Word and Image - 2

Communicative English Handbook for

II Semester Communicative English Students

Paper 3: Reading Comprehension and Composition

And

Paper 4: Language and Basics of Linguistics

Editor :

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Word and Image 2: Communicative English Handbook for II Semester BA Communicative English under Faculty of Arts is prepared by the Members of the Text Book Committee, Bengaluru Central University (BCU).

FOREWORD

Word and Image 2 Communicative English Hand Book for II Semester BA under Faculty of Arts, Bengaluru Central University (BCU) has been designed to prepare students to read and write English effectively. The students are also introduced to the basic aspects of the study of language. The text has been prepared with a view to gear students to prepare for exams where English is a compulsory component.

I congratulate the Text Book Committee on its efforts in the preparation of the material. I thank the Director of Bengaluru Central University Press and their personnel for bringing out the Text Book neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it.

Prof. S. Japhet

Vice-Chancellor

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PREFACE

The Communicative English Handbook for II Semester Communicative English, ***WORD AND IMAGE II***, introduces undergraduate students to the nuances of basics of writing, reading and components of language. The 'Image' in the title refers to the Communicative English Course as a whole in which writing for the visual media, forms an integral part of the syllabus.

Semester II spans two papers: the third paper orients students to Reading skills and Composing information about a given topic or issue; the fourth paper focuses on the different aspects of language and basics of linguistics. These papers help students inculcate the ability to think critically and write effective and coherent pieces of writing; understand the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.

I would like to thank the Chairperson and her team of teachers who have meticulously put together a meaningful syllabus, and a textbook which spells out specificities that frame the norms of effective speech and writing. I wish to thank the Vice Chancellor and the Registrar of BCU for their consistent support. I also thank the publisher, who helped us bring out the book on time.

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Introduction
and
Note to the Facilitator

Word and Image 2 is prescribed for the students of Communicative English, of the newly formed Bengaluru Central University. Communicative English is a subject in which students are trained in the fundamentals of communication with an emphasis towards writing for the media. The course aims to develop the student's proficiency in English and develop their communication skills.

This book has been designed to enhance students' Reading Skills and Linguistic Ability. The book is divided into two sections, each focusing on the two papers prescribed by Bengaluru Central University. The second semester has two papers: Paper 3: **Reading Comprehension and Composition** and Paper 4: **Language and Basics of Linguistics.**

Paper 3: Reading Comprehension and Composition

Objectives

- To enhance specific reading and writing skills.
- To develop interpretative reading and writing skills.
- To comprehend different styles of writing.
- To improve visual and verbal ability.
- To develop practical communication skills.
- To make inferences and predictions based on comprehension of a text
- To identify author's purpose and tone
- To write effective and coherent paragraphs
- To comprehend the overall and internal organization of a piece of writing
- To use a variety of accurate sentence structures
- To use grammatical structures accurately

Learning Outcomes

- Ability to read and write in varying tones.
- Equip students to be able to attempt the English written component in competitive exams.
- Enable students to be keen listeners and observers of the language.
- To analyze a topic or a current issue from different perspectives.
- Enhance logical thinking and error free writing.
- Summarize/paraphrase information in a text.
- Distinguish fact from opinion;
- Make inferences and predictions based on information in the text;
- Infer meanings of unfamiliar words;

Paper 4: **Language and Basics of Linguistics**

Objectives

- To understand what constitutes language
- To understand how we acquire ones mother tongue and how we learn English.
- To understand the basic concepts in the area of linguistics.
- To impart knowledge about the appropriateness, grammaticality and acceptability of English language
- To assist the students in learning the concepts of register, style and jargon as well as the various varieties of English
- Demonstrate understanding of processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.

Learning Outcomes

- To enhance students language awareness.
- To equip them with tools for observation, description and explanation of language.
- Fundamental understanding of core areas of English linguistics, including its phonology, morphology, syntax, semantics and pragmatics.
- To assist the students in learning the concepts of register, style and jargon as well as the various varieties of English
- Equipped with tools for observation, description and explanation of language.
- Relate to a range of basic concepts in various subfields of linguistics to English and other languages

NOTE: Students are to do a one month <u>On the Job Training</u> at the end of II Semester. Internship can be done in an NGO/ Media House/ any organization where oral and written communication is involved. Report is to be submitted in the III Semester.

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Practicals – 50 Marks (35+15)   .

Practical exam to be conducted for 35 Marks and 15 Marks for Internal Assessment.

<u>**Components**</u>

Reading Comprehension

Listen to audio clips and write a summary (Poem and Lecture)

Integrated and Independent Writing

Module 1

Reading Comprehension

Reading is a part of our daily lives. It is performed for pleasure and information. Reading skills are important since they foster comprehension in reading. Reading Comprehension is the ability to understand a written passage of a text. Reading is not a passive activity; it requires active engagement with the text and understanding. Each Reading Comprehension question is based on a passage that may vary in length from one paragraph to several paragraphs Reading Comprehension questions are designed to test a variety of abilities that are required in order to read and understand different kinds of written material. The abilities include:

- to understand the meaning of individual words and sentences
- to understand the meaning of paragraphs and larger bodies of text
- to distinguish between minor and major points
- to summarize a passage
- to understand the structure of a text in terms of how the parts relate to one another

Skimming and scanning are different strategies of reading.

Skimming

Skimming is reading a text quickly to get a general idea or meaning. It can be contrasted with scanning, which is reading in order to find specific information. Skimming is a specific reading skill which is common, examples: reading newspapers, messages and e-mails. It is important that learners understand that there is no need to read every word when skimming.

Skimming is not reading faster; it's reading more efficiently. Skimming involves reading key portions of a passage to know the gist.

Scanning

Scanning is reading a text quickly in order to find specific information, e.g. figures or names. It can be contrasted with skimming, which is reading quickly, to get a general idea or meaning. Scanning is commonly used in everyday life, for example when looking up a word in dictionary or finding your friend's name in a contacts directory of your phone etc.

Tone, Topic sentence, Supporting sentence and Concluding sentence:

Tone

Any written composition has a tone. It can be defined as the attitude of a writer towards a subject. Tone is generally conveyed through the choice of words or the view point of a writer on a particular subject.

Every written piece consists of a central theme or subject matter. The manner in which the writer approaches this theme and subject is the tone. The tone can be formal, informal, serious, comic, sarcastic, sad, cheerful etc.

Topic sentence

The topic sentence is usually the first sentence of a paragraph. It consists of a main idea which is developed in the rest of the paragraph. The topic sentence should be a complete sentence, a statement of intent, opinion or a mix of both. It should be neither too broad nor too narrow.

Supporting sentences

Supporting sentences come after the topic sentence and they support the main idea of the paragraph/passage. These sentences follow the topic sentence in a paragraph. They usually give details in order to develop and support the main idea. These sentences should be arranged in a logical order.

Concluding sentence

The conclusion signals the end of the passage; this sentence summarizes the main point and relates it to the topic sentence. It gives a final comment on the topic and leaves the reader with the most important ideas to think about. It can also be used to make a suggestion or a prediction.

Comprehension Passages

1. Read the following passage and answer the questions.

A device that calculates or manipulates data in some way is a computer. Thus, adding machines, pocket calculators and abacuses are examples of computers. Today, however, the term computer generally refers to an electronic device that can manipulate data at high speed, with great accuracy and through complex series of steps without human direction. The heart of such a computer consists of electronic components such as transistors and integrated circuits.

Wired to huge variety of other devices, computers process numbers, words, electrical pulses and many other forms of information in specific ways that are especially useful to particular people and organisations.

Computers can perform millions of complicated mathematical calculations in seconds. They can also be used to produce printed text at blinding speeds, draw complex pictures and control manufacturing processes. In some instances a computer can do in minutes what might take a person lifetime.

The awesome power of computers along with their widespread use has triggered socio and economic changes of great magnitude. Computers in myriad roles in manufacturing have improved the quality and increased the quantity and variety of products. In the process computers have replaced some workers but have created new jobs for others. Many, perhaps most people believe that the overall impact of computers has been good. They point to some of the positive aspects of computer use. In medicine, computers have revolutionised many aspects of diagnosis and treatment. In business they have relieved workers of boring, repetitive tasks and then have performed those jobs better and faster. In the home they are also useful, for example, tiny computers in wrist watches, automobiles, television sets, microwave ovens and other products have made them more efficient and reliable.

Other people, however, think that the computer is largely a negative factor. They resent the "depersonalised" numbers assigned to human beings so that computers can easily perform such tasks as billing and recording licences. These people also point to computer errors which, though infrequent, are sometimes difficult to correct. They also wonder, amid conflicting studies, whether the use of the small computers called calculators is not creating a generation of mathematics illiterates. A more serious charge is that without computers nuclear weapons and modern warfare would be impossible. Then, too, there is concern about the opportunity for invasion of individual privacy because of the huge amount of data about people stored in and accessible from computers.

I. **Tick the most appropriate answer.**

1. Although any device that calculates and manipulates data can be called a computer, today a 'computer' means

a) a high speed manipulator of data

b) an electronic data processor

c) a highly accurate calculator

(d) (a), (b) and (c)

2. A computer can process data "in specific ways that are useful to particular people and organizations". This means that computers can be

a) assembled

b) chosen

c) customized

d) copyrighted

3. The power of computers has

a) accelerated

b) changed

c) hampered

d) slowed

-social and economic progress.

4. It has been shown that without the pocket calculators

a) more people would be good at Maths.

b) very few students could pass maths examinations.

c) students can learn maths quickly

d) none of the above.

5. Some people criticize computers because they

a) often make errors that are difficult to correct.

b) have made nuclear wars a reality

c) have deprived people of their jobs

d) have changed the way a doctor or hospital works

II. Give short answers

1. Write a simple definition of a computer.

_____

_____

2. In what fields have computers brought about a change? How?

_____

_____

3. why do people object to computers? Cite three reasons that you think are important.

_____

_____

4. Give an example of a way in which a person's privacy can be 'invaded' by computers.

_____

_____

5. As a student, how would you make use of the computer?

_____

_____

2. **Read through this newspaper article and answer the questions.**

Chief Minister Mufti Mohammad Sayeed's home town is famous for one particular item over which India's mastery is rather uncertain these days-the cricket bat. If the Indian batsmen are beleaguered in South Africa these days, units making bats in this south Kashmir town also face a grim future. For even as supply orders are pouring in from Meerut and Jalandhar-based sports goods manufacturers, delivery dates are iffy because many units have been earmarked for demolition as part of Mufti's jihad against encroachments.

"My hands are full of orders. My unit's turnover could cross the Rs 40 lakh mark," says Salroo Sports group's Nazir Ahmad. "But I'm now busy looking around for an alternative workplace as the aauthorities have marked part of my unit as illegal." This comes at a time when the multi crore complex for sports goods built by Sheikh Abdullah in 1982 is still occupied by troops who were billeted there in 1991.

Last week, Ghulam Hassan Salroo, president, Kashmir Sports Manufacturers Association led a delegation to the DC, Anantnag to request that the complex be vacated. Spread over around 7 hectares, this facility for manufacturing bats had a seasoning plant for fresh willow clefts and could accommodate 32 units. But in 1982 only a few moved in, so the troops occupied the near-empty complex in 1991.

Later, Dr Farooq Abdullah decided to build another such complex in neighboring Halmul the oldest manufacturing place for bats-as well as make the main complex functional, but he lost office before that could be done. Now the DC Anantnag has promised that the troops will vacate the complex.

"We must have some place to work. After a long wait we have got something to do. We are panicky," said Gulam Mohammed of Sangam Sports. Against the orders for just 19,000 bats last year, this time he's booked 1, 00,000.

Of the 129 bat-making units registered with the Industries Department, almost two-thirds are doing well, this year thanks to the World Cup hype. A similar trend has been seen in Jammu too. Conservative estimates put the yearly turnover at around Rs 25 crore excluding the earnings from supplying raw material to Jalandhar and Meerut.

1. In which two towns are cricket bats manufactured?

a)   b)

2. From which two places have the biggest orders come?

a)   b)

3. How many registered cricket bat manufacturing units are there in all?

_____

4. Why can't the sports goods complex be used?

_____

5. How many sports goods manufacturers have been mentioned in the article? Name them and the companies they head.

_____

6. 'iffy' in sentence 4 means

a) quick

b) uncertain

c) slow

d) impossible

7. According to Masood Hussain, who else shares a grim future with the units making bats

in south Kashmir?

8. What does 'Kashmir willow weeps' mean?

a) a trade opportunity has been sadly lost

b) there is a recession in the sports goods industry

c) the willows in Kashmir are sad

d) the Indian cricket team is doing badly.

3. **Read the following passage and answer the questions.**

ONE-DAY CRICKET may not be as old as the game of cricket is, yet the instant version of the game is more than half a century old. There is recorded evidence of limited-over matches being played in the 1940s. But it started full-fledged in 1950 - where else – in England.

Some superannuated Englishmen rubbed shoulders with national and county cricketers of the country every Sunday in limited overs games. It caught the imagination of the public instantly. The tournament was a big draw. And sponsors came rushing. Soon the matches got televised too.

The popularity of these matches was pretty obvious. The county matches, of three-day duration, were not only long but also excruciatingly dull and dreary. The results, most often, were either one-sided or dull draws.

In total contrast, the one-day matches promised action, thrills, frills, runs, wickets and, above all, an exciting result. Those were the days when fast food was the flavor of England. Instant cricket became another flavor. The growing popularity of these games disturbed the connoisseurs. They treat it as a necessary evil. Some conservative cricket bosses called it 'snicket' and 'slogget' but not cricket. Tony Greig, the former England skipper, once wrote: "The purists were horrified but they were only a tiny minority"

But the purists had no choice as these 'snicket' and 'slogget' games gained in popularity. The first official one-day tournament was started in England in 1963. Soon more changes in English cricket followed. Each county was allowed to recruit three overseas players. The one-day tournaments Gillette Cup (with 60 overs-a-side) and Benson and Hedges Trophy (55 overs-a side) - started in 1972 and became big crowd pullers.

The first official one-day international was played on Jan 5, 1971 between England and Australia in Melbourne. It was watched by a packed house at the Melbourne Cricket Ground. But the first one-day international (ODI) happened by chance rather than by design. The match was played on the 5th day of an Ashes Test after the first four days were washed out. The success of that match led to a three-match one-day series during Australia's return tour of England in 1972. The series was a roaring success.

I. Say whether the following statements are true (T) or false (F). If false, give the correct answer.

1. The first ever limited overs match was played in 1950 in England.

2. The limited overs tournaments became popular because it appealed to the public.

3. England and Australia planned a one-day match in 1971.

4. The first ODI was a part of the Ashes series.

5. Purists thought that one day cricket was a game for minorities

II. Answer briefly

1. Who took part in the first informal one-day cricket games?

_____

2. What three things were there in one-day cricket that was missing in 3-day matches?

_____

3. Why do you think purists did not approve of one-day matches?

_____

4. Were the words 'snicket' and 'slogget' used approvingly? Why?

_____

5. Does any sentence in the passage suggest that the game of cricket started in England? Quote.

_____

4. **Read through the paragraph and answer the questions.**

In the Babarnama, the Emperor describes a party on a raft on a river in 1519. The raft struck a submerged tree trunk and tipped the revellers into the river.... 'a China cup and a spoon and a tambour went into the water. Interestingly, the Babarnama also mentions where the Mughals bought their Chinese blue and white: 'In Kabul can be had the products of Khorasan, Rum, Iraq and China. The Tuzuk-i-Jahangiri repeats the fact. Perhaps direct trade with China was less easy

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through arduous mountain routes. There are many such references. The Akbarnama lists Chinese blue as one of the colours for textile dyes.

Paintings of the Mughal School (the Babarnamah commissioned around 1590 in the reign of Akbar) show that "Babar and his friends are regularly served kebabs and pilaus from dishes and plates that are sometimes gold, sometimes green, and sometimes blue and white. Some of the latter were also displayed in the alcoves and niches of the walls which were called chinadan. In the well-known Mughal miniature 'Emperor Jahangir weighs Prince Khurram' (1610-1615), for example, the niches are full of pottery. There are cups, flat 'brush washer' bowls, stem cups, vases, and two pairs of Chinese figurines on either side of bleu de chine jars. These seem to have been certainly imported rather than turned out in the local ateliers. The courts of the Great Mughals reveal the continuing popularity of blue and white porcelain in India and also point to possible influences on indigenous manufacture. But where did the art of blue and white originate in India?

1. This extract has most probably been taken from

a) an encyclopaedia

b) a magazine

c) a tourist guidebook

2. A good title for this extract would be

a) Mughal paintings

b) Babarnamah

c) Chinese pottery

3. How many sources are mentioned in the passage?

a) two

b) one

c) three

5. Read the following passage and answer the questions.

If the pillar of balance was one which the Mughals did not recognize and did their best to overturn, that of personality is one for which they must be given full credit. Akbar's long reign of forty-nine years and his overpowering personality might be thought likely to crush out all initiative from his sons. Nevertheless, his successor Jahangir (1605-1627), though drunken and cruel, proved to have the ability to hold his own and extend the empire, and to possess a personality in his own right. He was saved from a war of succession by the pre-decease of his brother and had only to deal with a short-lived revolt of his eldest son Khusrau. Along with his vices of drink temper, and cruelty he proved to have a keen artistic sense so that he became a kind of life-president of Indian artists, an attractive love of nature, and a sense of humour. His attachment to the empress Nur Jahan is well known and commemorated by a special issue of gold mohurs. He wrote his own memoirs and he and his court are vividly portrayed by the English ambassador Sir Thomas Roe who spent nearly four years (1615-1619) in following the Mughal court from camp to camp in search of commercial privileges.

Shah Jahan was a man of greater mark, though in my view less attractive than Jahangir, in spite of his obvious faults. Shah Jahan was a man of great executive ability, to which he added a love for the magnificent and a refined artistic sense, especially for architecture. He was in a special sense the architectural director of his day and there seems to be little doubt that the great buildings of his reign, the Taj Mahal, the Delhi Fort, and Jama Masjid, and the reconstruction of the Agra Fort, would not have been what they saree without his personal inspiration and direction. To these great gifts he added a capacity for affection revealed in his marriage with Mumtaz Mahal. Here the catalogue often ends, but there is another side. His romantic love did not hesitate to expose Mumtaz to the rigours of travel in all states of health so that she died at the age of 39 after giving birth to her fourteenth child. In his youth he was not only ambitious but cruel and vindictive to an unnecessary degree. A more controlled man than his father he was also more ruthless. At his succession he executed all the male Mughal collaterals, the descendants of his brothers and uncles, although at that time they had little political significance. In his later years he became sensual and self-indulgent to an extent remarked upon even in that far from critical age. The sorrows of his later days were to a large extent a direct reflection of the acts of his early ones. The pathetic prisoner of the Agra Fort gazing romantically across the Jumna to the Taj was in fact an old man who had gained power by ruthlessness and lost it through self-indulgence. As a ruler he governed India firmly for thirty years and left behind him a legend of magnificence, rough justice and prosperity.

1. How many Mughal Emperors are mentioned in this piece!

2. What one feature of the great Mughals does the author talk about?

3. Who has written extensively about the Mughal courts?

4. Why was he in India?

2. Circle the correct answer.

1. pillar of balance could refer to

a) political balance

b) Mughal architecture

c) conquest of India

2. He was saved from the war of succession by the predecease of his brother implies that

a) only one brother was allowed to live

b) there was always a quarrel about who would be emperor

c) they fought many wars after they became emperors

3. The writer feels that Shah Jahan was less attractive than Jahangir because he

a) made Mumtaz Mahal travel with him

b) dealt out rough justice

c) was needlessly cruel

4. 'self-indulgence in the passage means

a) fond of one's pleasures

b) thinking only of oneself

c) extravagant

5. overpowering personality means

a) dictatorial nature

b) extremely strong character

c) intensely emotional

6. Read the following passage and answer the questions.

Joti, a gardener's son, was once invited to attend the marriage ceremony of a Brahmin friend. As he loved his friend dearly, he attended the function. The bridegroom was being led in a procession to the bride's house. The procession consisted of men, women and children mostly Brahmin. Joti was also walking along with the procession.

One orthodox Brahmin recognized him and was annoyed at the sight of a low caste boy walking with the Brahmins in the marriage procession. Unable to contain himself, he shouted, "How dare you walk along with us? You are not our equal. Get behind! Otherwise, go away." Joti felt insulted. He left the procession and returned home.

He narrated the whole incident to his father with anger in his eyes. However, his father advised him to observe old customs. That night Joti could not sleep. What could he do for the equality of human beings? Caste system was deep-rooted. As the lower caste people were not educated, they had accepted this mental slavery for ages. Joti therefore resolved to revolt against this mental slavery and educate the lower caste people. He became the first Indian to start a school for the untouchables as well as a girls' school in Maharashtra. We recognize him today as Mahatma Phule.

1. According to the passage, what has made low caste people accept mental slavery?

a) Poverty

b) Old customs

c) Apathy of change

d) Lack of education

e) Supremacy of the Brahmins

2. What kind of a man was Joti's father?

a) A man of revolutionary ideas

b) One who advised him to start a school for the untouchables

c) A man who did not want Joti to break old traditions

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d) A man not in favour of Joti attending the marriage ceremony

e) One who was also present in the marriage procession

3. What did Joti do after his insult?

a) Left the procession and went to his friend

b) Tried to take a revenge on his friend

c) Decided not to join any such marriage processions in future

d) Involved himself actively in the freedom movement

e) Engaged himself in social service

4. Why did Joti attend the marriage?

a) On the advice of his father

b) He was invited by the father of the bride

c) The bridegroom was a good friend of Joti

d) Not mentioned in the passage

e) None of these

5. Why could Joti not sleep that night?

a) He had to attend the marriage of his friend

b) He wanted to do something for the lower caste people

c) The Brahmin insulted his friend

d) His father was sick

e) He was not getting any help for his school

6. Why was the Brahmin annoyed with Joti?

a) He left the marriage procession abruptly

b) He insulted his friend

c) He did not invite the Brahmin for the marriage procession

d) He was an uninvited guest

e) He was walking along with other Brahmins in the marriage procession

7. According to the passage, why did Joti quit the marriage procession?

a) He was asked accordingly by his friend

b) He could not tolerate his insult

c) He had to see his ailing father

d) His father warned him against attending that marriage

e) He had no faith in such customary rituals

8. What does the author highlight in this passage?

a) Joti's contribution to the upliftment of the people of lower classes

b) Poverty of lower class people in India

c) Need for separate schools for girls

c) Merits of caste system in India

e) Need for unity among different sections of people in India

7. **Read the following passage and answer the following questions on the basis of information provided in the passage.**

Our body is a wondrous mechanism and when subjected to unusual stress over a period of time, it adapts itself to deal more effectively with that stress. Therefore, when you exert your muscles against resistance, they are forced to adapt and deal with this extraordinary work load. This is the principle of weight training. Strands of muscle fibres become thicker and stronger in response to the demands placed on them.

One of the great merits of weight training is the strength of your heart. During weight training, your heart is forced to beat faster and stronger in order to pump sufficient blood to the muscles being worked. In time, your heart, like your body will adapt to this extra-workload by becoming

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stronger and more efficient. Since your body needs a given amount of blood to perform its daily tasks your heart will now need fewer beats to pump the same quantity of blood. Sounds good? There's more. Your entire circulatory system is given a thorough workout every time you exercise which increases its overall efficiency. Even the neural paths from your brain's command centres to each individual muscle become more effective, enabling easier recruitment of muscle fibres for carrying out physical tasks. In essence, your body becomes a well-oiled and finely-tuned piece of machinery, whirring along without any break down. In today's stress filled world, you need all help you can get.

1. What is the principal training of weight lifting?

a) Adapting the body to muscle force

b) Adapting muscles to force implied on them

c) Disposing extra workload

d) Mechanized response to external conditions

2. What affects the nature of muscle fibres?

a) Intensity of workload

b) Alimentary system

c) Nutrition

d) Stress imposed on them

3. How does the heart become stronger owing to physical exercise?

a) Thorough acclimatisation

b) Naturalisation

c) Adapting to excessive workload

d) By accelerating the circulation of blood

4. How much blood does the heart pump at the same number of heartbeats, when exposed to excessive stress?

a) Same quantity

b) Less than before

c) More than normal

d) None of these

5. What happens to your body due to physical exercise?

a) More efficient

b) Less efficient

c) Efficiency of the body remains the same

d) None of these

6. What does the term 'well-oiled' in the passage denote?

a) Healthy

b) Efficient

c) Massaged

d) None of these

7. Which one of the following is the most appropriate title for the passage?

a) Health is wealth

b) Exercise-its benefits

c) The mechanics of weight training

d) How to retain your health

8. In the present world, the importance of physical exercise has

a) Increased

b) Decreased

c) Remained at the same level

d) None of these

9. What, according to the passage, is the of the heart?

a) Oxygenation of blood

b) Pumping the blood to the muscles

c) Pumping the blood to capillaries

d) Accelerating the circulation of blood

10. What does the above passage suggest?

a) We should carry out physical exercise as a routine

b) Physical exercise is necessary occasionally

c) We should ignore physical exercise

d) We should subject our body to as much exercise as it can withstand.

