

**SCIENCE COLLEGE (AUTONOMOUS)**

**HINJILICUT, GANJAM, ODISHA**



## **COURSES OF STUDIES**

**FOR**

## **ENGLISH**

<b>First Semester Examination-</b>	<b>2019-20</b>
<b>Second Semester Examination-</b>	<b>2019-20</b>
<b>Third Semester Examination-</b>	<b>2020-21</b>
<b>Fourth Semester Examination-</b>	<b>2020-21</b>
<b>Fifth Semester Examination-</b>	<b>2021-22</b>
<b>Sixth Semester Examination-</b>	<b>2021-22</b>

**STATE MODEL SYLLABUS FOR UNDER  
GRADUATE  
COURSE IN ENGLISH  
(Bachelor of Arts Examination)**

**UNDER  
CHOICE BASED CREDIT SYSTEM**

### Course structure of UG English Honours

Semester	Course	Course Name	Credits	Total marks
<b>I</b>	AECC-I	AEC-1 (Environmental Science)	04	100
	C-I	British Poetry and Drama: 14th to 17th Centuries	06	100
	C-II	British Poetry and Drama: 17th and 18th Century	06	100
	GE-I	Academic Writing and Composition	06	100
			<b>22</b>	
<b>II</b>	AECC-II	AECC-2 (Alternative English/ MIL Communication)	04	100
	C-III	British Prose: 18th Century	06	100
	C-IV	Indian Writing in English	06	100
	GE-II	Gender and Human Rights	06	100
			<b>22</b>	
<b>III</b>	C-V	British Romantic Literature	06	100
	C-VI	British Literature 19 <sup>th</sup> Century	06	100
	C-VII	British Literature: Early 20th Century	06	100
	GE-III	Nation, Culture, India	06	100

	SECC-I	Communicative English	04	100
			<b>28</b>	
<b>IV</b>	C-VIII	American Literature	06	100
	C-IX	European Classical Literature	06	100
	C-X	Women's Writing	06	100
	GE-IV	Language and Linguistics	06	100
	SECC-II	Quantitative & Logical Thinking	04	100
			<b>28</b>	
Semester	Course	Course Name	Credits	Total marks
<b>V</b>	C-XI	Modern European Drama	06	100
	C-XII	Indian Classical Literature	06	100
	DSE-I	Literary Theory	06	100
	DSE-II	World Literature	06	100
			<b>24</b>	
<b>VI</b>	C-XIII	Postcolonial Literatures	06	100
	C-XIV	Popular Literature	06	100

	DSE-III	Partition Literature	06	100
	DSE-IV	Writing for Mass Media	06	100
	<b>OR</b>			
	DSE-IV	Dissertation	06	100*
			<b>24</b>	

## ENGLISH

### HONOURS PAPERS:

Core Course -14 papers

Discipline Specific Elective - 4 papers (3 + 1 paper or Project)

Generic Elective for Non English students - 4 Papers. In case the University offers 2 subjects with two papers each in GE, then papers 1 and 2 will be the GE paper

Marks per paper – Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Project (Hard Copy-80, Presentation-20)

### Core Paper I

#### BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

##### **Introduction:**

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th century. It helps students sample and explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.

##### **UNIT 1: Historical overview**

- (i) The period is remarkable in many ways: 14<sup>th</sup> century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

##### **UNIT 2: Geoffrey Chaucer**

- (i) *The Pardoner’s Tale*

##### **UNIT 3: Spenser: “Sonnet 34 (Amoretti)”**

- (i) Shakespeare: ‘That time of the year...’ (Sonnet 73)
- (ii) Ben Jonson: “Song to Celia”
- (iii) John Donne: “Sunne Rising”

##### **UNIT 4: Shakespeare**

- (i) *Macbeth*

##### **Text Books**

- Texts as prescribed in Units 2,3,4

## Reference Books

- *The Pelican Guide to English Literature*. Ed. Boris Ford. Vol 1
- *The Age of Chaucer English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- *Shakespeare for Beginners* by Brandon Toropov
- *English Literature* by Jonathan Bate (Ch. 7 “Shakespeare and the Dramatic Literature”)

## Core Paper II

### BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

#### Introduction:

The Introduction of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours, and the second a period of supreme satiric poetry and the comedy of manners.

#### UNIT 1: Historical overview

- 17<sup>th</sup> C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humors; masques and beast fables
- 18<sup>th</sup> C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

#### UNIT 2: Milton: “Lycidas”

- Andrew Marvell: ‘To His Coy Mistress’
- Alexander Pope: “Ode On Solitude”
- Aphra Behn: “I Led my Silvia to a Grove”
- Robert Herrick: “His Return to London”

#### UNIT 3: Ben Jonson

- Volpone*

#### UNIT 4: Dryden

- All For Love*

#### Text Books

- Texts prescribed in units 2, 3, 4 (All the texts are freely available on the sites such as [www.poetryfoundation.org](http://www.poetryfoundation.org), [www.bartleby.com](http://www.bartleby.com), <http://www.poemhunter.com> etc. In addition, the following anthologies may be consulted.)

#### Reference Books

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London:

Routledge, 1997

- Black, Joseph (Ed). : *The Broadview Anthology of British Literature* Concise Edition, Vol. A. Broadview Press, London, 2007.
- Corns, T N( ed.) *The Cambridge Companion to English Poetry*. Cambridge: University Press, 1973
- Ford, Boris ed. *The Pelican Guide to English Literature*. Vol 3. From *Donne to Marvell* in. Harmondsworth: Penguin Books, 1976.
- Parry, G.: *The Seventeenth Century: The Intellectual and Cultural Context of English Literature*. Harlow: Longman, 1989.
- Sherwood, T. G: *Fulfilling the Circle: A Study of John Donne's Thought*, Toronto, Toronto Press, 1984.

### Core Paper III

#### BRITISH PROSE: 18TH CENTURY

##### Introduction:

The Introduction of the paper is to acquaint the students with a remarkable, newly evolved form of literature: the essay. The period is also known for its shift of emphasis from reason to emotion

**UNIT 1: Historical overview:** Restoration, Glorious Revolution, Neo-classicism, And Enlightenment.

##### UNIT 2: Mary Wollstonecraft

- (i) "The Rights and Involved Duties of Mankind Considered" (Chapter 1, *A Vindication of the Rights of Women*)

##### UNIT 3: Joseph Addison: Essays

- (i) "Friendship," "Good Nature," "Six Papers on Wit"  
(From *Joseph Addison: Essays and Tales*, <<http://www.biblioteca.org.ar/libros/167707.pdf>>)

##### UNIT 4: Samuel Johnson

- (i) "Narratives of Travellers Considered," and "Obstructions of Learning"  
from *Samuel Johnson's Essays* < <http://www.johnsonessays.com/>>

##### Text Books

- Texts prescribed in Units 2, 3, 4. Web sources are indicated against the texts in brackets.

##### Reference Books

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997



- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- *English Literature* by Jonathan Bate (Ch. 4 “The Study of English”)
- *Pelican Guide to English Literature*. Ed. Boris Ford. Vol 4. *From Dryden to Johnson*  
O.M. Myres, “Introduction” to *The Coverley Papers*

## **Core Paper IV**

### **INDIAN WRITING IN ENGLISH**

#### **Introduction:**

Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a ‘twice born’ form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems, novel and play.

#### **UNIT 1: Historical overview**

- (i) Indian writing in English, the key points of which are East India Company’s arrival in India, Macaulay’s 1835 Minutes of Education, India’s first war of independence and the establishment of colleges to promote Western education and the evolution of Indian writing in English in 20<sup>th</sup> century.

#### **UNIT 2:**

- (i) Sarojini Naidu “The Bangle Sellers”,
- (ii) A.K.Ramanujan “Obituary”,
- (iii) Jayanta Mahapatra “Grandfather”,
- (iv) Nissim Ezekiel “Night of the Scorpion”

#### **UNIT 3: R.K Narayan**

- (i) *The Guide*

#### **UNIT 4: Mahesh Dattani**

- (i) *Final Solutions*

### **Text Books**

- Texts prescribed in Units 2, 3, 4.

### **Reference Books**

- Mehrotra, Arvind Krishna. *Concise History of Indian Literature in English*, Permanent Black, 2010.
- K. Srinivas Ayenger. *A History of Indian Writing in English*
- M.K. Naik. *History of Indian Writing in English*
- Vinay Dharwadker. “The Historical Formation of Indian English Literature” in Sheldon Pollock (ed) *Literary Cultures in History*
- *Modern Indian Drama: Issues and Interventions* (ed) Lakshmi Subramanyam

## **Core Paper V**

### **BRITISH ROMANTIC LITERATURE**

#### **Introduction:**

The paper aims at acquainting the students with the Romantic period and some of its representative writers. The students will be able to sample some seminal works of the Romantic age which gave expression to the key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.

#### **UNIT 1: Historical overview**

- (i) The period otherwise known as The Romantic Revival; The Age of Revolution as it owes its origin to the epoch making French Revolution of 1789. The emphasis on the organic relationship between man and Nature, individual liberty and unbridled desire free from the shackles of classicism made this period unique—Romanticism vs Classicism

#### **UNIT 2:**

- (i) Thomas Gray: “Elegy Written in a Country Churchyard,”  
(ii) William Blake: “A Poison Tree” and “Chimney Sweeper”

#### **UNIT 3:**

- (i) William Wordsworth’s “Tintern Abbey”  
(ii) S. T. Coleridge: “Kubla Khan,”  
(iii) John Keats: “Ode to a Nightingale,”  
(iv) P. B. Shelley: “Ode to the West Wind,”

#### **UNIT 4:**

(i) William Wordsworth's *Preface* to the 2<sup>nd</sup> edition of *Lyrical Ballads*

### **Text Books**

- Texts prescribed in Units 2, 3, 4

### **Reference Books**

- Paul Poplawski, *English Literature in Context*, "The Romantic Period"
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- *Pelican Guide to English Literature. Vol 5. From Blake to Byron*. Ed. Boris Ford
- Maurice Bowra, *The Romantic Imagination*
- *English Literature*. Jonathan Bate (Ch. 5 "Periods and Movements")

## **Core Paper VI**

### **BRITISH LITERATURE 19<sup>TH</sup> CENTURY**

#### **Introduction:**

This paper seeks to introduce the students to the exploits of the 19<sup>th</sup> century British Literature in prose, especially fiction and cultural criticism. It also includes samples of Victorian poetry.

#### **UNIT 1: Historical overview**

- (i) The 19<sup>th</sup> century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers.

