bought for a price.

Correct answers 52.

i) values

ii) values

The values of a people may change according to the change in times. But moral values cannot basically change. Good literature has great moral value which no amount of money can buy.

A person who is constantly in touch with good books, starts changing his behaviour according to the _____ that are glorified in the literature that he reads.

Correct answer 53.

values

To understand one's own culture and that of another people nothing can be more instrumental than literature. Literature reflects the people that the author is dealing with; it also deals with the particular age that is represented. Ofcourse, the author's bias runs through it all.

Cultural understanding is best possible through literature. Reading

the plays of Shakespeare is a very good approach, if you are trying to learn the history of England in the sixteenth century. There you find the many aspects of 16th century England dramatically represented.

Correct answer 54. You may not quite know the ancient literature customs and traditions of your people, but literature can give you a deeper understanding of your own long-forgotten tradition. On the international scene, a clear understanding of peoples and their customs are necessary. What can make you familiar with peoples you have never known and traditions you have never heard of? Books can.

Literature informs, enlightens. It also makes understanding possible between peoples of different colours and traditions.

Correct answer 55. There is yet another important area of reading which particularly interests adults, who wish to satisfy their religious aspirations. Religious literature or literature which is philosophical in nature may not fascinate children or adolescents. But mature adults turn to literature of spiritual value for solace and comfort. Biographies of great men, epic poems that deal with great themes, philosophical writings as

those of Rabindranath Tagore or Mahatma Gandhi come under this category.

Religious scriptures and serious writings particularly fascinate adults, who turn to them for comfort.

Correct answer 56. Such heavy literature is commonly adults believed to be read only by religious people and serious minded persons. This need not be so. Simpler and translated versions of a good many scriptural and philosophical writings are in the market today which can benefit even young readers. There are many more reading activities; classification of all of which perhaps is outside the scope of this programme.

UNIT 3WRITING

1. In the first unit of the course you learnt that SPOKEN LANGUAGE is the commonest tool that facilitates human communication. You also learnt that there are other means of communication too.

Although gestures and body-movements could be used for communicative purposes, spoken language is a simple method of communication that human beings are capable of.

-
- Correct answer: 2. Yes, language, in its spoken form is the quickest and easiest means of communication. Quick, because unlike writing which necessitates thought and their organisation on paper; hence more time, speech is loud thinking and as such need not take much time. Easy, because while writing involves activities like finding a paper, pen, eraser in case something goes wrong etc, speech does not require that you move around. You remain where you are and state your opinion, express your feelings, make known your demand or need.

Communication, in its _____ form is quicker and simpler than _____ in its written form.

Correct answers 3. Yes, when we are talking face to face with someone, communication takes less time. Besides, what needs more clarification can be cleared immediately. We can see whether our speech is understood by the listener or listeners by observing their facial expressions or even by just listening to their answers when we ask them for their opinion in a matter. On the other hand, if you are a speaker, you are at liberty to use gestures and expressions to make your matter clear.

Communication in its _____ form has certain advantages over communication in its _____ form. When you speak, you may get a second chance to make your ideas clear, whereas when you _____ the words are there on the paper. It is difficult to take back what you have once written down.

Correct answers 4. Hope you do not have any difficulty in following what you are reading. Right, once the words are down on paper, they are there. The reader may rightly understand your thought or idea; he may misunderstand it altogether or he may not understand it at all. Now, this brings you to the conclusion that WRITING as a means of communication has to be treated cautiously. Above every thing else writing has to be clear. Here it is the CLARITY of thought, put clearly down on paper, which would help the

reader understand the matter easily, is what is suggested.

While spoken form of communication allows for vagueness (lack of clarity) which can be clarified at the listeners' insistence the written form requires clarity in thought and writing.

Correct answer
clarity

5. You agree now that linguists had their psychology right, when they placed the writing-skill last. They were just suggesting that 'writing' is a more advanced skill than speaking and reading. Now you may ask the question, if written communication has to be dealt with such care and caution, why bother about it at all.

On second thoughts, you will agree that in getting things done today, whether in the class-room or in the office, whether in the bank or at the doctor's, communication is absolutely essential. Nothing would move today without paper-communication. Telephone and telex type are quicker means of conveying messages, but has its own supreme place which nothing else can really take.

Correct answers
i) written
ii) writing

6. If we take the government units, the best part of communication is through the written word. Nothing moves there if there is no paper-communication to guide them. Organisations are growing. There are more people to communicate to. There

are many more geographical areas to cover.
There are many more cultures to consider.

_____ communication, is a major
activity of every endeavour today.

Correct answer 7.
- written

Again, we know that there is a
'knowledge explosion' today. The volume
of written matter is constantly growing.
This is especially true of large organi-
sations everywhere and more so if they
are spread out. A company with head
quarters in America, and branches all
over the world, with which it has to be
constantly in touch, informing, enquiring,
suggesting, cautioning and evaluating
(communicating) will need a lot of
writing activity going on.

Mastery in oral _____ alone will
not suffice today; one has to master the
skill of _____ too.

Correct answers 8.
i) communication
ii) written
communication

Now, come back to yourself. You may
be a student; you may be an office-goer.
You may be a technician; you may be an
employee in a factory. You need to comm-
unicate through writing. It is statisti-
cally proved that an average executive
(top level, middle level or junior level)
spends sixty per cent or more of his
working hours in oral or written commu-
nication.

Although absolutely necessary, very
few people have systematically tried to

develop the communication skills, namely _____ and _____.

- Correct answers 9. Let's get down to business. You can now define WRITTEN COMMUNICATION. Can't you? You will say something like this: a message or any information presented by means of black marks on white paper (the paper and ink may be of different colours) could be termed 'written communication'. In the beginning frames you saw that 'writing' is a more difficult form of communication for many reasons. But on the other hand, writing has certain advantages over speaking too.
- i) speech
ii) writing

Writing skill may be more complex than speaking but the former has certain advantages over the latter.

- Correct answers 10. What are some of these advantages? one definite advantage that writing has over speaking is in its permanence. Human memory is not absolutely flawless and dependable. You may forget a spoken message altogether. You may have a confused or vague memory of some important matter. But, a message that has been recorded on paper has a more permanent value.
- i) writing
ii) speaking

For future reference purposes _____ is more dependable _____ than _____.

- Correct answer 11. For the purpose of the present
- i) written communication
 - ii) oral communication
- course, we will deal only with contexts where you as an average adult human being would be required to resort to the written form of communication. You will have to write personal or informal friendly letters. You will have to write formal, business letters. You may have to send in an application letter. You may apply for leave or for a job. You may have to report a matter in writing. In all the above activities, you will have to resort to the more advanced language skill, namely writing.

In making a phone call, the language skill that you use is writing/speech.
(tick mark the right answer)

In writing a letter, the skill that you exercise is that of writing/speech.
(tick mark the right answer)

In introducing some one to another by word of mouth, you use the _____ skill (writing/speech). Choose the right word.

- Correct answers 12. If writing is so important to an
- i) speech
 - ii) writing
 - iii) speech
- adult human being where shall we start? What are the prominent factors that make writing readable? Unless written communication is read and understood and acted upon there would be no meaning in writing really. Good hand-writing perhaps is the primary factor that assists readability. The value of legibility in writing cannot be overemphasized. Thanks to technology,

today if your handwriting lacks legibility, you can always resort to a typewriter which makes your job quick and readable.

If communication is to be written down using a pen, hand writing is a very important factor that should gain the attention of the writer.

Correct answer 13. Yes, good hand-writing is a valuable
hand writing asset to an adult who seeks a job which involves a lot of writing. Very often you read injunctions like "applications should be sent in the candidate's own hand writing".

Such advertisements call for
i) type-written applications
ii) printed matter
iii) legibility and neatness in writing
(tick mark the appropriate answer)

Correct answer 14. You are correct. Some employers are
No. iii keen on seeing your hand writing before they can employ you. If the advertisement says so, your application has to be written out neatly and legibly.

15. Read the following two groups A and B. Group A contains the three main language skills. Group B has various aspects in the use of English, some of which may be significant to one skill and not to another. There are some other aspects which may be significant to one skill and not to another. There are some other

aspects which may be common to more than one skill. For example, you know that pronunciation is an aspect of language which is common both to speaking and reading. On the other hand in writing, one is not mindful of the pronunciation of a word. At the same time, spelling, which is important to writing does not play a prominent role in speaking.

A	B
SPEAKING	1. grammar
	2. capitalisation
	3. punctuation
	4. pronunciation
	5. intonation
READING	6. stress
	7. vocabulary
	8. hand-writing
	9. abbreviation
WRITING	10. spelling
	11. paragraphs
	12. idioms
	13. margin
	14. clarity
	15. comprehension

From group 'B' copy down the items which are applicable to the skills in group 'A'. Just copy down the numbers of items below each skill. The correct answers are in the next frame.

Correct answers 16. Your answers may not have all tallied with the list here. Once more try to understand why there are variations between the two lists: your answers and the correct answers.

SPEAKING : 1,3,4,
5,6,7,9,12.

READING : 3,4,5,
6,7,15,10.

WRITING : 1,2,3,7,8,
9,10,11,12,13,14.

17. You may have the doubt why 'spelling' is important to reading? Well, in case you come across a word like 'precaution' unless you recognize the spelling to represent the word, how are you to understand its meaning? If you are engaged in oral reading activities, how are you to pronounce properly if you cannot associate the spelling with the word?

So, unless proper care is taken to spell correctly your writing may create problems to the readers. Good spelling habits mark good writing.

Correct answers 18.

- i) spell
- ii) spelling

So, you see that while in speaking you did not have to bother about how to spell words, in writing, whether it be formal or informal, spelling of words is a very important factor. Good hand-writing and correctness in spelling words, are two very significant features of good writing.

Getting language down on paper is not easy. Accurate spelling is a definite requirement in writing English. Just as good hand-writing is important in writing, correct spelling is also important.

Correct answers 19.

- i) spelling
- ii) spelling

English is a difficult language as far as spelling of words is concerned. Stop a while and read the following poem (Katherine Buxbaum, from World Study).

I came beneath a pine tree bough
 When I was searching for my cough
 I could not reach the pine cones though
 The branch was high and I was lough
 'Ah me' I cried with rueful laugh
 Would that I were a tall giraugh
 Just when a wind came hurtling through
 The branches cracked, so fierce it blough
 This blast so shrill it made me cough
 Dislodged the cones, which tumbled ough
 And on it went with angry sough
 I put my treasure in my mough
 And started home across the slough
 Forgetting what I'd come to dough
 Bossy was standing by her trough
 Did I mistake, or did she scough?

20. Did you find it easy to read all the last words of each line? Some of those spellings were unfamiliar. Weren't they? Well, they were obviously incorrect spellings. But the deviations you came across in the poem were consciously written words, in order to bring to your notice the difficulty in spelling English words. There is not much of a uniformity in spelling English words.

To help in your _____ difficulties, a good dictionary has to be kept handy. Whenever you come across a new word, while reading a passage or listening to someone speak, immediately check up with a _____ for the meaning.

Correct answers 21.

- i) spelling
- ii) dictionary

From the difficult spelling-system of English, we'll now pass on to a related area, namely 'vocabulary'. Any one who is concerned with speaking and writing a foreign language successfully would realise the need for a wide variety

of words to be used in communication.
A limited vocabulary will prove monotonous and dry whether it be in writing or in speech.

Dictionaries contain thousands of words, yet new words are being added to the vocabulary of English, mostly borrowed from other languages.

- Correct answer 22. How shall we define 'vocabulary'?
- vocabulary Vocabulary refers to the range of words used by a person in his speech or writing. Every language has its own collection of words; every field of knowledge has its own connotation or interpretation of a word. Take the case of your 'nose' for instance. Your nose is the part of your face above the mouth, which serves as an organ of smell. To a pilot or an aircraft technician, the simple word 'nose' brings memories of his aircraft, whose most forward part of the fuselage is known as the plane's nose. 'Nose' used as a verb means 'smell' and you speak of a dog with a good nose.

So, you see the same word can often be used to mean many things. Wide reading aids the building up of a good and wide _____.

- Correct answer 23. Dictionary reference habit, general reading habit and a conscious effort to add to your present vocabulary will go a long way to help you make your writing successful. The exact number of English

words cannot be known. 'It pays to enrich your word-power section of the Readers Digest can be a good guide to vocabulary building.

The most helpful guide for a writer is a good dictionary. Nowhere else can you find so much information about words and their use.

Correct answer 24.
dictionary

The words that you know can be classified into two groups, the words that you use in your every day speech and writing and the words that you may not use yourself but recognise when it is used by someone else. Your everyday vocabulary is technically known as your ACTIVE vocabulary. The words you have heard, which you can recognise in speech or in writing, but which you do not often use are known as your PASSIVE vocabulary. Active vocabulary plays an active role in your daily communication whereas passive vocabulary remains passive or inactive.

The words that you commonly use in your daily speech and writing is your _____ (active/passive) vocabulary. (Fill in the blank with the suitable word selected from within the brackets). The words that you do not much use yourself but recognise and understand when others use them are your _____ (active/passive) vocabulary. (Fill up the blank with the suitable word from within the brackets).

Correct answers 25.

- i) active
- ii) passive

Some words you use without difficulty. They are part of your every day communicative activity. Some other words you keep for rare occasions, so to say, because you are not totally confident of their meanings and usage. If your passive vocabulary could be fully understood and put to use, they will become part of your active vocabulary, and your vocabulary would be richer for it.

Every educated adult, through reading widely and through dictionary reference habit can transform much of his _____ vocabulary into _____, so that he would be able to use a wide range of words in speech and writing.

Correct answers 26.

- i) passive
- ii) active

Now you see, how an adult cannot develop one language skill in isolation. For instance you cannot say, "now I am going to learn speaking and nothing else". This is impossible. Skill-development in language for an adult is an integrated process. He has to LISTEN, SPEAK, READ and WRITE. They have to be developed simultaneously.

Since language-skills are inter-related to each other, their learning should be integrated too. Wide reading greatly helps good writing by providing a wide and varied range of words or _____ to the reader.

Correct answers 27.

- i) reading
- ii) vocabulary

Good hand writing, correct spelling and plenteous stock of words are important to successful writing. What else?

How about PUNCTUATING your writing?
Punctuation, you saw, is important to speech. In the second unit you agreed that reading requires punctuation. Oral reading needs it so that the one who is listening to you, or the group, may comprehend what you are reading. Silent reading requires to pay heed to punctuation marks too, because here again comprehension is necessary. The writer uses punctuation marks appropriately so that the reader may follow the writing without difficulty. If I did not punctuate the written matter that you are reading now, how will you know where a sentence begins and where it ends?

For writing to be readable, it has to be punctuated appropriately.

Correct answer 28.
- punctuated

More about the different punctuation marks and their uses are given in the support material entitled "CAPITALISATION, PUNCTUATION and ARTICLES". Periods, commas, semicolons, colons, question-marks, exclamation marks, and quotation marks are absolutely necessary in the written form of communication.

In speech you may use facial expressions or gestures or intone sentences in such a way as to clarify your opinion or the message you are conveying. Written communication does not provide scope for such accessories and so most

of it has to be done by carefully
 ng your writing with appropriate
 punctuation marks.

Correct answer 29. Beginning a sentence or a paragraph
 - punctuating with a capital letter is not a new idea
 to you. You have been doing it. But
 there are other occasions where capitals
 have to be used. Proper nouns for
 instance (names of places, persons etc.)
 have to begin with a capital letter. More
 about capitalisation, you may find in the
 support material.

 Apart from the punctuation marks
 after a preceding sentence, it is the
 ca l letter of a word-beginning which
 warns us that a new sentence has begun.

Correct answer 30. In frame No.29 there has been a
 - capital passing reference to a PARAGRAPH. What
 is a paragraph? What is its purpose in
 writing? Paragraphs are not just made
 by spacing or pausing. The spacing or
 pausing merely indicates when they
 begin. A paragraph is planned there-
 fore before it is begun. It is not a
 group of sentences just put together for
 no obvious reason. It is a group of
 related statements that a writer regards
 as a unit in the development of his
 subject.

 So you may say that there is con-
 tinuity in the material put together in
 a pa ph. They are a handful of
 related sentences.

Correct answer 31. You are right. Although to the eye a paragraph appears as a unit because of the fact that it is indented, writing the first word away from the margin is not the point behind the beginning of a new paragraph. If you consider a series of paragraphs, written well, you will realise that although each paragraph relates to the subject of the paper, each develops a little different phase of the whole.

Before a person sets about putting on paper the material he has on mind, he organises the matter in his mind. Thought or matter thus organised on paper appear in _____s. Each _____ should contain one thought, clearly and perhaps with illustration elaborated.

Correct answers 32. You will take care to write legibly.

i) paragraphs You will consciously develop correct spelling habits. You will use capitals and punctuations appropriately. Through dictionary usage and through widening your reading horizon, you will add a collection of new words to your vocabulary. You will paragraph your writing. But how about the correctness of your sentence constructions? Structural errors have to be avoided and correct language habits cultivated. Correct usage of tenses, prepositions and articles have to be practised and built up.

ii) paragraph

Some of the hurdles that have to be crossed before writing can be considered

faultless are: name five aspects:-

1. hand writing
- 2.
- 3.
- 4.
- 5.
- 6.

Correct answers 33.

spelling
punctuation
capitalisation
vocabulary
paragraph
correct language
structures, etc.
(your order may be
different)

Now, let us pass on to the most problematic area, that of correct sentence constructions. This is a matter of great difficulty for most adults. It need not be. Language habits can be developed, provided you realise the need for it and constantly work towards it. Correctness of construction depends mainly on items like typical usages, the use of articles, prepositions and tenses correctly.

Some of the trouble-spots that adults have to tackle in learning English are in the appropriate use of items like pre____ns, art____es and te____ses.

Correct answers 34.

prepositions
articles
tenses

Yes, you might carefully handle the spellings, write legibly, paragraph your matter and perhaps show the mastery of a good range of words. But if your language habits are faulty, perhaps your writing just will not be readable at all. Wrong sentence constructions, misplaced tenses and faulty and inappropriate prepositions can misrepresent the written matter even to the extent of creating

confusion and havoc. To help you with each of the above mentioned trouble-spots, support material is made available with the programme.

35. Correct language habits do not just end with some stray items like tense, prepositions and articles. There are typical English usages that have to be learnt and used. More reading and a wider exposure to spoken English can enable you to distinguish between right and wrong language habits. Like every other habit, once you get used to one way of doing or saying a thing, it is difficult to do some thing else until you are convinced that your way of doing a certain thing is wrong. If your realisation is followed by a constant effort on your part to adapt yourself to the new habit (language) results can be successful. To quote just one example, many of you are in the habit of asking your friend questions like "Where you are going?" "What you are doing?" "When you will be coming?" etc. Now, an English speaking person or someone who knows English fairly well, will not recommend the above usages. The correct enquiry will be "Where ARE you going?", "What ARE you doing?", "When WILL you be coming?" etc. You need not view this as grammar. This is just the habit that you have to switch over to, if you are to use English correctly.

The following sentences are obviously wrong:

- a) Why you are standing here?
- b) Where Mr. Shah is staying?
- c) How she is managing without a servant?
- d) When you can come home?
- e) What you are studying?