8. Read the following passage and answer the questions.

Work expands so as to fill the time available for its completion. The general recognition of this fact is shown in the proverbial phrase. It is the busiest man who has time to spare. Thus, an elderly lady at leisure can spend the entire day writing a postcard to her niece. An hour will be spent in finding the postcard, another hunting for spectacles, half an hour to search for the address, an hour and a quarter in composition and twenty minutes in deciding whether or not to take an umbrella when going to the pillar box in the street. The total effort that would occupy a busy man for three minutes, all told, may in this fashion leave another person completely exhausted after a day of doubt, anxiety and toil.

1. What happens when the time to be spent on some work increases?

a) The work is done smoothly

b) The work is done leisurely

c) The work consumes all the time

d) The work needs additional time

2. Explain the sentence: Work expands so as to fill the time available for its completion

a) The more work there is to be done, the more the time needed

b) Whatever time is available for a given amount of work, all of it will be used.

c) If you have more time, you can do more work

d) If you have some important work to do, you should always have some additional time.

3. Who is the person likely to take more time to do work:

a) A busy man

b) A man of leisure

c) An elderly person

d) An exhausted person

4. What is the total time spent by the elderly lady in writing a postcard?

a) Three minutes

b) Four hours and five minutes

c) Half an hour

d) A full day

5. What does the expression "pillar box' stand for?

a) A box attached to the pillar

b) A box in the pillar

c) Box office

d) A Pillar-type post box

9. Read the following passage and answer the questions.

The first thing the children wanted to do at the zoo was to ride the elephant. They were frightened as they climbed the ladder to take their seats on the swaying back of the huge beast. Elephants seem awkward creatures as they move along heavily, their legs covered with loose folds of tough skin and their trunk swinging from side to side in search of food or drink. An elephant has great strength in its trunk, and can drag heavy loads with ropes, but it can also use its trunk to pick up small articles such as coins or nuts from the ground.

After their ride on the elephant, the children went to see the lions and tigers. Crowds of people stood watching, protected from the cruel beasts by the strong metal bars of the cages. From there, they went to see the monkeys. Those merry creatures were jumping about the rocks, swinging on the wires of their cages, or begging for nuts from the passers-by. If anyone annoyed them, they

would scold him angrily and beat their chests with their hands. In the end, they saw some curious creatures like the giraffe with its long neck and the camel with its short beard.

1. Which of the following is the reaction of monkeys when they get irritated?

a) They jump about the rock

b) They swing on the wire of the cage

c) They beat their chest

d) They beg from visitors

e) They keep quiet

2. The cages of lions are made of strong metals bars in order to

a) Protect visitors from the lions

b) Protect lions from other animals

c) Ensure the durability of the cages

d) Enable the visitors to see the lions

e) Enable lions to get fresh air

3. Which of the following is the chief function of the trunk of the elephants?

a) Picking up small articles like coins from the ground

b) Swaying from side to side

c) Dragging heavy loads

d) Eating food and drinking water

e) Creating fear among other animals

4. The children were afraid of riding on the elephant as

a) The elephant looked awkward

b) The back of the elephant was swaying

c) The trunk of the elephant was swinging

d) The elephant was dragging heavy loads

e) Its legs were covered with loose folds

5. Which of the following is a ferocious animal?

a) Giraffe

b) Elephant

c) Monkey

d) Camel

e) None of these

6. Which of the following does not make elephant awkward in appearance

a) Its long trunk

b) Its swinging trunk

c) Its heavy movement

(d) Loose folds on its legs

(e) None of these

10.Read the following passage and answer the questions.

To those who do listen the desert speaks of things with an emphasis quite different from that of the shore, the mountain, the valley or the plains. Whereas these invite action and suggest limitless opportunity and exhaustless resources, the implications and the mood of the desert are something different. For one thing, the desert is conservative, not radical. It is more likely to provide awe than to invite conquest. The heroism which it encourages is the heroism of the endurance, not that of conquest. It brings man up against this limitation, turns him in upon himself and suggests values which more indulgent regions suppress. Sometimes it induces contemplation in men who have never contemplated before. And of all the answers to the question-what is a desert good for - contemplation is perhaps the best.

1. In order to receive the desert's message, the beholder needs to be

a) Courageous in his reaction

b) Conservative in his responses

c) A good listener

d) Sensitive to nature

2. The desert is unique among landscapes in that it encourages only

a) Contemplation

b) Indolence

c) Heroic endeavor

d) Adventurous spirit

3. If one responds with insight to the mood of the desert, it evokes

a) An inclination for deep thought

b) The possibility of unending resources

c) The desire for heroic conquest

d) A sense of intense revulsion

4. The writer calls the desert 'conservative rather than 'radical' because it provides an environment that

a) Inspires man to explore it

b) Offers unlimited opportunity to conquer

c) Tests one's endurance

d) Makes one gloomy

5. What does the phrase brings man up against his limitation, mean?

a) It makes man feel hopeless about his Limitations

b) It makes man aware of his limitations

c) It compels man to fight against his limitations

d) It persuades man to overcome his limitations

11. Read the following passage and answer the questions.

The best way of understanding our own civilization is to take an ordinary sort of day in the life of an ordinary sort of man, myself for instance, and to see what he does. My home is in London. I get up in the morning when an alarm clock rings on the table by my bed. It is quite a complicated machine and works perfectly. I get into a hot bath, the water for which has been heated by gas. The gas is supplied by the Gas Board for the area in which I live; it is part of a national system. The water is supplied by the City Water Board. After bathing, I shave-the water for my shave comes from a kettle which has been heated by electricity. As far as I am concerned, what happens is very simple: I put a plug in the wall and put on the switch and the electricity does the rest. I use a safety razor, the blade of which, made of very finely tempered steel, has been cut, together with millions of other blades, by machines. The clothes which I put on have also been spun and woven largely by steam or electrically driven machines.

1.The 'I' in this passage represents:

a) A common man   b) A rich person

c) An automation   d) A robot

2. The ideal way of understanding a civilization is

a) To read its literature

b) To see how the people shave, bathe and dress

c) To assess its technological progress

d) To study the daily routine of an ordinary person

3. The 'complicated machine in the passage refers to

a) An electric kettle   b) A safety razor

c) An alarm clock   d) Gas

4. The gas being supplied by a national system' means that

a) It is supplied by a nationalist government

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b) It is supplied only nationally and not internationally

c) It is supplied all over the country by a central agency

d) It is supplied to only those who believe in a national system

5. The kind of life experienced by the writer is representative of

a) An advanced urban society

b) A rural society

c) A semi-urbanized society

d) A socialist society

12. Read the following passage and answer the questions.

Mikhail Gorbechev's ouster, though dramatic in every respect, is on no account a surprise. Both his foes and his closest friends had been warning him of it with a heightening sense of urgency for the past several months. Its consequences, however, are wholly unpredictable. The Soviet Union could well witness protracted violence on a mass scale should the reformists and the republics, those which have sought varying degrees of sovereignty for themselves, choose to defy the central authority. It is possible that the country after an initial period of uncertainty, and perhaps even violence, could revert to the pre-Perestroika system. Equally uncertain is the course of East-West relations. These are bound to deteriorate though the extent of deterioration must remain a matter of conjecture. Hailed abroad as a leader who had dared to free Soviet citizens from fear, who had enabled the countries of Eastern Europe to become democracies ever as they gained their full sovereign status, who had paved the way for the reunification of Germany and who had exposed the moribund and totalitarian character of communism, he appeared, at home, to come under fire from all sides.

1. Under Gorbachev's term, the Soviet people were

a) Afraid to speak

b) Indisciplined and lazy

c) Committed to communism

d) Not afraid to criticize.

2. The relations between the Soviet Union and Western countries

a) Are likely to remain unaffected

b) May improve considerably

c) Will definitely get worse

d) Will fluctuate

3. The post-Gorbachev era may witness

a) A more open economy

b) Reversal of Perestroika

c) Greater role for reformers

d) Sovereignty for republics

4. As a result of his policies, the countries of Eastern Europe became

a) Democratic and truly independent

b) Authoritarian and inhuman

c) United and totalitarian

d) Democratic but with a monarchy

5. The removal of Mikhail Gorbachev from power is

a) Vivid and shocking

b) Dramatic but expected

c) Thrilling and extraordinary

d) Strange and cruel

MODULE II

Formal Letters

Letter is a written conversation between people. It is an important means of communication both in personal life and workplace. It builds interpersonal relationships, conveys information and facilitates business and official transactions. A letter also gives the writer an opportunity to express ideas, thoughts and emotions. Letters can be broadly classified into two types:

Informal Letter

Informal letter is personal. It does not follow a set pattern or rules. The tone is friendly and informal. It is written to family, friends and acquaintances.

Formal Letter

The formal letter follows a prescribed structure and pattern. It is formal in tone and has a specific purpose (mainly business, professional and official purposes). It is generally addressed to institutions, organizations, employees, clients, officials and authorities. Formal letters include recommendation letters, enquiry, job applications, cover letters and letters of complaint.

Formal letter is one of the most widely used modes of communication across the globe. A well written letter can play a vital role in generating a favourable response, clinching a business deal, impressing a potential client or customer, resolving disputes, enhancing the reputation of an organization, and opening the doors of opportunities for professionals.

Formal letter writing is a crucial communication skill. Letter represents the individual or a firm. A poorly written letter makes you look unprofessional and incompetent. Therefore one should be aware of the intricacies of composing an effective formal letter.

Some guidelines/tips for writing a good formal letter

•   A formal letter should be well organized

•   It should be precise, brief, focused and meaningful

•   Begin with a formal greeting

•   State the purpose clearly

•   Present the message logically

•   Provide all the necessary information

•   Do not include anything irrelevant

•   Be clear, do not leave room for ambiguity

•   Keep the language simple

•   Be polite, even if it is a complaint letter

•   Avoid spelling and grammatical errors

•   Avoid contractions (e.g. I'm, it's, we can't)

Parts of a formal letter

1.   Letterhead/Sender's address

This is the first component of a letter.Letterhead is the printed heading that includes the name and address of the company or organization, along with contact numbers and e-mail address.

Note: The letterhead is printed in the centre of the page. If the sender is an individual, the name and address are typed/written on the left-hand side of the page.

2.   Date

The date can be written in one of the following way:

Eg. 06 November, 2019

3.   Inside address/ Recipient's address:

This includes the name and address of the addressee of the letter. If the name of the recipient is unknown, his/her designation is mentioned. (e.g. The Manager, The Principal etc.,)

4.   Salutation/ Greeting

The salutation is the formal greeting meant for the addressee. It is equivalent to the conversational hello.

e.g. Dear Sir/Madam

Note: If the addressee is someone familiar, his/her name could be used

e.g. Dear Mr. Kumar, Dear Ms. Gupta etc.,

5.   Subject

A brief line that would state the subject or purpose of the letter

6.   Body of the letter

It explains the objective of the letter with relevant details.

7.   Closing/sign off/ complimentary close

The closing should correspond with the salutation and subject matter of the letter

e.g. Yours Sincerely, Yours truly, Regards, With Regards etc.,

8.   Signature

This refers to the signature of the sender. The name and designation of the sender are typed below the signature.

Format of a formal letter

Corporation Bank

N.T. Road Branch

14-3, Nrupathunga Road,

Rashtrothaana Parishat Building,

Bengaluru – 560002

Date: 06th November, 2019

The Manager

Raghav Electronics

05th Main, 17th Cross,

J.P. Nagar, Bengaluru – 560078

Dear Sir

Sub:

Body of the letter

Yours Sincerely

Signature
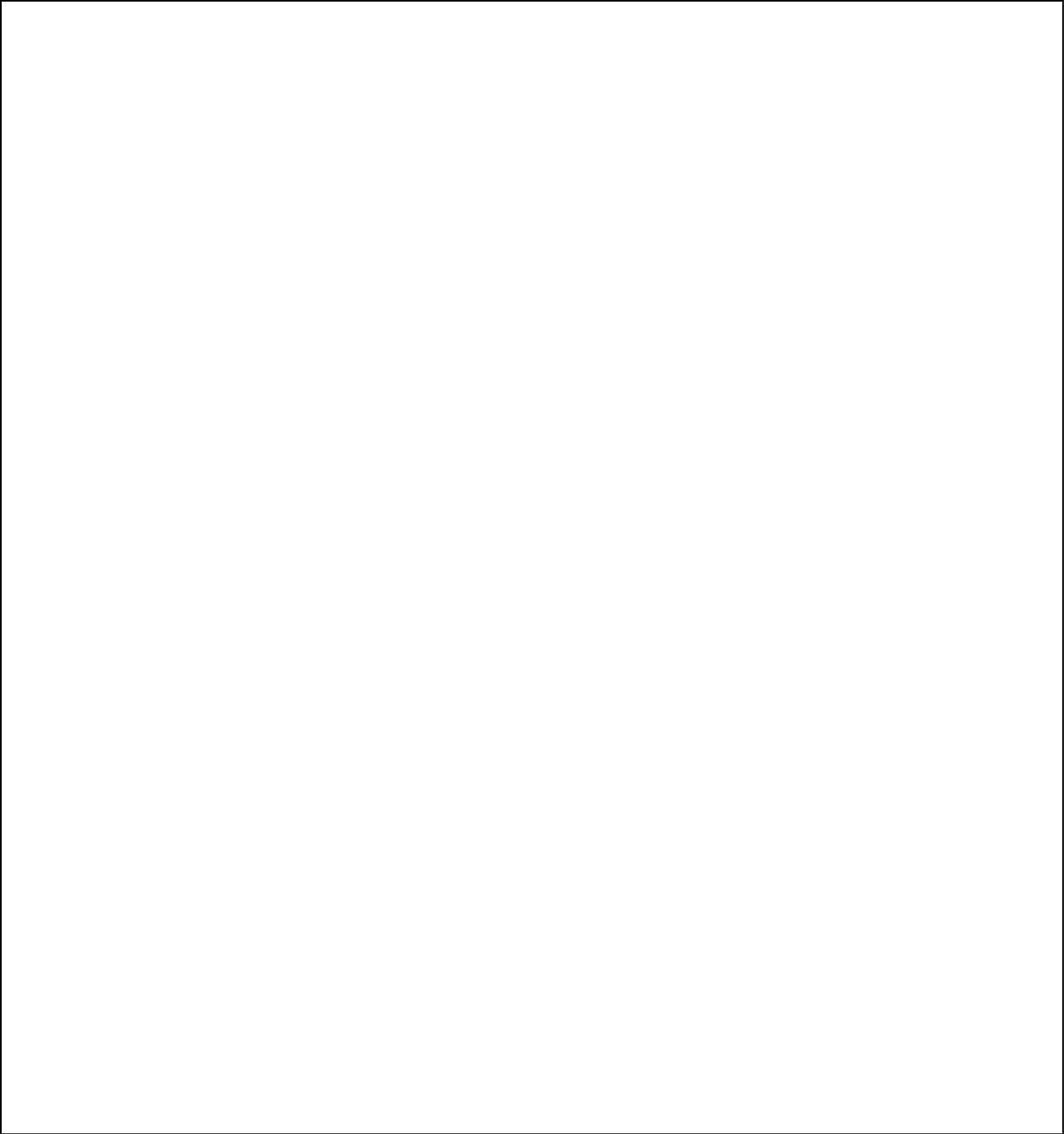
Here are a few examples of formal letters

Sample 01: Request to bank for opening a savings bank (SB) account

Tejaswini K.

15, 14th Cross, R.T. Nagar,

Bengaluru – 5600038

06th November, 2019

The Manager

Corporation Bank, N.T. Road Branch

Bengaluru

Dear Sir

Sub: Requisition for opening a savings bank account

I wish to open a savings bank account in your bank. Also, find enclosed the filled in application form, necessary documents and a cheque of Rs. 5,000/ as my initial deposit.

Kindly open a savings bank account in my name.

Yours Sincerely

Signature

Sample 02: Enquiry about advertised goods

Royal Electronics

Orchid Plaza, Opp. Jain Temple,

M. G. Road, Bengaluru – 560001

17th October, 2019

Maruti Stationary Suppliers

Halasuru

Bengaluru - 560042

Dear Sir

Sub: Details of A4 size file folders

This is in response to your advertisement of A4 size file folders in The Times of India. We are interested in buying folders in bulk.

We request you to send us the details of the product along with the price list. Samples would be appreciated.

We hope to get a quick response from you.

Yours Sincerely

Sample 03: Complaint letter about unhygienic conditions in the locality

Jyothi S.

#15, 09th Block, Jayanagar

Bengaluru – 560011

27th September, 2019

The Municipal Commissioner

Bengaluru

Dear Sir

Sub: Complaint about accumulating garbage in our locality

I wish to bring to your notice that the garbage containers in our locality are overflowing as they have not been emptied since one week. Heaps of garbage has been accumulating causing unbearable stench. This is a serious health hazard.

 Kindly arrange to get the garbage cleared immediately and instruct the sanitary staff to remove the garbage daily.

Thanking you in anticipation of a positive response.

Yours Sincerely

Signature

Assignment

1. Write a letter to the special officer, BMTC with respect to delay in getting your bus pass.

2. Write a letter to your principal seeking permission to attend the youth exchange programme in Hyderabad which is conducted by the Youth Welfare department, GOI.

3. Write a letter to the Indian Red Cross Society asking them to conduct a blood donation camp at your college.

4. Write a letter to the principal of your college complaining about the dirty toilets in your college.

5. Write a letter to your area Corporator about the lack of a park in your ward.

E-Mail

E-mail stands for electronic mail. It is similar to a letter, but it is sent electronically to one or more recipients through internet. Email is a fast, convenient, reliable and inexpensive way to communicate and is widely used all over the world. It also provides an effective and safe way to transfer electronic data. It is easy to use; anyone with an email account and an internet connection can send and receive email.

Advantages of Email:

• It is instantly delivered to anyone in any part of the world

• It can be sent to multiple recipients at the same time.

• One can also attach attachments like files, pictures and videos.

• One can know when the mail was sent.

• It can be read on multiple devices

• It can be saved, reproduced and printed.

Composing an Email:

Writing an email is easy and can be done in a few simple steps

1. Open your mail account

2. Click the compose/write icon

3. The compose/write tab contains the following fields

(i) To

(ii) Sub

4. Enter the email address of the recipient(s) in the "to" field (use comma to separate multiple addresses)

5. Enter the subject of the mail in the "Subject" field.

6.   Click in the message box and type your message

7.   To attach a file, click the attach icon, a dialog box appears, select the file and click open.

8.   Click the send button.

Parts of an Email:

Subject Line

The subject line clearly states the purpose of the mail. It should be brief (ideally not more than six words), appropriate and to the point. If the subject line is lengthy, misleading or irrelevant the mail may not be read. E.g. "Job Application", "Staff Meeting, 18th Oct, 2019", "Project Report Overdue"

Salutation

The salutation should be formal and appropriate. If you know the person's name, use their name along with the title/designation. E.g. Dear Prof. Pathak, Ms. Sameena Khan, Project Manager

If you do not know the name, use title/designation.

If you do not know either name or title, it is acceptable to write "To whom it may concern".

Note: Do not use improper salutations such as "hi" and "hello"

Body of the mail

The body of the mail elaborates on the purpose of the mail. Mention your objective clearly and include necessary details. Keep it as brief as possible. However, if the mail is lengthy, break the content into paragraphs. If there are attachments mention them in the body of the mail to make sure the recipient reads them. Use complete sentences and avoid slang, emojis and contractions.

Note: Introduce yourself to the recipient first.

E.g. My name is Keerthi M, I teach Philosophy at S.R.K. University.

Closing

A proper closing is very important to make a good impression. E.g. Yours Sincerely, Warm Regards, Regards etc.

This is to be followed by Name and title of the sender is to be typed below.

Writing an effective Email is a skill; only a well written/structured email can produce the desired result.

Tips to write an effective Email

- Keep the message clear and concise.
- Do not use decorative fonts for formal emails. The standard fonts for formal mails usually are Times New Roman and Arial.
- The standard font size generally used is 12.
- Do not use colours unless it is absolutely necessary.
- Proofread before sending the mail.
- A professional signature template would add an impact.

Sample 01: Job application

To: startechnology@gmail.com

Subject : Application for the post of Sales Executive

Dear Sir/Madam

My name is Shwetha Rao. I wish to apply for the position of Sales Executive as advertised in Naukri.com. I strongly believe I am a qualified candidate for this position. I have excellent communication skills and an aptitude for customer service. My experience at ITC as a sales manager coupled with good communication skills would prove to be an asset to the company.

I am attaching a copy of my resume in pdf format.

I look forward to hearing from you.

Regards

Your name

Sample 02: Meeting Notification

Subject: Research Scholars' Meeting, December 28

Dear All

We will hold our monthly research scholars' meeting in the conference room at 11:00 a.m. on Friday, December 28th.

Research scholars should be prepared to give an update on their current projects and to submit the monthly report.

Regards

Dr. Mahesh M.

Chairperson, Department of English

Sample 03: Applying for internship

Subject : Internship

Dear Madam/ Sir

I am a third year B A (sixth semester) student, pursuing Journalism, English Literature and Psychology at Government Arts College, Bengaluru. As part of the course all students are required to do a one month internship at a media house.

As I hope to work in the electronic media after completing my studies, I would be interested in working with your channel. I would be happy to work in any department in order to gain knowledge and experience.

I would be very grateful if you could give me an opportunity to work with your channel.

The most suitable time would be from early March or mid-October.

Please find enclosed my CV.

 I look forward to hearing from you.

Warm Regards

Assignment

1. You are Ms. Sneha and you recently bought a car from Autotek Cars. Write an email to the manager of, Autotek Cars explaining the poor quality of vehicle service offered to you by them.

2. You are a project manager and you took the help of Samuel, an additional resource, to complete a task in time. Write a "Thank You" email to Samuel appreciating his timely help and making the project a success.

3. You are former student of Prof. Madhukar. Write an email to Prof. Madhukar thanking him for his guidance that contributed to your overall development.

4. You are invited for your best friend's wedding but you are traveling on work on the same day. Write an email to your best friend congratulating the couple and apologizing for not attending his/her wedding explaining your situation.

5. You are a part of corporate communication team in your company. The working time period is revised as 8:30 am to 5:00 pm. Write an email to the employees in your company informing the same.

Module 3

Paragraph Writing

A paragraph is the full and logical development of a single idea. Paragraphs are comprised of coherent sentences. A paragraph is a group of sentences organized around a central topic. In fact, the cardinal rule of paragraph writing is to focus on one idea. This idea is expressed in the topic sentence, which is usually the first sentence of the paragraph. A well written paragraph takes its readers on a clear path, without detours. A paragraph expresses a single idea.

A paragraph should consist of:

- Topic sentence
- Supporting sentence(s)
- Concluding sentence

A paragraph usually consists of five sentences: the topic sentence, three supporting sentences, and a concluding sentence. A good paragraph must have the following elements:

Unity: Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. All the sentences in a paragraph are logically connected to the central idea. Irrelevant material violates the principle of unity.

Order: Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a good paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily. Order helps the reader grasp the meaning and avoids confusion.

Coherence: Coherence is the quality that makes writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words bridge one sentence to the next. Transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact) are to be used. Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

Completeness: Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then the paragraph is complete. If there are not enough sentences or enough information to prove your thesis, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

Kinds of Paragraph

Narrative: Tell a story. Go chronologically, from start to finish.

One North Carolina man found quite a surprise last year while fishing in the Catawba River: a piranha. Jerry Melton, of Gastonia, reeled in a one pound, four ounce fish with an unusual bite. Melton could not identify it, but a nearby fisherman did. Melton at first could not believe he had caught a piranha. He said, "That ain't no piranha. They ain't got piranha around here." Melton was right: the fish is native to South America, and North Carolina prohibits owning the fish as a pet or introducing the species to local waterways. The sharp-toothed, carnivorous fish likely found itself in the Catawba River when its illegal owner released the fish after growing tired of it. Wildlife officials hope that the piranha was the only of its kind in the river, but locals are thinking twice before they wade in the water.

Descriptive: Provide specific details about what something looks, smells, tastes, sounds, or feels like. Organize spatially, in order of appearance, or by topic.

Piranhas are omnivorous, freshwater fish, which are mostly known for their single row of sharp, triangular teeth in both jaws. Piranhas' teeth come together in a scissor-like bite and are used for puncture and tearing. Baby piranha are small, about the size of a thumbnail, but full-grown piranha grow up to about 6-10 inches, and some individual fish up to 2 feet long have been found. The many species of piranha vary in color, though most are either silvery with an orange underbelly and throat or almost entirely black

Process: Explain how something works, step by step. Perhaps follow a sequence—first, second, third.

You can safely swim with piranhas, but it's important to know how and when to do it. First, chose an appropriate time, preferably at night and during the rainy season. Avoid piranha-infested waters during the dry season, when food supplies are low and piranhas are more

desperate. Piranhas feed during the day, so night-time swimming is much safer. Second, streamline your movement. Wild or erratic activity attracts the attention of piranhas. Swim slowly and smoothly. Finally, never enter the water with an open wound or raw meat. Piranhas attack larger animals only when they are wounded. The presence of blood in the water may tempt the fish to attack. If you follow these simple precautions, you will have little to fear.

Classification: Separate into groups or explain the various parts of a topic.