#### **UNIT 2: Poetry**

- (i) Tennyson; "Break, Break, Break", Robert Browning, "My Last Duchess"  
(ii) Criticism: Matthew Arnold: "The Study of Poetry"

#### **UNIT 3: Jane Austen**

- (i) *Pride and Prejudice*

#### **UNIT 4: Charles Dickens**

- (i) *Hard Times*

### **Text Books:**

- Texts prescribed in Units 2, 3, 4

### **Reference Books:**

- *English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
- *English Literature*. Jonathan Bate (Ch. 4 “The Study of English”, Ch. 5 “Periods and Movements”)
- Terry Eagleton, *The English Novel*

## Core Paper VII

### BRITISH LITERATURE: EARLY 20TH CENTURY

#### **Introduction:**

The paper aims at acquainting the students with the literature of Britain in the early 20<sup>th</sup> century, focusing on the modernist canon in poetry, novel, and literary criticism.

#### **UNIT 1: Historical overview**

- (i) Developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving. Marx’s concept of class struggle, Freud’s theory of the unconscious are to be discussed.

#### **UNIT 2: Poetry**

- (i) T.S. Eliot “Love Song of J. Alfred Prufrock”,
- (ii) Yeats: “Second Coming”,
- (iii) Wilfred Owen: “Strange Meeting”,
- (iv) Siegfried Sassoon, “Suicide in the Trenches”
- (v) Criticism: T.S. Eliot: “Tradition and the Individual Talent”

#### **UNIT 3:**

- (i) Virginia Woolf: *Mrs. Dalloway*

#### **UNIT 4:**

- (i) J M Synge *Rydgers to the Sea*

#### **Text Books**

- Texts prescribed in Units 2, 3, 4

#### **Reference Books:**

- *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford

- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
- *English Literature*. Jonathan Bate (Ch. 5 “Periods and Movements”)
- *Modernism*. Critical Idiom. By Peter Faulkner
- *Modernism*. New Critical Idiom. By Peter Childs

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

**UNDER  
CHOICE BASED CREDIT SYSTEM**

## FOREWARD

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

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

Bhubaneswar

Vice Chairperson  
OSHEC

## **Some Useful Apps downloadable from Play store**

Dictionary- Word Web

Oxford Dictionary of English

(to add some English learning apps)

Word Connect- Word Games Puzzle

(to add some English learning game apps)

## **Some Useful links**

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

[http://library.aceondo.net/ebooks/English\\_Language/how\\_english\\_works\\_a\\_grammar\\_practice\\_book\\_oxford\\_1997.pdf](http://library.aceondo.net/ebooks/English_Language/how_english_works_a_grammar_practice_book_oxford_1997.pdf)

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

[https://play.google.com/store/apps/details?id=com.radioboxlabs.englishgrammerbywrenmartin&hl=en\\_US](https://play.google.com/store/apps/details?id=com.radioboxlabs.englishgrammerbywrenmartin&hl=en_US)

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

[https://elt.oup.com/catalogue/items/global/grammar\\_vocabulary/practical\\_english\\_usage\\_4th\\_edition/?cc=global&selLanguage=en](https://elt.oup.com/catalogue/items/global/grammar_vocabulary/practical_english_usage_4th_edition/?cc=global&selLanguage=en)



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# COMMUNICATIVE ENGLISH (SPECIAL COURSE)

## UNIT-I- BUSINESS COMMUNICATION AND GRAMMAR

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

**Introduction - Faculty to elicit answers for this question**

### Why do we have such different accents?

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

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



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



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

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



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

## Accent Training-Consequences

### **What would be the consequence?**

What is the importance of Accent Training?

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

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

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

**i. Scenario 1**

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

**Customer:** What network?

**Agent:** Boor network ma'am!

**Customer:** I am sorry I don't understand!

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



**ii. Scenario 2**

**Agent:** Can I have De number on the invoice?

**Customer:** Sorry, what number?

**Agent:** De number on the invoice?

**Customer:** I am sorry, I cannot understand you!

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

**iii. Scenario 3**

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

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

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

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

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

**iv. Scenario 4:**

**Agent:** May I speak with Mr. Burton?

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

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

**Customer:** I am sorry???

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

**Debrief:**





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

## Voice and accent in the Enterprise Industry

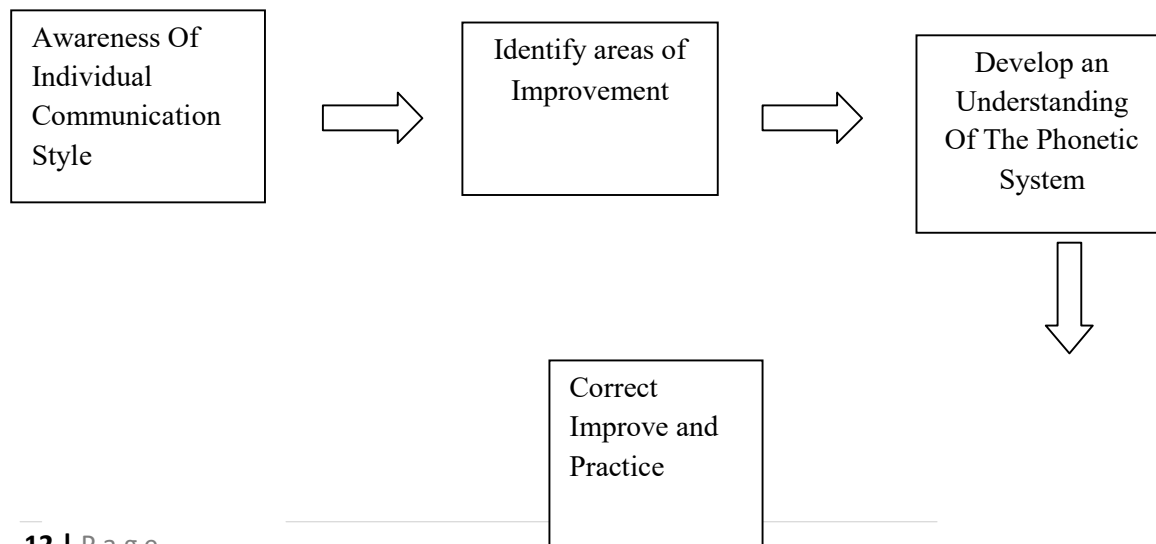
- Communication is the heart of the business and the previous examples bring forth the importance of developing one's awareness of the language.
- Training and developing Accent and Language has the following advantages:
  - Enriches customer experience by displaying greater comprehension skills
  -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



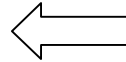
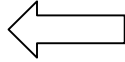
## Globally Comprehensible Accent

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

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



Evaluate  
Improvement



Understand the  
Syllabic Stress &  
Intonation

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

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

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

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

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

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

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

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

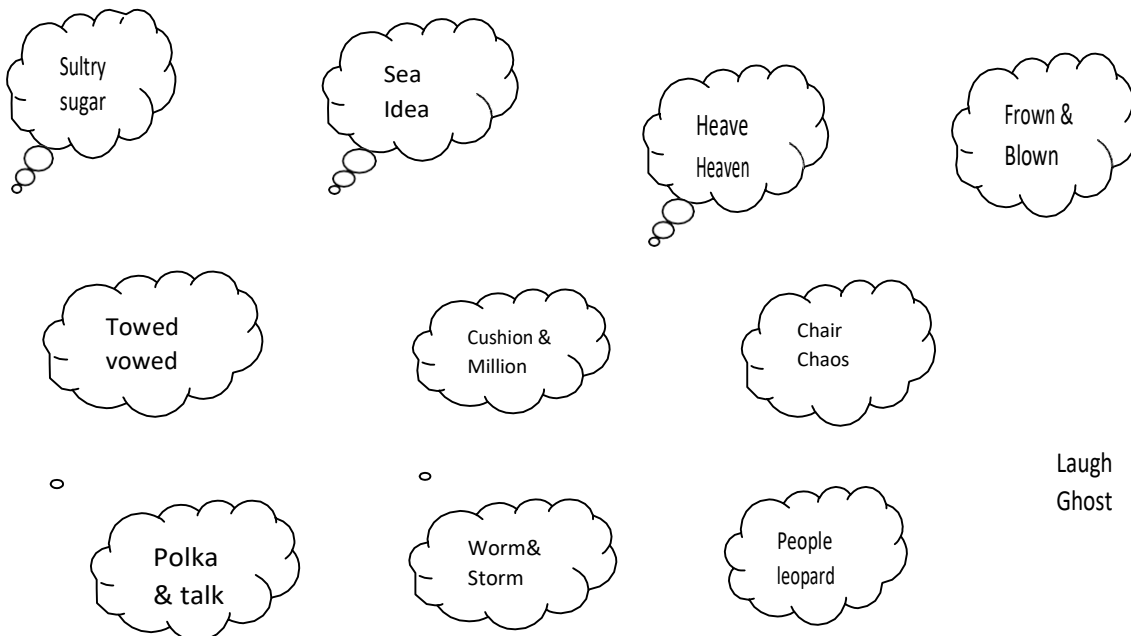
5. **Correct, Improve and Practice:** As students continue to understand and the English phonetic system, the error correction and practice would happen simultaneously. However, please note that this is the most important part of the process, since positive change & improvement is the end objective of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

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

## Introduction to Phonetics

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

Introduction to phonetics



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

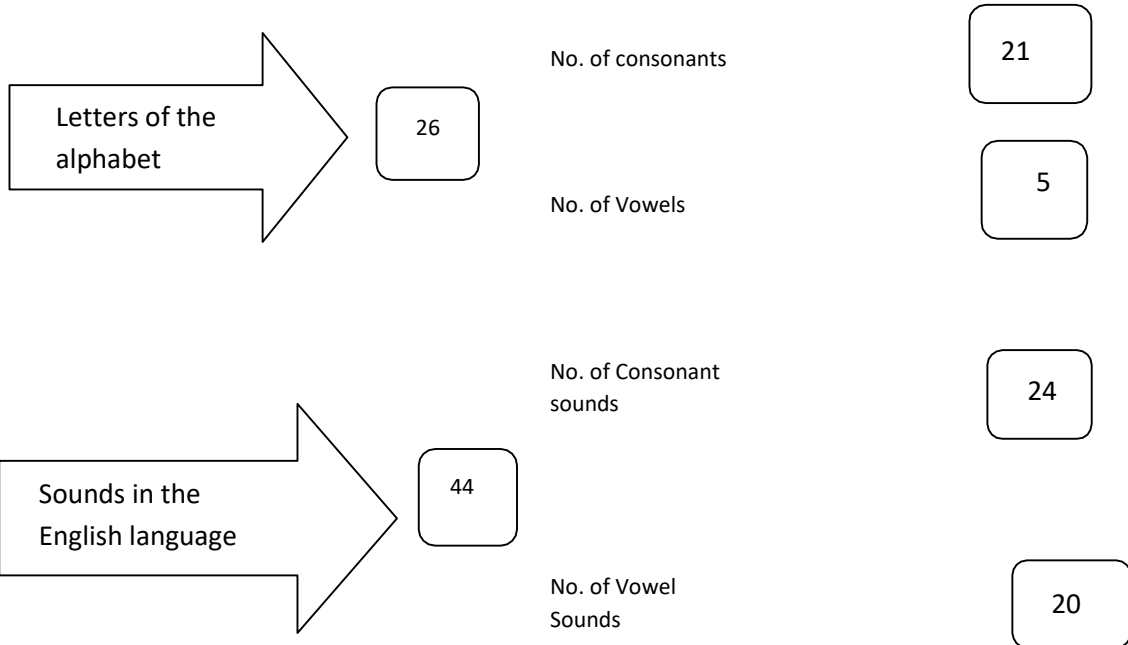
1. **Sultry & sugar:** The two words have the letter of the alphabet 's', however the first word is pronounced with a / s/ sound and the second word has a /ʃ/sound.
2. **Sea & idea:** The two words have the letters of the alphabet 'ea', however the first word has a / I: /sound and the second word has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

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

## Debrief:

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

## International Phonetic Alphabet



### **STOP! GO BACK AND REFLECT!**

I learnt .....