Now, write the correct form of each sentence against the wrong one.

Correct answers 36.

- a) Why are you standing here?
- b) Where is Mr. Shah staying?
- c) How is she managing without a servant?
- d) When can you come home?
- e) What are you studying?

This is just one of the stumbling blocks that adults have to tackle. In referring to past actions such mistakes are committed generally too. See for yourself some of the following mistakes that you are in the habit of making. Don't you speak sentences like "Where you went?" instead of "where did you go?" "Why you came?" instead of "Why did you come?" "When you went home yesterday?" instead of "When did you go home yesterday?" etc. They are language habits which affect both your speech and writing. So although they are stressed in this unit on 'WRITING' they are common to any form of communication; to speech as well as writing. After all you write what you generally speak.

A few more exercises for you. Tick mark the correct sentences in the following list.

- a) How you wrote the paper?
- b) How did you write yesterday's test?
- c) When you returned from Ahmedabad?

- d) Why did you leave so early?
- e) Where you kept my book?
- f) Where did you stay last night?
- g) When did you meet Mohan?

Correct answers 37.
 numbers b, d, f
 and g are
 correct sentences.

Not only in speaking about past events and what is happening just now, even while referring to future actions are events such mistakes are common. Here are some wrong usages. The correct versions are added alongwith so that you can compare and see your mistake.

- a) Where you will spend your summer holidays?
- b) When she will return from Bombay?
- c) What Mohan's daughter's name is?
- d) Whose pen this is?
- e) Who your neighbour is?
- f) What you will do next year?

All the above six sentences are wrong constructions. The corrected structures are below.

- a) Where will you spend your summer holidays?
- b) When will she return from Bombay?
- c) What is Mohan's daughter's name?
- d) Whose pen is this?
- e) Who is your neighbour?
- f) What will you do next year?

38. From the preceding three frames, you must have realised that the question words 'why' 'where', 'which' and 'what', should be succeeded by an auxiliary and not a person's or thing's name in a question.

(this is a very general statement added only to explain the context) The support material entitled TENSES will deal with tense-usage elaborately.

In any systematic effort to cultivate acceptable habits of expression, correctness of sentence structure plays a very important role. To indicate the time of ^acertain action the correct _____ has to be used. (Fill in the gap with any of the following: spelling, punctuation, tense)

Correct answer 39.
tense

Certain idioms and phrases which are typical exist in all languages. English is no exception to the rule. Good dictionaries list many of them. There are dictionaries which discuss only the common idioms and phrases in the English language. Take for instance a phrase like 'to put up with'. It means to tolerate. You may say, 'I can no longer put up with my neighbour, she is impossible'. What do you mean by that. You are suggesting that you have grown tired of her and that you have no patience left to tolerate her. Now if you take individual words out of that phrase and try to understand the meaning of the phrase, you will definitely fail. But taken together, it is a very meaningful phrase. Such uses are typical of a language. There is no magic formula to learn such usages except to learn them and use them in speech and writing.

Id____s and ph____es are important language items that can be learnt from literature of any kind. They are very useful when you get to write.

Correct answers 40. What else marks successful writing?

idioms

phrases

You may be a graduate, having completed a three years course in Science. You have a B.Sc. degree. Now, what does B.Sc. stand for? You know that B.Sc. is an ABBREVIATION of 'Bachelor of Science'. Remember, in the first unit you learnt about contractions or shortened forms. Well, abbreviations are in effect short forms too.

Given below are a set of words and their abbreviations. Match them. Against each item in group 'A', write the corresponding number from group 'B'. They are what you normally use in every day life.

Group A

Group B

- | | |
|----------|--|
| U.S.A. | a) Army Post Office |
| U.A.E. | b) Doctor of Philosophy |
| Ph.D. | c) United States of America |
| A.P.O. | d) World Health Organization |
| W.H.O. | e) United Nations Organisation |
| R.S.V.P. | f) British Broadcasting Corporation |
| U.N.O. | g) United Arab Emirates |
| B.B.C. | h) Please Reply (Fr. repondez
sil vous plait) |
| U.S.S.R. | i) Note carefully (Lat. nota bene) |
| N.B. | j) Union of Soviet Socialist
Republic |

Correct answers 41. You should not have had any difficulty in matching the two groups given above, because they are commonly used. Abbreviations can be very useful in writing. Every field of knowledge has its own range of abbreviated vocabulary. It may be difficult for a layman to comprehend the abbreviations familiar to a certain field. But a good dictionary will give an exhaustive collection of them.

U.S.A.	(c)
U.A.E.	(g)
Ph.D.	(b)
A.P.O.	(a)
W.H.O.	(d)
R.S.V.P.	(h)
U.N.O.	(e)
B.B.C.	(f)
U.S.S.R.	(j)
N.B.	(i)

In a world, whose pace keeps growing by the minute, the pace of communication has to grow too. Abbreviations are short forms of long words or phrases which make communication quicker and consume less space in writing.

Correct answer 42. Yes, you may be aware that in many fields like in the 'forces' and in air and sea communications, codes are used instead of long drawn-out instructions. What purpose do they serve? They save up time. Moreover the particular instructions which are thus given in codes are meant to be secrets, or kept within a certain boundary.

Abbreviations help the communicator save time and space on the paper and thus lessen the burden of the reader, who is familiar with short forms that are used in his particular area of work.

Correct answer 43. You saw earlier that executives and technical men, engineers and accountants, scientists and public relations people,

all need to write. Of-course they will write formal and informal stuff. In either case they will have to remember all the items that have been touched upon so far. That much for theory. Now, we move on to some actual communicative situations where you will have to write.

Every educated adult will have to _____ through writing in his day-to-day living.

Correct answer 44. You will have to apply for a job, communicate apply for leave from your job for a day. You will have to order a consignment, you may cancel it later. You may wish to sell your property in the village and hence advertise its sale in the newspaper. You would desire to congratulate your friend at a distance, for his success in an examination. You may have to fix up an appointment and perhaps postpone your trip home for a family get-together. Communication through a phone may not always be possible; may not be the right thing to do. After all a polite phone-call should not exceed three minutes. What will you do? You will write a letter and clear the matter.

Although quicker means of communication are available to man through mechanical and electrical devices, communication through le____r wr____g is still the commonest means. In some cases like sending in leave applications and job applications etc. it is still the most prevalent method.

Correct answer 45. Not only as a matter of necessity,
letter-writing letter writing can be a good pastime too.
Great men have left behind volumes of
letters which contain their thoughts and
ideas as a legacy to posterity. Good
letter-writing in itself is a skill.
(More details about friendly and business
letters you can find in the support
material).

46. Letter-writing activity will have
to be engaged in by all of you sometime
or the other. Let us quickly deal with
other writings, which perhaps you may
think beyond your need. Still, what are
those areas? Newspaper writing, writing
of articles for magazines, writing of
reports, writing for public relations,
writing for advertising, writing for
relief and as a hobby; these are all
more advanced forms of writing.

More advanced writing-skill is
required for: (Tick mark those items in
the following list which requires the
advanced writing skill).

- 1) newspaper reporting
 - 2) film-script writing
 - 3) writing alphabets
 - 4) writing numbers
 - 5) writing plays
 - 6) magazine articles
 - 7) public relations correspondence
 - 8) writing short stories
 - 9) copying from the black-board
 - 10) translating from another language
-

Correct answers 47. It is mostly professional writers who engaged in the more advanced writing activities. High among the professional writers are the newspaper men. Their writing has been described as 'a model of crispness, clarity, conciseness and immense readability'.

Except for items 3, 4 and 9 all the other items require advanced writing skills.

The newspaper reading population is very varied. They are the young and the old, the liberal and the conservative, the highly educated and those who can just about comprehend printed matter with great effort. So the newspaper writer has in mind the mixed reading public when he gets down to write.

Correct answer 48. Moreover a newspaper reader may not have much time to read detailed reports. So, the writer, feeling the pulse of the readers, writes concisely and clearly. Brevity and clarity are the hall-marks of newspaper writing.

Not only in newspaper writing, brevity and clarity are essential features of any good writing.

Correct answers 49. Brevity means 'briefness' or 'conciseness'. Say what you have to say in a few words. Time is precious. Long drawn-out, descriptive accounts can be accommodated in a magazine or it can be part of a novel. But daily reading like a newspaper has to be brief in communicating facts.

brevity
clarity

To sustain the readers' interest and to save up on precious time the newspaper writer makes his reports brevity or concise.

Correct answer 50. Brevity lies in writing or speaking brief what is to the point. What is clarity? Clarity is clearness. You saw that there is a lack of uniformity among newspaper readers. Some may be highly educated, some may be average or even below average in their reading comprehension. Subtle and philosophical writings will not make much sense to the average or below average readers. So matter has to be presented clearly and simply.

Brevity and clarity are two important factors that mark newspaper journalism.

Correct answer 51. Newspaper journalism, although an advanced form of writing can lay down rules for any writer. For instance, clarity in writing is essential in all writing activities. The reason is, as stated in the beginning of the unit, where gestures and body-movements can clarify vagueness in the spoken language, the writer has no such provision. His message should be understood, as he wants it to be understood. So an adult writer, whatever may be the purpose behind his writing, should make his purpose clear in writing. It is this

beyond every thing else, that an adult should aim at achieving. Remember, that sounds a simple suggestion, but spelling, the right words, punctuation and even hand writing are all what go into the making of writing, that is clear and readable.

APPENDIX A-iiSUPPORT MATERIAL

Support Materials are divided into Nine Units

- Unit 1 - Introduction to Phonetics
- Unit 2 - Reading
- Unit 3 - Letter Writing
- Unit 4 - Types of Sentences
- Unit 5 - Tense
- Unit 6 - Prepositions
- Unit 7 - Capitalisation, Punctuations and Articles
- Unit 8 - Vocabulary
- Unit 9 - Model Dialogues

Units 1, 2 and 3 entitled 'Introduction to Phonetics', 'Reading' and 'Writing' are to be used for practical work - after the first, second and third units respectively. Unit 9 which contains model dialogues with foot notes explaining difficult words and phrases can be used both for practical work in class and for independent study later. Units 4, 5, 6 and 7 relate to grammar items which generally prove problematic to most adult learners. These units are for self instruction. As and when you feel the need for more clarifications the teacher's help may be sought. Unit 8 is for independent work too.

Support Material No.1

Introduction to Phonetics

Language is primarily speech and all the other language activities are built upon speech. Speech, particularly when the language being learnt is foreign, has to take into account one basic ingredient definitely and systematically above all other-PRONUNCIATION. The necessity to develop more or less correct pronunciation can not be overemphasized. Although English has remained with us for a considerably long time, the fact has to be admitted that it is still a foreign language to us, and as such conscious effort towards intelligibility in pronunciation should be a very definite aim of any programme for developing speech skills in English.

Theoretical phonetics is perhaps out of place here but a familiarisation with the phonetic symbols would lead the learner from scepticism and diffidence to clarification and confidence through reference to a standard dictionary, in the matter of pronunciation. Individual work of this kind can greatly enrich the learner offering self-satisfaction.

The teaching of pronunciation envisages atleast two specific learning outcomes (a) that the learner in question gets his ear trained to comprehend English speech when he is spoken to, when he listens to the news broadcast in English, when a lecture is in progress or while following a movie dialogue, (b) that when he is required to speak, he uses nearly correct (intelligible) if not absolutely correct pronunciation.

REMEMBER :

1. A working knowledge of phonetic transcriptions will go a long way in a speech improvement programme.
2. Remember .. mispronunciation can cause misinterpretation misunderstanding.
3. Remember .. good accent is appreciated by every one.
4. Good pronunciation minimizes embarrassing situations.
5. Keep a copy ^{of} EVERYMAN'S ENGLISH PRONOUNCING DICTIONARY by DANIEL JONES handy. Most good dictionaries take care of pronunciation of words.

All human beings are capable of producing any of the sounds of human speech because the organs of speech do not vary from person to person. However each language organises its speech-sounds in its own peculiar manner. An adult who has grown used to the sounds in his mother tongue would find it difficult to get accustomed to some of the sounds in a foreign language which are non existent in his own. Only a great deal of conscious effort can help him towards better pronunciation. The apparent discrepancy between English spelling and pronunciation in cases like 'dough' and 'trough' for instance makes study of phonetics inevitable.

PHONETIC SYMBOLSCONSONANTS

b	boy
d	dog
dʒ	jug
f	fan
g	gun
h	hen
k	cut
l	lame
m	mat
n	net
ŋ	tongue
p	pot
r	rice
ʃ	ship
t	tap
tʃ	chicken
θ	thin
ð	there
v	vine
w	wine
z	zoo
ʒ	treasure
j	yet, yard
s	sin

VOWELS

æ	back
a:	park
ə	about
ɑ:	bird
e	ten
i	big
i:	beat
ɔ	cot
ɔ:	more
u	took
U:	ruler, too much
ʌ	but

DIPTHONGS

ai	my
au	powder
ou	go, nose
ɔi	toy, boy
ɛə	hair, tear
iə	here
ʊə	sure
ui	ruin
ei	paint, table

LESSON - 1

Every speech sound belongs to one or other of the two main classes known as vowels and consonants. Although you've been made familiar with the English vowels a, e, i, o, u, you are yet to learn that there are twelve vowel sounds besides diphthongs. Vowels are sounds, produced through altering the volume of the mouth-cavity by the positions of the tongue and letting the air stream pass freely without any obstruction.

The following table deals with five vowel sounds along with words containing the respective sounds.

<u>i</u>	<u>i:</u>	<u>e</u>	<u>æ</u>	<u>a:</u>	
bid	bead	bed	bad	bard	
bin	been	ben	ban	balm	
din	dean	den	dam	darn	
chin	cheek	check	chat	chart	PRONUNCIATION
kin	keen	credit	cat	calm	DRILL
ship	sheep	shed	sham	sharp	
trip	tree	tek	track	tart	
slit	stream	stench	brand	sargeant, sari	
tepid	screen	thread	pram	March	
clique	clean	cluck	clan	clerk	

Practice material : for oral work only.

apple, desk, lamp, cherry, seat, heart, palm, Pam, tin, begin, sit, rid, balm, trick, brick, brinjal, beans, bee, cheap, cricket, give, agreeet, little, end, and

ASSIGNMENT For each of the vowel sounds use the respective symbol.

The man has a nap
 a cap on a lad
 a tag for the bag
 ten men in a den
 a hat on a peg
 pat the fat cat
 a pig and a fig
 Tim hit the tin
 a cat bit a rat
 a red thread to mark the clean track

LESSON - 2

The first lesson introduced you to five vowel sounds in English, namely i, i:, e, æ and a:. This lesson deals with a set of three more sounds, which are related to each other. The following table contains the sounds and illustrative words:

<u>ʌ</u>	<u>ɔ:</u>	<u>ə</u>	
bud	bird	about, a book	
bun	burn	abound	
bunch	curtain	dinner	
shut	shirt	pleasure	
touch	turn	China	PRONUNCIATION DRILL
shrug	germ	opportunity	
strut	churn	consider	
blunt	colonel	cathedral	
budge	birth	wander	
glutton	journey	ability	

Practice material : for oral work only

fund, further, first, curds, come, suggest, dumb, supper, awake, return, rotten, button, lurk, chirp, must, abrupt, cavern, thirteen, treasure, worthy.

ASSIGNMENT : For each of the vowel sounds use the respective symbol.

Sitting about the tent we watched the birds.
 She turned around to check her purse.
 Persuade him to consider the opportunity.
 Touch the China with a shrug of your shoulder.
 The dumb colonel jumped with pleasure.

LESSON - 3

The first two lessons have introduced most of the vowel sounds in the English language. The remaining four will be dealt with in this lesson. They are as follow:

<u>ɒ</u>	<u>ɔ:</u>	<u>ʊ</u>	<u>u:</u>	
top	torn	took	truce	
pot	sport	put	prune	
jot	Jordan	shook	shoot	
box	born	butcher	broom	
cot	caught	forsook	soothing	PRONUNCIATION DRILL
not	naughty	stood	food	
cock	cork	wool	flew	
collar	call boy	Ju(:)ly	tooth	
dot	dawn	put	spoon, stool	
ox	off	foot	fruit	

Practice Material

mock, mob, moderation, long, stork coop, school, root,
rot, water, proper, doctor, gone corn, corner, good,
zoo, walk goose, lock, floor.

ASSIGNMENT:

Mark out all the vowel sounds

1. Polly, put the kettle on; Let's all have tea.
2. Ding, dong, bell, pussy's in the well!
Who put here in? Little Tommy thin.
Who pulled her out? Little Tommy stout.
What a naughty boy was that, to drown poor pussy cat!
3. One, two, buckle my shoe,
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, a big, fat, hen.

LESSON - 4

The first three lessons dealt with the pure vowels, but a word like 'here' for instance contains more than one vowel sound in succession. Try pronouncing the words cow, my, go, nose, and where slowly. You will realise that the vowels these words contain are longish. A union of two vowel sounds form a **diphthong**. They are nothing but vowel glides. Daniel Jones, the renowned phonetician records the existence of twelve essential diphthong phonemes (sounds). For the present study we shall deal with nine of them. Lesson 4 presents three diphthongs which are easily distinguishable. ai (my) ei (table) oi (boy)

<u>ai</u>	<u>ei</u>	<u>oi</u>
my	table	boy
try	payment	Troy
pry	cable	coy
child	chain	spoil
abide	trace	hoist
driver	elevated	boil
hide	pray	oil
bride	frail	joint
glide	grain	annoy
spy	Spain	envoy

PRONUNCIATION DRILL

Mark out the diphthongs ai, ei & oi

Try to do something to make her smile.
 Make little boats and sail them away.
 Cry, my baby boy.
 Sound of a bike makes me joyful.
 In May, daily I bathe twice.

ASSIGNMENT:

Read this poem aloud and mark out the sounds you've learnt so far (both vowels and diphthongs). While reading take care that you are mindful of the correct sounds. It is not at all essential at this stage that you comprehend what you are reading. Only get used to the sounds and have your ears alert.

Little Jack Horner, sat in a corner,
 Eating his Christmas pie;
 He put in his thumb, and pulled out a plum
 And said "what a good boy am I?"

LESSON - 5

Three more diphthongs are introduced in this lesson.

<u>Au</u>	<u>ou</u>	<u>ui(u:i)</u>	
mouth	nose	ruin	
trout	toe	chewing	
mouse	show	brewing	
cloud	prose	truism	
shout	groan	doing	PRONUNCIATION DRILL
bound	alone	wooling	
cow	prone	issuing	
drown	Rowland	screwing	
renown	soak	spewing	
owl	woe	druid	

Read the following story aloud and mark down all the diphthongs you have learnt so far. Give the phonetic transcription of each sound.

The fox and the crow

A crow once stole a piece of cheese and flew with it to a tree. A fox saw her, and wanted the cheese. "Oh crow", he said, "what beautiful feathers you have! Surely your voice must be beautiful too. Please sing a song." The silly crow opened her mouth to caw and down fell the cheese. The clever fox picked it up, and walked away laughing.

ASSIGNMENT:

Write five sentences using the diphthongs you have learnt so far. Give the phonetic symbols for each one of them.