Piranhas comprise more than 30-60 species of fish. The many species fall into four genera: Pygocentrus, Pygopristis, Serrasalmus, and Pristobrycon. Piranha in the Pygocentrus genus is the most common variety, the kind you might find in a pet store. Pygopristis piranhas are herbivores, feasting on seeds and fruits, not flesh. In contrast, fish in the Serrasalmus genus eat only meat, and their teeth are razor-sharp. Pristobrycon are the least friendly of all piranhas; they often bite the fins of other fish, even fish of the same species. The label piranha, then, refers to a wide variety of species.

Tips to Develop a Paragraph

- Think of a specific topic
- Brainstorm and collect ideas
- Choose the topic sentence
- Put the ideas in order around the topic sentence
- Make the first and last sentences short and effective

Assignment

Write a paragraph of about 120-150 words on the following:

1. Write about your favorite sport.
2. Good health is the most precious of all possessions.
3. Bengaluru
4. Childhood
5. Describe an interesting/strange event
6. Describe the process of uploading a picture on Facebook

Module 4

DIALOGUE WRITING

A dialogue is a conversation between two or more people. It is an effective tool of composition and communication. The conversation may be formal, between a senior and junior officer, or between a teacher and a student. It may also be informal - between two friends or a husband and a wife.

However, before learning to write dialogues, it is important to learn Language functions. A language function can be defined as "the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes". The language used for a particular function varies in formal and informal contexts.

Language Function	Formal	Informal
Starting a conversation/ Greetings	- Excuse me -Hello - Just a moment, please - Good morning/ good afternoon	- Hi/Hey - What's up? - I don't think we have met.
Making requests	- could you please _____ - I am sorry to trouble you_____ - I hope you don't mind me asking _____	- Can you ____? - Will you please _____? - Mind doing_____?
Expressing Gratitude	- It is very kind of you. - I am grateful to you. - You have been a great help.	- Thank you/Thanks a lot
Complementing	- May I say how_____ - If I may say so_____ - Please accept my compliments	- What a beautiful/ wonderful _____ - Wow! -Amazing! _____
Congratulating	- Congratulations! - I must Congratulate _____ - We are Proud of you.	- Congrats! - Well done! - We are happy for you.
Apologising	- I apologise	- Very/ extremely/ so sorry

	- I beg your pardon - Kindly excuse me	
Responding to an apology	- That is okay - I appreciate your apology - I hear you	- That's fine - Alright! - Fine!
Expressing Sympathy	- I am sorry to hear that_____ - I sympathise with you - My sympathies are with you.	- How sad! - That's a pity. - Oh my god!
Seeking permission/ information	- May I _____? - Could you please_____?	- Mind If I_____ - Can you please_____?
Giving permission	- Yes. Permission granted. - We are pleased to permit.	- Of course, you can - Go ahead
Refusing permission	- I am sorry, that's not possible - I am afraid I can't____ - I would rather you didn't	- No, please - Sorry that is not_____ - Sorry, I can't___
Request for repetition	- I beg your pardon - Would you mind repeating? -May I ask you to repeat?	- Pardon? - What did you say? What was that?
Complaining	- I regret to bring to your notice____ - I would like to bring to your purview_____	- Sorry, but____ - How could you that!
Agreeing	- I agree - That is a great idea. - Indeed	- Of course - That's great - Yes
Disagreeing	- I am afraid I don't agree - Well, you have a point but____ - I am sorry I disagree	- No - I am not sure
Leave-taking	- It was a pleasure seeing you - Nice meeting you - Goodbye - I am afraid, I must go now. -Let me take your leave	- Bye - See you later - catch you later

Having learnt the language functions, let us now get into writing dialogues. However, while writing dialogues we need to keep the following in mind

- The context- We need to understand whether the context is formal or informal which will, in turn, guide our language.
- Tense of the dialogue should be maintained through the conversation based on the situation.
- Dialogue should be precise to convey the idea clearly.
- Punctuations should be marked appropriately.

Exercises:

I. Complete the following conversations

1. Shopkeeper: Excuse me, sir. How can I help you?
   Customer: _____(asking for information)
   Shopkeeper: Yes sir we do have it.
   Customer: How much would it cost?
   Shopkeeper: _____(giving information)
   Customer: Do I have buy a wrapper?
   Shopkeeper: No sir it is complimentary.
   Customer: _____ (expressing gratitude)

2. Student: Good morning Sir. _____(Asking for permission)
   Principal: Please come in.
   Student: _____ (Introducing himself).
   Principal: Yes. What can I do for you?
   Student: Sir I am here to invite you for the Annual Day tomorrow at 10 am.
   Principal: _____(agreeing).
   Student: _____(expressing gratitude)

3. Patient: Good morning sir, _____(introducing)
   Doctor: Good morning. Please sit down. Tell me about your problem.
   Patient: _____(giving information?
   Doctor: Since when do you have a fever?
   Patient: For three days.
   Doctor: _____(asking for other details)
   Patient: Not really.

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Doctor: Take these medicines for three days.

Patient: _____(expressing gratitude)

4. Akash: Hi Preeti! You have not returned my book!!

   Preeti_____(apologizing)

   Akash: _____(responding to the apology)

   Preeti: May I return it next week?

   Akash: _____(disagreeing)

   Preeti: Fine! Will give it tomorrow.

   Akash: _____ (ending conversation)

5. Tenant: Hello. Is it 3535358?

   Owner: Yes. May I know who is speaking?

   Tenant: _____(introducing)

   Owner: What can I do for you?

   Tenant: _____(asking for information)

   Owner: Oh, I am sorry. It is already taken.

   Tenant: _____(Leave taking)

Assignment

II. Develop dialogue for the following situations

1. You are a student enquiring for admission for BA course in a college. Write a dialogue between the college office reception and you.

2. Conversation between two friends, who are planning a trip.

3. Conversation between a traffic policeman and a bike rider regarding not wearing a helmet.

4. Conversation between two sisters on buying a new phone

5. Conversation between a customer and a sales executive in a TV showroom.

MODULE 5
ANALYSIS OF ISSUE AND ARGUMENT

Note to the Teacher: Education is a constant pursuit of Knowledge. This prepares the students not only to gain knowledge but also to view problems from various perspectives. Logical thinking and analytical thinking are few of the traits which have to be developed among the students. Analysing an Issue or an Argument is one such skill which can be taught in the class.

Analysis of an Issue:

This component helps to develop the ability to look at an Issue from various viewpoints. While Analysing an Issue first understand the given issue properly. Develop your view points based on the given Issue. Analysing an Issue deals with one's ability to argue a topic in one's own view. This can be a debatable topic on any subject such as Social, Political, Cultural and any other field which can be argued with one's own ideas and arguments.

Begin by giving a brief introduction about the topic of issue. The author is free to state the issue and evolve the essay stating the chosen side of the topic and the reason for standing by the chosen side. The author is free to agree or disagree with the statement and the same can be developed with real time examples, relevant reasons that support the chosen statement. An Issue essay is an interpretation of the author with credible points from various arenas of events and situations. It can be concluded with the author's opinion of why the chosen statement is valid.

Sample **Analysis of an Issue:**

Question

In some countries, television and radio programs are carefully censored for offensive language and behavior. In other countries, there is little or no censorship.

In the matter of censoring television and radio programs for offensive language and behavior, there is an inherent conflict between our right as citizens for freedom of information and the government's duty to protect us from potential harm. I think that the rights of individuals should take a back seat while compared to society's interest in preventing the harm that exposure to obscenity can cause to the citizens, particularly the youth.

It is my belief that exposure to obscene and offensive language and behavior can influence the

behavior of those who are exposed to it, although it is difficult to prove a conclusive cause and effect relationship. But both common sense and our experiences with children lead us to believe that people often tend to ape the language and the behavior which they are exposed day after day.

No one can deny that obscene and offensive behavior is indeed harmful to a society and such harm is both tangible and deep. For the individual, it has a debasing impact on vital human relationships. For the society, it promotes a tendency toward immoral and antisocial behavior. Both outcomes, in turn, tear apart the social fabric that holds a society together.

Those who advocate unbridled individual expression might point out that the right of free speech is intrinsic to a democracy and necessary to its survival. Even so, this right is not absolute, nor is it the most critical element. In my assessment, the interests served by restricting obscenity in broadcast media are, on balance, more crucial to the survival of a society. Advocates of free expression might also point out difficulties in defining obscene or offensive language or behavior. But in my view, however difficult it may be to agree on standards, the effort is worthwhile.

In sum, it is in our best interest as a society for the government to censor broadcast media for obscene and offensive language and behavior. Exposure to such media content tends to harm society and its citizenry in ways that are worth preventing, even in light of the resulting infringement of our right of free expression

Exercise -1

Analyse the Issue on any three of the following: (300 Words)

1. Internet is an Information overload.
2. Youth prefer soft copy of the News Papers.
3. Children should be given freedom to choose their own religion.
4. Objective type of examination is enough to judge the students' abilities.
5. Service in Defence must be made mandatory for all the youth who graduate.

In the above mentioned topics the writer is free to choose for or against the topic and express his/her own views.

Analysis of an Argument:

While Analysing an Argument one should assess someone else's argument. The task is to present a brief passage in which the writer makes a case for a course of action or interprets events by presenting claims and supporting evidences. The author's job is to observe the assertions made and critically assess the logic of the author's position.

Points for Analysis
One has to analyse the logic of the writer's case by assessing both the use of evidence and the logical connections. In reading the author's argument, consider the following:

- What substantiation is given?
- What conclusions are made?
- What suppositions (probably not stated) are made?
- What implications (perhaps not specified) would necessarily follow from the author's argument?

Also evaluate the logic and structure of the argument. See for altered words and phrases to show the author's reasoning connections like – *evidently, however, hence, in conclusion, thus, therefore,* etc.,
Then assess the following:

- What changes are being made from one point of logic to another?
- Are classic logical errors prominent?

What Not to Address in Your Response
An important part of writing an Argument task well is that what one should not be doing is:

- The writer should not discuss whether the statements in the argument are true or accurate.
- The author is not asked to agree or disagree with the position stated.
- The author is also expected not to express his/her own views on the subject being discussed (like in the Issue task).

Steps for Analysing the Argument:
1) Read the instructions and arguments thoroughly.
2) Categorize the argument's assumptions, claims and conclusions. Assess their quality.
3) Give as many alternative explanations and counterexamples.
4) Consider what explicit point or evidence might weaken while countering the argument.
5) While writing an argument question one self the changes which one needs to incorporate to make the argument much more logical.

Sample **Analysis of an Argument:**
Question: *The following appeared as part of an article on trends on television.*
A recent study of viewers' attitudes toward prime-time television programs shows that many of the programs that were judged by their viewers to be of high quality appeared on (non-commercial) television networks and that, on commercial television, the most popular shows are typically sponsored by the bestselling products. Thus, it follows that businesses who use commercial television to promote their products will achieve the greatest advertising success by sponsoring only highly-rated programs and, ideally, programs resembling the highly-rated non-commercial programs on public channels as much as possible.

This article concludes that businesses using commercial television to promote their products will achieve the greatest advertising success by sponsoring only highly-rated programs – preferably, programs resembling the highly-rated non-commercial programs on public channels. He supports this claim on the basis of a recent study indicating that many programs judged by viewers to be high in quality appeared on non-commercial networks and that the most popular shows on commercial television are typically sponsored by the best-selling products.
This argument is weak because it depends on three questionable assumptions.
The first of these assumptions is that non-commercial public television programs judged by viewers to be high in quality are also popular. However, the study cited by the author concerns viewer attitudes about the high quality of programs on non- commercial public television, not about their popularity. A program might rate highly as to quality but not in terms of popularity. Thus, the author unfairly assumes that highly-rated public television programs are necessarily widely viewed, or popular.

The argument also assumes that programs resembling popular non-commercial programs will also be popular on commercial television. However, the audiences for the two types of programs differ significantly in their tastes. For example, a symphony series may be popular on public television but not as a prime-time network show, because public-television viewers tend to be more interested than commercial-television viewers in the arts and higher culture. Thus, a popular program in one venue may be decidedly unpopular in the other.

A third assumption is that products become best-sellers as a result of their being advertised on popular programs. While this may be true in some cases, it is equally possible that only

companies with products that are already best-sellers can afford the higher ad rates that popular shows demand. Accordingly, a lesser-known product from a company on a smaller budget might be better off running repeated – but less expensive – ads on less popular shows than by running just one or two costly ads on a top-rated show.

In conclusion, the results of the cited study do not support the author's conclusion. To better evaluate the argument, we need to know the intended meaning of the phrase highly-rated.

To strengthen the argument, the author must limit his conclusion by acknowledging that popularity in public television might not translate to popularity in commercial television and that the best advertising strategy for companies with best-selling products may not be feasible for other businesses

(http://www.english-for-students.com/Analysis-of-An-Argument)

Exercise – II

Analyse an Argument for any three of the following: (300 Words)

1. "Studies have found that employees of not-for-profit organizations and charities are often more highly motivated than employees of for-profit corporations to perform well at work when their performance is not being monitored or evaluated. Interviews with employees of not-for-profit organizations suggest that the reason for their greater motivation is the belief that their work helps to improve society. Because they believe in the importance of their work, they have personal reasons to perform well, even when no financial reward is present. Thus, if our corporation began donating a significant portion of its profits to humanitarian causes, our employees' motivation and productivity would increase substantially and our overall profits would increase as well."

2. "As violence in movies increases, so do crime rates in our cities. To combat this problem we must establish a board to censor certain movies, or we must limit admission to persons over 21 years of age. Apparently our legislators are not concerned about this issue since a bill calling for such actions recently failed to receive a majority vote."

3. "Commuter use of the new subway train is exceeding the transit company's projections. However, commuter use of the shuttle buses that transport people to the subway stations is below the projected volume. If the transit company expects commuters to ride the

shuttle buses to the subway rather than drive there, it must either reduce the shuttle bus fares or increase the price of parking at the subway stations

4. The following appeared in an editorial from a magazine produced by an organization dedicated to environmental protection:

"In order to effectively reduce the amount of environmental damage that industrial manufacturing plants cause, those who manage the plants must be aware of the specific amount and types of damage caused by each of their various manufacturing processes. However, few corporations have enough financial incentive to monitor this information. In order to guarantee that corporations reduce the damage caused by their plants, the federal government should require every corporation to produce detailed annual reports on the environmental impact of their manufacturing process, and the government should impose stiff financial penalties for failure to produce these reports."

5. The following appeared in the editorial section of a local newspaper. If the paper from every morning edition of the nation's largest newspaper were collected and rendered into paper pulp that the newspaper could reuse, about 5 million trees would be saved each year. This kind of recycling is unnecessary, however, since the newspaper maintains its own forests to ensure an uninterrupted supply of paper.

(http://www.english-for-students.com/Analysis-of-An-Argument

Module 6

Writing a Summary

To summarize means to sum up the main points of any piece of writing. It is the act of expressing the most important facts or ideas about something or someone in a short and clear form, or a text in which these facts or ideas or expressed.

Summary writing helps one to develop the following skills:

• Ability to concentrate

• Power of condensation

• Command over the vocabulary

• Ability to select the correct information and to re-present in own words

• Skill in keeping to word limit

• Ability to express oneself clearly in writing

Guidelines to write a summary:

- Shorten the text in such a way that all the important points are in the summary. Leave out examples, evaluations and interpretations.
- Skim the text to the main content of it. Read the headline carefully.
- Read the text again to understand more details.
- Make notes (use keywords). Underline important words in the text.
- Form sentences with the help of keywords. These sentences should reflect the main content of the text.
- Connect the sentences using suitable conjunctions. The first sentence should describe the main content of the text.
- Use Simple Present or Simple Past.
- Write sentences in Reported speech.

Sample Summary: 1

"The Northern Lights"

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

<u>Summary</u>

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

Sample 2

Most medical people despised the press, holding attitudes not totally unfamiliar today. Reporters tended to be suckers for every quack, half-quack, over-eager scientist, or naive country doctor who thought he had a serum to cure tuberculosis, a herbal remedy for cancer, or a new surgical procedure to rejuvenate the aged. When the newspapers were not wasting space on undeserving medical stories, they were over-playing legitimate news, getting their facts wrong, and generally making a nuisance of themselves interfering in the lives and practices of busy professionals. Doctors' deep suspicion of what they read in the newspapers and even in the less-carefully edited of the medical journals, helps to explain some of the early skepticism about insulin in countries like Britain: Oh, the Americans are always curing everything; this week it's diabetes. Even in Canada and the United States it was some months before there was enough confirmation of the unlikely news from Toronto to convince wire services and the more skeptical doctors and editors that insulin was, indeed, the real thing.

Summary

Most medical people hated the press, because reporters tended to believe every over-eager scientist or naive country doctor who thought he had a cure for something. Newspapers often over-played legitimate news, got their facts wrong, and interfered in the lives and practices of busy professionals. Doctors became deeply suspicious of what they read in the newspapers and less-carefully edited medical journals, therefore were skeptical about insulin in countries like Britain because it seemed the Americans were always curing everything.

Sample 3

The Commonwealth Scientific and Industrial Research Organization (CSIRO) is Australia's main scientific body. They conducted a research on the toxicity of the interior of new cars over a period of two years. Steve Brown, the head of the CSIRO's air quality control research unit draws a parallel between the home and the car. He says, "Just as air inside our homes and workplaces is often much more polluted than the air outside, so sitting in your new car can expose you to levels of toxic emissions that are many times beyond health guideline goals."

The toxic emissions contain many chemicals and they include for example, benzene, acetone, ethylbenzene, and xylene isomers. The effects of each are far from benign. Benzene is a cancer-causing agent, acetone is a mucosal irritant, ethylbenzene is a systemic toxic agent, and xylene isomers is a foetal development toxic agent.

So what are the precautions that new car owners have to take? Brown pointed out in a statement that the remedy was simple. "To avoid some exposure to this toxic cocktail, people who buy new cars should make sure that there is plenty of outside air entering the vehicle while they drive it for at least 6 months." The implications are clear. Drivers should refrain from using their car air-conditioners and drive with their windows rolled down.

Summary

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Australian scientists have warned that the reassuring new smell of a new car actually contains high levels of toxic air emissions that can make the driver ill. A study by Australia :s main scientific body, Commonwealth Scientific and Industrial Research Organization (CSIRO), revealed that high levels of toxic emissions are found in new cars for up to six months or more after leaving the showroom. The toxic emissions are cancer-causing, a mucosal irritant, a systemic toxic agent and a foetal development toxic agent. The remedy is to make sure that for six months, plenty of fresh air enters the vehicle while driving.

Identify the most appropriate summary for the following paragraphs from the given choices.

1. To me, a "classic" means precisely the opposite of what my predecessors understood: a work is classical by reason of its resistance to contemporaneity and supposed universality, by reason of its capacity to indicate human particularity and difference in that past epoch. The classic is not what tells me about shared humanity—or, more truthfully put, what lets me recognize myself as already present in the past, what nourishes in me the illusion that everything has been like me and has existed only to prepare the way for me. Instead, the classic is what gives access to radically different forms of human consciousness for any given generation of readers, and thereby expands for them the range of possibilities of what it means to be a human being.

A) A classic is able to focus on the contemporary human condition and a unified experience of human consciousness.

B) A classical work seeks to resist particularity and temporal difference even as it focuses on a common humanity.

C) A classic is a work exploring the new, going beyond the universal, the contemporary, and the notion of a unified human consciousness.

D) A classic is a work that provides access to a universal experience of the human race as opposed to radically different forms of human consciousness.

2. A translator of literary works needs a secure hold upon the two languages involved, supported by a good measure of familiarity with the two cultures. For an Indian translating works in an Indian language into English, finding satisfactory equivalents in a

generalized western culture of practices and symbols in the original would be less difficult than gaining fluent control of contemporary English. When a westerner works on texts in Indian languages the interpretation of cultural elements will be the major challenge, rather than control over the grammar and essential vocabulary of the language concerned. It is much easier to remedy lapses in language in a text translated into English, than flaws of content. Since it is easier for an Indian to learn the English language than it is for a Briton or American to comprehend Indian culture, translations of Indian texts is better left to Indians.

A) While translating, the Indian and the westerner face the same challenges but they have different skill profiles and the former has the advantage.

B) As preserving cultural meanings is the essence of literary translation Indians' knowledge of the local culture outweighs the initial disadvantage of lower fluency in English.

C) Indian translators should translate Indian texts into English as their work is less likely to pose cultural problems which are harder to address than the quality of language.

D) Westerners might be good at gaining reasonable fluency in new languages, but as understanding the culture reflected in literature is crucial, Indians remain better placed.

Summarize the following passages:

Exercise 1

Encounter Groups

Because of the unstructured nature of the group, the major problem faced by the participants is how they are going to use their time together - whether it be eighteen hours of a week-end or forty or more hours in a one-week group. Often there is consternation, anxiety, and irritation at first - particularly because of the lack of structure. Only gradually does it become evident that the major aim of nearly every member is to find ways of relating to other members of the group and to himself. Then as they gradually, tentatively, and fearfully explore their feelings and attitudes towards one another and towards themselves, it becomes increasingly evident that what they have first presented are façades, masks. Only cautiously do the real feelings and real persons emerge. The contrast between the outer shell and the inner person becomes more and more

apparent as the hours go by. Little by little, a sense of genuine communication builds up, and the person who has been thoroughly walled off from others comes out with some small segment of his actual feelings. Usually his attitude has been that his real feelings will be quite unacceptable to other members of the group. To his astonishment, he finds that he is more accepted the more real that he becomes. Negative feelings are often especially feared, since it seems certain to each individual that his angry or jealous feelings cannot possibly be accepted by another. Thus one of the most common developments is that a sense of trust slowly begins to build, and also a sense of warmth and liking for other members of the group. A woman says on Sunday afternoon, 'If anybody had told me Friday evening that by today I would be loving every member of this group I would have told him that he belonged in the nut house.' Participants feel a closeness and intimacy which they have not felt even with their spouses or members of their own family, because they have revealed themselves here more deeply and more fully than to those in their own family circle.

Thus, in such a group the individual comes to know himself and each of the others more completely than is possible in the usual social or working relationships. He becomes deeply acquainted with the other members and with his own inner self, the self that otherwise tends to be hidden behind his façade. Hence he relates better to others, both in the group and later in the everyday life situation.

Exercise 2

School and life

In my experience the problem of what to do in life was not made any easier by those who were entrusted with my education. Looking back, it seems most odd that never once in all the years that I was at school was there any general discussion about careers. As presumably the main object of going to school is to prepare for after life, it surely would have been very easy and relevant to organise lectures or discussions designed to give boys a broad view of the enormous variety of occupations open to men of average intelligence? Of course many boys were destined from birth to follow their fathers' careers, but even these would have benefited by glimpse of a wider horizon. Often and often in after life I have come across people doing jobs that I had never dreamed of before, and which would have thrilled me had I been told about them at school. I suppose the reason for this extra-ordinary omission is that so many schoolmasters had

themselves such a restricted view. Spending all their time working to a rigid curriculum, the passing of examinations by their pupils gradually became the whole object of their working life. I recognize the importance of being made to learn things that one does not like, but surely it was not good to give the young mind the impression that all education was a form of mental gymnastics. For example, I used to find geometry rather fun, and, when I still had the naïve idea that what I was being taught might have some practical value, I asked what geometry was for. The only answer I ever got was that it taught one how to solve problems. If, instead, I had been told the simple fact that the word was derived from the Greek ge, the earth, and metron, a measure, and that the meaningless triangles that I was asked to juggle with formed the basis of geographical exploration, astronomy and navigation, the subject would immediately have assumed a thrilling romance, and, what is more, it would have been directly connected in my mind with the things that most appealed to me.

My experience in this connection may have been unfortunate, but it was by no means unique; many of my friends who went to different schools confess to a similar experience, and complain that when they had completed their school education they had not the remotest idea of what they wanted to do. Moreover I do not think that this curiously detached attitude towards education was confined to schools. It had been intended that I should go to one of the great universities. I was tepid about the idea myself, for I had developed a dislike for the very thought of educational establishments. However, the prospect of three extra seasons in the Alps was a considerable incentive, and by dint of an enormous mental effort I succeeded in cramming sufficient Latin into my head to pass (at my second attempt) the necessary entrance examination. In due course I went to be interviewed by the master of my prospective college. When I was asked what subject I propose to take when I came up to the university, I replied, somewhat diffidently, that I wanted to take Geology - diffidently, because I still regarded such things as having no reality in the hard world of work. The answer to my suggestion confirmed my fears. 'What on earth do you want to do with Geology? There is no opening there unless you eventually get a first and become a lecturer in the subject.' A first, a lecturer - I, who could not even learn a couple of books of Horace by heart! I felt that I was being laughed at. In fact I am sure I was not, and that my adviser was quite sincere and only trying to be helpful, but I certainly did not feel like arguing the matter. I listened meekly to suggestions that I should take Classics or Law, and left the room in a state of profound depression. 'Oh Lord,' I thought, 'even here I won't be able to escape from Kennedy's Latin Primer,' with which I had been struggling for ten years.