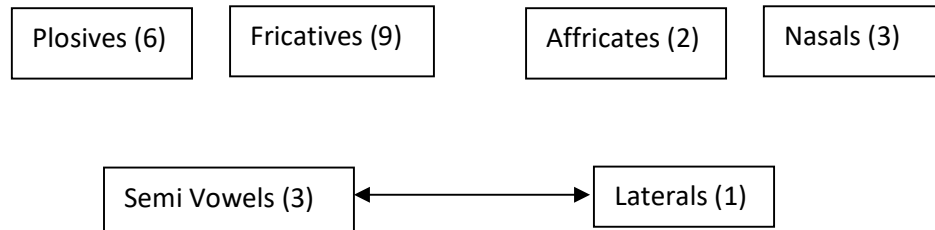
I would like to know more about .....

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

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

### 3. Consonant Sounds

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



#### Only for Faculty's Knowledge

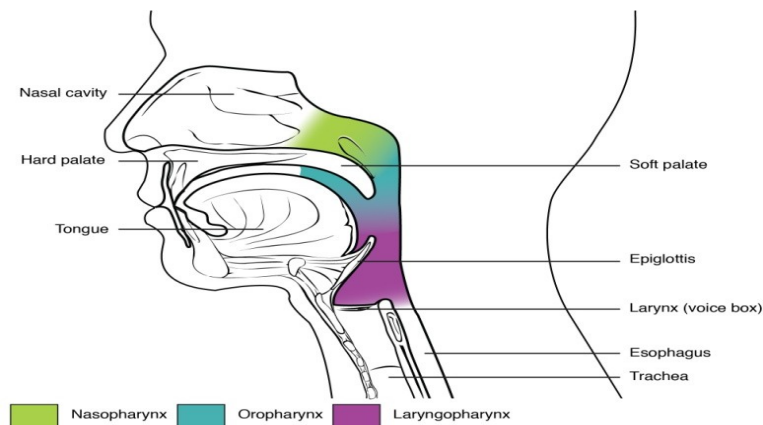
Every sound has two aspects with respect to its articulation:

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

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

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

The picture below illustrates the various articulators:



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

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

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

## **IPA-44 sounds: Consonant**

### **Sounds Plosives:**

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

Responses would be around the words mentioned below:

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

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

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

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

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

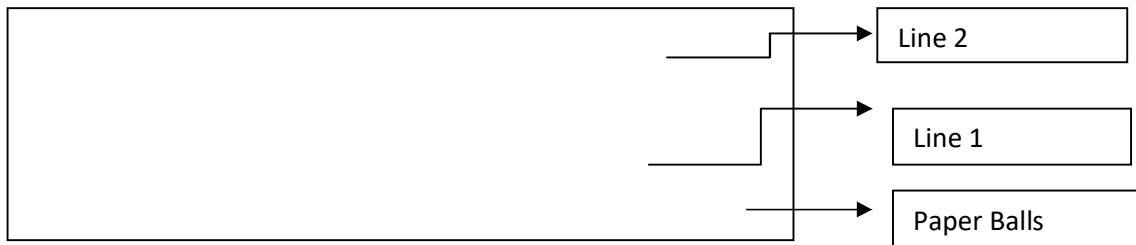


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## Activity: Air Football

**Materials Required:** 2 sheets of paper and a pen.

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



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

Word List:

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

### Debrief:

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

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

## **Plosive Sounds**

### **Aspirated**

#### **plosives:**

1. /p/ - Punctual , Leopard, Gallop

A poor passenger was poisoned by a Piranha

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

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

2. /t/ - Teeth, Button, Bullet

A toy train takes Timothy to Trentworld

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

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



3. /k/ - Christmas, Trickle, Ballistic

Kelly complained about the choir at the Cambridge College

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

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

### **Non-Aspirated Plosives**

4. /b/- Byzantine, Bubbles, Absorb

Billy bought a big boar from the bounty bargain festival.

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

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

Your brother Bob.

5. /d/ - Dance, Grandeur, Cascade

Does Dorothy drink detox drinks daily?

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

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

6. /g/- Grudge, Vagabond, Log  
 Green goblins gobble goodies and remain grumpy.  
 Create a postal address with at least five /g/ sounds-  
 Example: Gate no-17, Goodwill Home, Ghost Street, Greenlight town, Greenland.



## The /P/-/b/ divide

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

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

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

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

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

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

The building has plenty of beauty salons and posh bookstores.

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

## Fricatives

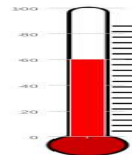
Fricatives are produced when the two parts of the mouth force air through a small space, thus creating audible friction. We have nine sounds classified in the category:

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



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

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



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



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

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



### S/SH Exercise

She	Sea
Ship	Sip
Seat	Sheet
Sell	Shell

Single	Shingle
Leash	Lease
Self	Shelf
Said	Shed

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

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

The pleasure of a leisure break is a luxurious feeling.

Create a five word list of /Z/ sounds-

Example: Pleasure, Measure, Enclosure and Explosion

14. /z/ - Zebra, Guzzle, Craze

Frizzy hair marine likes puzzles and going to the zoo.

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

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



15. /h/ - Hilarious, Historical, Stockholm

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

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

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

Z/Th Sound Exercise

Bays	Bathe
Breeze	Breathe
Zen	Then

Sues	Soothe
Close	Clothe
Rhythm	Risen

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

**Affricates**

Affricates are the combination of plosives and fricatives.

We have two sounds classified under this category.

16. /tʃ/- Challenge, Stretchable, Staunch

I cherish a chilled cherry drink and chocolates.

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

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

17. /dʒ/ - Gigantic, Gorgeous, Marriage  
Gina dressed like a gentle giraffe named Ginger.  
Create five male names that have /dʒ/ sounds-  
Example: George, Sanjay, Jason, Joshua & Josiah



## Nasals

Nasals are sounds produced with help from nasal passage.  
We have 3 sounds in this category.

18. /m/- Mystical, Fumble, Aquarium  
My mother makes mouth-watering mango milk shakes.  
Create a two- line recipe with at least five /m/ sounds-  
Example: Mushroom Mayo- boil and cook mushrooms in medium hot oil and mix mayo  
and serve hot with minestrone soup.
19. /n/ - Notorious, Lunatic, Valentine  
Nathaniel is not a nice neighbour, say many in Newcastle.  
Create a list of five places, you’ve not visited, with /n/ sound-Netherlands, New Zealand,  
Nebraska, Nottingham & Nepal
20. /ŋ/ - Sting, Blaring, Triangle  
The king had a song ringing in his head since morning.  
Create two- liner songs with at least five / ŋ/ sounds-  
Examples: The fragrance lingered in the morning; it stung me like the setting of the sun  
as I knew she left the ring behind.

## Semi Vowels

21. /j/ - Yawn, Youngster, Kayak  
Yellow flowers and yummy food is aplenty in Mr. Yuri’s home.  
Create a sentence with at least five /j/ sounds-  
Example: Yellow magazine had an article on how youngsters  
waste their lives, yearning for luxury and letting their youth and  
years pass by.
22. /w/ - Winter, Wailing, Powerful  
When Wendy went to the White House she was not well.  
Create a list of five questions you have 1 /w/ sound each –  
Example: Where were you yesterday? When will you arrive? Which dress is a better  
option? Why were you busy today? I want to know whether this is the right thing to do?



23. /r/- Rustic, Guaranteed, Shopper

Recently no rooms were free at the romantic River Resort.

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

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

### Lateral Consonants

24. /l/ - Leprechaun, Fallacy, Coral

Lincoln lost his lucky locket at the local market.

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

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

### Activity: Rhyme time

Materials Required: None

#### Instructions:

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

<p><b>STOP ! GO BACK AND REFLECT !</b></p> <p>I learnt .....</p> <p>I would like to know more about .....</p> <p>Activities / tasks I liked / found useful.....</p> <p>Something I would adapt / do differently.....</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 4. Vowels

We have 20 vowel sounds.

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

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

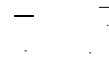
26. /ɜ:/ - Stir, Pearl, First, Hurt, Shirt, Bird, Learn, Burly, Mirth  
Create a sentence with at least five /ɜ:/ sounds

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



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

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



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

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





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



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

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



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



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



## Activity: The Great Vowel Hunt

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

### **Instructions:**

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

Mentor

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

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

### **Debrief:**

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

## 5. Diphthongs

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

Look at the examples below.

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

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



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



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



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

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

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

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

## Activity: Diphthong Drummers

**Materials Required:** A4 size papers and Pens

### Instructions:

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

### Debrief:

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

### Pronunciation checker

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

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

**STOP ! GO BACK AND REFLECT !**

I learnt .....

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

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

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

## 6. A Few Phonic Rules

Sometimes the rules don't work.

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

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

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

### Minimal Pairs:

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

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

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

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

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

### Activity: The Missing Sound

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

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

### Minimal Pair- Vowel Sounds

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

Loud	Load	Lord
Miss	Mass	Mess

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

**Activity: They Sound the Same!!!**

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

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



**STOP! GO BACK AND REFLECT!**

I learnt .....

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

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

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



## 7. Word Stress: Syllables

There are two very simple rules about word stress:

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

Let us understand Syllables:

A syllable is one unit of sound in a word.

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

### Syllables:

Words with one  
syllable

#### Monosyllabic Words:

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

Words with two  
syllables

#### Bi syllabic Words:

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

Words with three  
syllables

#### Tri syllabic Words:

Computer	Government
Newspaper	Rational
Offensive	Microsoft

Words with more  
than three syllables

#### Polysyllabic words

Predictable	Hallucination
Malnutrition	Stability
Presentation	Technology

Ask students to write examples of their own.

### **Activity: Syllable Slot**

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

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

### **Word Stress: Rules**

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

### **Rules:**

Stress on first syllable:

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

Stress on Second Syllable:

Rule	Example
Most <b>2- syllable verbs</b>	to preSent, to exPORT, to deCIDE,
	to beGIN

Stress on penultimate syllable (penultimate = second from end)

Rule	Example
<b>Words ending in – ic</b>	GRAPHiC, geoGRAPHiC, geoLOGiC
<b>Words ending in –sion and - tion</b>	teleViSiOn, reveLAtiOn

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

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

Compound words (words with two parts)

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

**STOP ! GO BACK AND REFLECT !**

I learnt .....