LESSON - 6

The last set of diphthongs included for our present course consists of the sounds *iə*, *εə* and *ʊə*. Vowels and diphthongs as you may perhaps have already noticed by now form the nucleus of an English word. Consonants, which are twenty four in number can not form words by themselves except for the central support of the vowel sounds.

<u>iə</u>	<u>εə</u>	<u>ʊə</u>	
here	hair	sure	
tier	there	poor	
near	rare	gruel	
sheer	Clare	tour	
gear	dare	doer	
freer	bear	cruel	PRONUNCIATION DRILL
cheer	where	lure	
terrier	pair	rural	
barrier	aeroplane		
clear	scarce	your	

ASSIGNMENT:

Add ten more words to each set.

iə (10 words)

εə (10 words)

ʊə (10 words)

LESSON - 7

"All sounds, in the production of which the air has an impeded passage through the mouth", are known as consonants. In other words, while the vowels allow a continuous stream of air through the mouth and other vocal organs, the consonants check the flow of air. Although there are 24 consonants in the English language only sixteen are considered for study here. They are the sounds which are normally mispronounced. The following table presents a set of three consonants which are often mispronounced by Indian speakers of English.

<u>p</u>	<u>b</u>	<u>f</u>
pet	bet	fetch
pull	bull	full
pat	bat	fat
pen	bet	fed
pool	boon	fool
peak	break	freak
peach	beach	fish
pit	bit	fit
pilot	blade	flake

PRONUNCIATION DRILL

Please bring a flower
 Pick the blue feather
 Pinch the brat's foot
 Pull the fat bull
 Bite the pink fruit
 Pat the pretty pet
 Buy the blue blade
 Fool the fat freak

PRONUNCIATION DRILL

LESSON - 8

The following three consonants are very often pronounced as though there was no difference between the sounds they represent. v (vine) w (wine) and hw (when). The following table should act as an eye-opener to many who might realise this difference for the first time.

<u>v</u>	<u>w</u>	<u>hw</u>
vine	wine	when
visit	weight	what
vigil	wide	whale
van	want	which
vice	wise	why
vex	away	whiskey
vernacular		whistle
	awake	wheel
verdict	await	where
veranda	aware	white
verb	wait	

PRONUNCIATION DRILL

Read these sentences carefully; bringing out the difference which has been learnt just now.

Where can I get some very good wine?

Vine is the climbing plant whose fruit is the grape.

Wine is the drink made out of the fruit of the vine plant.

Why should you want a van?

In spite of their vigil, they whisked him away.

Which veranda is wider? the one in the west or the other?

ASSIGNMENT:

Make a list of words starting with both 'v' and 'w' and try pronouncing them in the manner learnt in the lesson.

LESSON -9

Lesson No.9 introduces three sounds which are distinctly different from each other as most of the consonants are. The common mispronunciation of words that start with 's' and followed by any of the following consonant sounds (k, t, & p) require particular attention.

<u>s</u>	<u>sh</u>	<u>ch</u>	
sip	ship	chip	
seat	sheet	cheat	
sin	shin	chin	
sop	shop	chop	
sup	shut	chicken	
same	shame	chat	PRONUNCIATION DRILL
sock	shock	chalk	
sew	shoe	chew	
such	shook	chuckle	
pose	polish	pinch	
mouse	demolish	munch	

Read these sentences first slowly, gradually increasing speed.

She sells the sea-shells by the sea shore.
On sundays shops do not sell chicken.

Transcribe the consonants in the words underlined.

Tooth Brush

I have a tooth brush, neat and gay
To brush my teeth with every day
I brush them each morning
I brush them each night
Till all are shining
Clean and bright.

School, stool, spoon, station,
scar, skit, state, status, stop,
spit, scoundrel, stew, student.

DO NOT USE AN 'i' SOUND
BEFORE ANY OF THESE WORDS.
READ THEM CORRECTLY.

LESSON - 10

The following sounds 't', 'd', 'θ' and 'ð' are related to each other but have distinctly different speech sounds. The third sound requires special attention because there exists a common tendency to mispronounce this sound. It is a peculiar English sound which has no equivalent in any of the Indian languages just as some of our sounds have no equivalents in English. However a realization of its peculiarity, coupled with a conscious effort to pronounce them correctly will be of great benefit in speaking the language.

<u>t</u>	<u>d</u>	<u>θ</u>	<u>ð</u>	
tin	din	thin	then	
taught	dot	thought	although	
tree	dream	three	thee	
tick	dislike	thick	them	
true	door	through	this	PRONUNCIATION DRILL
tread	dread	thread	these	
boat	dote	thought	bother	
brat	daughter	threat	brother	
trust	dust	thrust	mother	
	disappear	thirst		
test	did			

Read these sentences. Transcribe the consonant sounds.

Three trees tell a thrilling tale.
 Those doors are made of thin tin.
 A boat carrying thirteen of them disappeared in the dreadful dam.
 Although Ted disliked the thought, he dared to test his brother.
 Thin thread is not to be trusted whether it is on the tree or
 on the door.

LESSON - 11

The last set of consonants selected for discussion consists of three sounds which in spite of their pronounced difference, are considered identical by many, namely 'z', 'dz' and 'z'.

<u>z</u>	<u>dz</u>	<u>z</u>	
zoo	jar	pleasure	
zeal	jet	measure	
zealous	jam	treasure	
zebra	jute	azure	
zealand	jug	leisure	PRONUNCIATION DRILL
zero	germ	seizure	
zone	gist		
zinc	joke		
zip	generate		
zodiac	general		

Mention (write down) the symbol to be used in each word. The following are some of the very common mistakes observed.

Present, measure, solution, profession, pronunciation, education, presentation, precision, zoo, study.

Having come to the last lesson in the PHONETICS section, read through the following anecdote. Against each under-lined word, put down the symbol that the particular sound represents, vowels and diphthongs only.

There are numerous anecdotes about the difficulties of persons travelling in foreign countries without a knowledge of the language of that country. Frequently, if there are no interpreters present, such persons have to make use of signs or pictures to make themselves understood. For example, there is a story of a French man travelling in the United States who while eating in a restaurant, wished to order some mushrooms. Unable to make himself understood, he asked for a pencil and paper and carefully drew a picture of a mushroom. His drawing however was apparently not too good for the puzzled waiter returned in about ten minutes not with an order of mushrooms but with a large man's umbrella.

Support Material No.2ReadingPassge No. I

People read books for several different reasons. Some read because it is their job to experience the contents of books - scholars, teachers, librarians, professional men who have to keep up with the advances in knowledge which are made in their professional subjects. Others read because they want to, and for no other reason. These readers see in literature a way of amusing themselves in what may be a serious or light-hearted way.

....And then there are other people who read because if they do not read they seem out of it among their friends. Unless they can show acquaintance with the "books of the moment" they know that they will miss the limelight at dinner parties.

Since readers read for different reasons, it follows that the books they read will be different. And this diversity will be further augmented by the diversity of taste. People reading simply for pleasure will read what gives them most pleasure. Some will go to poetry, others to novels, others to serious general literature (about exploration or the prison system, for instance) or to biographies and autobiographies. The scholars and teachers will all have their particular specialised fields.... And so it comes about that "of making many books there is no end", an excerpt from the wisdom of Solomon of which even he cannot have seen the whole force.

The present age, in spite of post-war shortages, is one of cheap books. There never was a time when people could lay their hands so easily on books, good, bad and indifferent, either to buy them or to borrow them from public libraries.

To begin with there are the "classics". These are reprinted over and over again in such series as the Everyman's Library or the World's Classics which are relatively cheap, and if a book is included in them we know with certainty that it is worth our attention.

Then there are contemporary books. These are more expensive and much more difficult to assess, since those destined to become classics are printed and bound in the same fashion as those which will not be heard of again after a few months. How can the ordinary reader find his way among such multitudes surviving from the past or coming newly from the press?

.....

Extract from HOW TO READ AND ENJOY BOOKS by Tillotson, G., (Oxon) B.Litt.(Oxon), Good English Odhams Press, Long Acre, London 1949, p.351.

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1. Mention three reasons why people read books.
2. Why do you read books?
3. Which of the reasons according to you should prompt one to read?
4. What books are worth reading according to the writer?
5. Can you offer any real answer to the question that forms the last sentence of the given passage?
6. What are some of the specialised fields mentioned in the passage?
7. Is it possible to cover pages of writing without an understanding of the content therein? Give your reasons.

Difficult words and phrases clarified:

Light-hearted : less serious

out of it among friends : out of place in company

acquaintance : familiarity

books of the moment : books which are read and discussed
currently

miss the limelight : miss the publicity that otherwise they
would have received

diversity : variety, nature of being different

augmented : increased

biography : a person's life-history written by another

autobiography : a person's life-history written by himself

excerpt : a passage (extract) from another book

classics : here books of the highest quality

Contemporary : belonging to the same time or period

assess : evaluate, judge

destined : here, which would eventually become classics

multitudes : great number

.....

Passage No. IISilent Enemies

Few countries will admit officially that they employ spies. However, from time to time a spy is caught and the public sometimes gets a glimpse of what is going on behind the political scenes. Spies are rarely shot these days. They are frequently tried and imprisoned. If a spy is important enough he is sometimes handed back to an enemy country in exchange for an equally important spy whom the enemy have caught. Few people have the opportunity to witness such exchanges, for they are carried out in secret.

One cold winter morning on December 17th last year, a small blue car stopped on a bridge in a provincial town in northern Germany. Three men dressed in heavy black coats got out and stood on the bridge. While they waited there, they kept on looking over the side. Fifteen minutes later a motor-boat sailed past and drew up by the river bank. Three men got out of the boat and looked up at the bridge. The men on the bridge silently walked down the stone steps leading to the river bank. No words were spoken when they met the men from the boat. After a while the motor-boat moved off and three men returned to the bridge. Now only two of them were wearing black coats. The third was dressed in a light gray jacket. Anyone who had been watching the scene might not have realised that two master spies had been exchanged on that cold winter morning.

Answer the following questions: It will help you comprehend the passage better.

Did the car stop or not?

How many men got out?

How were they dressed?

Where did they stand?

Where did they keep looking?
 Did a motor-boat appear or not?
 Where did it stop?
 Where did the men go?
 Why did they go to the river-bank?
 Did the boat move off or not?
 Who accompanied the men in black coats?
 How was he dressed?
 Did they return to the bridge or not?
 Had two master spies been exchanged or not?

2. Write three very short paragraphs :

- a. Before the event
- b. The event
- c. After the event

Probable difficulties clarified:

spies : persons who try to get secret information especially
 about the military affairs of another country

glimpse : quick look (imperfect view)

witness : see (like witnessing a game of cricket)

provincial : part of the country which is outside its capital

drew up : stopped at, reached

jacket : short, sleeved coat

.....

Passage No. III

The Deserted House

Mary Coleridge (1861-1901) poet and classical scholar, was the author of novels, essays and a number of lyrics published after death. In this lyric she recreates the atmosphere of mystery that often surrounds an abandoned place.

There's no smoke in the chimney
And the rain beats on the floor
There's no glass in the window
There's no wood in the door
The heather grows behind the house
And the sand lies before.

No hand hath trained the ivy
The walls are gray and bare
The boats upon the sea sail by
Nor ever tarry there
No beast of the field comes high
Nor any bird of the air.

Answer the following questions:

1. From the reading of the poem, write five sentences about the house before it was deserted.
2. Do you think the poem typifies any deserted house or a particular one? Give your reasons.
3. While reading the poem, did you visualise a house in a village or one in a city? Give your reasons.
4. Summarise the poem in your own words.

Explanations of some words you may find difficult:

Chimney : the structure through which smoke from fire is
carried away through the wall or roof of a
building.

heather : a kind of low evergreen shrub with small pink,
purple or white bell-shaped flower (common in
Scotland)

tarry : stay, remain

Mark out the PREPOSITIONS in the poem and mention the NOUN
PHRASES they related to each other.

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Passage No. IV

I went to a meeting of our Literary Society last night. We had a most interesting speaker, a man by the name of Weston, who has written several books. He is in fact the person who was invited to address the society on the occasion of our fifth anniversary, but unfortunately he was ill at that time. He had been overworking and as a result his doctor ordered him to take complete rest for at least three months.

However he was recovered from his illness now and last night he told us about his most recent work. It is a book about the famous traveller, Colonel Manning but, apart from a collection of letters and notes which the family had provided him with, he did not have much material.

Then one day he got a letter from one of Colonel Manning's nephews, saying that his uncle had kept a diary. Weston at once went round to see Manning's daughter to enquire about them. She was not aware that her father had kept a diary but she suggested that he should look in the attic, where some of his boxes were stored. One of these was locked, but Miss Manning managed after searching through a number of drawers, to find the right key. When they opened the box, Weston was delighted to find a bundle of exercise books inside. They were the diaries he was looking for, and with the help of these he was able to write a very full account of Colonel Manning's life.

Say whether the following statements are true or false:

1. Weston was not able to address the Literary Society on the occasion of its fifth anniversary.
2. Weston had been ill because he worked too hard.

3. Colonel Manning's family had given Weston enough material to write an account of Colonel Manning's life.
4. Colonel Manning's daughter knew where her father's diaries were.
5. It took Colonel Manning's daughter a little time to find the key to the box.

Answer the following questions:

1. Why wasn't Weston able to address the Literary Society on the occasion of their fifth anniversary?
2. Who was Colonel Manning?
3. How did Weston come to hear about Colonel Manning's diaries?
4. What did they find inside the locked box?
5. How did the diaries help Weston?

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(Byrne, Donn, Intermediate Comprehension Passages, Longman Group Limited, London, 1970, p.120.)

Passage No. V

A Day to Remember

We have all experienced days when everything goes wrong. A day may begin well enough, but suddenly everything seems to get out of control. What invariably happens is that a great number of things choose to go wrong at precisely the same moment. It is as if a single unimportant event sets up a chain of reactions. Let us suppose that you are preparing a meal and keeping an eye on the baby at the same time. The telephone rings and this marks the prelude to an unforeseen series of catastrophies. While you are on the phone, the baby pulls the table-cloth off the table, smashing half your best crockery and cutting himself in the process. You hang up hurriedly and attend to baby, crockery, etc. Meanwhile the meal gets burnt. As if these were not enough to reduce you to tears, your husband arrives, unexpectedly bringing three guests to dinner.

Things can go wrong on a big scale as a number of people recently discovered in Parramatta, a suburb of Sydney. During rush hour one evening two cars collided and both drivers began to argue. The woman immediately behind the two cars happened to be a learner. She suddenly got into a panic and stopped her car. This made the driver following her brake hard. His wife was sitting beside him holding a large cake. As she was thrown forward the cake went right through the windscreen and landed on the road. Seeing a cake flying through the air, a lorry-driver who was drawing up alongside the car, pulled up all of a sudden. The lorry was loaded with empty beer bottles and hundreds of them slid off the back of the vehicle and on to the road. This led to yet another angry argument. Meanwhile, the traffic piled up behind. It took the police nearly an hour to get the traffic on the move again. In the meantime,

the lorry-driver had to sweep up hundreds of broken bottles. Only two stray dogs benefited from all the confusion, for they greedily devoured what was left of the cake. It was just one of those days.

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(Alexander, L.G., Guided Composition in English Language Teaching, Longmans, London, 1970, P.20.)

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Questions:

1. In about 80 words describe what happened from the time the learner driver stopped her car. Use your own words as far as possible.
2. In a paragraph describe a similar chain of events, real or imaginary.
3. Mark out all the main verbs in the first paragraph and say what time each denotes (past, present or future).
4. Does the second paragraph strike you as a real life situation or a highly imaginary chain of events?
5. What is the main difference between FICTION and HISTORY according to you?

Passage No. VI

Listen to the conversation between three friends; on footballers' pay:

Julian : I really don't see why footballers get such high salaries.

Bob : Neither do I. After all how much work do they do? a couple of hours a week.

David : Well it's a kind of entertainment, I suppose. The money that film stars and pop singers get is just as ridiculous.

Julian : And it affects the sport. The players are thinking all the time how much money they're taking home and how much they're worth if they transfer to another club.

David : Yes, it's not the team that counts any more.

Bob : But it's funny how the fans still follow a club.

Julian : I wasn't thinking of that so much as the actual way the game's played. Nowadays it's a series of individuals doing clever things with the ball but no teamwork.

Bob : I'm not so certain of that. To win you've still got to play as a team. I remember only last month when West Ham played Wolves

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Cook, V.J. English Topics, Oxford University Press, Great Britain, 1977. (Topic 8; Sports and Games Dialogue I : Footballers' Pay.)

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Some expressions and the purpose they serve :

don't see : Although the verb (action word) 'see' refers to the act of seeing with one's eyes, here the implication is different. 'I don't see' means I don't understand. A mild disapproval is implied too.

neither do I : Another way of agreeing with Julian would be 'I don't either', meaning that Bob shares the same feeling in the matter of footballers' salary.

ridiculous : absurd or foolish

how much they are worth : It is common to use 'worth' to mean the cost or price of a thing or an animal or a bird. Here the phrase refers to the salary (high) they may be getting.

that counts : that matters or that is important

fans : admirers, here cricket lovers (particularly those who are admirers of one particular star).

teamwork : work put in by an entire team thinking of victory for their side and not to win individual merit.

Questions to answer:

1. Give a suitable title to the above dialogue.
2. What is the discussion all about? Summarise each speaker's view in your own words.
3. Do you have any suggestions to make in the matter? (Imagine, you were one among them and add your own views)

Passage No. VII

Abraham Lincoln's Gettysourg speech will live for all time. It is a telling example of simple speech with a pictorial background. Note his words:

Fourscore and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated can long endure. We are on a great battlefield of that war. We have come to dedicate a portion of that field as a resting place for those who here gave their lives so that the nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men living and dead, who struggled here have consecrated it, far above our poor power, to add or detract. The world will little note, nor long remember, what we say here but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be dedicated here to the unfinished work remaining before us, that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth.

The passage may be read aloud.

Support Material No.3

Letter Writing

- (1) All letters in English are arranged or laid out on paper according to a certain plan. The word 'lay-out' is used when we refer to this general arrangement or plan. The plan of a letter or its lay-out consists of a number of factors which need to be studied and carefully followed while writing letters. First there is the address that generally appears at the top or head of the letter. This is known as the heading, and forms the first item in the general lay-out of a letter, whether the letter be formal or informal. Your address is written on the top right-hand corner of the page and is followed by the date. Although this is the traditional and general location of the heading in the plan or the general lay-out of a letter, it is very common today to see the 'from address' written on the top left.
- (2) The first item in the lay-out of a letter, then is the heading which consists of the letter-writer's address, generally written on the top right of the letter paper. There are two forms or styles to the heading that can be noticed. They are the indented style and the block style.

7, Shreyas Society
Lalbaug,
Baroda,
Gujarat,
S. India.

March 4th, 1979

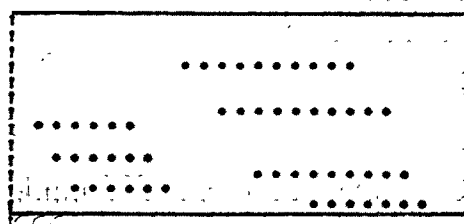
INDENTED

7, Shreyas Society,
Lalbaug,
Baroda,
Gujarat,
S. India.