Exercise 3

Violence

Now, if you want to stop violence, if you want to stop wars, how much vitality, how much of yourself, do you give to it? Isn't it important to you that your children are killed, that your sons go into the army where they are bullied and butchered? Don't you care? My God, if that doesn't interest you, what does? Guarding your money? Having a good time? Taking drugs? Don't you see that this violence in yourself is destroying your children? Or do you see it only as some abstraction?

All right then, if you are interested, attend with all your heart and mind to find out. Don't just sit back and say, 'Well, tell us all about it'. I point out to you that you cannot look at anger nor at violence with eyes that condemn or justify and that if this violence is not a burning problem to you, you cannot put those two things away. So first you have to learn; you have to learn how to look at anger, how to look at your husband, your wife, your children; you have to listen to the politician, you have to learn why you are not objective, why you condemn or justify. You have to learn that you condemn and justify because it is part of the social structure you live in, your conditioning as a German or an Indian or a Negro or an American or whatever you happen to have been born, with all the dulling of the mind that this conditioning results in. To learn, to discover, something fundamental you must have the capacity to go deeply. If you have a blunt instrument, a dull instrument, you cannot go deeply. So what we are doing is sharpening the instrument which is the mind - the mind which has been made dull by all this justifying and condemning. You can penetrate deeply only if your mind is as sharp as a needle and as strong as a diamond.

It is no good just sitting back and asking, 'How am I to get such a mind'? You have to want it as you want your next meal, and to have it you must see that what makes your mind dull and stupid is this sense of invulnerability which has built walls round itself and which is part of this condemnation and justification. If the mind can be rid of that, then you can look, study, penetrate, and perhaps come to a state that is totally aware of the whole problem.

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To investigate the fact of your own anger you must pass non-judgemental on it, for the moment you conceive of its opposite you condemn it and therefore you cannot see it as it is. When you say you dislike or hate someone that is a fact, although it sounds terrible. If you look at it, go into it completely, it ceases, but if you say, 'I must not hate; I must have love in my heart', then you are living in a hypocritical world with double standards. To live completely, fully, in the moment is to live with what is, the actual, without any sense of condemnation or justification - then you understand it so totally that you are finished with it. When you see clearly the problem is solved.

But can you see the face of violence clearly - the face of violence not only outside you but inside you, which means that you are totally free from violence because you have not admitted ideology through which to get rid of it? This requires very deep meditation, not just a verbal agreement or disagreement.

You have now read a series of statements but have you really understood? Your conditioned mind, your way of life, the whole structure of the society in which you live, prevent you from looking at a fact and being entirely free from it immediately. You say, 'I will think about it; I will consider whether it is possible to be free from violence or not. I will try to be free.' That is one of the most dreadful statements you can make, 'I will try'. There is no trying, no doing your best. Either you do it or you don't do it. You are admitting time while the house is burning. The house is burning as a result of the violence throughout the world and in yourself and you say, 'Let me think about it. Which ideology is best to put out the fire?' When the house is on fire, do you argue about the colour of the hair of the man who brings the water?

Exercise 4

Freedom and selfishness

It is always the problem of how to change an ideal into reality that gets in the way of both the leaders and the people. A thought is not a deed and never will be. We are not magic men. We cannot imagine something into existence - especially a change of behaviour. Just as we have been conditioned to be what we are now - greedy, competitive, stingy, mean - so we need to learn to love, to learn to be free.

Freedom is a difficult thing to handle. How many people given the complete freedom to do whatever they like would die of boredom? No structure, no rules, no compulsion to work from

nine to five, no one telling us when to do this, do that - it sounds great until we try it. We've learned to be directed by so many others - by mommy, daddy, teacher, principal, boss, policeman, politician, bureaucrat, etc. - that freedom from all this could be overwhelming. Imagine: making love, eating, sleeping, playing ... and ... ho, hum, now what? Where do you go and what do you do when the trip ends?

Give people freedom and they'll do all the things they thought they never had a chance to do. But that won't take very long. And after that? After that, my friend, it'll be time to make your life meaningful. Can you do it if you're free? Can you do it if others no longer require you to do what they say is best? Authority is only necessary for those who need it. Most of us need it because we've been taught to believe that we have to be concerned about others. For instance: 'You're selfish if you think of yourself,' or even: 'Ask not what your country can do for you, ask what you can do for your country.'

Sorry friends, but that's all Christian, authoritarian, manipulative bullshit. You've got to get in touch with what your real needs are before you can begin to be of value to others. The other-directedness of Americans that is promoted by mom, God, and the flag has pushed us to the precipice of Fascism in this country. We are no longer able to think for ourselves, we think for the 'good' of others. 'Who am I?', 'What do I really want out of life?' These are considered selfish questions. So a whole society goes down the drain. So it is with communes, whose members are too eager to help their curious 'brothers,' who find it remarkably easy to create all kinds of physical and figurative mess and then leave it for the members to clean up.

Challenges to this traditional, other-directed, do-gooder mystique are met with admonitions and scoldings: 'Why are you so selfish, all the time thinking only about yourself? Don't you have any regard for the rights of others?' (The intent and frequent effect of such a question is to make one feel guilty and consequently willing to conform to the 'altruistic' wishes of others.) And because we have become so confused about what is really important to us as individuals, we believe these admonitions - and with good reason. Our demands are indeed 'selfish'. As we are no longer capable of knowing who we really are, we are compelled and desire to be like someone (everyone) else. We feel we must have money, a new car, power, position, prestige, and an all too material sense of personal worth.

Exercise 5

How children fail.

Most children in school fail. For a great many this failure is avowed and absolute. Close to forty per cent of those who begin high school drop out before they finish. For college the figure is one in three. Many others fail in fact if not in name. They complete their schooling only because we have agreed to push them up through the grades and out of the schools, whether they know anything or not. There are many more such children than we think. If we 'raise our standards' much higher, as some would have us do, we will find out very soon just how many there are. Our classrooms will bulge with kids who can't pass the test to get into the next class.

But there is a more important sense in which almost all children fail: except for a handful, who may or may not be good students, they fail to develop more than a tiny part of the tremendous capacity for learning, understanding, and creating with which they were born and of which they made full use during the first two or three years of their lives.

Why do they fail? They fail because they are afraid, bored, and confused. They are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud. They are bored because the things they are given and told to do in school are so trivial, so dull, and make such limited and narrow demands on the wide spectrum of their intelligence, capabilities, and talents.

They are confused because most of the torrent of words that pours over them in school makes little or no sense. It often flatly contradicts other things they have been told, and hardly ever has any relation to what they really know - to the rough model of reality that they carry around in their minds. How does this mass failure take place? What really goes on in the classroom? What are these children who fail doing? What goes on in their heads? Why don't they make use of more of their capacity?

This book is the rough and partial record of a search for answers to these questions. It began as a series of memos written in the evenings to my colleague and friend Bill Hull, whose fifth-grade class I observed and taught in during the day. Later these memos were sent to other interested teachers and parents. A small number of these memos make up this book. They have not been

much rewritten, but they have been edited and rearranged under four major topics: Strategy; Fear and Failure; Real Learning; and How Schools Fail. Strategy deals with the ways in which children try to meet, or dodge, the demands that adults make on them in school. Fear and Failure deals with the interaction in children of fear and failure, and the effect of this on strategy and learning. Real Learning deals with the difference between what children appear to know or are expected to know, and what they really know. How Schools Fail analyses the ways in which schools foster bad strategies, raise children's fears, produce learning which is usually fragmentary, distorted, and short-lived, and generally fail to meet the real needs of children.

Exercise 6

Hypnosis

There are many methods of producing hypnosis; indeed, almost every experienced hypnotist employs variations differing slightly from those of others. Perhaps the most common method is something along these lines. The hypnotist tries to obtain his subject's co-operation by pointing out to him the advantages to be secured by the hypnosis, such as, for instance, the help in curing a nervous illness to be derived from the patient's remembering in the trance certain events which otherwise are inaccessible to his memory. The patient is reassured about any possible dangers he might suspect to be present in hypnosis, and he may also be told (quite truthfully) that it is not a sign of instability or weakness to be capable of being put in a hypnotic trance, but that, quite on the contrary, a certain amount of intelligence and concentration on the part of the subject is absolutely essential.

Next, the subject is asked to lie down on a couch, or sit in an easy-chair. External stimulation is reduced to a minimum by drawing the curtains and excluding, as far as possible, all disruptive noises. It is sometimes helpful to concentrate the subject's attention on some small bright object dangled just above eye-level, thus forcing him to look slightly upwards. This leads quickly to a fatigue of the eye-muscles, and thus facilitates his acceptance of the suggestion that he is feeling tired and that his eyes are closing. The hypnotist now begins to talk to the subject in a soft tone of voice, repeating endlessly suggestions to the effect that the subject is feeling drowsy, getting tired, that his eyes are closing, that he is falling into a deep sleep, that he cannot hear anything except the hypnotist's voice, and so on and so forth. In a susceptible subject, a light trance is thus induced after a few minutes, and the hypnotist now begins to deepen this trance and to test the reactions of the subject by giving suggestions which are more and more difficult of execution. Thus, he will ask the subject to clasp his hands together, and tell him that it is impossible for him

to separate his hands again. The subject, try as he may, finds, to his astonishment, that he cannot in actual fact pull his hands apart. Successful suggestions of this kind are instrumental in deepening the hypnotic trance until, finally, in particularly good subjects, all the phenomena which will be discussed presently can be elicited.

Having induced a reasonably deep hypnotic trance in our subject, what types of phenomena can be elicited? The first and most obvious one, which, indeed, may be responsible in large measure for all the others, is a tremendous increase in the subject's suggestibility. He will take up any suggestion the hypnotist puts forward and act on it to the best of his ability. Suggest to him that he is a dog, and he will go down on all fours and rush around the room barking and yelping. Suggest to him that he is Hitler, and he will throw his arms about and produce an impassioned harangue in an imitation of the raucous tones of the Führer! This tremendous increase in suggestibility is often exploited on the stage to induce people to do foolish and ridiculous acts. Such practices are not to be encouraged because they go counter to the ideal of human dignity and are not the kind of way in which hypnosis ought to be used; nevertheless, they must be mentioned because it is probably phenomena such as these which are most familiar to people from vaudeville acts, from reading the papers, and so forth.

It would not be true to say, however, that all suggestions are accepted, even in the very deepest trance. This is particularly true when a suggestion is made which is contrary to the ethical and moral conceptions held by the subject. A well-known story may be quoted to illustrate this. Charcot, the great French neurologist, whose classes at one time were attended by Freud, was lecturing on hypnosis and was demonstrating the phenomena of the hypnotic trance on a young girl of eighteen. When she had been hypnotized deeply he was called away, and handed over the demonstration to one of his assistants. This young man, lacking the seriousness of purpose so desirable in students of medicine, even French ones, suggested to the young lady that she should remove her clothes. She immediately awakened from her trance, slapped his face, and flounced out of the room, very much to his discomfiture.

Exercise 7

Acquiring new knowledge.

In all learning, advances tend to come irregularly and in bursts, as you gain fresh insights into the subject. In order to obtain these insights you must thoroughly understand what you are studying. If you really understand a subject not only do you remember it easily, but you can apply your

know ledge in new situations. The important thing is not what you know, but what you can do with what you know. The extra effort involved in getting a firm grounding in the essentials of a subject is repaid many times in later study. How are you to achieve understanding? Understanding involves (1) linking new knowledge to the old and (2) organizing it and remembering it in a systematic fashion. To retain and make sense of any new concept or fact it must be linked in as many ways as possible to your existing body of knowledge. All good introductory textbooks are constantly giving familiar examples, or using analogies, or appealing to common experience. In setting out the differences between daylight vision and twilight vision, for example, most writers point out that as twilight falls in the garden, blue flowers remain blue for some time after red blossoms appear black, illustrating, by appeal to common experience, that under dim illumination the colours of the blue end of the spectrum become relatively brighter than those of the red end. Or again, to illustrate that the movement of any particular electron during the passage of an electric current is only a few centimetres a second, although the velocity of the current is extremely great, the analogy is often used of a truck run into the end of a long line of trucks in a shunting yard, a corresponding truck being rapidly ejected from the far end. Linking new information to familiar experience in this fashion always helps understanding. In order to tie the new information to your stock of knowledge with as many links as possible, you must reflect on it, and try and relate it to what you already know. Thinking the matter over by yourself, writing out summaries of the main points, and talking to other students about it, are all valuable for fixing it more clearly in your mind

Module 7

Verbal Reasoning

Para Jumble

Para-Jumble refers to a paragraph where the sentences forming it are jumbled. In para jumbles, one has to rearrange the parts of a sentence into a meaningful sentence or sentences into a meaningful paragraph.

Para-jumbles are the best way to evaluate a candidate's ability to understand language. Students are required to arrange the jumbled sentences in such a way that it makes a meaningful paragraph. It evaluates the comprehension skills i.e. paragraph writing skill of the student.

Any paragraph consists of Introduction, the middle session and the Ending. It's easy to determine the Introduction and the Ending part. The middle section should be arranged accordingly such that it follows both the Introduction and Conclusion. We need to have an idea about tenses, pronouns, subject-verb agreement rules to answer the 4 to 5 questions in less than 2 minutes.

Understanding the topic of the paragraph: One should be able to discern what is being talked about, because the subject of individual sentences forms the most important clue for establishing links between various sentences.

Understanding the information flow and approach of author: The second thing that is pivotal to identify is the information flow that has been adopted by the author. What is his exact purpose in the paragraph? Is he explicating something or is he criticizing something? Being able to identify his purpose in the paragraph will obviously help us to establish the order of sentences.

A pre-requisite to develop the two skills above is to possess the qualities of a Good Reader.

Points to be considered while rearranging the sentences:

- Transition words make the shift from one idea to another very smooth. They organize and connect the sentences logically. Observing the transition words found in a sentence can often give you a clue about the sentence that will come before/after that particular sentence. Given below are some commonly used transition words:

also, again, as well as, besides, furthermore, in addition, likewise, moreover, similarly, consequently, hence, otherwise, subsequently, therefore, thus, as a rule, generally, for instance, for example, for one thing, above all, aside from, barring, besides, in other words, in short, instead, likewise, on one hand, on the other hand, rather, similarly, yet, but, however, still, nevertheless, first of all, to begin with, at the same time, for now, for the time being, in time, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion, with this in mind, after all, all in all to sum-up.

- Personal pronouns are he, she, it, him, her, they, you, your etc. Personal pronouns always refer to a person, place or thing etc. Therefore, if a sentence contains a personal pronoun without mentioning the person, place or object it is referring to, the person, place or object must have come in the previous sentence. Often, this is a good lead to identify a link.
- Demonstrative pronouns (such as that, this, these, those) also cannot be used in the first sentence without introduction.
- Articles – There is two types of articles- Definite and Indefinite article.' The' article is used to define an already known specific person or a thing. Therefore, 'The' is most unlikely to be used in the opening sentence or the first sentence. 'A' or 'An' are used to express a general statement or give Introduction of a person, place or a thing. So, in a paragraph, we can expect the sentence containing Indefinite articles to be prior to the sentence containing the Definite article.
- Abbreviation/acronym approach: If both Full forms as well as short form of a word is present, then the sentence containing Full form will appear before the sentence containing the short-form.
- Make sure to follow the chronological order present in the sentences (such as before, after, later, when)

- The Conclusion part is the summary of the whole paragraph. Example: If most of the sentences are problem oriented then the conclusion should be a solution or preventive measure for that particular problem.

Sample 1

A. Despite the strong performance of the economy in 2010-11, the outlook for 2011-12 is clouded by stubborn and persistently high inflation, and rising external risks.
B. The three key macroeconomic concerns before the Union Budget 2011-12 were high inflation, high current account deficit (CAD), and fiscal consolidation.
C. Additionally, there was an expectation that the government would restart the reform process.
D. While the Budget sets a lower nominal gross domestic product (GDP) growth target of 14%, we believe that the real GDP growth target of 9% factored in the Budget is on the optimistic side.
E. The Budget has made an attempt to address all these issues, albeit through small steps.

Answer options

A)BCEAD B) CBAED C)DACEB D) ADCEB

Answer: Option A

Explanation

B is the opening sentence. It is independent and introduces three main problems.

The word **additionally** means that there must be something before sentence C. **These issues** in E are the issues mentioned in B and C. B will be followed by C, which will be followed by E. Hence, BCE is the mandatory pair.

Sample 2

A. The potential exchanges between the officials of IBBF and the Maharashtra Body-Building Association has all the trappings of a drama we are accustomed to.

B. In the case of sports persons, there is room for some sympathy, but the apathy of the administrators, which has even led to sanctions from international bodies, is unpardonable.

C. A case in the point is the hefty penalty of US $10,000 slapped on the Indian Body-Building Federation for not fulfilling its commitment for holding the Asian Championships in Mumbai in October.

D. It is a matter of deep regret and concern that the sports administrators often cause more harm to the image of the country than sportsmen and sportswomen do through their dismal performances.

Answer Options:

A. CABD   B. DBCA   C. DABC   D. CDBA

Answer Option B

Explanation:

Here sentence 3 is an example of sentence 4. So it will come after 4. So now only option B and C remain. Going by the ACRONYM method. (IBBF in 1 and Indian Body-Building Federation in 3) 3 will come before 1.

Assignment

Arrange the words to form meaningful sentences:

1. family/I/really//with/enjoy/time/spending/my.

_____

2. again/see/I/to/you/soon/hope

_____

3. called/being/detests/Timothy/he

_____

4. imagine/I/getting/angry/can't/him

_____

5. to/more/to/have/patient/learn/you'll/be

I Re arrange the following sentences to form a coherent paragraph.

1) What came out was very large garland made out of currency notes.

2) The unrespecting governor opened the box in full view of the gathering.

3) When the RBI governor came to inaugurate the new printing press, the local unit of BJP handed him a gift wrapped box.

4) There was a twist- the notes were all as tattered as notes could get.

II

(A) Passivity is not, of course, universal.

(B) In areas where there are no lords or laws, or in frontier zones where all men go armed, the attitude of the peasantry may well be different.

(C) So indeed it may be on the fringe of the unsubmissive.

(D) However, for most of the soil-bound peasants the problem is not whether to be normally passive or active, but when to pass from one state to another. (E) This depends on an assessment of the political situation.

(1) BEDAC (2) CDABE (3) EDBAC (4) ABCDE

III

A. On Monday the secretary of state is due to hold a day of meetings with high-level political, military and business figures to further a "strategic dialogue" aimed at further expansion of US trade in India.

B. US secretary of state Hillary Clinton arrived in India on Sunday for strategic talks aimed at bolstering bilateral ties and securing firmer support for the war in Afghanistan.

C. Clinton arrived by plane in Delhi before noon, according to a reporter travelling with her, ahead of expected talks with Prime Minister Manmohan Singh and President Pratibha Patel in the evening.

1. BAC2. BCA3. CBA4. CAB

IV

A. Literature is uncanny. What does this mean? To try to define the uncanny is immediately to encounter one of its decisive paradoxes, namely that ' the uncanny ' has to do with a troubling of definitions, with a fundamental disturbance of what we think and feel.

B. The uncanny is not just a matter of the weird or spooky, but has to do more specifically with a disturbance of the familiar.

C. The uncanny has to do with a sense of strangeness, mystery or eeriness.

D. More particularly it concerns a sense of unfamiliarity which appears at the very heart of the familiar, or else a sense of familiarity which appears at the very heart of the unfamiliar.

E. Such a disturbance might be hinted at by way of the word ' familiar ' itself.

V

A.   Constructed role for women places them in the

B.   domestic sphere and prevents them from undertaking

C.   social, economic, and political activities designated for men

D.   In traditional, patriarchal societies, the culturally

(A)   ADCB (B)BCDA (C) DABC (D)DACB

VI

A. Claimed that an "independent agency" found that

B. the Prime Minister, in a recent televised interview, misleadingly

C.70 lakh Employees' Provident Fund Organisation (EPFO) accounts

D. were opened for persons aged 18–25 years (D)

(A)BACD (B) BCDA (C) ADCB (D)DBCA

VII

A. Riots had to be contained, food shortages to be overcome, princely states (as many as five hundred) to be integrated, refugees (almost ten million) to be resettled.

B. It is safe to say that no modern politician had anywhere near as difficult a job as Jawaharlal Nehru's.

C. At Independence, the country he was asked to lead was faced with horrific problems.

D. This, so to say, was the task of fire-fighting; to be followed by the equally daunting task of nation-building.

(A)ABDC (B) BCAD (C) BACD (D) DCBA

VII

A. Indian society has tried very hard to sweep the issue of child sexual abuse under the carpet.

B. In a democracy, unless the society recognizes the need for a law to regulate an issue, the issue is not addressed.

C. But the first step is obviously an acknowledgement of the issue itself.

D. It starts with the family hushing up instances of sexual abuse of children within the family, resulting in underreporting of the issue and a gross underestimation of the gravity of the problem.

ABDC

ADBC

CBDA

BDAC

Para Completion

Para-completion requires you to complete the paragraph in a way that it is coherent and complete. It tests your comprehension skills. All it asks of you is to complete a missing line from a paragraph, and this line is generally the last line of the paragraph. The concluding sentence must have the following components:

a) It must be a value addition to the given Paragraph

b) It must preserve the unity of thought and structure

c) It must be consistent in tone with the given Paragraph

Para completion can be solved using the following methods:

- Cause – effect: One of the most common conclusion patterns. The paragraph presents us with causes, and the correct answer option presents us with the logical effect. Do remember that the effect cannot be in contradiction with the causes. Course-of-action: The paragraph presents us with a situation, and the correct answer offers a probable course of action.
- A contrasting option: The paragraph presents us with a viewpoint, or several viewpoints.. Contrast offers us an opposing viewpoint without invalidating the other. Contradiction essentially refutes what the given Paragraph asserts.
- Chronological order: The paragraph may present us with a series of events following a definite and linear timeline.
- A problem-solution approach: The Paragraph offers a problem or a problematic situation, and the correct answer option may be a solution to the given problem.
- Theory-Illustration: The paragraph contains a theory or more likely a theoretical discussion, and the correct answer option offers an example to explain it.
- Reinforcement of an argument: Another extremely common Paragraph structure. The Paragraph contains the argument, and the correct answer option the appropriate substantiation of it.

Another way of answering this question is by eliminating the options. The following answer choices can be eliminated.

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a) Irrelevant: Such answer options are the conclusions which are either entirely unrelated to or only vaguely related to the Paragraph.
b) Repetition: A theme cannot be extended by repeating either directly or indirectly what has been stated earlier.
c) Contradiction: The last line cannot disprove what the Paragraph has tried to prove.
d) Too broad: This is the kind of answer option that magnifies the scope of the argument beyond reasonable.
e) Too narrow – Here the incorrect answer option focuses pointlessly on a very minor aspect of the Paragraph, and therefore fails to complete the main theme of the passage.
f) Inconsistent tone – Be chary of the options that are clearly not alligned with the tone of the passage.
g) New themes –The writer may talk about them in the next Paragraph, or the one after that, but not in the given Paragraph.

Sample

They are the most terrible of punctuation marks in an otherwise optimistic story. Every few months a bombing somewhere in India claims dozens of ordinary lives, killing random unfortunates going about their daily business. The attacks are usually blamed on militant groups fighting Indian rule in parts of divided Kashmir, and on elements of the Pakistani intelligence services that allegedly help them_____ .

A) The mighty Indian nation cannot do a thing against these irritant attacks.
B) It is an obstacle to ending the rancorous, bloody feud that has scarred the 60 years since independence and partition.
C) Blaming Pakistan is the standard response of India's old politicians who cannot think of anything new.
D) Each murderous onslaught sets back the painstaking progress India and Pakistan are making.
E) India has to be more responsible rather than blaming Pakistan for everything that goes wrong on its soil.

Explanation:

In order to solve this question let us first identify the key words

- By identifying the key words we can see that they refer to the bombings, which are like punctuation marks (those are the pauses that we take), as they kill random people.
- It is clearly mentioned in the passage that it is the Pakistani militants who help in the killings thereby creating the punctuation marks.

Key words are to be identified and understood

Option A: There is no mention of any action that may or may not be taken by India, and hence can be eliminated.

Option B: The second statement is a restatement, and hence is eliminated.

Option C: and Option E: These are clubbed together as they are very similar and both talk of India blaming Pakistan, inspite of India being at fault. This has not been mentioned and thus cannot be derived from the passage.

Option D: Thus this is the only option left, and by method of elimination, this is the answer.

Assignment

1. I was only 4 years old when my dad was working with elephants, lions, and tigers. ----. When I was 14, I was already taking care of and raising baboons and lion cubs, leopard cats and other animals. At 17, I began working professionally with elephants. I did that for about 8 years and then gave it up. I have been working in the construction business since then

A. Elephants and many other animals are just like people

B. Therefore, I always had animals around me

C. You have to love them unconditionally

D. But nothing would happen to elephants

E. They are the type of animal that demands food all the time

2. When it comes to vehicular pollution, there is a need to understand why Delhi has an ever-growing motorised vehicle population. Efficient mobility is essential for a smooth functioning city. A primary cause for the explosion of private cars in the city is the_____.

A) Delhi's vehicular traffic, particularly private vehicles, is not the prime culprit.

B) higher number of trips by autos and taxis and a larger presence of two-wheelers.