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

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

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

## 7. Intonation Patterns:

Statement

Questions

Phrases

Tag Questions

Items in Series

### Statements:

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

#### For example:

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

### Questions:

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

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

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

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

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

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

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

### Phrases:

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

### Items in a series:

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

## Intonation and Stress

### New Information:

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

### Contrast:

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

Stress changes meaning

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

For example: "He did not steal the money"

**He** did not steal the money- someone else did.

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

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

**STOP ! GO BACK AND REFLECT !**

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

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

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

## 9. Pacing and Chunking

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

### Examples:

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

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

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

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

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

## Common Patterns of

### Pacing Examples:

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



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

## Importance of Chunking

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

### Activity 1:

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

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

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

## **Activity 2**

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

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

### **Let's face it;**

**English is a stupid language.**

**There is no sand in a sandwich**

**No ham in a hamburger,**

**And neither pine nor apple in the pineapple.**

**Quicksand takes you down slowly,**

**Boxing rings are square.**

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

**If the plural of tooth is teeth,**

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

**If the teacher taught,**

**Why didn't the preacher praught?**

**If a vegetarian eats vegetables,**

**What does a humanitarian eat!?**

**When the stars are out they are visible,**

**But when the lights are out they are invisible.**

**Why do people recite at a play**

**Yet play at a recital?**

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

**And a bell is only heard after it goes.**

**And why when I wind up my watch,**

**It starts,**

**But when I wind up this observation,**

**It ends.**

**Activity 3**

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

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

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

“This is your victory.”

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

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

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

<p><b>STOP ! GO BACK AND REFLECT !</b></p> <p>I learnt .....</p> <p>I would like to know more about .....</p> <p>Activities / tasks I liked / found useful.....</p> <p>Something I would adapt / do differently.....</p>
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## 10. Fluency

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

How to improve fluency:

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

### Activity 1

Explain that there are only three rules to this game:

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

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

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

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

**Playing the game:**

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

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

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

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

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

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

## Activity 2

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

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

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

## Activity 3

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

## Group

### Discussion

#### What is it

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

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

#### Group Discussion Structure

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

#### Activity 1

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

#### **STOP ! GO BACK AND REFLECT !**

I learnt .....

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

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

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

## 11. Indianisms

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

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

### Errors relating to Grammar

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

### Vocabulary

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

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

### Activity

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

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

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



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

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

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

**STOP ! GO BACK AND REFLECT !**

I learnt .....

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

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

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

## UNIT-II: GRAMMAR

### 1. English: Spoken Versus Written Communication

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Try this:-**

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

Receiver: Hello

Caller: Let me talk to Radha.

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

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

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

Caller: Haan, what number did I call?

Receiver: what number you were trying to call?

Caller: 2543-3768

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

Caller: OK, thanks yaar! sorry for the trouble

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

Caller: Bye.

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

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

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

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

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

### **Activity 1: Story**

**Circle: Subject:** Spoken versus

Written English



**Aim:** To learn to speak the English language with ease

**Props:** None

**Instructions:**

Facilitator to make the participants sit in a circle.

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

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

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

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

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

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

.....

Last night I had the strangest

dream.....

Crash! Bang! What was

that.....

I remember a time not so long

ago.....

**Debrief: What have I learnt? :**

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**Basics of Grammar**

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

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

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

	<b>Noun</b>
	<b>Pronoun</b>
	<b>Adjective</b>
	<b>Adverb</b>
	<b>Preposition</b>
	<b>Conjunction</b>
	<b>Verb</b>
	<b>Interjection</b>

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

**Activity 2: Meet and Create**

**Subject:** Parts of Speech

**Aim:** Understanding the importance of the different parts of speech

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

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

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

**Instructions:**

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

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

**Debrief: What have I learnt? :**

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<p><b>STOP ! GO BACK AND REFLECT !</b></p> <p>I learnt .....</p> <p>I would like to know more about .....</p> <p>Activities / tasks I liked / found useful.....</p> <p>Something I would adapt / do differently.....</p>
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## 2. Nouns

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

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

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

### Kinds of Nouns

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

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



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

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

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

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

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

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

### What are other kinds of nouns?

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

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

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

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

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

Fill in the appropriate collective noun from the list below.

Agenda, House, Chain, Host, Convoy, School

Sparrows	
Fish	
Islands	
Tasks	
Trucks	
Senators	

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

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

### Activity 3: Noun Ping-pong

Subject: Correlating proper and common nouns.

Aim: Understand the difference between common and proper nouns.

Props: None

Facilitator to be store keeper.

Instructions: Facilitator to divide the class into two groups.

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

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

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

#### Debrief:

**What have I learnt?**

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## Nouns-Number

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

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

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

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

## Noun-Gender

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

For Example- You says **tiger** and the feminine gender is **tigress**.

You have the **school master** and the **school mistress**.



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

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

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## Countable and Uncountable Nouns

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

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

A **boy**, Four **Boys**

A **Book**, five **Books**.

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

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

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

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

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

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

Instead I say “I need some information.”

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

For Example: “I need some rice.”

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

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

For example- The sand is hot.

The information is wrong.

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

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

**STOP! GO BACK AND REFLECT!**

I learnt.....

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

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

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

### 3. Pronouns

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

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

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

#### **Pronouns would make the story easier to read**

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

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

**The first person** (the one who is speaking)

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

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

Study the chart showing the different forms of personal pronouns.

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

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

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

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

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

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

When we use personal pronouns, we would say:

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

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

In case you use the plural form:

The boys spoke about the teachers to the parents

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

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

**She** hates eating

**apples. Ali** gave the

**book to me.**

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

My friend found **his** dog.

**Their friend** is a happy man.

That bag is **mine**.

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

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

## Reflexive Pronouns

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

I hurt myself.

She answered the phone herself.

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

	<b>Singular</b>	<b>Plural</b>
<b>First person</b>	<b>Myself</b>	<b>Ourselves</b>
<b>Second person</b>	<b>Yourself</b>	<b>Yourselves</b>
<b>Third person</b>	<b>Himself</b>	<b>Themselves</b>
	<b>Herself</b>	<b>Themselves</b>
	<b>Itself</b>	<b>themselves</b>

## Relative Pronouns

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

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

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

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

We join the two sentences using a relative pronoun – who

**The girl who is an actor danced for an hour.**

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

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

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

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

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

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

Look at these sentences :

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

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

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

## Demonstrative Pronouns

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

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

We bought **this** house last year.

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

## Interrogative Pronouns

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

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

“**What**” is your name ?

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

“**Whose**” car has not arrived?

“**What**” do you mean?

Notice the word order in the formation of questions.

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

## Indefinite pronouns

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

Indefinite pronouns also have singular and plural forms.

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

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

**One** of the boys is missing.

**One** of the boxes is missing.

All such pronouns take the singular form of the verb.

**Something** is missing.

**Nobody** is answering the phone.



**Either** of the gifts is fine.

**Is someone** coming over today?

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

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

**Many** bottles of water are required.

**Both** the chairs are dirty.

**Several** pictures were released by the press.

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

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

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

#### Activity 4: Sentence Auction

**Subject:** PRONOUNS

**Aim:** To understand the different kinds of pronouns.

#### **Props:**

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

A bell to indicate that the sentence has been auctioned.

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

#### **Instructions:**

Divide the class into groups of 4 students.

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

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

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

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

The sentence will be sold to the highest bidder.

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

### **Debrief:**

**What have learnt?**

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

### **AUCTION SHEET**

#### **Sentences**

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

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

<p><b>STOP ! GO BACK AND REFLECT !!</b></p> <p>I learnt .....</p> <p>I would like to know more about .....</p> <p>Activities / tasks I liked / found useful .....</p> <p>Something I would adapt / do differently.....</p>
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## 4. Adjectives

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

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

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

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

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

Here,s an example:

Destruction-destructive

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

### Activity 5 : Picture perfect

**Subject:** Adjectives

**Aim:** using adjectives to increase vocabulary.

#### Props

- Sheets of chart paper
- Sketch pens

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

**Instructions :**

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

**Debrief :**

**What have I learnt?**

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

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

Opinion: nice, beautiful, excellent

e.g. She was a nice girl.

Numeric : eight, one

Quantitative : more, some, half

Qualitative: red, big , fragrant, square

e.g. The big woman.

The square box.

Origin : German, Japanese

Material: cotton, tin,

Distance: long, short

Time: early, late

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

e.g. Sleeping bag.

Ownership: mine, yours

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

## Positioning of adjectives

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

Example:

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

Anyone capable of doing this should be rewarded.

## Comparative Degrees of Adjectives

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

Take this example:

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

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

Examples:

She is **taller** than Maria.

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

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

Example:

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

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

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

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

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

Example:

This is a **unique** plan.

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

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

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

## Order of Adjectives

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

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

### **STOP ! GO BACK AND REFLECT !!**

I learnt .....

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

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

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



## 5. Adverbs

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

Sounds confusing, let us understand this through an example.

I have two sentences-

The black cat ran across the road.

The girl sang happily.

If I were to address the question to the noun-

Which **cat** ran across the road?

My answer would be-

The **black** cat.

This then, is the adjective of my sentence.

Alternately I address a question to the verb –

How did the girl **sing**?

My answer would be –

**‘Happily’**

This then, is the adverb in my sentence.

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

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

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

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

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

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

Confused?

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

Example:

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

## Kinds of Adverb

Adverbs cover a wide range based on their functions.

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

**I play well.**

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

**He has not played golf recently.**

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

**I will meet you outside.**

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

**I am too tired to go to the party.**

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

**He rarely visits his parents.**

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

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

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

## Degree of Comparison

Like adjectives, adverbs too have degrees of comparison.

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

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

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

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

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

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

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

## Word Order with Adverbs

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

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

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

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

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

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

Only Sara grew to be four feet tall.

She grew to be only four feet tall.

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

### Activity 6: Relay Race

**Subject:** Adverbs

**Aim:** Understand the positioning of adverbs in a sentence.

**Props:** multiple copies of task sheets

#### Instructions:

Facilitator to divide the class into groups of five.

Each group has three tasks that need to be done.