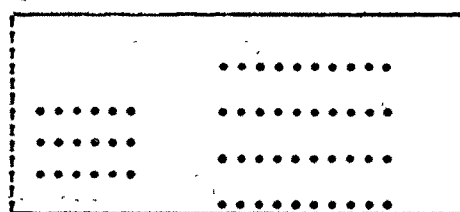
March 4th, 1979

BLOCK

Either the indented style or the block style may be used in writing your address or the heading. But one rule has to be borne in mind; if the heading is written in the indented style, follow the same style while writing the address on the envelope too. Similarly, if in writing the heading the block style has been followed, follow the block style while writing the address on the envelope too. If you indent the heading, indent the address on the envelope, if you block the heading block the address as well.



INDENTED ADDRESS



BLOCK ADDRESS

- (3) You've learnt that all letters in English follow a general plan and that the address or the heading is the first item in the letter. You have also learnt that the heading may follow any of the two styles, namely the indented style or the block style. You must also remember the letter-writing formality that if the letter is indented, the addresses on the envelope should also be indented. Similarly if the block style is followed while writing the heading, the addresses on the envelope should also be in the block style. (the 'addresses' on the envelope refer to the sender's address on top left or bottom left and the address to which the letter is being sent.)
- (4) Before concluding the section on heading a few points about the address have to be mentioned. Notice, that the order of the address is as follows: number of house, name of street, town or city, country. Never write your own name at the top of a letter, although it is common to see

business letters beginning their headings with the writer's name. Pay special attention to the punctuation and capitalisation. Use capital letters for all proper nouns.

Use a comma a) between the name of the town or city and the name of the state when they are in the same line

b) between the day of the month and the year.

Note that the abbreviation for 'street' in English is 'st'. Other abbreviations are 'Rd' (Road), 'Sq' (Square), 'Ave' (Avenue), 'Pl' (Place). Words like 'Drive' or 'Lane' are not abbreviated.

The date is written in full (14th August). The months of the year may be abbreviated thus: Jan, Feb, Mar, Aug, Sept, Oct, Nov, Dec. The abbreviations used for days are 1st, 2nd, 3rd, 4th, etc. The numbers may be placed either before or after the name of months; "eg." "14th Aug", and Aug 14th are both correct.

The name of the country may be left out of your address only when you are writing to someone who lives in your own country.

- (5) Heading, you remember, constitutes the first item in the general lay-out of a letter, whether the letter be formal or informal in nature. The margin may be considered the second. Care must be taken to see that there is a clear margin on the left hand side and that an equal amount of space should be allowed on the right side. This implies that your letter must be written in the middle of the page. Heading is best written on the right top of the letter-paper, while the total letter must appear in the _____ of the page.

An equal amount of space is to be left on either side of the letter, which is technically known as the margin. Next to heading, the important item in the general plan of the letter is the margin. Not only in letter-writing, in any form of writing, margin is a necessity.

- (6) The third aspect of a letter is known as the salutation. Against the left hand margin, you generally begin with "Dear ", addressing the person you are writing to. Never begin "Dear friend"; address your friend by his first name ("Dear Mohan"). When writing to relations, you may address them as Dear Uncle George, or Dear Aunt Sally, but never "Dear Cousin", or "Dear Cousin Peter"; your cousin may be addressed just by his first name "Peter". A friendly letter to persons with whom you are not on first-name terms should be addressed as Dear Mr. Desai, or Dear Miss. Jones. The name in the salutation is always followed by a comma. In a business letter it is preferable to punctuate the greeting or with a colon (:) instead of a comma.
- (7) What is known as a salutation in the lay-out is known as a greeting also. The greeting or , the third aspect of the general plan takes shapes like "Gentlemen", or "Sirs", when you are writing to persons unknown to you.
- (8) So far you've been reading about how to set about writing a letter. The letter itself is usually referred to as the body, which is the main part of the plan. The body may consist of any number of paragraphs in a friendly letter, but cut short to just the essential matter in a business letter. Each paragraph is to be indented correctly and the following line should begin against the left hand margin.

The Express Hotel,
19, Greenwood Ave.,
London, S.W.5,
England.

20th Nov, 1979.

Dear Sudheer,

I arrived in London last night and your cousin met me at the air port. I'm glad he was there because I don't think I should ever have found my hotel alone.

Although I haven't seen much yet, I think I'm going to enjoy myself here. Last night Mohan and I went for a short walk. I had never imagined London was quite so big. We walked for over two hours and I had to take a train to get back to the hotel.

I'll write again in a few days' time and I'm sure I'll have a lot to tell you.

Yours sincerely,

Ranjit

(A model letter)

- (9) A more modern trend in letter writing overlooks the indenting style altogether and starts a new paragraph against the left hand margin like any other line. The space between the end of a paragraph and the beginning of a new one is more than between two lines in the same paragraph.

The part of the letter which contains the matter for communication is technically termed the _____ of a letter. The body in itself should contain three parts. You may begin your letter by referring either to a letter you have recently received or to an event which has prompted you to write. Thus introducing the body may be called the Introduction to the letter. Some useful introductory phrases are "I am sorry it has taken me so long to reply..",

"Thank you so much for your letter", "I was very sorry to hear that...", "You will be very glad to hear that...", "What a surprise it was to get a letter from you after all this time", "It was such a disappointment to learn..", "I had given you up for lost, but this morning..."

- (10) The first part of the body consists of the _____. The second is the most important part of a letter. It is here that you explain the purpose of your writing. With great care present the matter of communication. Simultaneously add personal details that would make your letter warm and interesting. After introduction and mentioning the p_____e of your writing, comes the conclusion. It is customary to conclude a letter with a polite wish. Any of the following forms may be used:

I shall be looking forward to hearing from/seeing you soon.
Please give my love/regards to

I do hope you'll be up and about again soon (In case the person you are writing to has been ill)

- (11) The lay-out of a letter consists of three more items which may be mentioned as 1) subscription 2) signature and 3) postscript. While the last item, namely p_____t is not absolutely necessary in every letter, the other items (mention all the six) should of necessity appear in all letters. Subscription marks the end of a letter. The end really depends on how well you know the person you are writing to. The most common s_____n for friends is yours very sincerely, yours affectionately or simply 'love', may be used. The first word of the closing of a letter, or _____ should begin with a capital letter. The subsequent letter should not begin with capital letters. (Yours sincerely).

- (12) The signature follows the _____ and should always be written clearly, depending on your relationship; you may sign your full name, your first name or even a nickname. (Peter Jones, Peter, or just Pete). If you wish to say something more after you have put down your s____e, you may add a few lines following "P.S.", which is the abbreviated form of Postscript. It is not absolutely necessary that every letter should necessarily have the last item, namely _____, but such a provision formally allowed, makes a letter appear neat.

Most of what has been said about letter-writing in general is applicable to business letters too. Any deviation could be detected from the following model letter and discussed later.

St. John's English Class
16, Vidyanagar Society,
Baroda,
Gujarat State.

Aug. 30, 1979

The Manager
Indian Express Daily News
Ahmedabad
Gujarat.

Dear Sir,

Our English class has been learning how to write news stories editorials, sports reports and features for our monthly magazine. We have examined your journal on "Effective writing" and have found it very helpful.

We are interested in visiting a news-paper office to learn how papers are printed. Would it be possible for us to tour your plant some afternoon within the next two weeks? There would be fifteen of us altogether. If our visit is convenient for you will you suggest a time that is suitable for you and your staff?

We shall look forward to hearing from you and having the pleasure of visiting the Indian Express Office.

Sincerely yours,
Dilip Mukherji

Dilip Mukherji	The Manager Indian Express Daily News Ahmedabad Gujarat.
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The main difference that you may have noticed is the presence of the address to which the letter is intended. The tone of the letter is formal.

An Order Letter

7, Lakshminagar Society
Palace Road
Jaipur
Rajasthan.

18th Nov. 1979

The Manager
Readers Digest
Bombay.

Sir,

Please send me the following books that were advertised
in a recent edition of the Readers Digest.

One copy of 'Effective Communication' by
William Canton

Two copies of 'Modes of Communication' by
Russel Becket

One copy of 'Journalism Today' by
Rohit B. Gupta

I am enclosing a money order/cheque for the amount (mention)

Sincerely yours
Anjali Parikh

A Letter of Application

Heading

.....
.....
.....

To

.....
.....
.....

Dear Mr. Banerji,

This morning I saw your advertisement for a typist/mechanic
in the Times of India. I should like to apply for the job.

I am presently working in the O.N.G.C. as a typist/mechanical
assistant on a temporary basis. My term here would expire by
the end of August. I have worked in a similar capacity in the
G.I.D.C. for nearly four years. My present employer has given
me permission to use his name as a reference.

Yours faithfully,
Samuel Johnson.

CORRECT ANSWERS WITH THE RESPECTIVE NUMBERS OF FRAMES

1. lay-out, lay-out, heading, lay-out
2. ^{heading} indented, block, heading, indent, block
3. heading, lay-out, indented, block, indented, block
5. middle, margin
6. salutation, salutation
7. greeting, salutation
8. body
9. body
10. introduction, purpose
11. postscript, subscription, subscription
12. subscription, signature, postscript

Support Material No.4

A. Types of Sentences

English sentences can be classified into four broad categories depending upon the contents of the sentence and the tone with which they are spoken. Language as a tool of communication has to provide for all situations which require its use. For enquiring and responding, for reporting and commanding, for sympathising and exclaiming and for a number of other purposes we need language. Every language we know has its own peculiar ways of handling such situations and such handling makes it necessary that we use sentences which suit occasions. The following unit will make you familiar with the four main types of sentences, namely, questions, statements, commands and exclamations,

1. According to the traditional classification of sentences as to meaning, every sentence in English would fit into one of the following categories, namely, declarative, imperative, interrogative and exclamatory sentences. A declarative sentence makes a statement or declares something. Study the following statements otherwise called de_____e sentences.

1. I suggest that you leave the matter there.
2. They were very busy during summer.
3. The truck is overloaded.

Each of the above sentences declares a fact or makes a s_____t and hence is known as a _____ sentence.

2. On the other hand, read the following short sentences.

1. Leave the matter there.
2. Keep busy.
3. Don't overload the truck.

Although they contain only few words and are similar to the declarative sentences in terms of content, they voice either

a command or a request. In each case the subject 'you' is implied and thus the rule that a sentence is required to have a subject is satisfied. You know that a group of words, complete in thought which contains a subject and a predicate is known as a sentence. Would you say "sit down" qualifies to be a sentence? Yes, because although not directly mentioned, "sit down" is spoken to a second person with accompanying gestures perhaps, that the second person 'you' is the implied subject. Back to the examples and to the theory that a sentence which either commands or requests is known as an Imperative sentence.

3. While a declarative sentence makes a _____ the im_____e sentence commands or entreats. This pen is blue in colour is a _____ sentence while pass me the blue pen is a (an) _____ sentence. Shut the door is a (an) _____ sentence whereas "The door is shut" is a _____ sentence.

4. The third category of sentences question or interrogate.

What are they doing today?

Will they be busy tomorrow?

Don't you think that truck is overloaded?

All the above sentences are questions which require a response one way or the other. Perhaps we may say that the main purpose behind communication itself is to receive an information and pass it on. How can one receive a response unless he asks for it? And how do we ask? We question ofcourse. There are many ways in which the process of questioning and answering can be carried out. Study the following questions and the following answers to them :

Who is your friend? Rekha.

Whom do you wish to see? Mr. Shah

Whose surname is Shah? Mine, My friend's, My neighbour's.

Where do you stay? At Baroda, Near the station,
Behind Nyaya Mandir,
Above the Post Office, etc.

When do you go to your office? At 10 A.M., after 11 A.M.,
around 11 A.M.

Which is your favourite colour? red, no preference,
all the same etc.

What is it that has four legs but not an animal? A table
ofcourse.

Why do you study English? Because I want to communicate
with my neighbour.

How do you spend your leisure? Reading books, listening
to music.

How often do you visit a dentist? Every year, Once a year.

How many children do you have? One, two, none.

How far do you live? Not very far, Just round the corner.

Your reading of the questions and answers side by side would tell you that there has been something common about all the above questions.

For one thing, they all require short answers except perhaps the questions that start with why? Secondly, except for the last four questions, all the other questions start with 'Wh' question words.

5. 'Wh' question words elicit answers concerning persons (Who, whom, and whose) place (where), time (when), specification (which and what) and reason (why). How refers to manner and the related question phrases 'how much' 'how often' 'how many' 'how long' and 'how far' (there are more in this category); are also question beginners which require comparatively longer answers. Of all the types of sentences, the type that lends itself to the greatest variety is the interrogative category. Practise constructing questions and answers on the models given in frame No.4. Answer the following questions making short answers.

1. What is your name?
2. Where is your office?
3. Who is your neighbour?
4. How old are you?

5. Whose house is the one on the left.
6. Whom are you looking for?
7. When shall we expect you?
8. Why are you late today?
9. Which is your raincoat?
10. How often do you see a movie?
11. How many more years do you hope to stay here?
12. How far is the bus stand from here?

6. This frame has a list of answers. Try and frame questions to which each of the answers would be appropriate.

1. I live quite close.
2. I have two brothers.
3. I visit a library once a week.
4. The red one is mine.
5. I was delayed by my friends who suddenly arrived.
6. Mohan.
7. 23
8. It's mine.

In conversations, it is not necessary to construct long answers. It is quite sufficient, to use short, some times even incomplete answers. Where do you stay? Just round the corner". The question and answer are both worded perfectly. "I stay close by" may be another way of responding.

7. Apart from 'wh' word questions there are the more polite ways of enquiring. Here the answers may remain the same as in the above form, but enquiry is more courteous. Study the following questions.

1. May I know the time please?
2. Would you tell me the time please?
3. May I borrow your pen please?
4. Can I sit next to you?
5. Is there anything I can do for you?
6. Would you mind my sitting next to you?
7. Should you really leave today?

These questions which start with auxiliaries are infinitely more polite than the 'wh' word questions like 'What is the time?' or 'What do you want?' Grammatically both are correct, but polite speech is certainly to be cultivated and preferred to merely grammatically correct speech. 'May I?', 'Would you?' and 'Will you please?', are mostly used in class rooms but there is no harm using them elsewhere.

8. Given below are some ordinary 'wh' word questions. Convert them into their more courteous forms.

1. What is your name? May?
2. Where is your office? Can you?
3. What do you want? Is there?
4. Whose house is that? Can you?
5. Where is the post office? Could you.....?

Courteous questioning is infinitely more desirable than bluntly asking for some thing or for some information or some body.

9. Look at the following questions and answers:

1. Is this your pen? Yes, it is.
2. Are these your books? No, they are not.
3. Am I your teacher? Yes, you are.
4. Are you my students? No, we are not.
5. Are you my friend? Yes, I am.
6. Is he your friend? No, he isn't.
7. Are they your neighbours? Yes, they are.
8. Were you there yesterday? No, I wasn't.
9. Were you all there yesterday? Yes, we were.
10. Does he know you? No, he doesn't.
11. Did she pass on the message? Yes, she did.
12. Do you sing? No, I don't.
13. Can they swim? Yes, they can.
14. May I come in? Certainly yes.
15. Will you wait a second? Surely, I will.

If you were given only the preceding questions and were asked to write out the answers, most probably you would have stopped with just 'yes' or 'no'. A mere 'yes' or 'no', although the questions demand specific answers-sound very curt. One more word or a couple of words more or a phrase in addition to the 'yes' or 'no' would confirm your answer and sound polite. Study the answers; except for the last two answers, the rest follow the same pattern.

10. Additional answers may be longer. Is this your pen? Yes, it is. My uncle gave it to me on my fifteenth birthday. 'Are these your books?' 'No, they are not; they are Mohan's.' Construct ten questions on the models given in frame 9 and start five answers with 'yes' and five with 'no'. Wherever possible, use contractions. Contractions are formed by the union of two words, marked by an apostrophe to denote omission of one or two letters. To put in different terms, C. _____s are short forms used like 'can't' for 'can not', 'don't' for 'do not' etc.

11. So far you've been dealing with three types of questions, rather three ways of asking questions to get a response of opinion or information. A fourth and most interesting type of enquiry shall be discussed in the present frame. 'Question tags' are a favorite topic with language teachers and learners. You know what price tags are. Don't you? Wait a moment before we go on to discuss what a price tag is. Look at this question again. (Don't you?) When you go shopping to buy a shirt, you check the price-tag to know how much a shirt costs. When you go window-shopping, you look for the price tags besides admiring and appreciating items displayed in the show case. What are price-tags? They are attachments to the article (Whatever may be the article) bearing its price. Now, what does a question tag mean? It is obviously an attachment. To what? For what purpose? Go back to that question again. "You know what price tags are. Don't you?"

Which of the above two sentences is a question? You will not say that the second sentence can truly form a question without the preceding sentence. Will you? So a question-tag can be defined as an attachment to a statement which turns the statement into a question. In other words, a q n t g converts a statement into a question.

12. Read the following questions:

1. Meena is a pretty girl. Isn't she?
2. Mohan left college last year. Didn't he?
3. Meena and Mohan are friends. Aren't they?
4. You like Hindi movies. Don't you?
5. They were neighbours. Weren't they?
6. They have got tickets. Haven't they?
7. We were late to office. Weren't we?
8. Baby likes ice cream. Doesn't she?
9. Peter was sick last week. Wasn't he?
10. You can make it this time. Can't you?

See how the given statements are transformed into questions just by the addition of a which consists of two or three words. You might also have noticed that all the tags so far mentioned are negative tags or that the contraction has always been the result of an auxiliary plus the word 'not' which conveys a negative sense.

13. Now look at the following questions and compare them with the list in the preceding frame.

1. Meena isn't very pretty. Is she?
2. Mohan hasn't left college. Has he?
3. Meena and Mohan are no more friends. Are they?
4. You don't care for Hindi movies. Do you?
5. They were not exactly neighbours. Were they?
6. They did not manage to get tickets. Did they?
7. Asthma patients do not like ice cream. Do they?

8. You can't finish that work by this evening. Can you?
9. She wasn't expected till Friday. Was she?
10. You won't really need that book till tomorrow. Will you?

If you compare the above set of questions with the ones in the earlier frame, you will realise a major difference between the two. In the frame that you are reading now, the sentences contain contractions that imply a negative sense. The question tags that follow are positive. In frame number 12, the statements were positive with no c____s present while the tags were n____e. This observation brings us to the conclusion that positive s____s take a negative tag while _____ statements are succeeded by positive t____s.

14. Let us see whether you understood the right use of tags. Add the appropriate tags to the following statements. Choose between the two given in brackets.

1. John resembles his uncle. (Does he/Doesn't he?)
2. You will wait a few minutes. (Will you/Won't you?)
3. It won't rain today. (will it?/Won't it?)
4. Ram doesn't work hard. (Does he?/Doesn't he?)
5. You don't like non-vegetarian food. (Do you?/Don't you?)
6. We are to meet the manager today. (Are we?/Aren't we?)
7. You like strong coffee. (Do you?/Don't you?)
8. Mohan is a smart boy. (Is he?/Isn't he?)
9. They aren't selling their house. (Are they?/Aren't they?)
10. Meena isn't very intelligent. (Is she?/Isn't she?)
11. She and you were class mates. (Were you?/Weren't you?)
12. You can give me a ring at 9 in the morning. (Can you?/Can't you?)
13. Mr. Desai was your predecessor. (Was he?/Wasn't he?)