C) absence of a properly functioning, predictable, integrated public transport system with efficient last-mile connectivity.

D) a feeder system integrating the different forms of public transport, synchronised road management system and improved pedestrian facilities.

E) High fines, a hyper-vigilant police force and the short period of enforcement.

3. Some people shy away from travelling alone, a few embrace it. So, what is it that makes it an attractive option? What are the advantages of going it alone? Well first things first, travelling solo can be very liberating. The itinerary you set and all the decisions you make are yours and yours alone_____.

A) You don't need to worry about any other person or group.

B) but that is just one of many problems you will have to solve yourself, along with making your own arrangements, and setting your own goals.

C) Actually, you can be completely selfish.

D) The most important factor to consider in your decision to make a trip alone is your own sense of independence.

E) None of these.

4. The expenditure of time, money and sparse judicial and prosecutorial resources is often justified by claims of a powerful deterrent message embodied in the ultimate punishment- the death penalty. But studies repeatedly suggest that there is no meaningful deterrent effect

associated with the death penalty and further, any deterrent impact is no doubt greatly diluted by the amount of time that inevitably passes between the time of the conduct and the punishment. In 2010, the average time between sentencing and execution in the United States averaged nearly 15 years.

A) A single federal death penalty case in Philadelphia was found to cost upwards of $10 million — eight times higher than the cost of trying a death eligible case where prosecutors seek only life imprisonment.

B) The ethics of the issue aside, it is questionable whether seeking the death penalty is ever worth the time and resources that it takes to sentence someone to death.

C) Apart from delaying justice, the death penalty diverts resources that could be used to help the victims' families heal.

D) A much more effective deterrent would be a sentence of life imprisonment imposed close in time to the crime.

5) Relations between the factory and the dealer are distant and usually strained as the factory tries to force cars on the dealers to smooth out production. Relations between the dealer and the customer are equally strained because dealers continuously adjust prices—make deals—to adjust demand with supply while maximizing profits. This becomes a system marked by a lack of long-term commitment on either side, which maximizes feelings of mistrust. In order to maximize their bargaining positions, everyone holds back information—the dealer about the product and the consumer about his true desires. _____

    A) As a result, 'deal making' becomes rampant, without concern for customer satisfaction.
    B) As a result, inefficiencies creep into the supply chain.
    C) As a result, everyone treats the other as an adversary, rather than as an ally.
    D) As a result, fundamental innovations are becoming scarce in the automobile industry.
    E) As a result, everyone loses in the long run.

Odd Sentence Out

Four or five sentences, the sentences are to be arranged in a logical sequence to form a coherent paragraph, but one of them does not fit into the sequence. Pick the sentence that does not fit into the sequence.

Procedure:

- Identify the sentence that is most likely to start a paragraph, that sentence which introduces an idea, or a concept, and that which is not abrupt often starts a paragraph.
- Next step should be to establish a connecting link; here the parajumbles come into the picture. The sentence that is taking the idea forward on similar lines will come next in the sequence. See whether the subjects in the sentences are linked or not.
- The sentence that you find difficult to fit into the sequence is the odd sentence, and often the right answer.
- The subject matter of the odd sentence out may be very similar to that of the other sentences, but it is not just about subject matter.
- All the sentences given may have the same theme, but one of them speak about something different. This sentence is not in sync with the ideas expressed in the other sentences.
- One the sentences may not fit the progression of ideas when the others are put together.
- The answer choice could be a misfit chronologically or in the use of tense.

Sample
A. Corruption is pervasive across government departments, and Mr. Ghani is yet to begin delivering on his promise to streamline governance.

B. The problem in Afghanistan has political, diplomatic and security dimensions.

C. Politically, the government is seen to be corrupt, incompetent, and unable to get its act together.

D. Even so, the repeated strikes in the most fortified areas with mounting casualties demonstrate a steadily deteriorating security situation.

E. President Ashraf Ghani and Chief Executive Abdullah Abdullah are reportedly not on the same page on key issues.

Answer: Option: D

Sentence B opens the discussion by asserting the problems Afghanistan has been facing on different fronts. All the sentences, except D, are in line with the idea discussed in the sentence B.

Sentence D would have also been considered a part of the paragraph, had the adverbial phrase 'Even so' not been there. Usage of 'Even so' indicates a contradiction but among the sentences given, all seem to be pointing towards the problems in Afghanistan.

Assignment

Four/Five statements are given below, labelled A, B, C, D and E,/ A,B,C, and D among these, three/four statements are in logical order and form a coherent paragraph/passage. Choose the sentence that does not fit into the theme of the passage.

Q1. A) I am particularly optimistic about the potential for technological innovation to improve the lives of the poorest people in the world.

B. Companies are then willing to make the investments required to build new systems, and customers are able to accept the transition costs of adopting new behaviours.
C. But I believe that a realistic appraisal of the human condition compels an optimistic worldview.
D. Usually, "optimism" and "realism" are used to describe two different outlooks on life.

Q2. A. Much of the African surface is covered by savannas, or open grasslands, and by arid plains and deserts.
B.   Africa is a continent of great size, almost 12 million square miles or about three times the size of the United States.
C.   We have already noted the origins of humankind in East Africa where some of the earliest fossil remains of protohominids have been found.
D.   Most of it lies in the tropics and, although we often think of Africa in terms of its rain forests, less than 10% of the continent is covered by tropical forests, and those are mostly in West Africa.

Q 3 (a) My sister likes to watch the TV during her free time.
 (b) I prefer reading novels.
 (c) My father goes to the club for a game of bridge.
 (d) My Brother works hard for his exams.
 (e) My mother likes gardening so she spends a lot of time in the garden.

Q4. (a) People living in coastal areas are constantly under the threat of a cyclone.
 (b)Tornadoes are a common feature in some parts of America.
 (c) The explosion of the atomic bomb at Hiroshima caused large-scale destruction.
 (d) In some countries where earthquakes occur frequently, houses are built with
wood.
 (e) Volcanic eruptions can cause a great destruction.

Q5 (a) Coffee is a very popular stimulant among Americans.

(b)   In Britain people generally prefer tea.

(c)   Coco is a favorite drink of many children.

(d)   It is always hygienic to drink mineral water.

(e)   Mocha, is my favorite drink.

Allotment of Marks and

Practical Component

Marks Allotment per Semester

Theory :   70 Marks

Internal Assessment   :   30 Marks

Practicals   :   35 Marks

Practicals Internal Assessment   :   15 Marks

Practicals for Paper 3

Practicals   :   50 Marks (35+15)

Practical Exam   :   35 Marks

Internal Assessment   :   15 Marks

Question Paper Pattern

Paper III: Reading Comprehension and Composition

Max Marks: 70   Time: 3 Hours

Instructions: Answer all the questions

Section A

1.	Subject for given email.	2x2=4
2.	Formal Letter	10
3.	Paragraph writing.	06
4.	Dialogue writing and Filling in the dialogues.	2x5=10

Section B

5.	Issue writing	10
6.	Argument writing.	10

Section C

7. a)	Para jumble	2x5=10
b)	Para completion	05
c)	Odd Sentence out	05

Question Paper Pattern for Practicals

Time: 2Hours   **Max. Marks: 35**

Answer all the questions (Visually challenged students have to answer the second component in question 4)

1. Reading Comprehension   2x5=10
2. Summary   05
3. Email   10
4. Picture Interpretation   05

                or

    Summarizing a poem **(Only for Visually challenged Students)**

5. Logical writing with prompt   05

05

Model Question Paper

Paper III: Reading Comprehension and Composition

Max.Marks:70   **Time: 3 Hours**

Instructions: Answer all the questions

Section – A

1. Write the appropriate subject for the given mails.   2x2=4

   a)   To: ababa@gmail.com

   CC/BCC:
   Subject:
   Hello Everyone!

   This is to inform you guys that an inter-college quiz competition is going to be held in our college on Nov 25 from 11:30 am in the auditorium. Everyone is therefore asked to take part in the competition so that our college can win.

   For further queries, feel free to contact me.

   Regards
   ABC

   b) To: aaaa@gmail.com

   CC/BCC:

   Subject:

   Hello All

The marketing strategy meeting scheduled for this afternoon has been canceled. I apologize for the late notice, but I know everyone will welcome the extra time back in their day. We will reconvene at our regularly scheduled time next Wednesday.

Regards

Ram

Senior Marketing Manager

2. You wish to pursue your studies in Australia and you need a student loan. Write a letter to the manager of a local bank requesting him/her for an appointment to discuss the formalities for getting a loan.   10
3. Write a paragraph about the uses of a library in about 100 words.   06
4. Fill in the conversation choosing the right sentences given below: 05
    Teacher: Why _____
    Chandan: My father _____
    Teacher: When and where _____
    Chandan: When my father was _____
    Teacher: Oh. _____
    o Did this happen?
    o Didn't you attend the practical examination yesterday?
    o I am sorry to hear that.
    o Coming back from his office on Tuesday evening.
    o Met with an accident.
5. Write a conversation between a child and a mother about the use of mobile phones.   05

Section B

6. Analyse the below mentioned Issue in about 300 words.   10
    "College students should base their choice of a field of study on the availability of jobs in that field".
    Write a response in which you discuss the extent to which you agree or disagree with the claim.
7. Analyse the given argument in about 300 words.   10
    'Online payment of money is not safe in India'.

Section C

8. Re arrange the following sentences to form a coherent paragraph.   2x5=10

    A) What came out was very large garland made out of currency notes.

    B) The unrespecting governor opened the box in full view of the gathering.

    C) When the RBI governor came to inaugurate the new printing press, the local unit of BJP handed him a gift wrapped box.

    D) There was a twist- the notes were all as tattered as notes could get.

9. A) Passivity is not, of course, universal.
    B) In areas where there are no lords or laws, or in frontier zones where all men go armed, the attitude of the peasantry may well be different.
    C) So indeed it may be on the fringe of the unsubmissive.
    D) However, for most of the soil-bound peasants the problem is not whether to be normally passive or active, but when to pass from one state to another. (E) This depends on an assessment of the political situation.

    (1) BEDAC (2) CDABE (3) EDBAC (4) ABCDE

10. From the given options, choose the one that completes the paragraph in the most appropriate way.   05
    When it comes to vehicular pollution, there is a need to understand why Delhi has an ever-growing motorised vehicle population. Efficient mobility is essential for a smooth functioning city. A primary cause for the explosion of private cars in the city is the_____.
    A) Delhi's vehicular traffic, particularly private vehicles, is not the prime culprit.
    B) higher number of trips by autos and taxis and a larger presence of two-wheelers.
    C) absence of a properly functioning, predictable, integrated public transport system with efficient last-mile connectivity.

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D) a feeder system integrating the different forms of public transport, synchronised road management system and improved pedestrian facilities.

E) high fines, a hyper-vigilant police force and the short period of enforcement.

11.   Five statements are given below, A, B, C, D and E, among these, four statements form a coherent paragraph. From the given options, choose the option that does not fit into the theme of the passage.   05

   A. During the framing of the Constitution, the subject of cow slaughter was one of the most fraught and contentious topics of debate.

   B. This dispute over prohibiting the sale of cows and buffaloes for slaughter at animal markets has a history, which goes back to the founding of the Republic.

   C. The Supreme Court rejected these arguments and upheld the laws, but it did so by focussing its reasoning entirely on — apparent — economic considerations.

   D. Proponents of a cow slaughter ban advanced a mix of cultural and economic arguments, invoking the "sentiments of thirty crores of population" on the one hand, and the indispensability of cattle in an agrarian economy on the other.

   E. Seth Govind Das, a member of the Constituent Assembly, framed it as a "civilisational problem from the time of Lord Krishna", and called for the prohibition of cow slaughter to be made part of the Constitution's chapter on fundamental rights, on a par with the prohibition of untouchability.

Paper 4: Language and Basics of Linguistics

Contents

Module 5   **-158**

Sociolinguistics

•   Language, culture and society

•   Speech-communities

•   language and society

•   language, dialect and idiolect

•   sociolinguistic variation

•   bi/multilingualism

Practicals – 50 Marks (35+15)

Practical exam to be conducted for 35 Marks.

15 Marks for Internal Assessment.

Analyzing the language techniques in Prose and Poetry.

Module 1
Study Of Language

WHAT IS LANGUAGE?

Everybody knows the answer to this question but nobody has so far been able to come out with any standard definition that fully explains the term language. It is a situation like trying to define the term life. Everybody knows what life is but one cannot present a satisfactory definition of life. In order to understand a term like 'life', one has to talk of the properties or characteristics of living beings (e.g. motion, reproduction, respiration, growth, power of self healing, excretion, nutrition, morality, etc.). Similarly, the term 'language' can be understood better in terms of its properties or characteristics. Here to some of these definitions:

1. Language is a symbol system based on pure or arbitrary conventions infinitely extendable and modifiable according to the changing needs and conditions of the speakers.

As stated here, language conventions are not easily changed, yet it is not impossible to do so. Language conventions are not easily changed, yet it is not impossible to do so. Language is infinitely modifiable and extendable. Words go on changing meanings and new words continue to be added to language with the changing needs of the community using it. Shakespeare, for example, used to word stomach to mean courage. Similarly words like laser, sputnik, and astronaut are of quite recent origin in the English language.

2. Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. (Sapir 1921)

There are two terms in this definition that call for discussion: human non-instinctive. Language, as Sapir rightly said, is human. Only human language and all normal humans uniformly possess it. Animals do have communication system but it is not a developed system. That is why languages is said to be species - specific and species - uniform.

Also, language does not pass from a parent to a child. In this sense, it is instinctive. A child has to learn language and he / she learns the language of society he / she is placed in.

3. Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols.

This definition rightly gives more prominence to the fact that language is prima speech produced by oral-auditory symbols. A speaker produces some string of sounds that get conveyed through the air to the listener who, through his ear receives the sound waves and conveys these to the brain that interpret these symbol to arrive at a meaning.

4. A language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.

Chomsky meant to convey that each sentence has a structure. Human brain is competent enough to construct different sentences from the limited set sounds / symbols belonging to a particular language. Human brain has a capacity to produce infinite number of sentences that has never been said or heard.

5. A language is a system of arbitrary vocal symbols used for human communication.

6. A language is a system of arbitrary vocal symbols by means of which a social group cooperates.   (Bloch and Trager 1942)

Both the definitions 5 and 6 above prominently point out that language is a system. Sounds join to form words according to a system. The letters k,n,i,t joint to form a meaningful word 'knit', whereas combinations like n-k-i-t, t.k.n.i or i.n.k.t do not form any meaningful or sensible combinations. Words are joined to form sentences according to some system. A sentence like Cricket is a game of glorious uncertainties is acceptable but one cannot accept a string of words like : a game is of cricket uncertainties glorious. It is in this sense that language is said to be a system of systems.

7. Language is a system of conventionally spoken or written symbols by means of which human being, as members of a social group and participants in its culture communicate. (Encyclopaedia Britannica)

8. Languages are the principal systems of communication used by particular groups of human beings within the particular society (linguistic community) of which they are members.   (Lyons 1970)

It is clearly evident from all these definitions, none of which completely defines the term 'language', that it is not possible to have a single definition that brings out all the properties of language. On the basis of these definitions, one can, however, list out the various characteristics of language. It would, therefore, be better to list these characteristics and discuss them in detail.

Characteristics Of Language

Language is a Means of Communication

Language is a very important means of communication between humans. A can communicate his or her ideas, emotions, beliefs or feelings to B as they share a common code that makes up language. No doubt, there are many other means of communication used by humans, e.g.

gestures, nods, winks, flags, smiles, horns, short-hand, Braille alphabet, mathematical symbols, Morse code, sirens, sketches, maps, acting, miming, dancing, and so on. But all these systems of communication are extremely limited or they too, in turn, largely depend on language only. They are not so flexible, comprehensive, perfect and extensive as language is. Language is so important a form of communication between humans that it is difficult to think of a society without language. It is a carrier of civilization of culture as human thoughts and philosophy are conveyed from one generation to the other through the medium of language.

Language is ubiquitous in the sense that it is present everywhere in all activities. It is as important as the air we breathe and is the most valuable possession of man. In the scheme of things, all humans are blessed with language and it is the specific property of human beings only. Language is thus species specific and species-uniform. It is because of the use of language that humans at called 'talking animals'.

Animals too have their system of communication but their communication is limited to a very small number of messages, e.g., hunger, thirst, fear and anger. In the case of humans, the situation is entirely different. Human beings can send an infinite number of messages to their fellow beings. It is through language that they store knowledge, transfer it to the next generation and yoke the present, past and the future together.

Language is Arbitrary

There is no reason why a female adult human being be called a women in English, 'stree' in Hindi, 'aurat' in Urdu, 'Zen' in Persian, 'Femine' in French. Selection of these words in the languages mentioned here is purely arbitrary. It is just like christening a new born baby John or James. But once a child is given some name is purely arbitrary manner. The name gets associated with the child for his entire life and it becomes an important established convention. The situation in the case of language is a similar one. The choice of a word selected to mean a

particular thing or idea is purely arbitrary but once a word is selected for a particular referent, it comes to stay.

It may be noted that had language not been arbitrary, there would have been only one language in the world.

The arbitrary nature of language permits or presupposes change. Names once given are not normally change words in a language are more difficult to change because a whole society has accepted them. Therefore, while the arbitrary nature of language permits change its conventionality gives it stability.

There are words in some languages, which do have a relation with a meanings or ideas they stand for. Onomatopoeia is a term used for words that imitate the sounds they stand for, e.g., bang, thud, buzz, hum. But such words are very few, and for a same sound, different languages have different words. The words, therefore, do not invalidate the fact that words in a language are arbitrarily selected and that the relationship between words and their referents is purely arbitrary.

Language is a System of System

Language is not an amorphous, disorganised or chaotic combination of sounds. Any brick may be used anywhere in a building, but it is not so with sounds. Sounds are arranged in certain fixed or established systematic order to form meaningful units or words. Similarly, words are also arranged in a particular system to frame acceptable meaningful sentences. These systems operate at two levels phonological and syntactical.

At the phonological level, for example, the sounds of a language appear only in some fixed combinations. There is no word, for example, that starts with bz - lr - or zl - combination. Again, while there are several English words having an initial consonant cluster with three consonants (e.g. spring / string), there are no initial tetra phonemic consonant clusters a string four consonants in the same syllable in English. Words too combine to form sentences according

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to certain conventions (i.e. grammatical or structural rules) of the language. The sentence 'The hunter shot the tiger with a gun" is acceptable but the sentence "hunter the tiger a shot gun with the" is not acceptable as the word order in the latter sentence does not conform to the established language conventions.

Language is thus called a system of systems as it operates at the two levels discussed above. This property of language is also termed duality by some linguists. This makes language a very complex phenomenon. Every human child has to master the conventions of the language he or she learns before being able to successfully communicate with other members of the social group.

Language is Primarily Vocal

Language is primarily made up of vocal sounds only, produced by a physiological articulatory mechanism in the human body. In the beginning, it must have appeared as vocal sounds only. Writing must have come much later, as an intelligent attempt to represent vocal sounds. Writing is the graphic representations of the sounds of the language. The letters k or q represent only the /k/ sound. Graphic symbols had to be invented for the sake of some sounds. There are a number of languages which continue to exist, even today, in the spoken form only. They do not have a written form. A child learns to speak first; writing comes much later. Also during his life time, a man speaks much more than be writes. The total quantum of speech is much larger than the total quantum of written materials.

It is because of these reasons that modern Linguists say that speech is primary writing is secondary. Writing did have one advantage over speech - it could be preserved in books or records. But, with the invention of magnetic tapes or audio cassettes, it has lost that advantage too. A number of modern gadgets like the telephone, the tape recorder, the Dictaphone, etc. prove the importance of speech over writing in the present time.

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Language Differs from Animal Communication in Several Ways

Language is primarily human.   It is humans alone that possess language and use it for communication. Language is, in that sense, species specific - it is specific only to one set of species. Also all human beings uniformly possess language with the exception of the hearing impaired persons who cannot speak or hear.

Language is species-uniform to that extent.   Animals also have their own system of communication but communication between them is extremely limited to a very small number of messages.

Animal communication is different from human communication in the following ways:

a) Language can convey a large number, rather an infinite set, of message whereas the number of messages conveyed through the animal communication is very limited. Animals, for example, are able to convey to their animals if they are hungry or afraid. A bee, by its dance, it able to convey about the distance or the direction of the source of nectar, but it cannot convey how good or bad this honey is. Similarly, a bee cannot tell another bee that the same honey is 10 metres to the left, or at a point of 15 metres to the right. Language conveys messages along several directions whereas, in the case of bees, message are differentiated along two dimensions only i.e., direction and distance from the honey. it is known to produce a number of (not more than 9 to 10) messages only to express fear, aggression, anger, love etc. but these messages too are extremely limited in number.

b) Language makes use of clearly distinguishable discrete, separate identifiable symbols while animals' communication systems are often, continuing or non-discrete.

One can clearly distinguish between /k/, / æ/ and /t/ in the word cat, but cannot identify different discrete symbols in the long humming sound that a bee produces or the 'caw-caw' sound of a crow.

c) Animal communication systems are closed systems that do not permit any change, modification or addition. A bee's dance or a cock's craw is today the same that it was 200 years ago. It is not so in the case of language.   Language is changing, growing every day, and new words continue to be added to it in the course of time. Words like sputnik, laser, video, software did not, for example exist anywhere in English language 300 years ago. Language in thus open ended modifiable and extendable.

d) Human language is non-instinctive in the sense that every human do has to learn language from his elders or peers in society. This process of learning plays an important part in the acquisition of language. On the other hand, bees acquire their skill in dancing as humans acquire the skill to talk. They are sometimes seen to make hexagonal hives. They do not learn any geometry. Their knowledge is inherited, inbuilt It is not so in the case of human beings who have to learn a language.

e) Animal communication, as in the case of communication system in birds, dogs, monkeys, insects etc., is limited to or related to their immediate time and place, here and now or near about. It does not contain any information about the past or the future or about the events taking place in the distant multidimensional set-up.

When your pet animal produces a sound, 'a cat mews or a dog barks, you understand the message as relating to your immediate present and place at the moment. It cannot tell you where it was two days ago for where it would be in the evening or what it was up to in the next few minutes. Human language users are capable of producing messages pertaining to the present, past or future, near or distant places, i.e. in a multidimensional setting.

This property is called displacement**.** It allows the users of language to talk about things and events which are not present in the immediate environment of the speaker. Animal communication lacks this property.

Even if some animals do display this property of displacement in their communication system, the messages are extremely limited. A honeybee can, for "example, convey the distance and the direction of the source of nectar, but it cannot tell another bee that it should first turn right for a distance of 10 meters and then fly across the left wall into a well in the rose garden on the east.

The property of displacement in human language enables us to talk even of things, persons or events that are non-existent or imaginary or are likely to be found on other planets. We can talk of a superman, test-tube babies, artificial limbs, havocs of war, fairies, angels, demons, the spider man, Santa Claus and the life. It is this property of displacement that allows humans to create for example: literature, fiction, fantasy or the steam of consciousness stories.

Language is a Form of Social Behaviour

As stated above, language has to be learnt. This learning is possible only in society. A human child learns to speak the language of the community or the group in which he or she is placed. A Chinese infant, if placed in an Indian family will easily learn to speak an Indian language. He or she picks up the language of the social setup in which he or she grows. Language is thus a form of social behavior.

Importance of Language

Having outlined the various characteristics of language, one may like to ask: why study or learn language at all? An answer to this question can be easily derived from a consideration of the situation this world was in before language came into existence. One can easily imagine that man must then have been a denizen of the forest very much likes anyone of the other animals,

viz, horse, cow, tiger, elephant and dog. The entire human progress, in fact everything that distinguishes human from animals, depends on language only.

Language is today, a medium of Literature science and technology, computers and cultural exchanges between social groups and the most powerful, convenient and permanent means of communication in the world. It is ubiquitous, present everywhere in all human activities through dreams, prayers, meditations and relations. It is only through language, out knowledge and culture are stored and passed on from generation to generation. Thus, all human civilization and knowledge are possible only through language.

QUESTIONS

1.   What are the various definitions of the term language?

2.   List the various characteristics of language. Explain any two of these.

3.   How does language differ from animal communication?

4.   Write short notes on the following:

a) Language is arbitrary.

b) Language is a system of systems.

c) Speech is primary, writing is secondary.

d) Language is open-ended, modifiable and extendable depending on the   needs of the people using it.

e) Language is a means of communication.

f) Language is species-specific and species uniform.

5.   Fill up the blanks:

a) There is _____ one to one correspondence between a word and the thing it stands for.

b) Human language is discrete, while animal communication is _____

c) Speech is _____ but writing is _____

d) Language is a system of systems. This property of language is also called _____

e) Languages does not automatically pass on from one generation to the other. It has to be _____ by practice.

Module 2
Linguistics

<u>Introduction</u>

<u>Linguistics is the scientific study of Language. The word 'language' here means of language in general, not a particular language</u>. If we were concerned with studying an individual language, we would say 'I'm studying French or English or whichever language we happened to be studying. But linguistics does not study an individual language. They study 'language' in general.