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

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

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

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

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

**TASKSHEET 1:** Unscramble the sentences below:

1. speaks fluently He five languages:

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

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

4. already three presents given has leaving We been:

5. hardly days at are home There ever these:

6. never to been He Chandpur before. had:

7. comes home after regularly midnight She:  
\_\_\_\_\_
8. some has food My mother only brought:  
\_\_\_\_\_
9. the house led later than to built had of a me that rest been room the he obviously:  
\_\_\_\_\_
10. India a days Generally letter it three to for reach takes:  
\_\_\_\_\_

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

## TASK SHEET 2

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

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

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

**“It is quite (1) unusual for me to get annoyed but I was quite (2) appalled by my boss’s attitude. He’d asked me to finish the report by next week. Well, even that would be quite**

**(3) difficult. But then this morning he told me that he wanted it by tomorrow. He knew that it was quite (4) impossible for me to finish it by then. But he’s quite (5) determined to have it. It’s not fair. He knows I am quite (6) good at writing reports but he also knows I am quite (7) useless at working under pressure like that. My old boss was quite (8) different. He was quite (9) thoughtful and quite (10) brilliant at organizing people. I think it’s quite (11) likely that I will start looking for a job elsewhere.”**

**Answers:**

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

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

## TASK 3

**Unscrambled the words below:**

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

9. ayiltplyc \_\_\_\_\_

10. mnyovuitlal \_\_\_\_\_

courtesy : [www.teach-nology.com](http://www.teach-nology.com)

**Debrief:**

**What have I learnt?**

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**STOP! GO BACK AND REFLECT!**

I learnt.....

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

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

## 6. Prepositions

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

Take a look at the prepositions that you commonly use –

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

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

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

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

### **After class, before noon**

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

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

Example:

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

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

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

Think of this, we say :

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

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

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

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

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

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

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

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

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

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

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

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

#### List of Common Prepositions

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

**Above** : higher than, earlier on a page,

The plane flew above the roof.

There is a title above each diagram.

**About** : on the subject of, approximately

This is a a story about aliens.

My mother is about sixty years old.

**Against** : opposing, touching something

I am against this idea.



I leaned against the wall.

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

We walked across the road.

Let us go to the store across the road.

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

I will meet you after lunch.

B comes after A in the sequence.

The cat ran after the mouse.

**Along** : follow the length of

I walked along the street.

**Among** : within a group ( amid/ amongst)

We share the money among us.

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

We walked around the garden.

There is a moat around the castle.

We turned around and went home.

He is around 5 feet.

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

Turn right at the end of the street.

I will meet you at 6 o' clock.

The countries are at war.

She is at work.

**Before** : earlier in time, earlier in a sequence

We can meet before Christmas.

A comes before B.

**Behind** : at the back of, late, cause of

The girl hid behind the car.

I am behind in my assignment.

Who was behind this scheme?

**Below**: lower than, later on a page

The temperature is below freezing point.

Notes are provided below the text.

**Beneath:** lower than and making contact

The earth beneath my feet is wet.

**Beside:** next to

Angel sits beside me.

**Besides:** also, as well as

There is no one in the room besides Aisha.

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

The building stands between the mall and the mosque.

B comes between A and C.

We have no holidays between Christmas and New Year.

Please share it between the two of you.

**Beyond:** further than, farther, exceeding

The mountain lies far beyond the horizon.

This is beyond my expectations.

**By:** near, passed, not later than, through

I live in a house by the sea.

I waved as I drove by the house.

Finish it by next week.

Do you travel by the bus?

**Down:** in a lower position, further along

The ball rolled down.

He lives down the road.

**During:** throughout a period, sometime within a period

She watched during the night.

A mishap occurred during the night.

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

I walked for two hours.

She left for Kanpur.

We are for this proposal.

I bought the sweater for you.

She is clever for her age.

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

We left from Allahabad .

He comes from his home.

From now on, please be on time.

He suffers from anxiety.

I first heard about it from you.

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

I live in Egypt.

The chair is in the room.

I will return in an hour.

This happened in December.

The girl is in a white skirt.

The Middle East is rich in oil.

When in doubt call me.

Speak in English.

**Inside:** within

They are inside the room.

**Into:** to the inside of, changing conditions

We stepped into the hall.

The frog changed into a prince.

**Near:** close to

I live near the mall

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

It is in the middle of the room.

A friend of mine is visiting.

One of you can do it.

Give me a cup of milk.

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

Please keep off the glass.

There are islands off the Hawaiian coast.

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

- The clock is on the wall.
- I live on Cox Street.
- The house is on fire.
- The book is on aliens.
- My birthday is on the 6<sup>th</sup> of June.

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

### Activity 7: Treasure Hunt

**Subject:** preposition

**Aim:** to practice the use of prepositions.

**Props:**

**Instructions:**

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

Build up the excitement to finding the clue.

**Instructions:**

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

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

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

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

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

**Debrief:**

**What have I learnt?**

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Getting back to our list of prepositions:

**Onto:** to a position on

The baby climbed onto the chair.

**Opposite :** facing

The store is opposite my house.

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

She went out of the room.

We won two out of three.

We spoke out of courtesy.

It is made out of waste material.

We are out of danger.

**Outside:** on the outer side, beyond the limits of

Outside our house, I have a garden.

It is outside of my area of interest.

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

There is a bridge over the river.

I spread the cover over the table.

I jumped over the puddle of water.

It cost over two dollar.

I saw her several times over the past one week.

We made plans over the phone.

**Past:** beyond, after

I walked past her house.

It was past two o' clock.

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

I have been waiting since 3 o' clock.

I have been waiting here since you called.

I have known him since January.

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

The road through town is closed.

I slept through the night.

It will improve through hard work.

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

Turn to the left.

We are working from Monday to Saturday.

They prefer tea to coffee.

I am going to Alexandria.

Please give it to me.

I like to ski.

We went to the store to buy a pen.

**Towards:** in the direction of, near

We walked towards the bus stop.

It rains towards late evening.

**Under:** beneath, less than, in circumstances of

I lay down under the trees.

Under ten people came in.

The bike is under repair.

**Underneath:** below, making contact with

The book was underneath the carpet.

**Up:** to a higher place, in a higher place

We went up the stairs.

She lives up the hills.

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

I have read up to the 55<sup>th</sup> page.

The decision is up to you.

His work is not up to the mark.

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

He came with her.

Here is a book with a map.

I washed with soap.

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

**Within:** inside of

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

**Without:** not having,

Do not leave without money.

### Activity 8: Route Map

**Subject-** Prepositions

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

**Props-**

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

**Instructions-**

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

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

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

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

**Directions would be in four separate groups-**

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

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

**Debrief:**

**What have I learnt?**

.....

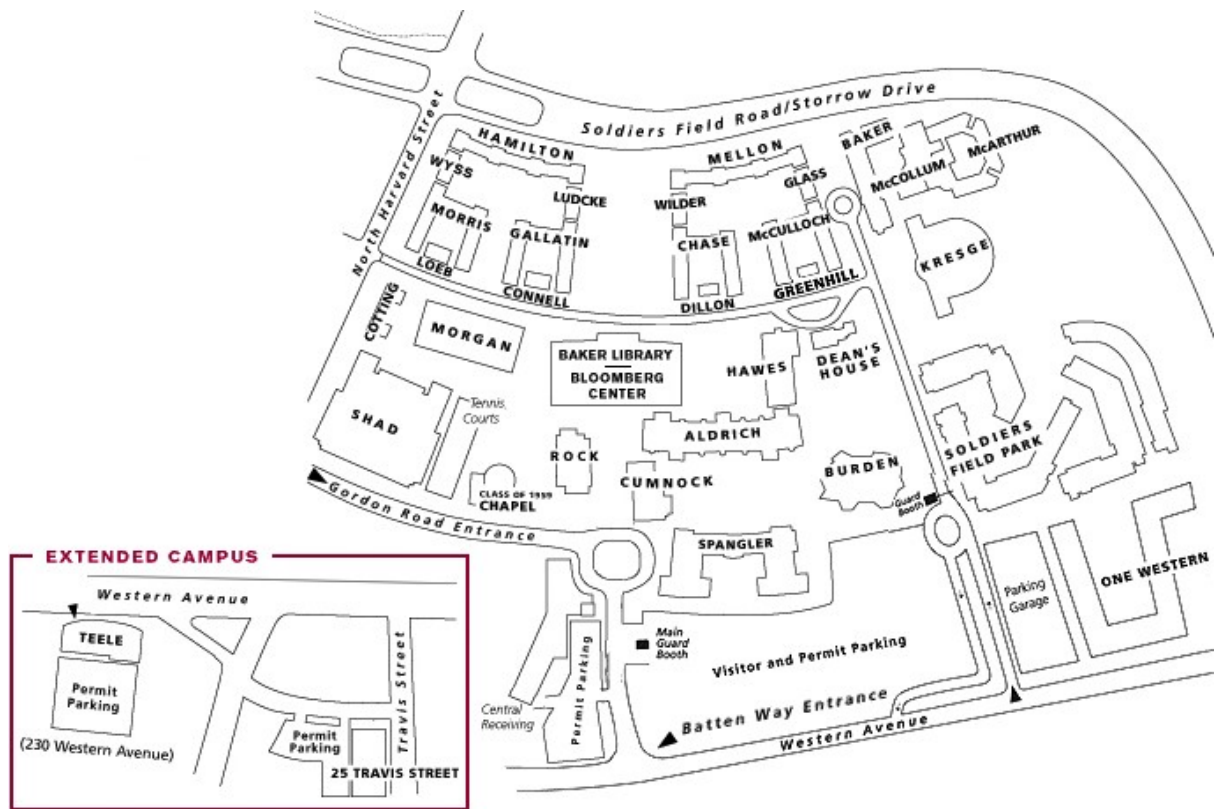
.....

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



## Prepositions with Adjectives, Nouns and Verbs

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

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

**STOP ! GO BACK AND REFLECT !!**

I learnt .....

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

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

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

## 7. Conjunctions

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

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

Broadly speaking, conjunctions fall into 3 categories :

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

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

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

### Coordinating conjunctions

<b>For</b>	<b>And</b>	<b>Nor</b>	<b>But</b>	<b>Or</b>	<b>Yet</b>	<b>So</b>
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Represented by the mnemonic (memory aid) FANBOYS, these are easy to remember. These conjunctions join two similar grammatical constructions, for example, two subjects, two clauses or two phrases.

Let us see how we can use them:

He was poor. He was honest.

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

He was poor **but** honest.

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

Ashita wrote the letter. Anita posted it.

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

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

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

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

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

## Subordinating Conjunctions

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

Analyse this sentence:

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

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

**Listed below are some of the common subordinating conjunctions.**

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

Examples :

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

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

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

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

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

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

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

**Supposing** she is late, she will miss the interview.

**Although** it was raining, I walked to the shop.

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

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

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

## Correlative Conjunctions

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

<b>Both .....and</b>
<b>Neither .....nor</b>
<b>Not only .....But also</b>
<b>Either ..... or</b>
<b>Hardly .....when</b>
<b>No sooner .....than</b>
<b>Scarcely.....than</b>
<b>Rather .....than</b>
<b>If .....then</b>

## Examples-

**Neither** Nancy **nor** Tina could give me the answer. He is **both** friendly **and** affectionate.

She will **either** stay **or** take the late train. She is **not only** pretty **but also** intelligent.

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

**Scarcely** had I opened the cupboard **when** the body fell out. I would **rather** stay at home **than** go out.

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

When you use co-relative conjunctions, remember to maintain the parallelism of construction. You do not say:

He has both a good job and he has a good salary. She turned the car neither right nor to the left.

The chateau is spacious, charming and not expensive.