14. You both weren't friends. (Were you?/Weren't you?)
15. They can't settle that problem. (Can they?/Can't they?)
16. Dinesh wasn't your cousin. (was he?/Wasn't he?)
17. We expected you at the party yesterday. (Did we?/Didn't we?)
18. He has decided to quit the job. (Has he?/Hasn't he?)
19. We didn't mean to leave you behind. (Did we?/Didn't we?)
20. Bolu hasn't made up his mind about the job yet.
(Has he?/Hasn't he?)

If you find any difficulty in choosing the right tags, go through frames 12 and 13 once again, and then try.

15. It should be noted that question tags and contractions somehow go together. C_____s are abbreviations, whereas tags are additions to statements to transform them into _____.

16. Before concluding the section on questions, a grammatical item which was mentioned in passing, in the twelfth frame needs clarification. In the very last sentence the word 'auxiliary' is mentioned. You would not have perhaps understood that word, except that it was a reference to words like is, was, were, can etc. Study the following two sentences and point out the verbs (words denoting action) in them.

1. My shoelace broke.
2. Old shoelaces may break.

Right, 'broke' in the first sentence and 'break' in the second sentence are verbs because those two words specify the actions. In analysing the two sentences side by side we would say that the first sentence had a main verb 'broke' while the second sentence had more than one verb. 'Break' definitely is the main verb in the latter sentence. Then what is the function of the word 'may'? Don't you think it serves as a support to the main verb? For this reason, 'may' in the second sentence is known as a helping verb or grammatically termed an AUXILIARY. Can, may, must shall and will, and their respective past tense usages could, might, should and would are a few other auxiliaries.

17. Study the following sets of sentences A and B carefully:

A

Your pen is lost.

We went shopping.

She borrowed my book.

I returned yesterday.

B

You may lose your pen.

We may leave now.

He can borrow mine.

I could go any time.

Sentences in set A have only one main verb each whereas sentences in set B have more than one verb each. May, can and could play a support role in the group B. So we call them supporting verbs or .

18. Having thus clarified the usage of the word 'auxiliary' in gramatic terms, a few rules concerning them are illustrated here.

(1) Auxiliaries have a single form throughout unlike main verbs.

He hunts, she thought, I will be going, are sentences which illustrate the rule that main verbs are capable of changing their forms. (hunts, thought, going). Ofcourse they do have (most of them) their past tense forms as in the case of may/might, can/could, will/would, shall/should, may/might, etc.

(2) Auxiliaries are never used alone. A main verb is either present or implied. He can sing. He may. He should or He ought to. He may implies that he may sing; he ought to suggests that he ought to sing. In both cases the main verb 'sing' is implied and for that reason one cannot say that 'may' or 'should' or 'ought to' is functioning by itself.

(3) Auxiliaries have no participial forms; consequently they can not occur in the progressive (ing verb forms). Can, may, will, shall and must, do not have 'ing' forms.

(4) They can be placed before the subject questions. They should be - Can I see you tomorrow?

May I leave now?

19. Some auxiliaries have contracted forms when used with 'not'. Contractions, you remember are a _____s or short forms. (e.g. can't, couldn't, mustn't, etc.)

So you see that contractions, question tags and auxiliaries are all related grammatic items which you have covered in this section. Study the following list of contractions and use them liberally in conversations. SHORT FORMS (negative)

Is/isn't, was/wasn't, are/aren't (pronounced a:nt), were/weren't, am/ain't (colloquial), has/hasn't, have/haven't, had/hadn't, do/don't, does/doesn't, did/didn't, can/can't, could/couldn't, shall/shan't, ought/oughtn't, may/mayn't (not commonly used).

SHORT FORMS (not negative)

WILL

I'll, you'll, they'll,
she'll, he'll, Mohan'll,
what'll (What will)

WOULD

I'd, you'd, she'd, he'd, we'd,
they'd, Mohan'd, (I'd-been waiting
should be read as I-had been waiting.
I'd be back, should be read as
I-would be back.)

AM

I'm

ARE

You're, they're, we're
Where're (where are)
when're (when are)
How're (how are)
who're (who are)
what're (what are)

IS

She's, he's, Veena's
It's(it is), What's, there's
Where's, how's
Let's-play should be read as
let-us play.
She's been waiting should be
read as she has been waiting.

HAVE

I've, You've, we've, they've.

20. By now you should have a fairly good knowledge of the various types of sentences, particularly the varieties of ways in which questions can be formulated. There is just one more category of sentences that you need to learn and that is the EXCLAMATORY type of sentences. You know the following sign within brackets (!) is known as an e mark. When do we use this punctuation in sentences? When we want to express surprise, pain, grief, or any intense emotion for that matter. The group of sentences which thus express deep feelings, followed by an exclamation mark is known as the EXCLAMATORY type of sentences.

Mark out the exclamatory sentences by just adding the (!) mark after them.

How about joining us.

What a shame,

Excellent.

Good Lord.

Fantastic.

I would like to go for a holiday to Kashmir.

21. Here perhaps we could end the section on the various types of sentences. By now you must be able to distinguish between the different types and use them in a variety of ways in conversation and writing. To facilitate better speech, a table of conventional expressions and usages are at the end of this unit, which are commonly heard among English speaking people. If learnt and used appropriately, they can exert immense influence upon your listeners.

The next Section (B) deals with more sentence categories and are particularly useful in helping you learn how the same thing can be said in many different ways.

B. Transformation of Sentences

Earlier in this paper you learned about four categories of sentences depending upon their contents. This section will introduce you to a wider range of sentences depending not on content matter as much as on other factors. While learning grammar at school you must have learnt more sentence types like simple, compound, complex sentences and how you may connect two or more short sentences to make a more complex and longer sentence and how on the other hand you may cut down a complicated sentence into smaller, simpler sentences. Again, you may remember how ACTIVE forms of sentences were transformed into their PASSIVE forms and vice versa. In comparing two or three people or things and referring to their heights or weights respectively, you know there are at least three different ways of saying the same thing. For instance you may say, 'She is the cleverest child in the family'. Can you think of saying the same thing in a different way? Look at the following two sentences: 'She is cleverer than all the other children in the family.' 'No other child in the family is as clever as her.' You may notice after further reading perhaps that all the above three sentences are saying the same thing, but in three different ways. The adjective clever has been used in its three degrees namely SUPERLATIVE, COMPARATIVE and POSITIVE.

Read the following two sentences and see how different they are from each other in meaning. Rama killed Ravana. Ravana was killed by Rama. There is hardly any change in the meaning that the two sentences convey. But their forms are different. Observe the following set of sentences and you will find that there is no change in the matter here again. Only the form of the sentence has changed. Mother said, "Hurry, or you'll miss the bus". Mother asked her daughter to hurry that she may not miss the bus. There are other ways

of reporting the mother's speech without changing the meaning. For instance you may rewrite the sentence in the following manner. Mother warned the daughter that unless she hurried she may miss the bus.

The following section thus deals with the varieties of ways in which you can say the same thing. Transformation of affirmative sentences into negative and vice versa will also be discussed in passing. In fact this is just a revision of the school grammar that perhaps you've already forgotten.

1. Let's start with the same illustrative sentences: Rama killed Ravana and Ravana was killed by Rama. Do you agree that the meaning conveyed by both the sentences is the same? .. (yes/no)
2. Yes, the meaning has not changed at all. But then what is it that changed? You won't just say that Rama and Ravana changed places. Will you? although on paper that is just what happened. Some thing else happened too which is more important. Understand that in both the sentences the killer is Rama or the action is done by Rama: the victim of the action is Ravana. Hence although the killer and the victim changed places in the sentence, their roles remain the same. This changelessness is brought about by the change in the verb form and the addition of 'by'. The simple past tense in the first sentence changed into the participle form in the second sentence.
3. It is not the grammatical feature that is important to an adult learner, but the capacity to decide whether it is the active or passive voice to be used in a certain context. Read and study the following sentences : My pencil has been stolen, (Instead of 'Somebody stole my pencil'). I was asked to inaugurate the function (Instead of 'They asked me to inaugurate the function'). English

is spoken all over the world (Instead of 'People all over the world speak English'), She has been invited to the party (Instead of 'Someone invited her to the party'), Your orders will be obeyed (Instead of 'We will obey your orders'), You would agree that there are contexts when the passive voice usage is more appropriate than the active. The active voice is used when the agent (i.e., the doer of the action) is to be made prominent, the Passive, when the person or thing acted upon is to be made prominent. The Passive is therefore, generally preferred when the Active form would involve the use of an indefinite or vague pronoun or noun (some body, they, people, we, etc.) as subjects.

4. The following rules would help you transform sentences from their active form to the passive form and vice versa.
- (1) A change from active to passive involves an interchange of places between the subject and object.
 - (2) Verb changes have to take place in the following manner:

<u>ACTIVE</u>	<u>PASSIVE</u>
<u>Simple present</u>	
I love	I am loved
You love	You are loved
He loves	He is loved
They love	They are loved
<u>Present Continuous</u>	
I am loving	I am being loved
You are loving	You are being loved
He is loving	He is being loved
We are loving	We are being loved
They are loving	They are being loved

ACTIVEPASSIVEPresent Perfect

I have loved	I have been loved
You have loved	You have been loved
He has loved	He has been loved
We have loved	We have been loved
They have loved	They have been loved

Simple Past

I loved	I was loved
You loved	You were loved
He loved	He was loved
We loved	We were loved
They loved	They were loved

Past Continuous

I was loving	I was being loved
You were loving	You were being loved
He was loving	He was being loved
We were loving	We were being loved
They were loving	They were being loved

Past Perfect

I had loved	I had been loved
You had loved	You had been loved

Simple Future

I shall love	I shall be loved
You will love	You will be loved
He will love	He will be loved
We shall love	We shall be loved
They will love	They will be loved

ACTIVEPASSIVEFuture Perfect

I shall have loved	I shall have been loved
You will have loved	You will have been loved
He will have loved	He will have been loved
We shall have loved	We shall have been loved
They will have loved	They will have been loved

The TENSES that have been left out do not take PASSIVE forms.

To love	To be loved
To have loved	To have been loved
loving	being loved
having loved	having ben loved

The four verb-changes just mentioned appear in more complicated sentences.

- Recall to memory the three sentences illustrative of the degrees of comparison. She is the cleverest child in the family, She is cleverer than all the other children in the family, No other child in the family is as clever as her. You agree that the meaning has remained the same. Then what is it that has changed? The main change came over the adjective form. You know that an ADJECTIVE qualifies or tells something about a NOUN (a person or a thing). In the given sentences the quality of the child that is talked about is its cleverness and for that reason clever is a/an _____. The adjective 'clever' has been used in its three forms namely positive (clever), comparative (cleverer) and superlative (cleverest) degrees. We may conclude for our present purpose, that an adjective takes three forms in sentences and according to the form it takes we may call the sentence POSITIVE, COMPARATIVE or SUPERLATIVE.

6. We learned from the last frame that there are three degrees of comparison. They are _____, _____ and _____. There are two distinct ways of changing the adjectives into their different degree of comparison. The addition of 'er' and 'est' respectively to arrive at the comparative and superlative forms is common. Study the following list.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Clever	Cleverer	Cleverest
small	smaller	smallest
big	bigger	biggest
dark	darker	darkest

A second set requires the addition of the words 'more' and 'most' to denote the comparative and superlative forms respectively. See a few examples

beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult
tedious	more tedious	most tedious
jealous	more jealous	most jealous

A third set of adjectives do not fit in with the above categories. They form a third group by themselves.

good	better	best
bad	worse	worst
little	less	least
much	more	most

7. Apart from the adjectival changes and the retention of the meaning, it has to be remembered that while a comparison can be between two or more persons or things, the SUPERLATIVE degree can never be used when the comparison is between just two. Here is an illustration: "Of the two suggestions this is the best" is an absolutely wrong statement. The correct form would be "Of the two suggestions, this one is better".

Read the following sentences and correct them if they are incorrect. Tick mark the correct sentences.

1. He is worst than I.
2. Of the two he is clever.
3. There is a best doctor living there.
4. He is strongest of the two.
5. He is more better than I.

8. The degrees of comparison as grammar items perhaps you need not remember. But, as conversationally useful items which enable you to say the same thing in different ways, should be of interest to you. Variety in speech sustains the interest of the listener and testifies to a good command of the language. Degrees of comparison are a matter of the adjectives and a comprehensive list of adjectives and their degree forms could be obtained from any good grammar book.
9. Going back to the introduction to this section once again, recall the following sentence. Mother said, "Hurry up or you'll miss the bus". Can you visualize the scene where the communication takes place between just two people. Let's call them person 1 (mother) and person 2 (daughter). In other words the FIRST person is speaking to the SECOND person, directly with no one else in the picture. Since the speech takes place directly, we call it DIRECT SPEECH. Now, imagine that you were listening to the conversation between mother and daughter. You are now repeating the mother's speech to a third person. The speech can not be repeated as it was spoken by mother directly to the daughter. You will have to modify the sentence before you can report it to the third person. Mother's speech to the daughter was _____ whereas your report of it to your friend is INDIRECT. See how

the following direct statements change when they are reported:

Father: "Stop playing. Come and finish your homework."

Father asked the son to stop playing and finish his homework.

Son: "Daddy, just ten more minutes and I'll be back with my books."

The son requested his father to allow him to play for just ten more minutes after which he would be back with his books.

Boss: "Miss Peters, please pass me that file."

The boss asked Miss Peters to pass the file.

You: (to the dog) "Get out of my way".

He commanded the dog to get out of his way.

10. From the above transformations we can reach a few generalised rules.

- (1) Remove the inverted commas from the direct speech when you report it or change the direct statement into indirect. (while writing)
- (2) According to the type of sentence in question (statement, order, request, question or exclamation) a special kind of introducing word should be used. If it is a STATEMENT that is being reported, the introducing verbs may be any one of the following: say, remark, reply, answer followed by 'that'. If it is an ORDER, tell, want, order, command, followed by 'to'. If it is a REQUEST, beg, ask, request, pray, followed by 'to'. If it is a QUESTION, ask, inquire, wonder, followed by 'if' or 'whether'. If it is an EXCLAMATION, cry, shout, exclaim, followed by that.

11. The introduction made a reference to AFFIRMATIVE and NEGATIVE sentences. If you recollect the earlier part of this paper titled "The types of sentences", you will remember that Interrogative sentences were actually Questions or enquiries. When there is a question asked, an answer is expected. The answer may be a statement, a counter-question or plain silence. In making a statement, an AFFIRMATIVE SENTENCE affirms or says 'yes' or the answer implies assent. On the other hand, a NEGATIVE sentence either says 'no' or implies 'no'. I like learning music is an _____ sentence, whereas I don't like music is a _____ sentence. In transforming an affirmative sentence to a negative sentence. Unlike the other transformations that we have dealt with so far, requires the change of meaning. In changing the ACTIVE VOICE into PASSIVE or in reporting a Direct speech, we do not have any freedom to change the original content of the given sentence. We say the same thing in a different way. The case is different here. Affirmative sentence while becoming a negative sentence suggests the change of the content matter into just the opposite of what has been originally stated.

These are some of the basic patterns of sentences, mastery of which can build up confidence in an adult-learner of English,

Correct answers with respective frame numbers

Types of Sentences

1. declarative, statement, declarative.
3. statement, imperative, declarative, imperative, imperative, declarative.
8. (1) May I know your name please?
(2) Can you tell me where your office is?
(3) Is there something I can do for you?
(4) Can you tell me whose house that is?
(5) Could you direct me to the post office please?
10. contractions
11. question tag
12. question tag
13. contractions, negative, statements, negative, tags
14. (1) Doesn't he?
(2) Won't-you?
(3) Will it?
(4) Does he?
(5) Do you?
(6) Aren't we?
(7) Don't you?
(8) Isn't he?
(9) Are they?
(10) Is she?
(11) Weren't you?
(12) Can't-you?
(13) Wasn't he?
(14) Were you?
(15) Can they?
(16) Was he?
(17) Didn't we?

(18) Hasn't he?

(19) Did we?

(20) Has he?

15. contractions, questions

17. auxiliaries

19. abbreviations

20. exclamation. Add exclamation marks to the following:

What a shame!

Excellent!

Good Lord!

Fantastic!

Transformation of Sentences

5. adjective

6. positive, comparative, superlative

7. (1) He is worse than I (me).

(2) Of the two he is cleverer.

(3) There is a good doctor living there.

(4) He is stronger of the two.

(5) He is better than I (me).

9. direct

11. affirmative, negative

EnquiringAbout lodging

Have you any rooms to let?

Could I see them?

Have you a larger room?

How much would you charge for a week?

Where's the bath room?

Do you provide meals?

Does this include the use of the phone too?

Perhaps you have a less expensive room.

The way

Is this the right way to the station?

Can you direct me to the Post Office?

Which is the shortest route to the Music Hall?

Is the bus-stand far from here?

How long will it take me to get to the Radio Station?

Which is the best way to the Public Library?

Will No.18 take me to the Institute of English?

Can you tell me where the Museum is?

Which bus would you suggest that I take in order to reach Liberty?

Where should I ask the conductor to put me off?

Is it a long walk from here?

Railway Station, Airport, Bus Stand

Is the Queen running on time?

Which platform shall I wait on?

How long does the Queen halt here?

Where does it stop next?

What time is the next train to Bombay?

What time is the plane from Bombay due?

Has there been any change in the flight schedule?

Is the train running on time?

Booking Counter

Is there a two-tier berth available in Vadodara Express on 27th August upto Bombay?

Please reserve me a berth for the 28th then.

Could you let me have a lower berth please?

I would like to cancel my ticket.

I have to postpone my trip. Would you let me have a seat on the evening flight?

Is party booking done at this counter?

School/College admissions

When does your school reopen?

At what age do you admit children in the Nursery?

Not before three?

Do you have a prospectus to give me?

What time is the interview?

What are the courses you offer?

Any seats available in the Commerce section?

Fees to be paid in Cash or by cheque?

Making and Appointment

Are you free this morning?

Do you happen to be free this evening?

Shall you be free tomorrow afternoon?

Are you very busy just now?

May I expect you at 4 P.M.?

Can I expect you at 4 P.M.?

At what time would you like me to come?

What time do you think you'll be comparatively free?

Are you sure he'll be there?

Wouldn't it be better to go a little later?

Do you mind waiting just a few seconds?

Shall I let you know later?

Response

No, I'm not busy.

I should be free this evening.

Yes, I'm free; I'll wait for you until 6.

I shall be very pleased to meet your friend tomorrow.

I'll look out for you.

Try to make it earlier if you can.

I haven't any thing particular to do.

If I can't come, I'll let you know.

3. Concerning the Weather

Lovely day for a picnic. Isn't it?

It has turned quite warm (chilly) again.

What a lovely day?

Look at the clear sky!

What wretched/glorious/disappointing weather!

It looks like it is going to rain.

What a welcome change from the weather we've been having lately!