It is no way of studying language' without referring to and taking examples from particular languages. However, even while doing so, the emphasis of linguistics is different. Linguistics does not emphasize practical knowledge or mastery of a particular language. Linguistics may know only one language, or may know several, or may even study a language they do not know at all. They try to study the ways in which language is organized to fulfill human needs, as a system of communication.

There is a difference between a person who knows many languages (called a polyglot) and, a linguist who studies general principles of language organization and language behavior, often with reference to some actual language or languages. Any language can be taken up to illustrate the principles of language organization, because all languages reveal something of the nature of language in general.

We can say that linguistics is learning about language rather than learning a language. This distinction is often explained at the difference between learning how a car works and learning how to drive a car. When we learn how to drive a car, we learn a set of habits and do some practice - that is similar to learning how to speak a language. When we learn how the car works, we open up its mechanism study it and investigate the relationship of its parts to one another. This is a similar to what we do in a scientific study of language or linguistics we investigate to mechanism of language, its parts, and how all these parts fit together to putting particular

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functions, and why they are arranged or organized in a certain means. Just a while driving a car we are using its various components, while speaking a language we are using the sounds, words etc. of that language, behind that uses is the mechanism which enables us to do so. We study language because is important for us to understand this mechanism.

Every language is a system, so it does not matter which language we are up to illustrate, the working of 'language' in human life. In earlier times, the study of language was considered to the study of the grammar of some prestigious or classical language such as Latin, Sanskrit or Greek. Today we consider all languages as fit objects of language study.

In this unit we will trace the historical development of linguistics, and study about the different levels of linguistic analysis and the related disciplines that have emerged. This we hope will give you a thumbnail sketch of what we have come to understand as linguistics today. By the end of this unit therefore you should be able to:

    A) Identify the different branches of linguistics, and

    B) Trace the historical development of linguistics

Branches of linguistics

In this section I shall try to give you a fair idea of the major concerns of linguists by acquainting you with different dimensions of linguistics, with different levels at which linguistic analysis can be made with several interdisciplinary fields relating to linguistics.

Dimensions of linguistics

Linguistics can be studied from different perspectives. Some of these dimensions of linguistics are represented below:

Dimension of Linguistics
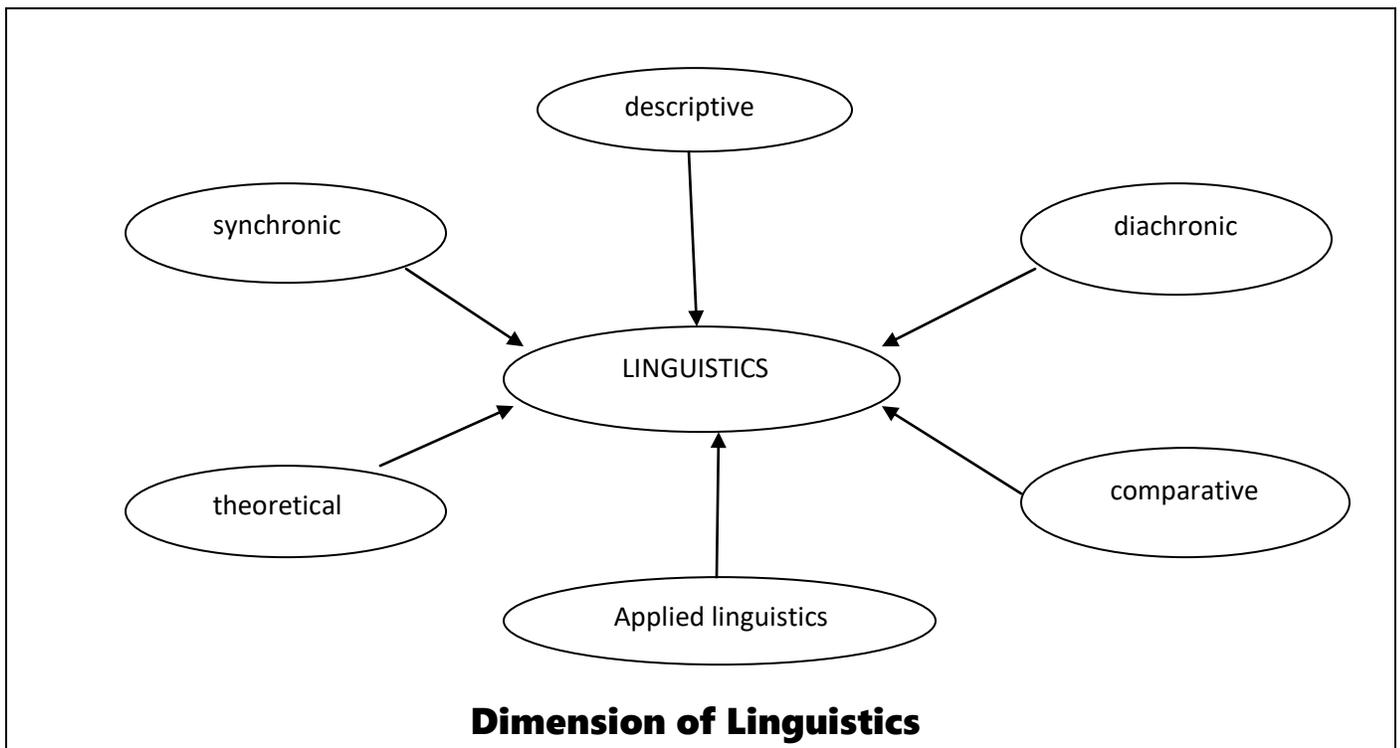
These dimensions can be distinguished, depending on the focus and interest of the linguist. We therefore have diachronic and synchronic linguistics- developed as result of the distinction introduce by Ferdinand De Saussure (discussed later in section 2.3). Diachronic linguistics is the study of language change. It is concerned with historical development of the language through time. A study of the history of the Hindi language will be diachronic study. Synchronic linguistics is the study of language states, regardless of their history.

That is a study of language as it exists at a particular point of the time. Hence if we a make a study of French as it was spoken in the 1960's or of the English language of Chaucer's time, it would be synchronic study.

When linguists try to establish general principles for the study of all languages, they are set to be practicing theoretical (or general) linguistics. When they concentrate on establishing the facts of a particular language system, they practice descriptive linguistics. When the focus is on the similarities and the differences of the languages, the subject is often referred to a comparative (or typological) linguistics. And the application of the concepts and methods used in linguistics to other areas like language teaching, translation or testing is called applied linguistics.

Levels of linguistic analysis

The speakers of the language are able to produce and understand the unlimited number of utterances, including many that are novel and unfamiliar. In other words, languages have the unique characteristic called creativity and productivity. However when we talk from the point of view of human beings, this linguistic is called linguistic competence. (You will read more about this is the units dealing with sociolinguistics). It is the linguistic competence, which constitutes the central subject matter of modern linguistics. In investigating linguistic competence, linguists focus on the mental system which allows one to form and interpret the words and sentences of one's language. This system is also known as the "grammar" of that language.

Major components of this "grammar" are as follows:

Component	Responsibilities
Phonetics	The articulation and perception of speech sounds
Phonology	The patterning of speech sounds
Morphology	The formation of words
Syntax	The formation of phrases and sentences
Semantics	The interpretation of words and sentences

These components are all inter-related and have been set up for doing linguistic analysis. These are often referred to as different levels of linguistic analysis. A brief definition of these levels is given below

Phonetics is the study of articulation, transmission and reception of speech sounds.

Phonology is the study of the organization of the units of the sounds of speech into syllables and other larger units. The phonology of the language is a description of the systems and patterns of sound that occur in that language.

Morphology is the study of words.

Syntax deals with the combination of words into phrases, clauses and sentences.

Semantics is concerned with the study of meaning in all its aspects.

Interdisciplinary fields of linguistics

When we talk of branches of linguistics what we also have in mind are the interdisciplinary fields that have developed since the inception of linguistics.

David Crystal (1987) in his encyclopedia called *The Cambridge Encyclopedia of language* has categorized some of these under different interdisciplinary fields of linguistics. A brief introduction is also given along with each discipline.

Applied linguistics:

The application of linguistic theories, methods, and findings to the elucidation of language problems can be seen in other domains. The term is especially used with reference to the field of foreign language learning and teaching, but it applies equally to several other fields, such as stylistics, lexicography translation, and language planning, as well as to the clinical and educational fields below.

Biological linguistics:

The study of the biological conditions for language development and use in human being, with reference to both to the history of language in the human race and to child development.

Clinical linguistics:

The application of linguistic theories and methods to the analysis of disorders in spoken, written, or signed language.

Computational linguistics:

The study of language using the techniques and concepts of computer science, especially with reference to the problems posed by the fields of machine translation, information retrieval and artificial intelligence.

Educational linguistics:

The application of linguistic theories and methods for the study of teaching and learning of a language (especially a first language) in schools and other educational settings.

Ethno-linguistics:

The study of language in relation to ethnic types and behavior, especially with reference to the way social interaction proceeds.

Geographical linguistics:

The study of the regional distribution of languages and dialects, have seen in relation to geographical factors in the environment.

Mathematical linguistics:

The study of the mathematical properties of language, using concepts from such fields algebra, computer science and statistics.

Neuro-linguistics:

The study of the neurological basis of language development and use in human being, especially of the brain's control over the process of speech and understanding.

Philosophical linguistics:

The study of the role of language in the elucidation of philosophical concepts, and of linguistic theories, methods and observations.

Psycho-linguistics:

The study of the relationship between linguistic behavior and the psychological processes (e.g., memory, attention) thought to underlie it.

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Socio-linguistics:

The study of the interaction between language and the structure and functioning of society.

Statistical linguistics:

The study of the statistical or quantitative properties of language.

Theo-linguistics:

The study of the language used by biblical scholars, theologians, and others involved in the theory and practice of religious belief.

Linguistics as a Science

Linguistics can be understood as a science, in both general and specific terms. Generally, we use the term 'science' for any knowledge that is based on clear systematic and rational understanding. Thus we often speak of the 'Science of polities' or statecraft, or 'the science of cooking'. However, we also use 'science' for the term 'science for systematic study of phenomena, enabling us to state some principles or theories regarding the phenomena. This study proceeds by examination of publicly verifiable data obtained through observation of phenomena and experimentation; in other words, it is empirical and objective. Science must also provide explanation after adequate observation of data, which should be considered i.e. there should be no contradiction between different parts of the explanations or statement

Let us apply these criteria of science to linguistics. Linguistics studies language. It is a phenomenon which is both objective and variable. Like natural phenomena in the physical world, like organisms in the living world, it has a concrete shape and occurrence. In the same way as a physicist or chemist takes materials and measures their weights, densities etc. to determine their nature, and in the same way as a biologist takes a specimen of some form of life

and examines it under a microscope, the linguist studies the components of language, e.g. observing the occurrence of speech-sounds, or the way in which words begin at end. Language, like other phenomena, is objective because it is observable with the senses.

Linguistics observes the features of language, classifies these features into sound features of particular type or words belonging to particular classes on the basis of similarity or difference with other sounds and words.

But while linguistics shares some of the characteristics of empirical science, it is also a social science because it studies language which is a form of social behaviour and exists in interaction between human beings in society. Language is also linked to human mental processes. For these reasons, it cannot be treated always as objective phenomena.

In empirical sciences, the methods of observation and experimentation are known as inductive procedures. This means that phenomena are observed and data collected without any preconceived idea or theory, and after the data are studied, some theory is formulated. This has been the main tradition in the history of western science. But there is also the opposite tradition—the tradition of nationalism - which holds that the mind forms certain concepts or ideas beforehand in terms of which it interprets the data of observation and experience. According to this tradition, the deductive procedure is employed in which we have a preliminary hypothesis or theory in our minds. We try to prove this hypothesis by applying it to the data. This procedure was considered to be unscientific according to the empirical scientists because they felt that pre-existent ideas can influence the kind of data we obtain, i.e. we search only for those pieces of data that fit our theory and disregard others and, therefore, it is not an objective method. On the other hand, it has been observed by some thinkers (such as Karl popper) that no observation can be free of some theory; it cannot be totally neutral:

We can, however, reconcile these two procedures. There are aspects of language which we can observe quite easily and which offer concrete instances of objective and verifiable data. At the same time, we need to create a tentative or working hypothesis to explain this data, which we may accept, reject or modify as we proceed further. With such an open attitude, we may collect more data. This alternation of inductive and deductive procedures may help us to arrive at explanations which meet all the requirements of science, i.e. they are exhaustive, consistent and concise.

Thus, linguistics is both an empirical science and a social science. In fact, it is a human discipline since it is concerned with human language, so it is part of the study of humanities as well. This includes the study of literature, and appreciation of the beauty and music of poetry. In understanding language, humankind can understand itself. Moreover, since every branch of knowledge uses language, linguistics is central to all areas of knowledge. The traditional sanctions of science, art and humanities are not relevant for linguistics.

Scope of Linguistics

Linguistics today is a subject of study, independent of other discipline. Before twentieth century, the study of language was not regarded as a separate area of study in its own right. It has considered to be a part of studying life history of language or the philosophy of language, but as philosophy. So, 'Linguistics' is a modern name which defines a specific discipline, in which we study language not in relation to some other area such as history or philosophy, but language as itself, as a self-enclosed and autonomous system

The main concern of modern linguistics is to describe language, to study its nature, and to establish a theory of language. That is, it aims at studying the components of the language system and to ultimately arrive at an explanatory statement on how the system works. In modern linguistics, the activity of describing the language system is most important, and so modern

linguistics is generally known as *descriptive. But* linguistics has other concerns as well, which fall within its scope, and these include historical and comparative study of language. These differ from the descriptive approach in their emphasis; otherwise, these approaches also involve description of language. They are discussed in detail below.

Relationship between branches of Linguistics

We can understand the extension of the scope of linguistics to its various branches with the help of which also helps us to see the interconnection between these different and yet interrelated areas of study.

The levels of linguistic analysis, corresponding to the levels of language structure are: Phonetics and Phonology, morphology, syntax, semantics, which take sounds, words, sentences, and meanings respectively as discrete units. Discourse is the level of language beyond the sentence. As modern linguistics has developed, it has grown from an autonomous discipline to one linked with various other disciplines such as psychology, sociology, philosophy, literary studies etc.

Thus, many branches of linguistics have developed, such as sociolinguistics, psycholinguistics, language pathology, anthropological linguistics, dialectology, literary stylistics, and so on. Research in all these areas has facilitated the application of insights from linguistics in language teaching and planning of language education and policies.

Questions:

1. Define Linguistics
2. What are the branches of linguistics
3. Define a) Phonetics b) syntax c) semantics d) morphology e) socio-linguistics
4. Differentiate between phonology and phonetics
5. What is the scope of linguistics?
6. How is linguistics a scientific discipline
7. What are the different interdisciplinary fields of Linguistics?

Module 3
Morphology

According to the traditional linguistic theories, grammatical description largely operates on two important units; the word and the sentence. These two units form the basis of different writing systems in various languages of the world. This section is intended to examine the term word and the smaller elements that constitute words.

A word is a single unit of language, which means something and can be spoken or written. The English word unkind is made up of two smaller units un and kind. These are minimal units that cannot be further sub-divided into meaningful units. Such minimal, meaningful units of grammatical description are generally referred to as morphemes. A morpheme is a short segment of language that meets three criteria.

1. It is a word or a part of a word that has meaning.
2. It cannot be divided into smaller meaningful parts without violation of its meaning or without meaningless remainders.
3. It secures in differing verbal environments with a relatively stable meaning.

The word unlikely has three morphemes while the word carpet is a single morpheme. The words car and pet are independent morphemes in themselves, but the word carpet has nothing to do with the meanings of car and pet. Carpet is a minimal meaningful unit by itself. Again, the word garbage is a single morpheme while the words garb and age are independent morphemes by themselves. A systematic study of morphemes or how morphemes join to form words is known as morphology.

The terms 'morpheme' and morph' are thus comparable to the terms 'form' and substance' given by F. De Saussure. The morpheme is an element of form which may be represented directly by phonological (or orthographical) segments with a particular 'shape' (i.e. by morphs). It is customary to represent morphemes between inns. For example the word went (phonologically / went) which cannot be segmented into morphs, represents the combination of two morphemes go and past.

Sometimes, a particular morpheme may be represented not by the same morph but by different morphs in different environment. Such different representations of a morpheme are called allomorphs.

The plural morpheme in English (which combines with a noun morpheme to form a plural) is represented by three allomorph /s/ /h/ and /z/ in different environments (which are phonologically conditioned).

Plural morpheme
Allomorphs
Similarly, the present tense morpheme [-e(s)] has three allomorphs /s/, /z/ and /z/ e.g. packs / paks / digs / digz/. The past tense morpheme of English [-e(d)] has also three different (phonologically conditioned) allomorphs /h, /d/ and /s/. The rule that governs these allomorphs is as follows:

Past morpheme
The relationship between the terms morph, allomorph and morpheme is similar to the between phone, allophone and phoneme. The term 'morph' means shape. Any minimal phonetic form that has meaning is a morph. The /s/ /h/ …… are all morphs. Those morphs which belong to the same morpheme are called allomorphs of that morpheme. Thus /s/, /h/ and /z/ are allomorphs of

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the plural morpheme (e(s)). This is just like a phoneme which is a minimal, distinctive unit in the sound system of a language.

A phoneme may sometimes occur in more than one phonetic form called allophones. These phonemes function is the same. They however never occur is the same phonetic environment and are said to be in complementary distribution. Similarly, allomorphs are also in complementary distribution. The phonemes /p/ /t/ and /k/ for example have two phonetic forms each i.e. [p] and [p^h], [t] and [t^h], [k] and [k^h]. Here [p] and [p^h] are the allophones of the phoneme /p/. All the speech sounds (phoneme as well as allophones) are called phones.

It may be noted that in some language words can generally be segmented in parts (morphs) while this is not so in other. Similarly, there are language in which the morph tends to represent a single minimal grammatical unit (a morpheme).

We can now clearly bring out both the grammatical similarly and be formation difference between such words as brought and played, or were and taller. Both the regular and the irregular forms can be handled alike.

Brought = (bring) + (ed); played = [play] + (ed)
Worse = (bad) + (er); taller (tall) + (er), etc.

FREE AND BOUND MORPHEMES

In words such as unhappy, disregarded, boyhood etc. morphemes such as happy regard and boy can stand on their own as independent words. Such morphemes are called free morpheme. On the other hand, morphemes like up, dis el-hood etc., cannot stand on their own as independent words. They are always attached to a free morpheme or a free form. Such morpheme are called 'soul morpheme'. Morpheme such as dis-, un-, ed, -hood are also called affixes. The form to

which an affix is attached is called a base. Here is a tree diagram showing the morphological analysis of the word unknowingly.

The stem that cannot be further split up is also called the root.
Affixes may be divided into prefixes (which appear at the beginning of the base) and suffixes (which appear at the end of the base).

	Set A			**Set B**	
	Prefix	**Base**		**Base**	**Suffix**
unhappy	un-	happy	friendship	friend	-ship
Immobile	im-	mobile	boyhood	boy	-hood
enable	en-	able	boys	boy	-s
illegal	il-	legal	nicely	nice	-ly

On another dimension, affixes are classified as inflectional affixes and derivation affixes. Inflection is a change made in the form of a word to express its relation to other words in the sentence. Derivation, on the other hand, is the process by which new words are formed from existing words. Derivation is class-maintaining if the original word and the new word belong to the same class (e.g. boy and boyhood, both nouns, play and replay, both verbs) and is class-changing if the two words belong to different categories (e.g. able and enable: verb from adjective; season and seasonal: adjective from noun; sing and singer: noun from verb). Properties of the Inflectional suffixes:)

i)   Inflectional suffixes do not change the class of the word, e.g.
        slide   slides   (both verbs)
        hot   hotter   (both adjectives)

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| girl | girls | (both nouns) |
| play | playing | (both verbs) |

ii)   They come last in a word and appear only as suffixes. (It may be noted that derivational affixes can be prefixes as well as suffixes).

iii)   They do not pile up (only one ends a word), e.g. pens, higher, laughing, written.

STRUCTURE OF WORD

Considered from the point of view of their morpheme constituents, there are mainly three types of words: Simple words, complex words and compound with

i)   **Simple words**. They consist of a single free morpheme followed, or not, by an inflection suffix, e.g. play, plays, stronger.

ii)   **Complex words.** They consist of a base and a derivational affix, e.g. goodness, enable, boyhood, determination.

VARIOUS WAYS OF WORD FORMATION

The users of a language have to be conversant with the myriad ways in which words are formed. A simple word like happiness, for example, is formed by adding the suffix-ness to the base word happy. While happy is an adjective, happiness is a noun. The word 'happiness' has thus been derived from the word happy.

This most important method of word formation is known as affixation i.e. by adding a prefix or a suffix to a base called stem. Any form to which at affix (either prefix or suffix) is added is called a stem. A stem is called a root when all affixes are removed from it. Every stem can, however, be a base. The stem cannot be further broken up into two separate morphemes.

NEOLOGISM – (The act or instance of coining new words)

Apart from affixation, there are several other ways in which new words are formed. Also, words are used in different ways for different meanings or connotations. The world of words in any language is a wonderful world. A user of a language who masters the art of using words or manipulating words becomes a wizard with the language and proves to be a master in the skill of communication. It would be quite pertinent, therefore, to briefly list some of the different ways in which words are formed.

USE OF PREFIXES
Prefixes are used to coin new words of various types

(a)   Negative Prefixes

Prefix	Base word	New word
In-	Possible / mortal	Impossible / immortal
In-	Evitable	inevitable
Un-	Sensitive	insensitive
a-	Stable	unstable
non-	Like	unlike
		atheist

dis-	theist	amoral
	moral	non-entity
	entity	non-violence
ill-	violence	dispassionate
	passionate	disservice
	service	illogical
ir-	logical	illimitable
	limitable	irrational
de-	rational	irrelevant
	relevant	defrost
mis-	frost	deforestation
	forestation	misinterpret
	interpret	misrepresent
pseudo-	represent	pseudo secular
	secular	pseudo religious
	religious	

(b)   **Prefixes of number**

Prefix	Base word	New word
mono -	syllabic	monosyllabic
	logue	monologue
Uni-	Lateral	unilateral
	Cellular	unicellular
Bi-	Lingual	Bilingual
	lateral	bilateral
di-	Pole	Dipole
	ode (electrode)	diode
	urnal	diurnal
tri-	Weekly	triweekly
	Angle	triangle
Tetra	Cycle	tetracyclic
multi/poly-	Syllabic	polysyllabic
	racial	multiracial
	pronged	multipronged
	lingual	multilingual

c) Prefixes of degree or size

Prefix	Base word	New word
super -	Man	superman
	natural	supernatural
out -	Run	outrun
	Live	outlive
under -	state	understate
	cooked	undercooked
hyper -	active	hyperactive
	critical	hypercritical
ultra -	Modern	ultramodern
	simple	ultra simple
Mini- (midi-/maxi)	Bus	Minibus
over-	Skirt	Overactive
	active	oversmart
	smart	subhuman
Sub-	Human	Subhuman
	Zero	subzero
arch -	Standard	Substandard
	bishop	archbishop
	angel	archangel

d)   Other prefixes

Prefix	Base word	New word
auto -	Biography	autobiography
	Start	autostart
neo -	Rich	neorich
	Classical	neoclassical
semi -	Circle	semicircle
	Nude	seminude
pan-	Indian	Pan-Indian

e)   Class-changing prefixes

Here are examples of some prefixes that change the class to which a word belongs:

Prefix	Word	Class	New word	Class
be -	head	Noun	Behead	verb
	friend	noun	befriend	verb
en -	able	adjective	Enable	verb
	trust	noun	entrust	verb
a -	float	Verb	Afloat	adjective
	heat	noun	ahead	adjective
de -	form	Noun	Deform	verb
	frost	noun	defrost	verb

Use of Suffixes : The suffixes may be broadly divided into two categories; class maintaining and class-changing. Here are a few examples

Suffix	Word	Class	New word	Class
-ship	friend	Noun	friendship	noun
-hood	Boy	Noun	Boyhood	noun
-er	London	Noun	Londoner	noun
ess-	Tiger	Noun	tigress	noun
-dom	King	Noun	Kingdom	noun
-ery	Machine	Noun	machinery	noun

(b) **Class-changing suffixes**

(i) Noun to adjective

Suffix	Word	Class	New word	Class
-ian	India	Noun	Indian	adjective
-ese	China	Noun	Chinese	adjective
-ful	beauty	Noun	beautiful	adjective
-less	Harm	Noun	harmless	adjective
-ly	Friend	Noun	friendly	adjective
-like	Child	Noun	childlike	adjective
-ish	Child	Noun	childish	adjective
-al	accident	Noun	accidental	adjective
-ous	Virtue	Noun	virtuous	adjective

ii) Adjectives to noun

Suffix	Word	Class	New word	Class
-ity	Able	adjective	ability	noun
-ness	Happy	adjective	happiness	noun
-ry	brave	adjective	bravery	noun

iii) Nouns to verbs

Suffix	Word	Class	New word	Class
-ify	Fort	Noun	fortify	verb
-en	length	Noun	lengthen	verb
-le	top	Noun	topple	verb

(iv) Verbs to nouns

Suffix	Word	Class	New word	Class
-er	Drive	Verb	driver	noun
-ment	Govern	Verb	government	noun
-age	Drain	Verb	Drainage	noun
-ant	Pollute	Verb	pollutant	noun
-ee	Pay	Verb	Payee	noun
-ation	Condemn	Verb	condemnation	noun
-al	withdraw	Verb	Withdrawal	noun
-or	Act	Verb	Actor	noun

v) Verbs to adverb

Suffix	Word	Class	New word	Class
-ily	Sleep	Verb	sleepily	adverb
-fully	Play	Verb	playfully	adverb

vi) Adjectives to adverbs

Suffix	Word	Class	New word	Class
-ly	Nice	adjective	nicely	adverb
-wards	Back	adjective	backwards	adverb

Conversions

a) Some words can be used as nouns, verbs, adverbs, or adjectives without any change in the form of the word, without the addition of an affix or prefix. This process of derivation is called conversion. Here are some examples.