*Instead*, use the correct form of punctuation:

**He has both a good job and a good salary. She neither turned the car right nor left.**

**The chateau is spacious, charming and inexpensive.**

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

## Connecting Adverbs

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

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

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### Core Paper VIII

#### AMERICAN LITERATURE

##### Introduction:

This is a survey paper providing an overview of canonical authors from American Literature in the established genres.

##### UNIT 1: Historical overview

- (i) Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, *e pluribus unum*

##### UNIT 2:

- (i) Walt Whitman: “Out of the Cradle Endlessly Rocking”,
- (ii) Robert Frost: “Stopping by the Woods in a Snowy Evening”,
- (iii) Emily Dickinson: “Because I could not stop for death”
- (iv) Maya Angelou: “I Know Why the Caged Birds Sing”

##### UNIT 3:

- (i) Arthur Miller: *The Death of a Salesman*

##### UNIT 4:

- (i) Ernest Hemingway: *A Farewell to Arms*

##### Text Books

- Texts prescribed in Units 2, 3, 4 (All texts are available on the Internet.)

##### Reference Books:

- *Pelican Guide to English Literature*. Vol. 9. *American Literature*. Ed. Boris Ford
- *Highlights of American Literature*. Dr. Carl Bode (USIS)
- *A Short History of American Literature*, Krishna Sen and Ashok Sengupta. Orient BlackSwan, 2017
- *The Story of American Literature*. By Ludwig Lewisohn
- *Norton Anthology of American Literature*. (Head notes on authors and periods to be read)

## Core Paper IX

### EUROPEAN CLASSICAL LITERATURE

#### Introduction:

This paper seeks to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the founding texts of the European canon.

#### UNIT 1: Historical Review

- (i) Classical Antiquity: ancient Greece, the rise and decline of the Roman Empire;  
Geographical space: cultural history of the Greco-Roman world centered on the Mediterranean Sea

#### UNIT 2: Epic poetry

- (i) Homer: *Odyssey* (Book I)

#### UNIT 3: Tragedy:

- (i) Sophocles: *Oedipus the King*

#### UNIT 4: Criticism:

- (i) Aristotle: *Poetics* (Chapters: 6,7,8)

#### Text Books

- Texts prescribed in Units 2, 3, 4 (All texts are available for free access on Project Gutenberg <https://www.gutenberg.org/>)

#### Reference Books:

- H.D.F. Kitto, *Form and Meaning in Greek Drama*
- H.D.F. Kitto, *The Greeks*
- Eric Auerbach, *Mimesis: The Representation of Reality in Western Literature*
- Gilbert Murray, *A History of Ancient Greek Literature*, Andesite Press, 2017.
- *Classicism: A Very Short Introduction* OUP

## Core Paper X

### WOMEN'S WRITING

#### Introduction:

The paper seeks to acquaint the students with the works of women writers from different

cultures and nations in various genres. Further, it seeks to make them critically aware of the issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

### **UNIT 1: Virginia Woolf**

- (i) “Chapter 1” from *A Room of One’s Own*

### **UNIT 2: Charlotte Bronte**

- (i) *Jane Eyre*

### **UNIT 3:**

- (i) Kamala Das, ‘An Introduction’, ‘The Sunshine Cat’
- (ii) Sylvia Plath, ‘Mirror’, ‘Barren Woman’
- (iii) Eunice de Souza, ‘Women in Dutch Painting’, ‘Remember Medusa’
- (iv) Shanta Acharya, ‘Homecoming’, ‘Shringara’

### **UNIT 4:**

- (i) Ashapura Devi, *The Distant Window*

### **Text Books**

- Texts prescribed in Units 1, 2, 3, 4

### **Reference Books:**

- Toril Moi, *Sexual/Textual Politics*
- Elaine Showalter, *A Literature of Their Own*
- Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
- *The Distant Window*, Prachi Prakashan, Tr. Anima Bose, 1997
- Helen Carr, ‘A History of Women’s Writing’ in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers
- Mary Eagleton, ‘Literary Representations of Women’ in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers

## **Core Paper XI**

### **MODERN EUROPEAN DRAMA**

#### **Introduction:**

The aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.

#### **UNIT 1: Historical Review**



- (i) Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd

**UNIT 2: Henrik Ibsen**

- (i) *Ghosts*

**UNIT 3: Eugene Ionesco**

- (i) *Chairs*

**UNIT 4: Bertolt Brecht**

- (i) *Life of Galileo*

**Text Books**

- Texts prescribed in Units 1, 2, 3, 4

**Web Resources**

- Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
- Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>

**Reference Books:**

- Constantin Stanislavski, *An Actor Prepares*, Chap. 8,
- ‘Faith and the Sense of Truth’, tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2, 7,8,9, pp. 121-5, 137-46.
- Bertolt Brecht, ‘The Street Scene’, ‘Theatre for Pleasure or Theatre for Instruction’, and ‘Dramatic Theatre vs Epic Theatre’, in *Brecht on Theatre: The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76, 121-8.
- George Steiner, ‘On Modern Tragedy’, in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
- Raymond Williams, *Drama from Ibsen to Brecht*
- Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: “The Strange World Urb...” pp. 63-74.
- *Theatre of Absurd*. Martin Esslin

**Core Paper XII**

**INDIAN CLASSICAL LITERATURE**  
**(Training of teachers essential for teaching this course)**

**Introduction:**

This paper seeks to create awareness among the students of the rich and diverse literary and aesthetic culture of ancient India.

## **UNIT 1: Introduction to the history and genesis of Indian Classical Literature**

### **UNIT 2: Sanskrit Drama –1**

- (i) Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, Motilal Banarasi Dass, New Delhi

### **UNIT 3: Sanskrit Drama-2**

- (i) *Mrcchakatika* by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)

### **UNIT 4: Aesthetics and Maxims**

- (i) Bharata's *Natyasastra*, Chapter VI on Rasa theory

#### **Text Books**

- Texts prescribed in units II,III, IV

#### **Reference Books:**

- Kalidasa. Critical Edition. Sahitya Akademi
- Bharata's *Natyashastra*. English Translation by M.M. Ghosh. Vol 1. 2<sup>nd</sup> edition. Asiatic Society, Kolkata, 1950. Ch. 6 "Sentiments". Pp. 158-95
- J.A.B. Van Buitenen, "Dharma and Moksa" in Roy W. Perrett. Ed. *Indian Philosophy*. Vol 5, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. Pp. 33-40
- Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*. Ed. Carol A. Breckenridge and Peter Van der Veer. New Delhi: OUP, 1994. Pp. 158-95
- Haldhar Panda, *Universals of Poetics*

## **Core Paper XIII**

### **POSTCOLONIAL LITERATURES**

#### **Introduction:**

This paper seeks to introduce the students to postcolonial literature —a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature

#### **UNIT 1:**

- (i) Postcolonialism: Elleke Boehmer ( From *Literary Theory and Criticism* Ed. Patricia Waugh)
- (a) The post in Postcolonial,
  - (b) Movements and theories against Empire
  - (c) Leading Postcolonial Thinkers ( Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

### **UNIT 2: Raja Rao**

- (i) *Kanthapura*

### **UNIT 3: Jean Rhys**

- (i) *Wide Sargasso Sea*

### **UNIT 4: Athol Fugard**

- (i) *Blood Knot*

### **Text Books**

- Texts prescribed in Units 1, 2, 3, 4

### **Reference Books:**

- Chinua Achebe: “English and the African Writer” (Available online)
- Ngugi wa Thiong’o: “The Quest for Relevance” from *Decolonizing the Mind: The Politics of Language in African Literature*
- Leela Gandhi, *Postcolonial Theory: An Introduction*. OUP, 1998.
- Bill Ashcroft, Gareth Griffin, Helen Tiffin, *The Empire Writes Back: Theory and Practice of Post-Colonial Literature*.
- Edward Said. *Orientalism*.

## **Core Paper XIV**

### **POPULAR LITERATURE**

#### **Introduction:**

This paper seeks to introduce the students to genres such as children’s literature, detective fiction and campus fiction, which have a “mass” appeal, and can help us gain a better understanding of the popular and folk roots of literature.

#### **UNIT 1: Introduction to the concept**

- (i) What is popular literature?
- (ii) Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)
- (iii) What is Genre fiction?
- (iv) Debate between genre fiction and literary fiction

Essays for discussion:

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology”  
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt”\_  
<http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: “A Better Way to Think About the Genre Debate”\_  
<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- Stephen Marche: “How Genre Fiction Became More Important than Literary Fiction”\_  
<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

## **UNIT 2: Children’s Literature**

- (i) Lewis Carroll: *Alice in Wonderland*

## **UNIT 3: Detective Fiction**

- (i) Arthur Conan Doyle: *The Hound of the Baskervilles*

## **UNIT 4: Campus Fiction**

- (i) Chetan Bhagat: *Five Point Someone*

## **Text Books**

- Essays given for discussion under unit I and Texts prescribed in Units 2, 3, 4

## **Reference Books**

- Leslie Fiedler, “Towards a Definition of Popular Literature” in *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. pp. 29-38
- Leo Lowenthal, *Literature, Popular Culture and Society*
- Felicity Hughes, “Children’s Literature: Theory and Practice” in *English Literary History*. Vol. 45, 1978. pp. 542-61.
- Raymond Chandler, “The Simple Art of Murder”, *Atlantic Monthly*. Dec. 1944 (available at <<http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>>)
- *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
- Sumathi Ramaswamy, “Introduction”, in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Pp.xiii-xxix

## Discipline Specific Elective Paper-I

### LITERARY THEORY

#### Introduction:

This paper seeks to expose the students to the basic premises and issues of major theoretical approaches to literary texts.