I hope it won't rain tomorrow.

4. When you are at a loss for an expression

You know, You know what I mean....

Well, you understand, don't you?

I can't think of the exact word, but you know....

A sort of, you know....

No, I don't quite mean that, I mean....

I don't know what you call it....

.....or whatever you call it.... some thing like that....

5. Exclamations

Oh! Oh! dear? Dear me!

goodness! gracious! Good gracious!

Oh, Lord! Good Lord! Fancy!

Nonsense! How strange! What a pity! Ridiculous!

How bad! How terrible! What....

Well, well! Heavens!
 Delicious! -Gorgeous! lovely! beautiful!
 terrific! -Sorry! Tough luck! Is that so!
 Too bad! You don't say! Wow! Fantastic!; No, What a sham!
 No way! -No chance! I'm-sorry! -Look out! Mind out!

6. Apologies

I'm so sorry.
 I'm afraid I'm late.
 I'm rather late, I'm afraid.
 I couldn't get here earlier.
 I really couldn't make it a minute earlier.
 I thought I shouldn't be able to come at all.
 I missed my train.
 Hope I haven't kept you waiting too long.
 It's so annoying to be late.
 I beg your pardon.
 I must apologise. Hope you'll excuse me.
 I didn't mean to be late.
 I'm awfully sorry.

7. Expressing Gratitude (on receiving a gift)

Thank you, Thank you very much.
 Thanks ever so much. Well, this is a surprise.
 I've been looking for something like this.
 Just the thing I was in need of.
 You couldn't have made a better choice.
 It's really lovely. I'll have it on my writing table.
 I'll hang it up in my room.

8. Forecasting Events

I expect it to happen this way.
 I suspect foul-play. It sounds fishy.
 I smell a rat. I fear that's a rather tough job.

It couldn't have been any other way.
I predict danger. I'm rather suspicious of the proposal.
I'm not quite convinced.
The way things are going, I tend to feel otherwise.
Let's keep our fingers crossed.
I have all the reason to believe that we are on the right track.
It's bound to happen this way.
I imagine all will be well. I suppose he is out of danger.
Hope things will take a better turn.

Support Material No.5Tense

The word 'tense' comes from the Latin 'tempus' which means time. In communication, very often it becomes necessary for us to speak of events that occurred perhaps long ago or just yesterday; events that are in the process of happening or nearing completion, events that are expected to happen in the near future or in the distant future. It is only by adhering to certain rules in grammar regarding the use of action-words (verbs) that we can make ourselves understood, or receive the desired response from the person who is listening to us. It's not infrequently that adult users of English commit grave mistakes, mixing up tenses. Hence, the following section seeks to guide the learner in the correct usage of some verb-forms in reference to the time of the action.

1. There are twelve tenses in the English language all of which shall be mentioned below, but not all would be given serious consideration for the present purpose. Only those which occur normally in daily speech would be stressed while others may be just made a mention of in passing.
2. You all know that an action which took place in the past, an action that takes place everyday and an action which is anticipated to take place

in the future are signified by the use of the PAST, PRESENT and FUTURE tenses respectively. Study the following three sentences which are illustrative of the three above mentioned tenses.

- 1) I sleep in the afternoons regularly
- 2) I slept late yesterday
- 3) I will sleep tomorrow afternoon

3. Don't you agree that each of the sentences is indicative of the same action 'sleeping', yet the action has been referred to in different ways (sleep, slept and will sleep). Further you would agree that this difference is due to the fact that the action, although the same, does not take place at the same time. In the first sentence the verb does not particularly refer to yesterday, today or tomorrow. Sleeping in the afternoons, is just one of those things done everyday (a habit). The second sentence specifies the time of the action, yesterday - by which we know that the action is already a thing of the past. The use of the word 'tomorrow' is indicative of the fact that the third sentence refers to an action which is yet to be. Apart from the words 'yesterday' and 'tomorrow' the verbs 'slept' and 'will sleep' indicate the time factor involved. This provision of transformation in verb forms which serve the purpose of denoting the time of the action is what is illustrated below. Study the chart carefully and learn the twelve tenses with the help of the illustrative sentences given under each title.

Simple Present	Present Continuous	Present Perfect
1. To express a habitual action.	1. For an action going on at the time of speaking.	1. To indicate completed activities in the immediate past.
a. I drink coffee every morning.	a. I am reading now.	a. She has just left.
b. I get up at 5 A.M. every day.	b. We are listening.	b. They have come back.
2. To express a general truth.	2. For an action that may not be happening at the time of speaking.	2. To express past action whose time is not definite.
a. The sun rises in the east.	a. I am reading 'War and Peace' now.	a. Have you read 'Emma'?
b. Sugar is sweet.		b. He has been to the States.
3. In exclamatory sentence beginning with here and there.	3. For an action that is planned to take place in the future.	3. To describe past events in relation to its present effect.
a. Here comes the bus!	a. My uncle is taking us out tomorrow.	a. Ram has cut his finger.
b. There he goes!		b. I have finished my work.
4. In vivid narrations as substitute for the Simple Past.	4. In referring to an obstinate habit with words like - always, constantly etc.	4. To refer to an action begun earlier but still continuing.
a. Sohrab now rushes forward and deals a heavy blow to Rustum.	a. He is constantly smoking.	a. I have been ill since last week.
b. Arthur throws the sword.		b. They have lived here for long.
5. To indicate a future event that is part of a plan.	5. In broadcasts and commentaries.	5. With just, often, never, ever (in questions)
a. We go South tomorrow.	a. Now Gavaskar is passing the ball to Richard.	With so far, till now, yet (in negatives & questions)
b. They leave for Good next month.		already, since and today are commonly used words with the present perfect tense

P A S T T E N S E

SIMPLE PAST	PAST CONTINUOUS	PAST PERFECT	PAST PERFECT CONTINUOUS
1) To indicate an action completed in the past	1) To denote an action going on at some time in the past.	Describes an action completed before a certain moment.	Is used for an action that happened in the past, before a certain point and continued upto that time as:
a) I went home late yesterday.	a) We were listening to music all evening.	a) I had seen him once in Delhi.	a) She had already been teaching in another school when I met her.
b) Mohan finished his work last week.	b) I was writing a letter when the bell rang.	b) I had contacted him before your letter came.	
2) Some times used without an adverb of time (implied though)	2) Past continuous is used with 'always', 'continually' etc. to refer to persistent habits in the past.		
a) I learnt French in School (long ago)	a) He was always grumbling.		
b) I wrote the exam. well (last semester)	b) They were continually quarrelling.		
3) To refer to past habits.			
a) He always wore a hat.			
b) He never studied hard.			

FUTURE TENSE

SIMPLE FUTURE	FUTURE CONTINUOUS	FUTURE PERFECT	FUTURE PERFECT CONTINUOUS
For a future action of event	1) Represents an action as going on at some time in future.	To indicate the completion of an action by a certain future time.	Indicate an action represented as being in progress over a period of time that will end in the future.
a) I shall see you tomorrow.	a) I shall be seeing you later.	1) I shall have written my exam. by then.	1) By next year, we shall have been living here for four years.
b) Tomorrow will be Sunday.	b) They will be waiting outside.		
	2) For future events that are planned.	2) Before you return we will have left	(very rarely used in conversation)
	a) I'll be staying till Sunday.		
	b) We will be leaving tomorrow.		

CHART TV

4. The SIMPLE Present tense in English has two forms: the simple V form (we go, they come, you live, the boys run), and the V-s form (he goes, she comes, he lives, the boy runs). These forms may be used to make statements that are true at all times- present, _____ or _____. The SIMPLE PRESENT tense is a present tense in that the condition or situation it refers to is true at the present moment. Look at the following examples: I get up at six in the morning, but my sister sleeps till seven. I like coffee but he likes tea. I dislike phoning, but he does a great deal of it. Both of us like music though. These sentences refer to your routine, tastes and habits. (routine, tastes and habits).
5. The s _____ p _____ tense is used to refer to routine and _____. Besides, permanent truths and generalisations are made with the use of the _____ tense. For instance, study the following sentences:
- Rivers contain fresh water, Apple trees generally have pink blossoms, We all dream sometimes, Experience teaches us many things. The verbs used in order are contain, _____, _____, and _____.
6. How do we present or state facts which are true today? Water contains hydrogen and Oxygen, The olympic games draw large crowds. What is the tense used? _____, To express habitual actions and to refer to customs,

it is the simple present which is used. Indians eat rice, Europeans prefer bland food. The Literary club goes on a picnic every month almost. All these sentences employ the simple present tense rather than any other. So, is it right to go by the general definition that the PRESENT tense refers to actions in the present? Yes/No (tick mark your answer, give your reason)

7. Fill in the gaps of the given sentences:

- 1) I _____ in the afternoons.
- 2) He _____ in the evenings
- 3) Young people _____ a movie.
- 4) India _____ a democratic government.
- 5) Children _____ the home a happy place.
- 6) People _____ for a living.
- 7) The sun _____ in the east.
- 8) Jana gana mana _____ our national anthem.

You will understand after completion of the filling in the gap exercise that in each case, you used the _____ tense.

8. From the SIMPLE PRESENT, we will move on to the CONTINUOUS aspect of the PRESENT. You have seen that the _____ tense is used to state general truths, facts or customs or to assert a present condition. The PRESENT CONTINUOUS - be(is, am, are) plus V-ing focusses attention on action actually in process. Following are examples of its use. Study them.

I speak four languages, but I am speaking English now.
I write to my friend every week, but now I am writing
to my mother.

I cook every day, but today my husband is managing.

Are you able to observe the closeness of the
PRESENT CONTINUOUS tense to the action in progress
than that of the SIMPLE PRESENT? In each of the
above sentences, the former half states a timeless
statement (rather a statement which indicates all
the three time factors, namely present, past and
future) whereas the latter is more concerned about
the action in progress.

9. Read the following short passage and note the verb
form used: "As I write this, I am sitting in front
of my type writer trying hard to get each word
right. My wife, sitting beside me is reading the
Newspaper. My daughter is singing a peaceful
lullaby rocking her doll in the cradle. A cold
wind is blowing outside and Billy the cat is
sleeping comfortably on my lap". Now, what
form of the verb do you think has been used? _____/
Right. All along the present continuous has been
used. So, you see that while the simple present
may generalise facts it is the p_____c_____ which
rightly represents an action in progress.
10. A third context where the _____
has to be used is when an activity or situation
extends over a period of time. Read the follow-
ing passage: "This year I am studying biology,
English, Maths and History at the University.
I am living in an apartment near the University

sharing it with a friend. I am making good progress in my studies. I am working harder than last year but I am enjoying my work better". Here you see the writer may not be working hard at the time of writing, but he has been doing hard work over a period which still continues.

A fact to be given serious consideration here is that verbs expressing conditions like feel, understand, smell, hear, and the like are used in the continuous form.

11. Fill up the blanks of the following sentences:

- 1) I like to _____ in the afternoon, but this afternoon I _____ an English class.
- 2) They _____ every evening, but this evening they _____ for tomorrow's exams.
- 3) We _____ for a movie this evening.
- 4) We _____ rice for lunch.
- 5) The stars _____ at night.
- 6) Cats usually _____ rats.

12. So far we dealt with two very important verb forms, the _____ and the _____. You agree that it is the _____ which really indicates an action in progress and not the _____. No such problem arises in dealing with the PAST TENSE. I slept well last night, I did not enjoy the concert yesterday, My grand father's house was very big, are sentences which definitely refer to conditions or actions that are of the past. The SIMPLE PAST of most verbs is indicated by adding

-ed to the simple present form. (walked, enjoyed, played etc.) It should be remembered however that there are many irregular verbs which take forms other than the -ed forms! (bear-bore, bend-bent, buy-bought, bring-brought, throw-threw etc.). A list of such irregular verbs can be learnt from any standard grammar book.

13. The continuous aspect of the past is used when the speaker is conscious of the duration of an activity in the past. Study the following sentences:

I was writing a letter when the door bell rang.

They were making a toy-house, when the dog tripped over and spoiled their game.

It was raining heavily when they left the house.

In each case, you will observe that an action in progress was interrupted, and this interruption has been denoted by the use of the _____.

Read the following passage and see how a situation existing in the past has been described:

"The scene as I gazed on in the late afternoon sublight, was peaceful and quite. A few palm trees were swaying gently in the breeze. The surf was lapping against the shore with a soothing sound. A lone fisherman was walking along the beach looking for a place to cast his nets, and a few seagulls were flying overhead. There was nothing to indicate that in a very few moments the hurricane would transform this quiet beach into a place of violence and destruction" In descriptive narratives, very often it is the _____ tense that is used.

14. The SIMPLE FUTURE TENSE and the FUTURE CONTINUOUS shall be discussed together. 'Joe will leave tomorrow' is illustrative of the _____ tense, whereas 'Joe will be staying on till Monday' is illustrative of the _____ tense. The simple future is used for an action that is still to take place, whereas the Future Continuous represents an action as going on at some time in future. I shall be reading when I get home is indicative of the _____, but 'Tomorrow will be a holiday is in the _____ form. In reality there is very little difference between the simple future and the future continuous when they are used in speech.
15. One other verb-form that needs careful consideration is the PRESENT PERFECT which constitutes HAVE and HAS plus 'ed' or 'en'. Read carefully the following explanation.- The English language distinguishes between an action that is completed in the past and an action that began in the past and is brought up to the present. For this purpose, 'have', 'has' and their past participles (V-ed and V-en) are used. I have been, He has gone, They have eaten etc. This combination of the verb is known as the present perfect tense. It indicates that the action is complete as of the present moment, but does not indicate the definite time when the act was performed. Look at the following examples:
- I have been in England for one year
 I have lived here for a long time.
 In both the cases, the action or the situation is still in existence.

16. There are other occasions when the past perfect is used. Read the following sentences:

I have just finished my assignment. (to indicate recency of action)

I have already done it. (to indicate that an act was complete before the moment of speaking).

They have been to Paris (to express an action which has occurred in the past without the exact point of time).

The above are some of the occasions when the past perfect is used. The use of this tense indicates that the action took place at some indefinite time before the present moment.

Past Perfect describes an action that was completed before a certain moment. Future Perfect is used to indicate the completion of an action by a certain future time. Try making sentences on the following models:

I had met him once in Bombay (Past Perfect)

By the time you return, we shall have left Baroda (Future Perfect)

The tenses that are commonly used in every day speech and writing have been discussed so far. The not so common tenses are mentioned with illustrations in the chart. Construction of sentences based on the given models can be very helpful.

Correct answers with respective frame numbers

4. Past, future
5. Simple, present, tastes or habits, simple present, have dream, teaches
6. Simple present, No, because sometimes present tense refers to future actions too (eg. I am going South next month).
7. 1. Sleep, 2. plays, 3. like, 4. has, 5. make, 6. work, 7. rises, 8. is, - verbs may be different, but the simple present form should have been used.
Simple present
8. Simple present
9. Present continuous, present continuous
10. Present continuous
11. 1. Sleep, am attending
2. Play, are studying (preparing)
3. are going
4. eat
5. shine
6. eat (kill)
12. Simple present, present continuous, present continuous, simple present.
13. Past continuous, past continuous
14. Simple future, future continuous, future continuous, simple future
15. Present perfect, present perfect.

Support Material No.6Prepositions

1. Prepositions are words which are placed before noun-phrases to show in what relationship the person or thing denoted by it stands in regard to some thing else. Some simple prepositions are at, by, for, from, in, of, off, on, out, through, till, to, up, with and under. See them used in phrases: 'at the station', 'by the sea-side', 'for lunch', 'from the market', 'in the pond', 'the colour of the paper', 'fall off the side', 'on the road', 'out in the open', 'through the window', 'till 4 A.M.', 'to the park', 'up the mountain' and 'with the lark'. P_____s signify relationships between noun-phrases.
2. Try inserting simple prepositions in the blanks of the following sentences:

We had to wait_____the station_____two hours_____the train arrived.

Without appropriate prepositions the sentence would sound almost meaningless. Above, about, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, within, without, underneath are some more prepositions. Most of these words relate to placement. We speak of the birds flying above, the boy running across the field,

walking along the seaside, sitting amidst friends, standing around the corner, going before or following behind, below the bridge, beneath the trees, beside the road, between friends, beyond the lake, inside or outside the court, underneath the roof, within or without the four walls.

3. Read the following short sentences and insert the missing prepositions:

1. The river is _____ the bridge.
2. A bird flew _____ us.
3. There are clouds _____ the sky.
4. We sat _____ a bench.
5. Wait _____ we get there.
6. Work _____ sleep is unhealthy.
7. He got _____ the car when he reached the office.
8. We walked _____ the river bank.
9. Knock _____ the door, Go in _____ the front door. Wait _____ you are asked to go in.
10. Sit _____ me. Let the baby sit _____ us.

4. Now you see the position of a preposition in a sentence. Can you imagine a printed paragraph with no prepositions used or prepositions used out of place? No, there will be confusion and misinterpretation. Apart from simple one-word prepositions, there are prepositional phrases too. Look through the following: p_____l p_____s that we often use in conversations and writing: According to, agreeable to, along with, away from, because of, by means of, by reason of, for the sake of, in accordance with, on behalf of, in addition to,

in case of, in comparison to, in compliance with, in consequence of, in course of, in favour of, in front of, in order to, in place of, with reference to, in regard to, in spite of, instead of, in the event of, on account of, owing to, with a view to, with an eye to and with regard to. The above p_____l P_____s are not totally unfamiliar to you. On a separate sheet of paper, try making one sentence with each of the given phrases. The next frame contains some sentences which have used a few prepositional phrases, for reference.

5. According to the calender, today is a holiday.
I am not agreeable to that plan.
Come along with me. Keep away from bad company.
In order to be successful, one must work hard.
On account of Deevali, we get two days off.
In addition to our salary, we get other benefits too.
For the sake of peace, I agreed to his proposal.
Owing to difficulties in the office, I had to resign.
Bidders from all over the world came with a view to buying the diamonds.
In compliance with your request, I am postponing the meeting.
6. Although the definition of a preposition suggested that they are placed before a noun or a pronoun, there are some prepositions that are used without any nouns or pronouns. Some of them are given below with their meanings within brackets.

Barring (excepting or apart from) concerning
 (about) considering (taking into account) not
 withstanding (inspite of) during, regarding,
 respecting, touching, pending (until) Fill in
 the following blanks with appropriate preposi-
 tions:

1. _____ one candidate, all got through .
 2. _____ my trip, I am not definite yet.
 3. _____ the movie, you should keep quite.
 4. _____ further orders, the deputy manager
 will act.
 5. _____ the project, we haven't finalised
 anything.
7. The above frames should have familiarised you with one of the very essential features of the English language, namely the correct usage of _____. The Indian adult learner of English is faced with a problem when it comes to the use of the in-type and at-type prepositions. Let us elaborate the issue. Should we say I saw him in the market or I saw him at the market? Some time or the other you must have been faced with such a problem. Let us tackle it. For towns and villages either at or in is used depending on point of view. 'At Baroda,' means we are seeing Baroda simply as a place on the map; 'in Baroda,' means we have a close-up view of the place as a city covering an area and containing streets, houses etc. So, it follows that while we may say I stopped at Baroda on my way to Ahmedabad, in referring to Baroda being your native place, you will say 'I live in Baroda'. You may meet your friend _____ the post office-counter, but you may see him sitting _____ the bus.