Light   Switch on the light (noun)
        Light the lamp (verb)

Round   The earth is round like a ball (adjective)
        The principal went on a round (noun)
        You must round all the sharp concerns (verb).

Back   He is carrying a bag on his back (noun)
        You must back me up (verb)
        The plane flew back in no time (adverb)
        He left by the back door (adjective).

b) In come words of two syllables, change of accent from the first to the second syllable changes a noun / adjective to a verb:

Noun / Adjective	Verb
'conduct	con'duct
'subject	sub'ject
'object	ob'ject
'present	pre'sent
'contrast	con'trast

c) There are some words, in which there is a change in the meanings of words if the final consonant is voiced (either by a change in spellings or without it); for example

Word	Final Sound	Word	Final Sound
advice (n.)	/s/	advise (v)	/v/
thief (n.)	/f/	thieve (v)	/v/
house (n.)	/s/	house (v)	/z/

Compound Formation

Compounds are formed by joining two or more bases. These bases are, in some cases, separate by a hyphen, while in other cases, the hypen appears to have disappeared with the passage of time. There is no rule governing the presence or absence of the hypen. Here are some examples of compound words

a)   **Noun + Noun**

      motor cycle   hair breadth

      tear gas   goldfish

      girl-friend   television fan

      bread-piece   block-head

      fire-engine   pot-belly

      paperback

b)   **Noun + Adjective**

      trustworthy   beautify conscious

      home sick   brick red

      duty free   sea-green

c)   **Adjective + Noun**

Preface   yellow press

                       red light

fathead   greenhorn

d)   **Compounds with verbs / adverbials / verbal nouns**

sight-seeing   man-eating

birth-control   heart-breaking

record-player   easy-going

brain-washing   baby-sitting

walking-stick   lip-read

Reduplication

Some words are formed out of two such elements as are almost alike. These elements may either be identical or only slightly different.

Examples

criss-cross   pooh-pooh   hush-hust

doodle-doo   kit-kat   see-saw

wishy-washy   hanky-panky   hurry-worry

trin-trin   hanky-panky   sing-song

walkie-talkie   humdrum   goodyg-goody

Borrowing

One of the most common source of new words in English is the process imply labelled borrowing, that is, the taking over of words from other languages. (Technically, it's more than just borrowing, because English doesn't give them back). Through its history the English language has adopted a vast number of words from other languages, including these examples:

dope (Dutch)	piano(Italian)	tattoo (Tahitian)
jewel (French)	pretzel (German)	tycoon (Japanese)
glitzy (Yiddish)	ski (Norwegian)	Yogurt (Turkish)
illac (Persian)	sofa (Arabic)	Zebra (Bantu)

Sometimes a new sound comes along with new words. The voiced fricative /s/ became part of English through borrowed French words can as measure and rouge.

Other languages, of course, borrow terms from English as in the Japanese use of sumpaa or suupamaaketto ("supermarket") and taipuraitta ("typewriter"). We can also hear of people in Finland using a sekki ("check") to pay their bills, Hungarians talking about sport, klub and futbal, or the French discussing problem of le stress, over glass of le whisky, during the weekend)

Questions

1. What is morphology?
2. Define Morph, morpheme and allomorph with examples?
3. What are free and bound morphemes?
4. Describe allomorph?
5. Explain major morphological processes?
6. Explain the word formation process.

7. How many morphemes does the following sentence contain?

There`s one thing about baldness, i`ts neat.

8. Write down the free and bound morphemes of the following words

1. disappear

2. relay

3. illegal

4. inaccurate

5. vividly

6. government

7. hunter

8. distribution

9. Identify the root prefix and stem in the following forms.

1. musical 2.porous   3.possibility   4.denationalise   5.manliness 6.incompetent 7.unfriendliness

8.impolite

10. Explain Inflectional affixes and derivation affixes with examples.

11. Give two examples of compounding from your mother tongue and English.

Example: Hindi " Lambodar"-   "long tummy"- "Lord Ganesha"

Module 4
Semantics

Semantics is the study of meaning in language. We know that language is used to express meanings which can be understood by others. But meanings exist in our minds and we can express what is in our minds through the spoken and written forms of language (as well as through gestures, action etc.).

The sound patterns of language are studied at the level of phonology and the organization of words and sentences is studied at the level of morphology and syntax. These are in turn organized in such a way that we can convey meaningful messages or receive and understand messages.

 It is the most abstract level of linguistic analysis, since we cannot see or observe meaning as we can observe meaning, as we can observe and record sounds. Meaning is related very closely to the human capacity to think logically and to understand. So when we try to analyze meaning, we are trying to analyze our own capacity to think and understand our own ability to create meaning.

Semantics concerns itself with 'giving a systematic account of the nature of meaning" (Leech, 1981)

WHAT IS MEANING?

Philosophers have puzzled over this question for over 2000 years. Their thinking begins from the question of the relationship between words and the objects which words represent. For example, we may ask; what is the meaning of the word 'cow'? One answer would be that it refers to an animal that has certain properties that distinguish it from other animals, which are called by other names. Where do these names come from and why does the word 'cow' mean only that particular

animal and none other? Some thinkers say that there is no essential connection between the word 'cow' and the animal indicated by the word, but we have established, this connection by convention and thus it continues to be so Others would say that there are some essential attributes of that animal which we perceive in our minds and our concept of that animal is created for which we create a corresponding word.

According to this idea, there is an essential correspondence between the sounds of words and their meanings e.g., the word 'buzz' reproduces 'the sound made by a bee'. It is easy to understand this, but not so easy to understand how 'cow' can mean 'a four-legged bovine' – there is nothing in the sound of the word 'cow' to indicate that, (Children often invent words that illustrate the correspondence between sound and meaning; they may call a cow 'moo-moo' because they hear it making that kind of sound).

The above idea that words in a language correspond to our stand for the actual objects in the world, it applies only to some words and not to others, for example, words that do not refer to objects, e.g. 'love', 'hate'.

This fact gives rise to the view held by later thinkers, that the meaning of a word is not the object it refers to, but the **concept** of the object that exist in the mind. As de Saussure pointed out, the relation between the word (signifier) and the concept (signified) is an arbitrary one i.e. the word does not resemble the concept (signified) is an arbitrary one, i.e., the word does not resemble the concept. Also when we try to define the meaning of a word we do so by using other words. So if we so, if we try to explain the meaning of table we need to use other words such as 'four', 'legs' and 'wood' and these words it turn can be explained only by means of the words.

L.K. Ogden and I.A. Richards made an attempt to define meaning. When we use the word 'mean', we are it in different ways, 'I mean to do this is' a way of expressing our intention. The red signal means stop is a way of indicating what the red signal signifies. Since all language consists of signs, we can say the every word is a sign indicating something – usually a sign

indicates other signs. Ogden and Richards give the following list of some definitions of meaning. Meaning can be any of the following: -

1.   An intrinsic property of something.
2.   Other words related to that word in a dictionary.
3.   The connotations of a word (that is discussed below).
4.   The thing to which the speaker of that word refers.
5.   The thing to which the speaker of that word should refer.
6.   The thing to which the speaker of that word believes himself to be referring.
7.   The thing to which the hearer of the word believes is being referred to.

Taking up some of the above definitions of meaning, we can discuss the different aspects of meaning of a word as follows:

1.   **The logical or denotative meaning**

This is the literal meaning of a word indicating the idea or concept to which it refers. The concept is a minimal unit of meaning which could be called a 'sememe' is the same way as the unit of sound is called a 'phoneme' and is like the 'morpheme' in its structure and organisation. Just as the phoneme /b/ may be defined as a bilabial + voiced + plosive, the word 'man' may be defined as a concept consisting of a structure of meaning 'human + male + adult' expressed through the basic morphological unit 'm + z + n'. All the three qualities are logical attributes of which the concept 'man' is made. They are the minimal qualities that the concept must possess in order to be a distinguishable concept, e.g. if any of these changes, the concept too changes. So 'human + female + adult' would not be the concept referred to by the word 'man', since it is a different concept.

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2.   **The connotative meaning**

This is the additional meaning that a concept carries. It is defined as 'the communicative value an expression has by virtue of what it refers to over and above its purely conceptual content' (Leech, 1981). That is, apart from its logical or essential attributes, there is a further meaning attached to a word, which comes from its reference to other things in the real world. In the real world, such a word may be associated with some other features or attributes. For example, the logical or denotative meaning of the word 'woman' is the concept, 'human + female + adult'. To it may be added the concept of 'weaker sex' or 'frailty'. These were the connotations of values associated with the concept of 'woman', thus connotative meaning consists of the attributes associated with a concept. As we know, these associations come into use over a period of time in a particular culture and can change with change in time. While denotative meaning remains stable since it defines the essential attributes of a concept, connotative meaning changes as it is based on association made to the concept.

3.   **The social meaning**

This is the meaning that a word or a phrase conveys about the circumstances of its use. That is, the meaning of a word is understood according to the different style and situation in which the word is used e.g. though the words 'domicile', 'residence', 'abode', 'home' all refer to the same thing (i.e. their denotative meaning is, the same), each word belongs to a particular situation of use – 'domicile' is used in an official context, 'residence in a formal context, 'abode' is a poetic use and 'home' is an ordinary use. Where one is used, the other is not seen as appropriate. Social meaning derives from an awareness of the style in which something is written and spoken and of the relationship between speaker and hearer – whether that relationship is formal, official, casual, polite, or friendly.

4.   **The thematic meaning**

This is the meaning which is communicated by the way in which a speaker or writer organizes the message in terms of ordering, focus and emphasis. It is often felt, for example, that an active sentence has a different meaning from its passive equivalent although its conceptual meaning seems to be the same. In the sentences;

Mrs. Smith donated the first prize
The first prize was donated by Mrs. Smith

The thematic meaning is different. In the first sentence it appears that we know who Mrs. Smith is, so the new information on which is laid in 'the first prize'.   In the second sentence, however, the emphasis is laid on 'Mrs. Smith'.

SOME TERMS AND DISTINCTIONS IN SEMANTICS

Lexical and Grammatical Meaning

Lexical or word meaning is the meaning of individual lexical items. These are of two types: the open class lexical items, such as nouns, verbs, adjectives and adverbs, and the close class items such as prepositions, conjunctions and determiners. The open class items have independent meanings, which are defined in the dictionary. The closed class items have meaning only in relation to other words in a sentence this is called grammatical meaning, which can be understood from a consideration of the structure of the sentence and its relation with other sentences. For example, in the sentence. 'The tiger killed the elephant', there are three open class items: tiger, kill, elephant. Out of these, two are nouns and one is a verb. There is one closed class item — 'the' — which occurs before each noun it has no independent reference of its own and can have meaning only when placed before the nouns.

This distinction may help in understanding ambiguity. Thus, if there is ambiguity in a sentence, this can be a lexical ambiguity or a grammatical ambiguity For example, in the sentence:

I saw him near the bank.

There is lexical ambiguity, since the-item 'bank' can mean (a) the financial institution or (b) the bank of a river.

Sense and Reference

It has been explained earlier that signs refer to concepts as well as to other signs. A sign is a symbol that indicates a concept. This concept is the reference, which refers in turn to some object in the real world, called the referent. The relationship between linguistic items (e.g. words, sentences) and the non-linguistic world of experience is a relationship of reference.
The objects in the real world are **referents**, the concept, which we have of them in our minds in the **references** and the symbol we use to refer to them is the **word**, or linguistic item.

We can explain the meaning of a linguistic item by using other words. The relationship of a word with another word is a **sense relation**. Therefore, sense is the complex system of relationships that holds between the linguistic items themselves. Sense is concerned with the intra-linguistic relations, i.e. relations within the system of the language itself, such as similarly between words, opposition, inclusion and pre-supposition.

Sense Relations include: Homonymy, Polysemy, Synonymy and Antonymy.

Homonyms are different items (lexical items or structure words) with the same phonetic form. They differ only in meaning, e.g. the item 'ear' meaning 'organ of hearing' is a homonym of the item 'ear' meaning 'a stem of wheat'. Homonymy may be classified as:

a)   **Homography**: a phenomenon of two or more words having the **same spellings** but different pronunciation or meaning, e.g. lead/led/ = metal; lead/li:d/ = verb.

b)   **Homophony**: a phenomenon of two or more words having the **same pronunciation** but different meanings or spelling, e.g. sea/see, knew/new, some/sum, sun/son.

It is difficult to distinguish between homonymy and polysemy
 as in **polysemy** the same' lexical item has different meanings, e.g. 'bank*', 'face*'; Two lexical items can be considered as **synonyms** if they have the same denotative, commutative and social meaning and can replace each other in all contexts of occurrence. Only then can they be absolutely synonymous. For example   'radio' and 'wireless' co-existed for a while as synonyms, being used as alternatives by speakers of British English.

But now, 'wireless' is not used frequently what we consider as synonyms in a language are usually near-equivalent items or descriptive items. For example, 'lavatory toilet', 'WC', 'washroom' are descriptive or near-equivalent synonyms in English.

Antonyms
 Are lexical items which are different both in form as well as meaning. An antonym of a lexical item conveys the opposite sense e.g. single married, good-bad. But this gives rise to questions of what is an opposite or contrasted meaning. For example, the opposite of 'woman' could be

'man' or 'girl'.   There can be nearness of contrast of remoteness of contrast. Thus 'man' or 'girl' is contrasted to 'woman' but less contrasted than 'woman' and 'tree'.   In this sense, 'woman' and 'man' are related, just as 'girl' and 'boy' are related in spite of being contrasted.

Other meaning-relations of similar nature are mare/stallion, cow/bull, all based on gender distinctions. Another set of meaning relations can be of age and family relationship; father/son, uncle/nephew, aunt/niece.

Another kind of sense-relationship is **Hyponymy.**

Hyponymy is the relation that holds between a more general and more specific lexical item. For example, 'flower' is a more general item and 'rose', 'lily', etc. are more specific. The more specific item is considered a hyponym of the more general item – 'rose' is a hyponym of 'flower'. The specific item includes the meaning of the general. When we say 'rose', the meaning of 'flower' is included in its meaning. 'Rose' is also **hyponymous** of 'plant' and 'living thing' as these are the most general categories.

The combination of words to produce a single unit of meaning is also a part of sense-relations in a language. Compounds are made, which often do not mean the same as the separate words which they consist of. Thus, while 'black bird' can be understood to mean 'a bird. Which is black', 'strawberry', cannot be understood to mean to mean 'a berry made of straw'. Collocations such as 'heavy smoker' and 'good singer' are not mere combinations of heavy + smoker meaning 'the smoker is heavy' or 'good + singer. They mean 'one who smokes heavily' or 'one who sings well'. The collocated unit has a meaning which is a composite of both that is why we cannot say 'good smoker' and 'heavy singer'. All these sense-relations are peculiar to a language and every language develops its own system of sense-relations.

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Key points

Semantics is the study of meaning in language. It is the level at which we attempt to analyze how meanings are expressed and understood. The first problem is that of defining meaning.

Meaning lies in the relationship between words and the concepts for which these words stand. These relationships can be of various types. Some of these types of meaning are:

1.   **Denotative meaning:** The logical meaning, which indicates, the essential qualities of a concept which distinguish it from other concepts.

2.   **Connotative meaning.** The additional or associated meaning, which is attached to the denotative, conceptual meaning. It consists of associations made with a concept whenever that concept is referred to.

3.   **Social meaning.** It is the meaning that a word possesses by virtue of its use in particular social situations and circumstances.

4.   **Thematic meaning.** It lies in the manner in which a message is organized for emphasis.

Semantics and Pragmatics

Human life encompasses three worlds of experience; the cognitive, the physical and the linguistic. We include both 'real' and imaginary' experience as part of the physical experience. Corresponding of these words we have three concepts which constitute a triangle IDEA, ITEM and LABEL.

The physical world gives us items, actions, responses, qualities, etc. The cognitive world conceives them in terms of ideas and also associates from with other items. The linguistic world labels the items as conceived by our cognitive world.

The idea is represented by the label and the label signifies the item. The item realizes the idea. The idea manifests itself in the item and the idea is fixed in our minds by the label; the use of the labe;l is reinforced by the item. These are mutually defining relationships among the three different but complementary worlds of experience. It is important to note that meaning cannot be assumed to exist independent of the conceptualization which is shared by the members of a speech community.

Elements of meaning

Meaning in a general sense takes care of almost everything that transpires between the encoder (sender) and the decoder (receiver) of a message through a code (medium, i.e. language)**. Geoffrey Leech breaks down 'meaning' into seven types.**

i.   **conceptual meaning.**
ii.   **Connotative meaning**
iii.   **Stylistic meaning**

iv. **Affective meaning**

V. **reflected meaning**

vi. **Collective meaning**

vii. **Thematic meaning**.

Conceptual meaning (or denotation) deals with the core meaning of expressions. It refers to the relationship we have mentioned above between the three worlds of experience. Conceptually 'cow' is an adult female bovine animal. Connotative meaning is the meaning which is attributed to a given expression by its users. So it is not part of what is conceived; it is part of what is perceived. For example the fact that a cow is a sacred animal is part of connotative meaning.

Stylistic meaning is the meaning conveyed by an expression regarding the sociocultural backdrop of the users of a language. It is the sum total of the social circumstances in which a piece of language is used. For example, the 'informality' associated with the word 'buck' for a dollar or rupee is the stylistic meaning of the word. Affective meaning comprises the personal feelings of the encoder including his / her attitude to the decoder and to the topic of discourse.

Reflected meaning is the effect of one meaning on another meaning of the same word. Let us take the word 'simple' which has several meanings; for example natural, naïve (easily deceived). In a sentence like his responses are simple and straight, the encoder may be using 'simple' to mean', 'natural' but the other meaning, i.e. 'naïve' may be reflected on the intended meaning.

Collocative meaning consists of the meaning acquired by a word under the influence of word(s) which it cooccurs with. For example the meaning of 'strong' gets specified by the word it cooccurs with e.g. 'strong coffee' and 'strong argument'.

Thematic meaning is the meaning conveyed by the structure of the discourse where concepts like topic of discourse and focus of discourse are identified. For example, in the following sentences 'dog' is the topic (T) of the discourse and 'died' is the focus (F) of discourse.

1.   The dog (T) died (F).
2.   It was the dog (T) that died (F)
3.   The dog (T) it was that died (F).

Sources of meaning

Let us now have a look at the different sources of meaning. The major part of the meaning of what we say or write is located in the worlds we use. This type of meaning is called lexical meaning. The choice and organization of grammatical items also contribute to the meaning of a sentence. This type of meaning is called *grammatical (syntactic) meaning.* When we utter a sentence, we use a specific intonation pattern to go with it. The meaning encoded by intonation is called *intonational pattern* to go with it. The meaning encoded by intonation is called intonational meaning. Sometimes a phonological feature like nasalization may encode a meaning. Let us call this phonological meaning which includes international meaning. In writing, *punctuation* reflects international meaning to a large extent.

When we use language we also draw upon the sociocultural meaning which we share with other members of the speech community. Let us take an example:

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1.   Lalita slapped Hari?

2.   Hari slapped Lalitha?

3.   Lalita slaped Hari.

4.   Hari slapped Lalitha.

Sentences (1) and 2 are questions. This information we get from the question mark (?) in writing, and a rise tone in speech. The meaning so encoded in the form of a rise tone, is intonational meaning. The difference between sentences (1) and (2) and sentences (3) and (4) is reflected in their different word order. This kind of meaning is grammatical meaning. The words used in these sentences give us lexical meaning.   Sentences (1) and (2).can also express 'disbelief' and 'disapproval'. This kind of meaning is sociocultural meaning, where the speaker and hearer share the information that neither Hari nor Lalita is supposed to 'slap' the other person.

Lexical, syntactic and phonological meanings have their source in the *code* (language) itself. Sociocultural meaning has its source in the *coder* (language user). This distinction is significant. The minimal unit of code-based meaning is called *sememe*. The minimal unit of coder-based meaning is *pragmeme*. Look at the following examples:

MAN	WOMAN	GIRL	BOY
+ HUMAN	+ HUMAN	+ HUMAN	+ HUMAN
- FEMALE	+ FEMALE	+ FEMALE	+ FEMALE
+ ADULT	+ ADULT	- ADULT	- ADULT

PATRIARCHAL   RESPONSIBLE   TALENTED   MISCHIEVOUS

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The meaning features shown in vertical boxes are **sememes.** These meaning features are part of the lexical meaning of the words in English. The features shown in horizontal boxes are programs. These features are attributed to the referents by the language users. These are part of the users' perception whereas **sememes** are part of the users' conception. Perceptions are formed by the speakers as part of their 'nature' and 'nurture'.

Meaning relations

Let us now look at different meaning relations that exist among, different words. To discuss these relations let us make use of **the classification proposed by John Lyons. Lyons classifies meaning as follows:**

i)   **Descriptive meaning.**

ii)   **Expressive meaning.**

iii)   **Social meaning.**

Social meaning refers to the use of language to establish and maintain social roles and social relations. This kind of meaning is also called phatic commutation which means 'communication by means of speech'. For example greetings like 'Good Morning' do not provide any information; they just establish a rapport between interlocutors. *Expressive meaning* refers to what is reflected as the speakers' feelings, attitudes, beliefs and personality. This meaning include what literary critics call emotive meaning. When we associate 'compassion' and 'sacrifice' with the word mother what we have is expressive meaning. *Descriptive meaning refers to propositional or experiential meaning*. The gods drink ambrosia expresses imaginary experience whereas the sun rises in the east expresses real experience.

Lyons says that lexemes are completely or absolutely synonymous if they have the same descriptive, expressive and social meaning. This kind of absolute synonymy is actually very rare. *Descriptive synonymy* is quite common. For example 'father', 'daddy' and 'dad' are descriptively synonymous. They cannot however be used in all contexts as substitutes. That's why we say that they are partially synonymous.

Synonymy refers to the phenomenon of more than one form having the same meaning. For example prison and 'jail' are synonyms. *Polysemy,* on the other hand, refers to the phenomenon of the same form having more than one meaning. For example 'eye' refers to a part of animal body and to the hole of a needle. These two meanings constitute the polysemy of 'eye'.

Polysemy is different from *homonymy*. Homonymy is the likeness of different words. Bank (the side of a river) and bank, ('financial institution') are homonyms because they are pronounced and spelt alike. Sometime two words are pronounced alike but spelt alike. Such words are called homophones. For example 'quay' and 'key' are pronounced alike (/K/). Similarly 'sweet' and suite are pronounced alike. On the other hand there are some words which are spelt alike but pronounced differently. Such words are called homographs. For example lead (v) and lead (N) (a metal) are spelt alike but pronounced differently.

Sometimes it becomes difficult to distinguish between polysemy and homonymy. If the words in question are derived from different words of an earlier stage of the language or different languages, they are considered homonyms. This historicity is accessible to scholars but not to lay speakers. They may consider the words to be polysemous. For example most dictionaries register two entries with the same spelling 'meal'. One of them is derived from old English 'meal' and denotes 'food taken at a given time'. The other is derived from Old English 'melu' and denotes 'grain ground to powder. Some native speakers might treat them as related meanings of the same word.

Metaphor illustrates how a particular meaning feature of a word is extended to refer to the quality of another referent. That's why sometimes we hear people adding 'metaphorically speaking'. For example 'gold' is metaphorically used to mean anything valuable or genuine. *Metonymy* is the use of an item to refer to some other item by association. For example 'the chair' is used to refer to 'the person who is in the chair'.

Let us now look at some other types of meaning relationship. *Antonymy* is 'oppositeness of sense'. Antonymy of the type found in 'tall vs short' is absolutely antonymy. Antonymy is some cases depend on the dimension one has in mind. For example:

5. I) man x boy ($\pm$ adult)
   ii) Man x beast ($\pm$ human)
   iii) Man x woman ($\pm$ female)

Some linguists consider *incompatibility* a more comprehensive term and prefer it to antonymy.

While incompatibility refers to 'meaning exclusion' *hyponymy* refers to meaning inclusion. A specific item is **hyponymous** to a general item. For example 'mango' is hyponymous to fruit. The specific item is *subordinate* to the general item, also called *a hyponymy or superordinate item*.

Questions
    1. What is semantics?
    2. What is pragmatics?
    3. Explain elements of meaning
    4. Give the conceptual and associative meanings of the following words

Mouse, insect, snake, lion, ant, rose, banana

5. Explain different sources of meaning?

6. What is the difference between lexical and grammatical meaning.

7. Identify the source of meaning difference (whether it is lexical, grammatical, phonological , phonological or pragmatics) in the following pairs of sentences.