#### UNIT 1:

- (i) New Criticism (“Language of Paradox” by Cleanth Brooks)

#### UNIT 2:

- (i) Marxist Criticism (Terry Eagleton: “Literature and Ideology” from *Marxism and Literary Criticism*)

#### UNIT 3:

- (i) Feminist Criticism (*Second Sex*, Vol 1 Introduction “Facts and Myths”)

#### UNIT 4:

- (i) Structuralism (“The Nature of Linguistic Sign” by Saussure)

#### Text Books

- Texts prescribed in Units 1, 2, 3, 4

#### Reference Books

- Peter Barry, *Beginning Theory*
- Terry Eagleton, *Literary Theory*
- David Lodge, ed. *Twentieth Century Criticism*
- David Lodge, ed. *Modern Criticism and Theory: A Reader*
- Jonathan Culler, “In Pursuit of Signs”
- Tony Bennett, *Formalism and Marxism* (New Accents)

## Discipline Specific Elective Paper- II

### WORLD LITERATURE

#### Introduction:

This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

### **UNIT 1: European**

- (i) Albert Camus: *The Outsider*

### **UNIT 2: Caribbean**

- (i) V S Naipaul: *A Bend in the River*

### **UNIT 3: Canadian Short Fiction**

- (i) Alice Munroe: “The Bear Came Over the Mountain”, “Face”

### **UNIT 4: Latin American Poetry**

- (i) Pablo Neruda :“Tonight I can Write” and “Every day you play”
- (ii) Octavio Paz: “Between going and staying the day wavers” and “Motion”

### **Text Books**

- Texts prescribed in Units 1, 2, 3, 4

### **Web Resources:**

- Alice Munro’s short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- Poems of Octavio Paz [http://www.poetrysoup.com/famous/poems/best/octavio\\_paz](http://www.poetrysoup.com/famous/poems/best/octavio_paz)

### **Reference Books:**

- *Weltliteratur*: John Wolfgang von Goethe in *Essays on Art and Literature* Goethe : The Collected Works Vol.3
- Rabindranath Tagore “World Literature”: *Selected Writings On Literature and Language*: Rabindranath Tagore Ed. Sisir Kumar Das and Sukanta Chaudhuri
- Goethe’s “World Literature Paradigm and Contemporary Cultural Globalization” by John Pizer  
“Something Will Happen to You Who Read”: Adrienne Rich, Eavan Boland’ by Victor Luftig .JSTOR iv. *Comparative Literature* University of Oregon.
- “WLT and the Essay” *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.
- What is world Literature? (Introduction) David Damrosch. <http://press.princeton.edu/chapters/i7545.html>
- Tagore’s comparative world literature

## Discipline Specific Elective Paper- III

### PARTITION LITERATURE

#### Introduction:

This paper seeks to expose the students to some significant writings on Indian partition, which brought untold miseries to those who lost lives and homes. The issues of loss, trauma, communalism etc. are explored by the texts.

#### UNIT 1: Defining partition literature

- (i) Ritu Menon and Kamla Bhasin, 'Introduction' from *Borders and Boundaries* (New Delhi: Kali for Women, 1998)

#### UNIT 2:

- (i) W.H. Auden "Partition", Agha Shahid Ali, "Learning Urdu", "The Dawn of Freedom" Faiz Ahmad Faiz

#### UNIT 3: Bapsi Sidhwa

- (i) *Ice-candy-man*

#### UNIT 4:

- (i) Sadat Hassan Manto, "Toba Tek Singh" (from *Mottled Dawn*, Penguin India)
- (ii) Rajinder Singh Bedi, "Lajwanti" (Trans. Khushwant Singh)
- (iii) Lalithambika Antharajanam, "A Leaf in the Storm"

#### Text Books

- Texts prescribed in Units 1, 2, 3, 4
- (*Mottled Dawn* for Manto and Bedi in Unit 4, Penguin India)
- *Borders and Boundaries*. New Delhi: Kali for Women, 1998

#### Reference Books:

- Sukrita P. Kumar, "Narrating Partition" (Delhi: Indialog, 2004)
- Urvashi Butalia, "The Other Side of Silence: Voices from the Partition of India" (Delhi: Kali for Women, 2000)

- Sigmund Freud, “Mourning and Melancholia” in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53.

## **Discipline Specific Elective Paper- IV**

### **WRITING FOR MASS MEDIA**

#### **UNIT 1:**

- (i) History of English in India, Brief history of Journalism in English in India , Status of English in India, Indian writers of English and their treatment of the English language a non-native variety

#### **UNIT 2:**

- (i) Writing for the Print Media: News Stories, Features, Editorials  
(The teacher is required to cite examples and use material from mass media)

#### **UNIT 3:**

- (i) Writing for the Electronic Media
- (ii) Advertisement caption writing and tag lines (print and electronic)

#### **UNIT 4:**

- (i) Email, Blogs, Social networking
- (ii) Internet Journalism

#### **Reference Books**

- Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
- S V Parasher, *Indian English: Functions and Form*, Bahri Publications.
- Stephen McLaren, *Easy Writer*
- A R Parhi, *Indian English through Newspapers*, Concept Publications.
- G L Labru, *Indian Newspaper English*, B R Publishing House.
- Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- Kachru, Braj: *from Indianization of English*
- Dutta and Parhi, ‘Prospect of Electronic Media as Curriculum in Non-Native Contexts’, *I-Manager’s Journal on English Language Teaching*. (2014)
- Aijaz Ahmed: ‘Disciplinary English: Third-Worldism and Literature’.
- Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.



- Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

**DSE Paper – IV: Dissertation/ Research Project (College can give this choice only for students with above 60% aggregate marks)**

**DISSERTATION/ RESEARCH PROJECT**

**Introduction and Outcome**

A project is an individual or collaborative activity that is carefully planned to achieve a particular aim.

An undergraduate project is individual research by students to i. understand in-depth a particular topic or fact in their field of study, and ii. Strengthen their understanding of research processes and methods.

Undergraduate research is inquiry-based learning that involves practical work, and not just listening to classroom teaching and personal reading. Students learn to apply what they study in their courses to appreciate different aspects of their field better by working independently on the projects. At the same time, they contribute something original to the courses they study.

An undergraduate research project is expected to explore specific topics within the field of study of the students. The project should make an original contribution to the discipline in some manner. The results of quality undergraduate research can be presented in seminars and conferences, and published in research journals dedicated specifically to such work or in traditional academic journals with the student as a co-author.

There are many benefits of undergraduate research including, but not limited to, real world applications, research and professional experience, and better relationships between faculty and students. Relating coursework to out-of-class experiences, students train to work and think independently, take responsibility for their own learning, and take initiative to solve problems on their own rather than relying on experts for answers. They also learn to work in collaboration in interdisciplinary research. Most of all, projects help students learn a variety of skill sets to make them confident and competent in their future career.

**The research process**

Typically, all research answer three questions: *what*, *why* and *how*.

The *what* states the research question to be investigated in a project.

The *why* explains the purpose of the research and also every step undertaken to conduct the research.

The *how* describes the stages of the research procedure.

To understand the process of research and to practically conduct any requires a good background in research methodology. Students may study research methodology before undertaking their projects.

### **Pattern of examination**

#### **Mid-semester assessment**

Presentation of the project synopsis

Synopsis to include:

- i. Research statement/question and its rationale
- ii. Review of literature stating the validity of the project
- iii. Discussion of the research steps
- iv. Possible conclusion/s
- v. Contribution of the project to the existing body of research
- vi. References

#### **Semester final examination**

A project of at least 3000 words to be submitted in the following structure:

- Research question - a short statement
- Rationale of the research
- Introductions of the research
- Review of literature relating the reviews to the research question and the research Introductions
- Data collection and interpretation
- Discussion of the findings; conclusions drawn
- Contribution of the project to the existing body of research
- Directions for future research
- Works cited section

#### **Reference Books**

- John Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications. 2009
- K Samantray, *Academic and Research Writing*. Orient Blackswan. 2015
- Sword, H. *Stylish Academic Writing*. Harvard University Press. 2012

- Norman Denzin, *Sage Handbook of Qualitative Research*. Sage Publications. 2005
- Kothari & Garg, *Research Methodology*. New Age Publishers
- Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

## **Generic Elective Paper I**

### **ACADEMIC WRITING AND COMPOSITION**

#### **Introduction:**

This paper seeks to train the students in the basic writing skills required for writing competently in the academic context.

#### **UNIT 1:**

- (i) Introduction to the Writing Process: with a focus on Academic Writing

#### **UNIT 2:**

- (i) Writing in one's own words: Summarizing and Paraphrasing

#### **UNIT 3:**

- (i) Critical Thinking: Synthesis, Analysis, And Evaluation

#### **UNIT 4:**

- (i) Citing Resources: Editing, Book and Media Review

#### **Reference Books:**

- Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge UP, 2006)
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies*. New York: CUP, 2nd edn, 1998
- Stanley Fish, *How to Write a Sentence and How to Read One*. Harpar Perennial. 2011.
- *Literature and the art of Communication*, Cambridge University Press
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009

## **Generic Elective Paper II**

### **GENDER AND HUMAN RIGHTS**

(Faculty training needed)

#### **Introduction:**

This paper seeks to familiarize the students with issues of inequality, and oppression of caste, race and gender.

**UNIT 1:**

- (i) Unit I and II of *Gender Sensitivity* ( UNESCO Module 5)

**UNIT 2:**

- (i) “ Castes in India”: Dr Babasaheb Ambedkar

**UNIT 3:**

- (i) *We Should All Be Feminists* by Chimamanda Ngozi Adichie,

**UNIT 4:**

- (i) *Sultana’s Dream* (a novella): Rokeya Sakhawat Hossain

**Text Books**

- Texts prescribed in Unit I,II,III, IV

**Reference Books:**

- Babasaheb Ambedkar, *Writings and Speeches*, Vol 1, Compiled by Vasant Moon. Ambedkar Foundation, 2014.
  - Chimamanda Ngozi Adichie- *We Should All Be Feminists*. London: Fourth Estate, 2014.
  - Rokeya Sakhawat Hossain - *Sultana’s Dream*. Penguin Modern Classics, 2005.
- UNESCO- Gender Sensitivity, Zambia, 2000.\_  
[http://www.unesco.org/education/mebam/module\\_5.pdf](http://www.unesco.org/education/mebam/module_5.pdf)

**Generic Elective Paper III**

**NATION, CULTURE, INDIA**

**Introduction:**

This paper seeks to introduce students across disciplines to basic ideas about Indian cultural ethos mediated through literature.

**UNIT 1:**

- (i) *An Autobiography (My Experiments With Truth)* - M.K. Gandhi. Part V, ‘The First Experience’ (Chapters I) to ‘Face to Face with Ahimsa’( Chap XIV)

**UNIT 2:**

- (i) “Secularism and Its Discontents”- Amartya Sen ( from *The Argumentative Indian*)

**UNIT 3:**

- (i) “Nationalism in India”- Rabindranath Tagore (from *Nationalism*)

**UNIT 4:**

- (i) “ The Renaissance in India”- Sri Aurobindo ( from The Renaissance in India and Other Essays)

**Text Books**

- Texts prescribed in Units 1, 2, 3, 4

**Reference Books:**

- A.L. Basham, *Wonder that was India*
- D.D. Kosambi, *Culture and Civilization of Ancient India in Historical Outline*
- Romila Thapar, *Time as a Metaphor in Human History*
- Pawan K. Verma, *The Great Indian Middleclass*

**Generic Elective Paper IV**

**LANGUAGE AND LINGUISTICS**

**Introduction:**

This paper aims to offer the students some fundamental knowledge in Linguistics and English Language Teaching (ELT). It also seeks to acquaint the students with the variety of English that people come in contact with in contemporary times with a special emphasis on Asia and in particular, India.