8. Read the following passage and put in the missing prepositions: It was a cold day _____ winter. There was snow _____ the ground. Peter had made plans the day _____ to meet his friends and go skating. Now he was _____ the way _____ his friend's house. As he came _____ the front gate, he saw three pairs _____ foot prints _____ the snow. Peter followed the foot prints _____ the snow.
9. In making reference to the time factor, both 'at' and 'in' are used in the following manner: at 10'0 clock, at noon, at 6.30 P.M. in spring, in the twentieth century and in the morning, we say. At is used for points of time and in and 'on' for periods of time. Subsequently we say _____ winter, _____ Thursday and _____ 3'0 clock.
10. Prepositions thus signify time relationships (before and after) duration (for, during, till, until) placement (between, beyond, betwixt, below, above, beneath etc.) The prepositions between and among create problems with some adults. It should be remembered that 'between' implies the presence of two (people, things, situations, conditions etc.) While 'among' signifies the presence of three or more. Subsequently you may say 'leave a space _____ two paragraphs and 'the profit will be shared _____ workers'. 'The bill was found _____ other papers' but _____ the two of us there's no secret.

11. Before concluding notes on prepositions, two more common mistakes need clarification:

the use of 'beside' and 'besides' made synonymous by a good number of adults. While 'beside' refers to placement of something or somebody close to something else or somebody else, 'besides' means 'in addition to' or 'moreover'. For example: You may sit _____ me and not _____ me. On the other hand we say _____ being beautiful, she is clever too. Here the statement means that in addition to being beautiful, she is clever too. To give one more illustration, we may say 'I'll wait _____ the post office, but _____ salary, we get allowances too. It should be stated however that there is a half-hearted rule that prepositions being link-words should not come at the close of a sentence. (What are you doing that for?). A strict observance of this rule produces a forced artificiality that is better to avoid.

Any grammar book can give you more details regarding the use of prepositions in English. But the ones mentioned above should be of immense functional value to Indian adults trying to develop their communication-skills in English.

CORRECT ANSWERS WITH RESPECTIVE FRAME NUMBERS

1. Prepositions
2. at, for, till
3. i) below, ii) over (above), iii) in, iv) on, v) until
vi) without, vii) off viii) along, x ix) at, though,
until, x) beside, between
4. Prepositional phrases, prepositional phrases
6. i) barring, ii) concerning, iii) during, iv) pending
v) touching
7. Prepositions, at, in
8. in, on, before, on, to, of, in, in
9. in, on, at
10. between, among, among, between
10. beside, besides, besides, beside, besides

Support Material No.7CAPITALISATION, PUNCTUATIONS AND ARTICLES

The following unit consists of forty frames and covers three grammatical items which are elementary to English language learning namely the uses of capital letters in English, Punctuation marks and articles.

Read the following passage once and gather its contents and try putting it in your own words:

1. Peter was still quite young but he was full of bright ideas. one day he came rushing indoors please mum can I have six pence to give an old man who is crying outside yes but what is the old man crying about asked his mother he is crying lovely ices six pence each said peter.
2. You feel, reading the passage just once really does not help much and that you have to read at least once more. Go ahead and read once again.

For reason of its humour, you sort of understand the passage. If on the other hand it were a serious passage dealing with some scientific process for instance, you would not have been able to understand what the scientist was talking about. This is because the passage is lacking in items like c _____ l _____s; and p _____s.

3. Now, read the same passage once again with capitals and punctuations used appropriately.

Peter was still quite young but he was full of bright ideas. One day, he came rushing indoors. "Please, Mum, can I have six pence to give an old man who is crying outside?" "Yes, but what is the old man crying about?" asked his mother. "He is crying 'Lovely ices, six pence each' said Peter.

What a lot of difference there is now? There is less confusion; more clarity, all because

punctuation marks and _____ have been introduced at the right places.

4. Realising the importance of capitalisation is one thing and using it appropriately is an entirely different matter. The problem has to be treated as a problem. In none of our Indian languages do we have such distinction in letters. It is one of the peculiarities of the English language that its letters are divided into _____ and _____ letters.
5. That you have to begin a sentence with a capital letter is common knowledge. But where else is a capital letter required is perhaps a question that needs to be answered. The following list covers almost all the contexts where a capital is imperative or absolutely necessary. Study them carefully until you are confident of using them correctly.
6. The name, initials and title of a person (Dr. Dinesh Shah, Dr. D.M. Shah)
 The name of a holiday (Thanks giving Day)
 The name of a month and of a day of a week (August, Saturday).
 The name of a pet (Teddy)
 The name of a school and the word school when used with the name of a school (St. John's School).
 The name of a street and the word street when used with the name of a street (Mount Road, Main Street, Fifth Lane, Sixth Avenue)
 The name of a city or town and of a state (Baroda, Gujarat)

The name of the country and the people and their language (India, Indians, Hindi).

Geographical names (Atlantic Sea, Narmada River)

The first word in the greeting and in the closing of letters (Dear Sally, Sincerely yours)

The words father, mother, brother, sister, cousin, uncle and aunt when used in the greeting of a friendly letter (Dear Uncle John).

Each part of a proper noun (Baroda Milk Dairy)

Sacred names (God, the Lord)

Words that name a section of the country or the world (the East, the West, the North)

Each part of a proper adjective (North American Continent).

Title of books, poems, reports, stories, clubs, and labels (Access', I met a Lion', 'The advantages of Crop Rotation', 'The Return of the Native', League of Women Voters, Best Quality Coppered Back Silvered Glass).

The first word in a direct quotation (Mother said, "The _____). The name of a newspaper or a magazine (Saturday Evening Post, The Times of India).

7. As you may be aware of, in speech, capitals or small letters do not play any part. Only while writing which is also a form of communication, one has to be mindful of the importance of capitals. Reading, which is yet another important language skill, can be meaningful only when sentences begin with capital letters.

8. Having acquainted yourself with the various contexts in which capitals are used, can you think of two capital letters which are not only letters, but are words in themselves?
9. Yes, _____ and _____, besides being letters are words too. The words 'A' would mean o____e and I would refer to s____f.

While A means one even when it appears in its small form (a) I remains a capital and has to do with if the word is used to say something about yourself. For example: A cat ran across. I can see a cat. Both the preceding sentences have used the word 'a' both in the _____ and _____ forms meaning number I (one). On the other hand I remains a capital wherever in the sentence it may place itself. eg: I have a cat. The cat that I used to have, was killed by a rushing car.

10. Just as capitalisation is important in a sentence, Punctuations play an important role too. But there is one difference. While _____ does not affect speech, (except when reading) _____ do.
11. You may ask the question "How"? In a very subtle manner indeed. You know the way you question someone is different from the way you tell him a secret. You know your commanding the dog to get out and inviting your guest to come in are done in different tones. As such, the purpose served by dots and dashes in writing and tone

in speaking are just the same. Now, then, _____
as symbols may not directly help speech but do
get the learner into the right habit of inton-
ing sp_____h.

12. What are punctuations? As already pointed out, punctuation marks are periods (.), commas (,) question marks (?) and explanatory symbols () put into a piece of writing to make the communication clear. There are other punctuation marks too like colons (:) semi colons (;) inverted commas (") and hyphens (-). The uses of each we shall discuss in detail.
13. A period or a full stop (.) you know marks the close of a sentence. After an abbreviation and an initial a _____ has to be used too. For instance we address an envelope Dr.K.S.Patel. Dr., being an _____ and K and S _____s.
14. After Mr., Mrs., Dr. and Rev., a period has to be marked because they are all _____s. Abbreviations are short forms. Did you notice that Miss is left out from the list? Well, Miss is not an abbreviation; it is a complete word while Mr. is an abbreviation of mister, Mrs. of Mistress, Dr. of Doctor and Rev. of Reverend. So it has to be remembered that after Miss it is correct/incorrect to mark a period. (tick mark (✓) the right word).
15. While the period implies a full pause, the comma (,) indicates a slight _____ and appears in the following contexts. Study them carefully until you are confident of using them

appropriately.

Between the day of the month and the year,
(September 1, 1979.)

Between the name of a town or city and the name
of the State (Baroda, Gujarat)

After greeting in a friendly letter (Dear Sally,)

After the closing in a friendly as well as
business letter (Affectionately, Sincerely yours,)

Between the last name and the first when last is
written first (Wordsworth, William,)

To separate words or group of words written in a
series: (We enjoy learning English, French, Sanskrit,
German and Russian.)

After the following words _____ yes, no, well, when
one of the words is used at the beginning of a
sentence .. (Well, I shall try.)

To separate from a direct quotation words that are
not part of the quote.

(The boss repeated, "Everyone must _____")

After a direct quotation to separate the following
statement from the quotation : ("Wait a minute",
Rekha called out.)

To separate the name of the person who is addressed:
(It will be fun, John, if you too can join.)

To separate the name of a person from a descriptive
title when they both are on the same line; (Romesh
Sharma, Treasurer)

Before a conjunction when the conjunction connects independent clauses.

(We plan to go down south, but it may be later on in the year)

To separate an appositive from the rest of the sentence: (Charan Singh, the Prime Minister of our country has resigned.)

To separate words like too, however, and moreover from the rest of a sentence: (We are going to meet her, too; However, I shall try)

After a participial phrase and adverbial clause,
After an interjection that shows mild feeling: Oh, I didn't hear him.

Hearing her cry for help, Harry rushed out.

When I had finished bath, I heard a knock on the door.

16. You remember the short humorous passage that you read in the first frame? Remember you found it difficult to understand the passage? One reason that you suggested was that p_____s and c_____s were absent.
17. Your studying of the above frame containing the contexts in which commas should be used will put you more or less on the track of efficient communication through writing. As in the case of capitalisation, oral communication does not gain much through periods or commas although reading cannot be really possible without_____marks.
18. Question marks (?) and exclamation marks (!) are familiar punctuations which need no special consi-

deration. Colons (:) and semicolons (;) perhaps require some clarification. C_____s are used to express time in numbers in the following manner:

4:45 P.M., 6:30 A.M.

19. After the greeting in a business letter, although it is common to read a (_____) it is more advisable to mark a colon (:) Gentlemen: or Sirs:. You might have also noticed that in writing script for a play, a colon is used after the name of a speaker in the following manner:

Ramesh: Hurry, there is no time to lose.

After the place of publication in a bibliography: eg.. name of the person, name of the work, place of publication and then a colon is used. Halliday, M.K. Practical English, London : Longmans.

20. Semicolons are used between two independent clauses when the connecting word is omitted. Some of the common connecting words are 'and', 'but', 'for', 'yet', and 'so'. Read the following example for instance.

I shouted for help; the neighbours came running.

□ Instead of the connecting word '_____' a semicolon has been used.

21. As you have understood by now, punctuation marks are not only helpful in written communication but also in s_____h. Oral communication to be effective should be appropriately punctuated. A pause, a short pause, the right intonation in speaking interrogatory and exclamatory sentences are all matters that require attention.

22. Apart from the punctuations discussed so far namely _____, _____, _____, _____ and _____ there are two more which need mention in passing. They are a _____s and a _____n m _____s. Apostrophes are commas used to show the omission of a letter or letters as in the case of the following words: don't, I've, It's etc. In other words, contractions very often make use of _____s.
23. Not only to mark c _____s, in the case of reference to possession of some thing (Mohan's pen) or belongingness to some one (Jane's uncle) a _____s are used. Note the following phrases; woman's clothes, women's league. Observe the Apostrophe placed before 's'. On the other hand observe the placement of the apostrophe in words such as Ladies' waiting room or officers' mess. Where is the hyphen placed? Yes, after 's'. In other words, Mohan's pen and Jane's uncle denote possession by or belongingness to a single person or singular noun, while in Ladies' waiting room and Officer's mess, the apostrophe simply marks a plural noun-ending to show possession or belongingness.
24. It follows that if you want to talk about a play ground which is exclusively for boys, you would write b _____ play ground. (specify where the apostrophe should be) and if you want to specify that a certain book belongs to a certain boy you would write _____ book. (Here again specify where the apostrophe should fall).
25. Remember, in an earlier frame we talked about contractions and that apostrophes mark the om _____n

a l_____r or l_____s. This leads us to a common mistake found in the writings of many an Indian adult. While 'it's' is a _____ which can be elaborated as _____ 'its' (minus apostrophe) means something totally different. His, hers, mine, yours, theirs, ours and its are pronouns which denote possession of something or belongingness to some one. For instance we say 'My dog was playing outside; its death came suddenly'. Here 'its' is not a contraction. On the other hand, if you were to tell some one that his dealings are not fair you will say i_____s unfair.

26. Although possessive pronouns do not need an apostrophe, as already pointed out, an apostrophe is necessary when you talk about a boy's possession of toy. You will say the _____ toy, but not i_____ tail. I _____ is correct.
27. The final punctuations that need study are q_____ m_____s or inverted commas. They are used before and after a direct quotation.
28. A quotation is "a repetition of words previously uttered". Can you guess why quotation marks are there in the preceding sentence? Simply because the definition is directly quoted from the Advanced Learner's Dictionary. The repetition has to be exactly as written or uttered by the original speaker or writer. In other works quotations do not allow any change to be made by the reporter. If the reporter alters the word order, it can not really be called a direct quotation. It then becomes an i_____t quotation.

Indirect quotations do not employ inverted commas.
 To sum up, in order to show that the report of the original utterances has not undergone any change, we use i_____c_____s or q_____m_____s.

29. You might have a question. When should you use single inverted commas? If a quotation occurs within a quotation, it is marked by single_____. For instance The teacher said, "Keep quiet and read silently the poem "Ralph the Rover". Apart from the use of single quotations, the preceding sentence implies that the titles of poems and stories when the title is used in a sentence have to begin and end with_____. (Isn't "Ralph the Rover" a beautiful poem? "A Midsummer Night's Dream" is one of Shakespeare's plays.)
30. A dash (—) and hyphen (—) are lines, the latter slightly shorter than the former. While the dash indicates an abrupt stop or change of thought (If my uncle were alive — but why lament the past?), the hyphen is used to connect the parts of a compound word (passer-by, jack-of-all-trades) A h_____n is also used to connect parts of a word divided at the end of a line. To give an illustration: Imagine that you have to break the word illustrate after 's' because there is no more space to print the letters 'trate' in the line. You may do this by marking the breaking of the word by a h_____after 's' and then proceed to complete the word on the next line by starting the line with t_____e.
31. The above frames must have made you aware of the uses of p_____s, and c_____s in the English language. One has to remember that they are not merely useful, but essential in written communication.

They are fundamental ingredients to English language learning. Once you master these essentials, you are well on the track. Go ahead confidently.

32. Here is another short amusing story. But to gather the whole humour, you will have to punctuate the passage and insert capital letters where necessary. Since much of the passage contains direct quotations, inverted commas have to be generously used. Try it on a separate sheet of paper. Jane was a rather greedy girl one day some jam tarts were missing. Have you eaten those jam tarts that I left on the table asked her mother I havent eaten one of them mum said jame thats very odd said her mother im sure i left six on the table and now theres one there yes said jane thats the one i havent eaten.

33. Read your punctuated version over again and see if it requires any modification. Then, compare it with the version below. Learn from the mistakes and correct them.

34. Jane was a rather greedy girl. One day some jam tarts were missing.

"Have you eaten those jam tarts that I left on the table?" asked her mother.

"I haven't eaten one of them, Mum," said Jane.

"That's very odd said her mother". "I am sure I left six on the table, and now there is only one there".

"Yes", said Jane, "That's the one I haven't eaten".

34. Before closing the section on capitals you should be reminded again that all capitals do not remain just letters to start a sentence with. The letter _____ when written as a capital refers to yourself, and as such is more than a _____r 'I' is a w_____d and is always a capital 'I'. 'A', which is also a word, besides being one of the English a_____, can be used to mean one. The difference is that while 'I' always remains a capital, 'A' can be used as the beginning word of a sentence and 'a' elsewhere in the sentence without really any change in the meaning. But it should be remembered that the word 'a' whether written as capital or small must always be pronounced as 'a'.
35. 'a' is more than a letter, it's more than a word, it's a very important structure word in English. It's an article, to use the technical language. 'The', 'an' and '_____' although generally termed as _____s have varied roles to play. While 'a' and 'an' refer to any one thing or person in g_____, 'the' refers to one particular thing or_____. For instance we may say a boy is running (He may be any boy, an unknown boy). But when we say 'the boy is running', the speaker is specifically talking about a certain boy who is not a stranger to the listener. He is a p_____r boy; perhaps the same boy who ran last year when both the speaker and the listener had taken note of him. He is no stranger; atleast once earlier his name had been mentioned.
36. In the language of grammar, 'a' and 'an' are known as indefinite articles. While 'the' is known as

a d _____ a _____ 'a' and 'an' make a general reference, _____ refers to something _____.

Although both 'an' and 'a' are _____ corresponding with the sound of the succeeding word they have to be appropriately used. An apple, an owl, and an honourable man are more common than a apple, a owl or a honourable man. Why? The principle is that before words starting with vowels and vowels sounds, the indefinite article to be used is 'an'.

37. You might wonder why before 'honourable' you should write 'an' and not 'a'? After all 'h' is a consonant. The reason is simple. If you can remind yourself that not only vowel letters, but vowel sounds also succeed 'an', part of the problem will be solved. It has to be remembered that the consonant 'h' in 'honourable' is a mute letter and as such the opening sound is _____ and not 'h'.

38. Now, read through the following sentences and fill in the blanks with appropriate articles.

I saw _____ boy being knocked down by _____ cyclist. When I looked at _____ boy I realised that he was my cousin and _____ cyclist a good friend. I was in _____ dilemma. In order to save _____ boy, and _____ friend, I had to go through _____ lot of trouble.

39. Although punctuations and capitals are mainly matters connected with writing, the correct usage of _____ cannot be ignored in speech. It is very common to hear speech which pays very

little attention to articles. Though elementary in nature, their correct usage has to be ensured.

40. In covering the section entitled capitalisation, punctuation and articles, you have covered a good deal of language essentials which would help in speaking and writing English well.

Correct answers with respective frame numbers

2. Capital letters, punctuations.
3. capitals
4. capital, small
9. A and I, one, self, capital, small
10. capitalisation, punctuations
11. punctuations, speech
13. period, abbreviation, initials.
14. abbreviations, incorrect
15. pause
16. punctuations, capitals
17. punctuation
18. colons
19. comma
20. 'and'
21. speech
22. period, comma, colon, semi-colon and question marks
or exclamation marks, apostrophes, quotation marks
apostrophes, quotation marks, apostrophes
23. contractions, apostrophes
24. boys' playground, boy's book
25. omission, letter, letters, contraction, it is, it's
26. boy's, it's, its
27. quotation marks
28. indirect, inverted commas, quotation marks
29. quotations, quotations
30. hyphen, hyphen, 'trate'

- 31. punctuations, capitals
- 34. I, letter, word, alphabets
- 35. 'a', articles, general, person, particular
- 36. definite article, the, particular, indefinite
articles
- 37. >
- 38. a, a, the, the, a, the, the, a
- 39. articles

Support Material No.8VOCABULARY

Apart from the incidental gathering of new words a programme in a foreign language should necessarily have a section which seeks to consciously add to the learners' vocabulary. English has the largest vocabulary and synonyms compared to any other language. This richness is due to the fact that English has constantly incorporated words from other languages. Norman, Greek, Roman, French, Latin, German and Indian words have been accommodated and standardized by the compilers of English dictionary. For accuracy and clarity and for an impressive and effective use of the language, a study on the following line can be immensely helpful.