1. a. Mohan bought a pair of scissors.

   b. Mohan bought a pair of socks.

2. a. He is a fool

   b. Is he a fool?

3. a. Raj doesn`t trust him.

   b. Raj doesn`t trust him?

4. a. She went home yesterday.

   b. She will go home tomorrow.

5. a. These are high school boys.

   b. Boys are after all boys.

8. Explain meaning relations?

9. Explain descriptive expressive and social meaning with examples.

10. Define the following

   1.synonymy 2.Antonomy 3.polysemy 4. Homonymy 5. Homophones 6.metaphor

11. Identify the following: (homonymy, metaphor or metonymy).

1.iron

2. board

3. Crown

4. male

5. mouse

6.snake

Module 5

Sociolinguistics

We all use language every day. But how many of us stop to think about the relevance or significance of language in our lives? Is language not unique to only humans? Is it not something that makes us distinct from animals? Are we all not creative in our use of language? Do we not use language in a variety of ways for a variety of purposes?

Well, language is actually a great, mystery. And perhaps that is why we need to think about it more deeply and carefully. The mysterious nature of language will begin to unfold itself once you realize that it cannot be studied in isolation. It is used in society and therefore, we need to study language in relation to society. Language is what members of a society speak. But what is a society? A society comprises of a group of individuals who are normally drawn together for a certain purpose or purposes. Whatever may be the purpose, the use of language is undoubtedly

an integral part of being human. In fact, an inability to use language appropriately or adequately can affect one's status in society, and may even alter one's personality.

Language cannot exist and develop outside society. What lyrics are to music, language is to society? The relationship between the two is that of interdependence. To ignore the influence of language on society or of society on language would give only an incomplete picture of the relationship that language and society share. The main concern of sociolinguistics is to example this complex relationship between language and society.

Some of the questions that sociolinguists investigate are:
- Is language static or variable?
- To what extent are social factors responsible for language variation?
- How is it that people are able to communicate despite variation?
- Are standard languages different from dialects?
- Why should each social context be examined in its own right?
- Are there any homogenous societies in reality?
- Can language initiate a social change?
- Why do languages change?

Although all the questions will not be addressed in this lesson, some of the theories, which will be discussed in the following sections, will deal with these issues. since the 1960's that sociolinguistics has expanded considerably and become an independent field of academic research.

The widespread interest in this field arose primarily because of a growing dissatisfaction with the Structural and Chomsky's perspectives on language. While the former were interested in examining the structural properties of language, the latter are main concern has been an ideal

speaker- learner in a completely homogenous speech community who know their language perfectly.

As a result, linguists have been engaged in characterizing the abstract knowledge or the competence that native speakers of a language possess to the total exclusion of the social context in which language is learnt and used. Apart from considering language as a system of grammar, sociolinguists find it equally important to study its usage and functions in various situations.

Sociolinguistics is a meeting ground for linguists and social scientists. However, many a times there have been diametrically opposite views on the relationship between language and society. While some have perceived social reality in terms of language, others have believed that the form and function are determined by social factors. Nevertheless, diverse orientations as these may be, they help us to reflect on the nature of both language and society and realize how in reality the relationship between the two is inextricably interwoven,

Sociolinguists examine the variable nature of language. They believe that language is not a static entity but is dynamic. Just as a piece of currency keeps evolving and changing, so do languages. Language variation can be investigated at any of the levels: phonological, morphological, syntactic, and semantic or discourse. Variation may be due to a number of factors like geographical separation, sex, age, education, social class, caste etc. or because of style and register differences.

Language can also vary according to the situation or the social context. Sociolinguists try to examine and explain linguistic variation in terms of personal, geographical or social reasons. The social context is considered to be of utmost importance in sociolinguistics.

 The Introduction to sociolinguistic reality of a relatively homogenous society of America is very different Sociolinguistics from the heterogeneity of India. The fact that as many as 1,652 languages are spoken in India is in itself a good enough reason to believe that there is a great

deal of diversity. Yet, despite this diversity and linguistic variation, there seems to be some kind of underlying unity, which enables communicator~ to take place quite easily.

It is not unusual for an individual in India to maintain multiple identities. For example, a Guajarati speaker in Delhi may be speaking in Guajarati at home with his family members, English in his office, Hindi with his friends' md yet another language in another context. What is important is to remember that each social context should be examined in its own right. Social scientists tend to categorize human groups into convenient discrete units such as **'community'**.

Community implies certain shared characteristics observable to the outsider, as well as, tacitly acceptable to the members of the community. Human groups or communities may, thus, share cultural traits such as customs, manners, food-habits, dress, belief-systems, etc., and the members of such groups may perceive themselves as belonging to one community as distinct from another community. Traditionally, religion and occupation have provided two universally acceptable bases of demarcation of communities. Thus, one may talk in terms of the Christian or the Hindu, community, an agrarian or shepherd community or the business community, etc. For the linguist, another major basis for the demarcation of communities is language (or speech).

Hence the notion 'of **"speech community",** or a human group whose members share among other things a language. In the following sections we shall examine this notion in some detail and discuss some of the problems that this apparently simple notion leads us into.

Speech Community

The term 'speech community' refers to a group of people who share a set of linguistic norms and expectations regarding the use of language. Who might be said to speak the same language (or dialect or variety). While theoretical linguists like to use this term to denote a completely homogeneous group in which all members speak the same language (with perhaps the same degree of competence and fluency) with hardly any individual, differences, for the sociolinguist

the term denotes a 'real' group of people living in a 'real' world. Such a 'real' group would obviously consist of individuals who are different from one another in several respects such as age, sex, education, social class, etc.

All these impinge on language and, hence, these individuals would differ from one another in the matter of language too. And yet, despite all these differences, all these individuals like to identify themselves with this or that speech community. Such a group or community may be simply defined as "all the people who use a given language (or dialect)"

According to Charles Hockett (1958) – A speech community is one where "each language defines a speech community: the whole set of people who communicate with each other, either directly or indirectly, via the common language". The following definition above focuses on common language and communication.

A further dimension is added by another definition, according to which a speech community- is "any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal signs (language/dialect/variety) and set off from similar aggregates by significant differences in language use". (Gurnperz, 1968).

From the foregoing it is clear that the three major components for any definition of a speech community are:
a) A common language b) Frequent interaction and communication
c) Distinguishable from other communities/groups.

Thus, any group of people who perceive themselves as belonging to one community on the basis of some shared values, customs, manners, etc. may qualify to be called a speech community if they also share a common language and see themselves as being different from speakers of other languages. Hence, one may talk about the English speech community, the Spanish speech

community, the Hindi speech community, the Telugu community, the Bangla speech community and so on.

BI / Multilinguilism

A general belief is that each language defines and delimits a speech community. The general equation that seems to be operative is "one language - one community". We have already seen some of the problems inherent in the notion of one language or a common language.

Now we turn to another question: how do we determine and name a speech community that operates with and uses two or more languages? Canada is on excellent example. There most of the people learn, use and function with French and English. Do we then call a community of such people, the French speech community or the English speech community (that is if we share the belief that each language defines and delimits a speech community)?

Within the Indian context, widespread <u>societal bilingualism</u> (a state of things in which bilingualism is a feature of whole groups or societies rather than a matter of individual accomplishment) is the norm rather than an exception. Large sections of populations in India operate with two or more languages or dialects. Thus, it is not uncommon to meet people in Delhi who know Hindi, Urdu, Punjabi and English, or people in Tamil Nadu who how Tamil, Kannada, Hindi and English and so on.

While, obviously, such people cannot be said to constitute the English speech community, what name or label would be most appropriate for such groups or communities. One way of taking care of such a situation could be to variously name the Delhi population as Hindi speech community (which also knows and uses - Punjabi, Urdu and English), Punjabi speech community (which also knows and uses Hindi, Urdu and English), and Urdu speech community (which also knows and uses Hindi, Punjabi and English). But this indeed would be a very tedious way of dealing with the notion of speech community.

One would, in defence of such a labelling, suggest the notion of 'mother tongue' of 'native language' and say that it is the mother tongue or native language which defines a speech community.

But even the notion of mother tongue is problematic since we know of many people within our Indian context who do not know how to speak, read or write their so-called mother tongue, while they are quite proficient in several other Indian languages including English (and, indeed, even proficient in some foreign languages).

It is not rare to meet a Malayalee who does not know Malayalam, a Gujarati who doesn't know Gujarati and a Punjabi who doesn't know Punjabi. How can they then qualify to be members of the Malayalee, Gujarati or Punjabi speech communities?

It might be more sensible then, to think in terms of **bilingual or multilingual speech communities** <u>where two or more languages serve the communicative and interactional needs of large groups of people.</u> For doing this, one would of course, have to suspend one's belief in the 'one- language: one community' equation'. In the light of the foregoing it may be reasonable to suggest that speech communities may or may not be co-terminus with one or the other language.

Each group of people, each social aggregate has to be viewed as operating not just with one language but with a verbal repertoire. (the speech varieties which an individual knows)

Sociolinguistic Variations

Varieties due to language contact:

It often happens that a language comes in contact with another language. This gives rise to new varieties of language that continue to co-exist along with the original language. In modern socio-linguistics, these are also known as 'transplanted', 'nativized' or 'indigenized' varieties. Some of the varieties of English are:

(i) Indian English

Indian English is the general term that applies to any variety of English, spoken in any regions of India, e.g., Tamilian English, Maharashtrain English, Bengali English and so on. There is no uniformly consistent standard Indian English spoken all over the country. That is why good or educated speakers in English in India try to approximate, as far as possible, to Received Pronunciation (RP) of UK. It is in this process that a variety of regional English have come up, all vaguely termed **Indian English**.

LEXICAL	**Indian English**	**British English**
	Bed tea	morning tea
	Hill station	hill resort
	Bus stop	bus station
	Cousin Brother	Cousin
	biodata	curriculum vitae

Indian English includes hybrid compounds, such as those made out of a combination of English and Hindi, eg. Policewallah, brahminhood, etc.

Syntactic

Word order of questions remains unchanged, e.g. "Where you are going?" instead of "Where are you going?" In Hindi questions are marked by change in intonation, not by syntactic change.

Invariant question tags, e.g. 'You are going tomorrow, isn't it? Instead of 'aren't you?
These are some features that show that Indian English is well on the way to becoming a variety of English with a distinct structure at all levels. However, no standard dictionary has so far been written for any General Indian English. This is why even some educated speakers of English in India think that the term *Indian English* stands for a mixed language made up of several regional varieties(In respect to sound, syntax or usage) of English.

(ii) Pidgin Language

'Pidgin Language' is a special language with a a very limited vocabulary and limited structures, used for purposes like trade, etc. by those people who have no common language between themselves. Such pidgin languages have come up to be used at several places where speakers of two different languages meet for specific purposes, e.g., fish traders of India and Sri Lanka; in habitants of West Indies and Pacific islands.

Such pidgin languages were also called 'bazzar' languages. In the islands of West Indies and the pacific, pidgins continue to be the languages spoken even when the initial purpose of trade no more existed. Some examples of pidgin are: I go go markets (Cameroon pidgin) 'I chowchow' for 'I eat' (Chinese pidgin), 'plenty man' for 'many men' (Melanesian pidgin).

(iii) Creole

When a pidgin language comes to be used for a long period by a community as a whole and it develops its own vocabulary and structures, it becomes a Creole. It is the product of the two different languages originally used by the speakers.

A creole may arise when a pidgin becomes the first language of the community, and begins to be used in a wider range of communicative functions. It becomes a new, restructured system, though it may still be used in very formal contexts. Examples are: Jamaican creole, etc. New words appear in creoles, e.g., "zozo" for "bird", 'fingafoot' for 'toe', 'pikin' for 'child' and so on.

Varieties of Dialect

The variety of a language according to the user is called Dialect. It is determined by a speaker's (user's) social and geographical background. Language may vary on the geographical plane from one region to another. This is why it is difficult to talk about a single entity called British

English. In Britain, there are numerous dialects of English according to the area where these are spoken, e.g. the Lancashire dialect, the Scottish dialect, the Yorkshire dialect, and so on. The same is true of American English too.

Dialect variations are also determined by social hierarchy and social class. The aristocrat in London, for example, uses one variety of English and the lower class uses another variety. The so-called RP (Received Pronunciation) used to be the dialect of the upper class society of England, although it has now expanded its regional and social boundaries. Dialects are at times conditioned by religion and caste also. Also, within the same religion, 'dialectal' differences are conditioned by caste, for example, the Namboodri (the highest Hindu, Brahmin of Kerala) dialect.

This means that within a given language we have a number of dialects. Between two dialects there may be grammatical, lexical and phonological differences, even though they may have the same core system of language in common, e.g. General American English and RP are two different dialects of English. They differed in many ways, as the examples below show:

1. *Phonological level differences*

	RP	**General American**
Last	/lɑːst/	/læst/
Dance	/dɑːns/	/dæns/
Missile	/ˈmɪsʌɪl/	/ˈmɪsl/
Class	/klɑːs/	/klæs/
Vitamin	/vɪtəmɪn/	/ˈvaɪtəmɪn/

2. *Differences at the level of Syntax*

US	British
Different than	different from
Check that out	check up on that
To talk with somebody	to talk to somebody

3. *Lexical differences*

Gas	Petrol
Candy	Chocolate
Elevator	Lift
Jelly	Jam

4. *Morphology*

Dive-dove	dive-dived
(Past)	(Past)

5. *Graphology (spelling)*

Program	programme
Color	colour
Realize	realise

DIALECT MAP

On the basis of such differences in phonology, morphology, syntax, etc., it is possible to draw imaginary boundaries separating the geographical areas using divergent linguistic items. The boundary line that separates the user of one area using a particular linguistic item from the area using the other linguistic item is called Isogloss.

We can draw a number of isoglosses in a similar fashion. All such isoglosses may not coincide. A large number of such isoglosses may overlap and form a sort of bundle. The phenomenon is called bundling. A bundle of isoglosses is considered dialect boundary.

DIALECT DICTIONARY

Since dialects are now being studied in greater detail (dialectology), the lexicons of these dialects have been compiled. Such a lexicon is called a dialect dictionary.

SOCIOLECTS: A social dialect or a class dialect used by the members of a particular group of a speech community is called Sociolect. For example, slang, used by young people.

DIGLOSSIA: Sometimes a speech community uses two dialects, but there is a strong tendency to use one of these for special, prestigious or formal occasions. This prestigious dialect is called high, and the informal, commonly spoken dialect is called low. These two are not allowed to intermingle. Such a use of two dialects by a speech community is called Diglossia, e.g., 'high' and 'low' Tamil, 'high and 'low' Arabic.

IDOLECT: Within a given dialect one may find differences of speech between individuals. No two speakers speak exactly alike. The term 'idiolect' is used to refer to the idiosyncrasies of an individual speaker.

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These peculiarities can be those of pronunciations, grammar. Vocabulary, etc. "Idiolect is the individual's personal variety of the community language system" (Crystal). Language variations are present in individuals as much as in societies, and they can become regular and systematic in terms of the individual's own use of and the linguistic code.

 Though the notion of idiolect and style may overlap, idiolect is different from style in the sense that style is more often a matter of choice. A person's style can vary in different situations of speech and writing, e.g. a poet may choose one type of style for poem and another style for other poems.

Idiolect is consistent over the whole of an individual's use of the language and is often like an unconscious mannerism. For example, Uriah Heep's repeated use of the word 'humble' in Dickens' David Copperfield is an instance of that character's idiolect: the character is identified by the use of that item of speech.

LANGUAGE AND DIALECT

It is sometimes very difficult to say whether A and B are different languages or just different dialects of the same language. The partial solution to this problem is provided by the concept of mutual intelligibility. If two speakers are mutually intelligible, they are using the same language even if they are using different dialects. If they are not intelligible to each other, they are using different languages. It is, in fact, difficult to draw rigid boundary lines between languages. At times dialects of the same language may be so divergent that speakers of the same language may find each other mutually unintelligible.

A dialect rises to that status of a language when a community speaking a certain dialect is politically and socially powerful. The speaker may manage to force the government to acknowledge their variety as a separate language (that is why it is often said that a language is a

dialect with an army and a navy). The Hindi dialect popular is Western UP became the national language of the country (India) because an influential group of leaders in the free belonged to that area.

REGISTER

The same individual uses different varieties of a language depending upon the situation. This language according to the situation is called register.

The kind of language that a lecturer uses in a classroom is not the kind of English that he uses in the kitchen, talking to his wife or the kind of English he uses on the stage in a convocation function. One uses different registers in talking to one's wife, one's colleague, and one's boss. Consider Mr John speaking to his wife, then to a colleague, and then to his boss:-

To wife: Met that fool Jolly today. Wants his job back, can you imagine?

To colleague: Do you remember Jolly Smith? I met him today and he said he'd like his job back. I think he is too optimistic, do you?

To boss: I met Mr Jolly Smith yesterday, sir, who used to work in the stores. He asked me to find out if he could again join his post. I only said I'll pass on your request and find out the position. Should he have any hopes, sir?

These are there different registers used by Mr John. He uses an informal register while talking to his wife, but a formal register while talking to his boss. We talk of formal register, the informal register, the register of linguistics the register of law, the literary, the register of commerce, science and so on.

CLASSIFICATION OF REGISTERS

i) **Register according to the field of discourse** (or the purpose and the subject matter of communication)

Such registers include the register of science, the register of law, register of religion, the register of journalism, etc. Some examples are listed.

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The register of science: Equal volumes of all gases, under similar conditions of temperature and pressure, contain equal number of molecules.

The register of journalism: Girish 46, and his wife 39, residents of lovers' lane, Ludhiana, escaped with minor injuries when a powerful bomb planted in their garage exploded seconds after the couple locked the garage soon after sunset yesterday.

The register of religion: O lord our heavenly Father! We pray to Thee to have mercy on thy people.

ii)   Register according to the mode of discourse

These refer to the register variations determined by the medium (spoken or written) used. We can talk about different varieties of language in a telegraphic message, telephone conversations, and a mobile message, a radio, television or newspaper. We can also have difference between the spoken language and the written language.

Language and Culture

Dell Hymes initiated the study of ethnography of communication in the 1960's-He was concerned that both linguists and anthropologists were missing a large and important area of communication by not considering speech as an activity in its own right. Anthropologists were concerned primarily with conducting ethnographic studies of different aspects of cultures, such as kinship systems, but were completely ignoring language.

Linguists on the other hand, were concerned only with language as an abstract system and were not addressing issues of how somebody used one of those sentences in actual situations. By focussing exclusively on 'competence' in 'a language', 'communicative competence' was being ignored.

'Ethnography of speaking/communication examines the role of language in the 'communicative conduct of communities' - i.e. the study in which language is used in diverse cultures. It

examines the functions and uses of styles, dialects and languages, and explores the way in which speech acts are interpreted and carried through in particular cultures and societies.

The ethnography of communication was therefore, proposed to fill the gap between what is usually described in ethnographies and in grammars. Although both the anthropologists and the linguists use speech as evidence of other patterns, neither brings it into focus.

The ethnography of communication is actually a question of what a child internalizes about speaking, beyond rules of grammar and a dictionary, while becoming a full-fledged member of its speech community. It is also a question of what a foreigner must learn about a group's behaviour in order to participate appropriately and effectively in its activities. An individual speaker can in fact simultaneously belong to several speech communities.

Hymes felt that children acquire knowledge of a set of ways in which sentences are used. From a finite experience of speech interaction, they develop a general theory of speaking which is appropriate in their community. This knowledge is just like any other form of tacit cultural knowledge, which they acquire in conducting and interpreting social life. Therefore, in learning to speak, one also learns to 'talk' in the sense of communicating in those ways, which are considered as appropriate by the group to which the child belongs. Since these ways differ from group to group or from one language to another, one must learn new ways if he/she wishes to fit into that new group or new language.

The study of address or form, usage for example, tells us quite a bit about how the speakers of a particular language, in a particular community, organize their social relationships. In Hindi, for instance, the use of 'tu', 'tum' and 'a:p' can convey a great deal about the way people organize their relationships. It is interesting to note that while 'tu' may be used in intimate relationships, it is also used in talking to people who are perceived as belonging to low class like the maids who work at home, vegetable vendors, drivers etc. 'turn' may be used amongst friends, workmates,

etc., and 'a: p' is reserved for formal relations, like talking to a boss or a teacher and when talking to elder people.

Therefore, the use of language is related to social and cultural values of a community, situations and uses. In order to study the communicative behaviour of a speech community, units of interaction like the situation, speech events and speech acts have to be studied through participant observation and introspection.

Questions

1. What is sociolinguistics?

2. What are the different regional and social language variations?

3. What is speech community?

4. What is standard language?

5. Explain dialect, isolect, idolect, sociolect with examples?

6. Distinguish between bilingualism and multilingualism with examples.

7. Distinguish between dialect and register/

8. Define the following

Dialect, dialect map, dialect boundary, isolect, sociolect, social variations of a dialect, diglossia.

9. Define Pidgin and Creole with examples.

10. Write a note on influence of culture on language.

Allotment of Marks and

Practical Component

Marks Allotment per Semester

Theory :   70 Marks

Internal Assessment   :   30 Marks

Practicals   :   35 Marks

Practicals Internal Assessment   :   15 Marks

Practicals for Paper 4

Practicals   :   50 Marks (35+15)

Practical Exam   :   35 Marks

Internal Assessment   :   15 Marks

II Semester

Paper 4: Language and Basics of Linguistics

Question Paper Pattern

Time: 3 hours   **Max Marks: 70**

Instructions: Answer all the questions

Section A

1. Answer any five of the following in a sentence or two   5x2=10

2. Answer any two of the following in about 80 -100 words.   2x5=10

3. Answer any one of the following in 150-200 words.   1x10=10

Section B

1. Pick out bound morpheme in the following sentence :   05
2. Draw tree diagram for the following words   05
3. Identify the syllable structure for the following words: 05
4. A. Mark the stress in the underlined words: 03
   B. Mark the nuclear stress in the underlined sentences: 02
   C. Answer the following: 10
      1. Give 2 synonymy for _____
      2. Give 2 antonyms for_____-
      3. Give hyponymy for_____ and _____
      4. Give homonymy for _____ and_____
      5. Give 1 example of homograph/Homophony.

Section C

I Fill in the blanks   05

II True or false   05

Paper 4: Language and Basics of Linguistics

Practicals Question Paper Pattern

Time: 2 Hours   **Max. Marks: 35**

1. Read the following passage and answer the questions given below   10

   Based on the components in the text

2. Language analysis in poetry   25

   Words, rhyme pattern structure

II Semester

Paper 4: Language and Basics of Linguistics

Model Question Paper

Time: 03 hours   **Max Marks: 70**

Instructions: Answer all the questions

Section A

I Answer any five of the following in a sentence or two.   5x2=10

      1) Define Linguistics
      2) What are the branches of linguistics?
      3) What are the various definitions of the term language?
      4) Language is arbitrary.
      5) Language is a system of systems.
      6) Speech is primary, writing is secondary.
      7) Language is open-ended, modifiable and extendable depending on the

II. Answer any two of the following in about 80- 100 words.   2X5=10

  1. What is the scope of linguistics?
  2. What are the different interdisciplinary fields of Linguistics?
  3. How does language differ from animal communication?
  4. State the difference between Pidgin and Creole with appropriate examples.
  5. What are free and bound morphemes? Give examples.

III Answer any one of the following in 150-200 words.   1x10=10

  1. What are the different ways of word formation? Give examples.
  2. What is semantics? What are the different types of meaning?
  3. Explain in detail the regional and social variations of language.

Section B

1. Pick out bound morpheme in the following words.   05
   a) Fearlessly b)happier c)misleads   d) previewer   e) Shortening

2. Draw tree diagram for the following words   1x5= 5
   a) Unknowingly b) personalities   c) predictable   d) unfriendly e) prefabricated

3. Identify the syllable structure for the following words: 05
   1. evitable 2. Secular 3. Logical 4. Syllabi 5.triangle

4. A. Mark the primary stress in the following words: 03
   1.) Multipronged   2.) hyperactive   3.) departmental

   B Mark the nuclear stress in the underlined sentences: 02

   1. I asked you to buy me a bunch of red roses

   2. He panics when he don`t understand every word.

5.   Answer the following: 10
   1. Give synonymy for big and happy _____
   2. Give 2 antonyms for   new   and smart _____
   3. Give hyponymy for tree and vegetable
   4. Give two examples of homonymy
   5. Give one example of Homophony.   Bare- bear,   right-write

Section C

 I Fill in the blanks   05
   1. There is _____ one to one correspondence between a word and
       the thing it stands for.
   2. Human language is discrete, while animal communication is

       _____
   3. _____ is the study of the organization of the units of the
       sounds of speech into syllables and other larger units.
   4. Linguistics is both an _____science and a _____ science.

II State whether the following statements are true or false.   05

1. Language is purely human.
2. Homonymy is the same as polysemy.
3. The word misrepresented has three morphemes.
4. Semantics is the study of meaning in language.
5. Social dialect used by members of a particular group of a speech community is called Sociolect.