WHAT THE SECTION INCLUDES:

1. Twenty idiomatic phrases from A CONCISE DICTIONARY OF SLANG BY WILLIAM FREEMAN, ENGLISH UNIVERSITIES PRESS LTD., IN THE CITY OF LONDON.
2. Words Commonly Misspelt, Mispronounced & Misunderstood.
3. Parts of the body used as parts of other things (a) and verbs (b).
4. Some useful ANTONYMS
5. Sounds of animals.
6. Collective terms.
7. Miscellaneous Sounds.

- I. Following are some commonly used expressions which if learnt and appropriately used in speech would prove impressive and effective.

Between you and me and the gatepost .. in strict
confidence
Between the devil and the deep sea .. faced with two
difficult alter-
natives.

Boot is on the other foot .. reverse is the case
bowl over .. completely upset .. The poor chap is
bowled over by his wife's death.

Break it gently .. tell unpleasant news gradually or
with diplomatic reservations.

Break the ice.. make a beginning

Bundle of nerves..an extremely nervous and sensitive
person.

Burn one's fingers..incur a financial loss which
has not been anticipated.

Come to terms..agree

double Dutch..incomprehensible talk

Eat one's heart out..pine, yearn for intensely

follow suit..behave in like manner

fly off the handle..suddenly take offence,lose one's
temper, get on one's nerve...irritate, annoy

globe-trotter..sight-seeing world traveller

Hair raiser..an extremely exciting story.

have a head like a sieve..forgetful

Hen on a hot griddle		a restless and nervous person
cat on hot bricks		

keep the pot boiling - earn enough to live on

2. Words commonly misspelt, mispronounced and ^{mis}understood

Advise Advice
 affect effect
 council, coⁿsul, counsel
 beside, besides
 cite, sight, site
 censor, censer, censure
 principal, principle
 content, contend, contempt
 lie, lay, laid, lain
 conscience, conscious, conscientious
 accept, except, expect
 alter, altar
 access, excess
 beer, bear, bare
 compliment, complement
 dual, duel
 illicit, elicit
 facility, felicity
 insight, incite
 birth, berth

There are books available in the market which exhaustively point out the mistakes that we in India commit while handling the English language

3. a) The following words denote parts of the body.
 They can be used as parts of other things. Some of them can be used as verbs too.

AS PARTS OF OTHER THINGS

The mouth of a river
 The teeth of a comb
 The hands of a clock
 The neck of a bottle
 The face of a clock
 The legs of a chair

The heel of a shoe
 The head of an institution
 The nose of a plane
 The foot of a mountain
 The ear of corn
 The eye of a needle

b) PARTS OF THE BODY AS VERBS

Mouth .. to utter promptly
 Hand .. give, hand the letter, hand over a parcel
 Face .. to face the situation, to face a challenge
 Neck .. to kiss and pet
 Leg .. to walk or run fast (I'll leg it if the bus does not come).
 Heel .. Arm, Equip: Heeled for winter with warm clothing
 Head .. To head a movement (lead)
 To head an institution (be responsible)
 Nose .. Detect by smell
 Move slowly as a ship does
 Pry curiously .. Do not go nosing into other people's business.
 Foot .. To foot the bill, expenses
 Eye .. Watch, observe
 Elbow .. Push with elbow, Jostle
 Toe .. Touch or reach with the toes
 Knee .. Strike with the knee
 Thumb .. Handle with control, solicit (a lift)
 Finger.. To touch, handle (the action or use of the fingers in playing a musical instrument like a piano)
 Stomach..Put up with or endure

4. ANTONYMS

confident	x diffident	guilty	x innocent
ancient	x modern	horizontal	x vertical
barren	x fertile	intentional	x accidental
domestic	x wild	lenient	x strict
economical	x extravagant	natural	x artificial
familiar	x strange	opaque	x transparent

particular	x	general	conceal	x	reveal
queer	x	normal	deep	x	shallow
rough	x	smooth	efficient	x	inefficient
stubborn	x	docile	factual	x	fictitious
transient	x	eternal	grave	x	frivolous
uniformal	x	varied	hostile	x	friendly
vulgar	x	refined	important	x	unimportant,
wicked	x	virtuous			trivial
zealous	x	slothful	usual	x	unusual, unique
attractive	x	repulsive	progressive	x	retrograde
boon	x	bane	justify	x	blame
			simple	x	sophisticated

5. SOUNDS OF ANIMALS AND BIRDS

asses	bray	crows	caw
apes	gibber	cocks	crow
bears	growl	ducks	quack
bulls	bellow	hens	cluck
cats	mew or purr	geese	cackle
cattle	low	larks	sing
dogs	bark, yelp, howl, whine	canaries	whistle
elephants	trumpet	owls	hoot
foxes	yelp	parrots	talk, squawk
sheep and lambs	bleat	pigeons and doves	coo
horses	neigh	turkeys	gobble
hyenas	laugh	sparrows	chirp
jackals	howl	swallows	twitter
lions	roar	kites and vultures	scream
monkeys	chatter		
pigs	grunt or squeal		
puppies	yelp		
tigers	growl		
birds	sing, chirp, twitter, warble		

6. COLLECTIVE TERMS

An Army, a division, a regiment, a battalion,
a company or a platoon of soldiers

assembly, board, congress, company, association,
circle, concave, conflux, convention
panel, mob, crowd, throng, multitude, concourse,
congregation, audience, spectators, bench, ring,
party, coterie, unit, squadron, troop (PEOPLE OF
DIFFERENT CATEGORY)

a chest of drawers
a bale of cotton
a bevy of girls
a brood of chickens
a bunch of keys
a bundle, stack of hay
a chain of arguments
a cloud of locusts
a clump of trees
a cluster of stars
a collection of curios
a crew of sailors
a gang of labourers
a heap, mass of ruins
a herd of cattle
a horde of savages
a sheaf of corn
a swarm of flies, string of camels
a suite of rooms

a shoal of fish
a volley of shots or
bullets
a series of events
a pack of hounds
a litter of pups
a drove of cattle
a galaxy of stars
a fleet of ships
a flight of steps,
a crate of bottles
a league of nations
a course of lectures

Support Material

No.9

Model Dialogues

Dialogue - 1

- Ramesh : (storming³ in) Mommy, guess what?¹
- Mommy : What is it Ramesh?
- Ramesh : You remember the recitation contest last week in which I represented our school?
- Mummy : Yes, did you win?
- Ramesh : Yes, of course, I did and that means the trophy goes² to our school this year. What do you say to that?
- Mummy : That is great son. Congratulations. We must celebrate that. Let daddy come home.
- Ramesh : My principal called me up during the assembly and promised me a special prize and made the whole school clap for me.
- Mummy : That was very good of the principal to have honoured you in that way. Keep it up son. I am really proud of you.

6

-
1. Guess what: An informal phrase used in speech to keep the one spoken to guessing as to what is to follow.
 2. Goes: It is common to hear 'comes' used instead of 'goes'. However the correct usage is 'goes'. Remember when we mean to visit some one at their place we always say "I would go over next Sunday" never "I would come over".
 3. Storming in: 'rushing in' might be used instead. It denotes the hurry or haste with which Ramesh is coming in. It denotes excitement too.

Dialogue - 2

Ramesh and Renu are preparing to go to John's birthday party in the evening.

Renu : Ramesh! when are we going to buy that gift?¹

Ramesh : Which gift?

Renu : You, silly,² don't you remember it's the 5th April today and John's birthday?

Ramesh : Oh, yes'. I forgot all about it. In fact my best suit is with the dry cleaner.

Renu : Just like you.³ Now, you listen. We have just a couple of hours left. You rush to the dry cleaner and get your suit. I'll walk up to the GIFT SHOP and pick up a gift for John. You better trust me to do that, otherwise we would be late.

Ramesh : O.K. then, where do we meet?

Renu : It won't take me more than half an hour or so. I'll get right back here and we could make it together from here.

Ramesh : Bye then. See you later.⁴

-
1. that gift: indicates that they had talked about a gift to John on his birthday earlier.
 2. You, silly: not very polite, but between brother and sister and friends of the same age group a very common usage.
 3. Just like you: Another phrase on an occasion like this would be "I do not put it beyond you" - meaning you are forgetful by nature and that your forgetting that it's John's birthday does not really shock me. "It's nothing strange" could be used also.

4. See you later: Generally used when you intend or hope to see a person later on, the same day. It is quite common to hear people referring to the next week, next month or months later; in the same manner too. 'See you later' - has almost become a necessary part in bidding good-bye to a friend. In case of a permanent parting it's usual to hear 'see you sometime later'.

Dialogue - 3

Visiting an old aunt at her countryside home with a gift.

Ramesh : Hello, Auntie, it's good to see you looking hale and hearty.¹

Aunt : Hello, son. Good of you to have come.
How's mother?

Ramesh : She's fine and here's what she's sent for you.

Aunt : Beautiful². Isn't it? Just look at that....
I've been searching the whole town for a shawl of this shade³. They had all other greens except this. And this is hand-made too. Did your mother knit it herself?
I remember she used to be quite good at that when we were at school together.
Of course, she is about six years younger to me but we went to the same school - different classes though.

Ramesh : Yes, auntie, she's been spending all her spare time knitting it. She'd be happy to know that you appreciate it so much. In fact she was wondering whether you'd like this green at all.

Aunt : You can tell her that (I could not have made a better choice) and add a big Thank you too.

1. hale and hearty: A common phrase which means in good health and cheer.

2. Bi-ju:tiful: in appreciation of the shawl to be spoken as transcribed phonetically. Appreciation where situation demands it is a very essential part of polite speech.

3. 'Shade' here implies degree or depth of a colour.
4. 'Couldn't have made a better choice' :-
Her choice was the best. I couldn't have improved upon it. A very useful phrase to signify appreciation.

Dialogue - 4

- Meenu : Hi. Renu, what have you been doing with yourself all these days¹? It's ages since I saw you.²
- Renu : I had been wondering what had happened to you. Mommy hadn't been keeping too well and the servants-rather irregular that I had to stay home³ to look after her and generally the household.
- Meenu : Sorry to hear that. Hope mother is better now.
- Renu : Well....she is better, but I'd rather stay around for another week till she is absolutely well. The doctor has advised her bed rest. You know the sort she is. Won't rest at all. She shouldn't go in for a relapse.
- Meenu : You are quite right. Mothers do not know how to take care of themselves. They are efficient when it comes to taking care of others, including cats and dogs.
- Renu : I'll leave you then. Give mother my love and good wishes. Hope she'll be back in form⁴ soon.
- Meenu : Thanks for calling.⁵
- Renu : That's alright. I'll drop in⁶ when I find some time. Bye.
- Meenu : Bye.

'I'd' is the short form of 'I would'
 'It's' is the short form of 'It is'
 'Hadr't' is the short form of 'had not'
 'Shouldn't' is the short form of 'should not'
 'Won't' is the short form of 'will not'
 'I'll' is the short form of 'I will'
 'She'll' is the short form of 'she will'
 'That's' is the short form of 'that is'

These short forms can be very useful in informal conversations.

1. What have you been doing with yourself all these days - An oft-heard sentence between equals when they meet after an exceptionally long interval.
2. 'It's ages since I saw you: could be considered synonymous with the earlier sentence.
3. Stay home - stay at home
4. back in form - reach normalcy
5. for calling - for visiting
6. drop in - visit, come

Dialogue - 5

.....PHONE BELL.....Mohan picks up the receiver..

Mohan : Hello.....321869

Meena : Am I speaking to Mohan?

Mohan : Surely you are. Hi. What's news?

Meena : Could you tell me the portion for tomorrow's test please?

Mohan : Well, just a minute.. let me check up....
(after a few seconds) yes, chapters II-14.

Meena : Many thanks. See you tomorrow.

Mohan : By the way.... did you hear of dad's transfer?

Meena : You are kidding¹. I don't believe it.

Meena : You will have reason to believe soon.

Meena : I'll go over this evening and verify it from your dad straight. Bye now.

Mohan : Bye-bye.

1. Kidding - fooling, teasing

Dialogue - 6

Office Secretary's voice on the phone: Hello, Indian Airlines.....

Mr. Desai : This is Mohan Desai speaking. I'd like to speak to Mr. Patel please.

Sec. : I'm very sorry, Mr. Patel just left the office, a few minutes ago.

Mr. Desai : That's too bad¹. I've been trying to get him² for the last fifteen minutes, but your line has been busy. Will he be back soon?

Sec. : I'm afraid not³. On Saturday afternoons he is off duty.

D : Is there some place else where I may contact him?

Sec. : Not right now any way, because Saturday afternoons he usually takes his family out. Is there any message that you would like me to pass on?

D : I had an appointment with him for tomorrow morning at 9, but I'm afraid⁴ I won't be able to make it.

Sec. : Would you like to make another appointment?

D : Perhaps, after I return a week later. I am leaving town rather unexpectedly this evening and won't be back till Sunday next.

Sec. : I see, I can tell him that you called.⁵ May I have your phone number please?

D : Thank you very much. It's 21346. I take the Brindavan express at 8 this evening. Good-bye.

Sec. : Good-bye.

1. That's too bad: There is nothing really bad in Mr. Patel's having left the office, but the phrase just denotes mild regret.
2. get him: means to get in touch with him, to contact him.
3. I'm afraid not: a polite way of saying 'no'
4. I'm afraid: here Mr. Desai expresses his inability to keep his appointment.
5. Called - phoned

Dialogue - 7At the Airport

Mary : It is time to get on the plane, don't you think John?

John : Not yet, Mary. Don't be so nervous. They'll announce when it's time.

Loud-speaker : All passengers for flight number 32 may now board.

John : There, you didn't believe me. Did you? We can board now.

Mary : You have the tickets safe, don't you?

John : How can I forget something as important as that?

ON BOARD THE PLANE

Stewardess: Attention, please. You must fasten your seat belts and observe the 'No smoking' signs.

Mary : John, did you hear that?

John : Yes, but why don't you fasten your belts?

Mary : After all, frankly speaking this is my first flight, John.

Be on board) go on to a ship or into an airliner. At
Go on board) times you hear the phrase 'on board the train
) too.

Dialogue - 8At the Bank

- Mohan : I want to deposit some money in my Savings Account.
- Teller* : You need to fill up a deposit slip.
- Mohan : I know, I've got it here. (gives it)
- Teller : (receives it) Oh. Mr. Parikh, you forgot to sign at the back.
- Mohan : Sorry, (signs) there. What time do you close by the way?
- Teller : In an hour's time. Saturdays we work only till 11 a.m.
- Mohan : My wife would like to open an account. Will it be alright if she gets here by 10 tomorrow morning?

*Teller is a person who receives and pays out money over a bank counter.

Dialogue - 9At the Bank

- Teller : Is there something I can do for you, Sir?
- Shah : Thanks, a withdrawal-slip please.
- Teller : Here.
- Shah : (fills out the form and gives it) Hope it wouldn't take too long.
- Teller : No, Sir, just five minutes and business will be over. You will have to walk over to Counter No.9 to receive your account book and cash.

Dialogue - 10At the Doctor's Office

- Nurse : Is there a Mr. Chowdhry in the waiting room?
- Chowdhry : Yes, I am Chowdhry.
- Nurse : The doctor can see you now. Would you go in please?
- Doctor : What seems to be the trouble, Mr. Chowdhry?
- Chowdhry : A nagging headache and general weakness.
- Doctor : What is your profession?
- Chowdhry : Secretary to the general manager of Fertilizer, India.
- Doctor : How long have you felt this way?
- Chowdhry : For over a week now.
- Doctor : Head-aches and exhaustion are not to be treated lightly. Before I treat you, let the eye-specialist see you. Would you just walk over to the eye-department please?
- Nurse, please take Mr. Chowdhry to the eye-specialist with this chit. Will you?
- Chowdhry : Thank you doctor.
- Doctor : See you later on.

Dialogue - 11Giving and Receiving Instructions

Sally works for Mr. Boss, a business man as his Secretary. Mr. B calls Sally into his office and gives her some instructions.

Mr. Boss : Good morning, Sally. There are a couple of things I'd like you to do for me this morning.

Sally : Yes, of course.

Boss : First of all I would like you to phone the 'A One' Restaurant and book a table for lunch.

Sally : Alright. But for how many people?

Boss : Oh, just two.

Sally : What time shall I give them? Around One o'clock?

Boss : That's fine. And, when you have done that phone the bank and make an appointment for me with Mr. Wilson-any time after three.

Sally : Very well, Any-thing else?

Boss : Yes, there are some people coming for interviews this morning. Let me have the application file and when they come. Show them in one by one. And I don't want any phone calls while I am interviewing, unless they are very very urgent.

Sally : Very well, Mr. Boss.

Dialogue - 12Formal Introductions

Mohan is an employee in a company. The head of his Department Mr. Patel introduces him to the new Managing Director of the company.

Mr. Patel : Good morning, Mohan. How are you this morning?

Mohan : Very well, Thank you, Mr. Patel.

Mr. Patel : (turning to the Managing Director)
This is Mohan Rao, Mr. Desai.

Mr. Desai : (Offering his hand) How do you do, Rao.

Mohan : How do you do, Sir.

Mr. Patel : Mohan. Mr. Desai is our new Managing Director.

Dialogue - 13Agreeing with people

Mohan and Meena are in the famous Beach Restaurant on the Marina. They order a cup of coffee each. While the waiter gets the coffee ready.....

- Meena : After all this waiting, hope he gives us a decent cup of coffee.
- Mohan : Hope so Meena. Did you notice something? The last time we were here.... that was a year ago.... the place was so crowded.. and look now.... it's practically empty.
- Meena : That's right. In fact we had to be waiting for nearly quarter of an hour before we could trace two empty chairs. Didn't you read in the papers the other day that the present government has managed to abolish the queue system?
- Mohan : Indeed, I vouch for it. Who can afford to stand in a queue these days? Every thing is so expensive. Naturally you give up all ideas of having a casual cup of coffee on the beach.
- Meena : I believe the coffee costs 2.50 a cup here.
- Mohan : Quite right. See, here it is on the menu card.
- Meena : Well, the ideal thing to do is to give up coffee altogether.
- Mohan : It might eventually¹ come to that.

In conversations of this kind.... (informal in nature) broken sentences are liberally used. There is no harm in it as long as there is communication of ideas and the persons involved understand each other. Broken sentences are to be avoided on formal occasions. Very often just an 'ah' or 'oh' or 'mm' can convey volumes.

Yes, I quite agree with you.

Yes, just so certainly

Quite so. I think you are right

Well, yes, you're quite right there.

Why, yes, that's just what I think too

That's just what I've always said (thought)

That's just what I was going to say.

I think so.

That's my opinion too.

There's no doubt about it.

Can all be used as expressions of agreement.

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1. Eventually means subsequently or gradually.