**UNIT 1:**

(i) Language : What is Language, Linguistics, Branches and Scope, Applied Linguistics  
Global Englishes: Who Speaks English today? Standard Language and Language Standards,  
Language Variation, Postcolonial English, Pidgin and Creole, English in Asia and Europe

**UNIT 2:**

- (i) Phonology and Morphology

**UNIT 3:**

- (i) Syntax

**UNIT 4:**

- (i) Semantics

**Reference Books**

- *Introductory book on Linguistics and Phonetics* by R L Varshney

- *Global Englishes: A Resource Book for Students*, Jennifer Jenkins, 3rd Edn, Special Indian Edition, Routledge, 2016
- *An Introduction to Language and Communication*,
- A R Parhi, 'Localising the Alien: Newspaper English and the Indian Classroom', *English Studies in India*, Springer, 2018.
- Adrian Akmajian, R. A. Demers, Ann K Farmer and R, M. Harnish, Prentice Hall of India, 2012
- David Crystal, *Linguistics*
- Braj B Kachru, *The Indianization of English* (OUP)
- David Crystal, *English as a World Language*

#### **GE Tutorial - 4 (20 marks: 1 credit)**

**Introduction:** This paper seeks to reinforce learning of the theory paper by way of engaging the students in remedial teaching and doubt clearing classes.

**Scheme of Examination-** Internal Assessment will be done by tutors through 10 multiple choice questions (10 x 1 = 10) and very short answer-type questions (5 x 2 = 10)

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**Course structure of UG English Pass**

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Semester	Course	Course Name	Credits	Total marks
<b>I</b>	DSC-I	Indian writing in English	06	100
<b>II</b>	DSC-II	Writing for mass media	06	100
<b>III</b>	DSC-III	Postcolonial literatures	06	100
<b>IV</b>	DSC-IV	Popular literature	06	100
<b>V</b>	DSE-I	Academic writing and composition	06	100
<b>VI</b>	DSE-II	Nation, culture, India	06	100

			<b>30</b>	<b>600</b>

### **ENGLISH Papers for PASS students**

Discipline Specific Core – 4 papers  
 Discipline Specific Elective – 2 papers

Marks per paper - Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

#### **Discipline Specific Core Paper I**

#### **INDIAN WRITING IN ENGLISH**

##### **Introduction:**

Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a ‘twice born’ form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems and short stories and a novel and a play.

##### **UNIT 1: (Poetry)**

- (i) Sarojini Naidu: “The Bangle Sellers”,
- (ii) A.K.Ramanujan, “Obituary”,
- (iii) Jayanta Mahapatra “Grandfather”,
- (iv) Nissim Ezekiel “Night of the Scorpion”

##### **UNIT 2: (Short Stories)**

- (i) Anita Desai “The Accompanist”,
- (ii) Shiv K Kumar “ A Nun with Love”,
- (iii) Manohar Malgaonkar “ A Pinch of Snuff”



**UNIT 3:**

- (i) R.K Narayan *The Guide*

**UNIT 4:**

- (i) Mahesh Dattani *Final Solutions*

**Text Books**

- Texts prescribed in Units 1, 2, 3, 4

**Reference Books:**

- Mehrotra, Arvind Krishna. *Concise History of Indian Literature in English*, Permanent Black, 2010.
- K. Srinivas Ayenger. *A History of Indian Writing in English*
- M.K. Naik. *History of Indian Writing in English*
- Vinay Dharwadker. "The Historical Formation of Indian English Literature" in Sheldon Pollock (ed) *Literary Cultures in History*
- *Modern Indian Drama: Issues and Interventions* (ed) Lakshmi Subramanyam

**Discipline Specific Core Paper II****WRITING FOR MASS MEDIA****UNIT 1:**

- (i) History of English in India, Brief history of Journalism in English in India, Status of English in India, Raja Rao, Preface to *Kanthapura* and 'The Caste of English' (Awakened Consciousness: Studies in Commonwealth Lit. ed. C.D. Narasimhaiah).

**UNIT 2 :**

- (i) Writing for the Print Media: News Stories, Features, Editorials  
(The teacher is required to cite examples and use material from mass media)

**UNIT 3:**

- (i) Writing for the Electronic Media, Advertisement caption writing and tag lines (print and electronic)

**UNIT 4:**

- (i) Email, Blogs, Social networking, Internet Journalism

**Reference Books**

- Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
- S V Parasher, *Indian English: Functions and Form*, Bahri Publications.

- Stephen McLaren, *Easy Writer*
- A R Parhi, *Indian English through Newspapers*, Concept Publications.
- G L Labru, *Indian Newspaper English*, B R Publishing House.
- Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- Kachru, Braj: *from Indianization of English*
- Dutta and Parhi, 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', *I-Manager's Journal on English Language Teaching*, 2014
- Aijaz Ahmed: 'Disciplinary English: Third-Worldism and Literature'.
- Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.
- Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

### **Discipline Specific Core Paper III**

### **POSTCOLONIAL LITERATURES**

#### **Introduction:**

This paper seeks to introduce the students to postcolonial literature—a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, and subversion – that is involved in the production of post-independence literature

#### **UNIT 1: Post colonialism: Elleke Boehmer ( From *Literary Theory and Criticism* Ed.**

##### **Patricia Waugh)**

- (i) The post in Postcolonial,
- (ii) Movements and theories against Empire,
- (iii) Leading Postcolonial Thinkers( Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

#### **UNIT 2:**

- (i) Raja Rao, *Kanthapura*

#### **UNIT 3:**

- (i) Jean Rhys *Wide Sargasso Sea*

#### **UNIT 4:**

- (i) Athol Fugard: *Blood Knot*

### **Text Books**

- Texts prescribed in Units 1, 2, 3, 4

### **Reference Books:**

- Chinua Achebe: “English and the African Writer” (Available online)
- Ngugi wa Thiong’o: “The Quest for Relevance” from *Decolonizing the Mind: The Politics of Language in African Literature*
- Leela Gandhi, *Postcolonial Theory: An Introduction*. OUP, 1998.
- Bill Ashcroft, Gareth Griffin, Helen Tiffin, *The Empire Writes Back: Theory and Practice of Post-Colonial Literature*.
- Edward Said. *Orientalism*.

## **Discipline Specific Core Paper IV**

### **POPULAR LITERATURE**

#### **Introduction:**

This paper seeks to introduce the students to genres such as children’s literature, detective fiction and campus fiction, which have a “mass” appeal, and can help us gain a better understanding of the popular and folk roots of literature.

#### **UNIT 1: Introduction to the concept**

- (i) What is popular literature?
- (ii) Debate between popular and high cultures (‘high brow’ v/s ‘low brow’)
- (iii) What is Genre fiction?
- (iv) Debate between genre fiction and literary fiction

Essays for discussion:

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology”  
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt”  
<http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: “A Better Way to Think About the Genre Debate”  
<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>
- Stephen Marche: How Genre Fiction Became More Important than Literary Fiction”  
<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>

#### **UNIT 2: Children’s Literature**

- (i) Lewis Carroll: *Alice in Wonderland*

**UNIT 3: Detective Fiction**

- (i) Arthur Conan Doyle: *The Hound of the Baskervilles*

**UNIT 4: Campus Fiction**

- (i) Chetan Bhagat: *Five Point Someone*

**Text Books**

- Essays given for discussion under Unit I and Texts prescribed in Units II,III,IV

**Reference Books**

- Leslie Fiedler, “Towards a Definition of Popular Literature” in *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. pp. 29-38
- Leo Lowenthal, *Literature, Popular Culture and Society*
- Felicity Hughes, “Children’s Literature: Theory and Practice” in *English Literary History*. Vol. 45, 1978. pp. 542-61.
- Raymond Chandler, “The Simple Art of Murder”, *Atlantic Monthly*. Dec. 1944 (available at <<http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>>)
- *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
- Sumathi Ramaswamy, “Introduction”, in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Pp.xiii-xxix

**Discipline Specific Elective Paper I**

**ACADEMIC WRITING AND COMPOSITION**

**Introduction:**

This paper seeks to train the students in the basic writing skills required for writing competently in the academic context.

**UNIT 1:**

- (i) Introduction to the Writing Process: with a focus on Academic Writing

**UNIT 2:**

- (i) Writing in one’s own words: Summarizing and Paraphrasing

**UNIT 3:**

- (i) Critical Thinking: Synthesis, Analysis, Evaluation

**UNIT 4:**

- (i) Citing Resources: Editing, Book and Media Review

**Reference Books:**

- Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge UP, 2006)
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies*. New York: CUP, 2nd edn, 1998
- Stanley Fish, *How to Write a Sentence and How to Read One*. Harpar Perennial. 2011.
- *Literature and the art of Communication*, Cambridge University Press.
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009

**Discipline Specific Elective Paper II****NATION, CULTURE, INDIA****Introduction:**

This paper seeks to introduce students across disciplines to basic ideas about Indian cultural ethos mediated through literature.

**UNIT 1:**

- (i) *An Autobiography (My Experiments With Truth)* - M.K. Gandhi. Part V, 'The First Experience' (Chapters I) to 'Face to Face with Ahimsa' (Chap XIV)

**UNIT 2:**

- (i) "Secularism and Its Discontents"- Amartya Sen ( from *The Argumentative Indian*)

**UNIT 3:**

- (i) "Nationalism in India"- Rabindranath Tagore (from *Nationalism*)

**UNIT 4:**

- (i) "The Renaissance in India"- Sri Aurobindo ( from *The Renaissance in India and Other Essays*)

**Text Books**

- Texts prescribed in Unit I,II,III,IV

**Reference Books:**

- A.L. Basham, *Wonder that was India*
- D.D. Kosambi, *Culture and Civilization of Ancient India in Historical Outline*
- Romila Thapar, *Time as a Metaphor in Human History*

- Pawan K. Verma, *The Great Indian Middleclass*

**GE Tutorial - 4 (20 marks: 1 credit)**

**Introduction:** This paper seeks to reinforce learning of the theory paper by way of engaging the students in remedial teaching and doubt clearing classes.

**Scheme of Examination-** Internal Assessment will be done by tutors through 10 multiple choice questions ( $10 \times 1 = 10$ ) and very short answer-type questions ( $5 \times 2 = 10$ )

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## SKILL ENHANCEMENT COURSES (SEC)

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**Optional for SECC I paper**

**Total Marks- 100**

**Skill Enhancement Courses (SECC Option-I)**

### ENGLISH COMMUNICATION

**Introduction:** This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a pre-defined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing. Teachers must be free and flexible enough in relation to teaching materials, using newspaper clippings, non-conventional and multi-media resources in the classroom. There is ample scope to build the speaking and listening skills of students in the way the course is planned with an emphasis on interactive learning and articulation.

#### **UNIT 1: Introduction**

- (i) What is communication?
- (ii) Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),
- (iii) Uses of Communication, Inter-cultural communication, Communication today:
- (iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

#### **UNIT 2: The Four Skills and Prospect of new material in language learning**

- (i) Listening-Passive and active, Speaking effective, intelligibility and clarity
- (ii) Methods and techniques of reading such as skimming, scanning and searching for information; Reading to understand the literal, metaphorical and suggested meaning of a passage,
- (iii) Identifying the tone (admiring, accusatory, ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.
- (iv) Cohesive and Coherent writing

### **UNIT 3: Grammatical and Composition Skills**

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialese, sexism, racism, jargon.
- (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay

### **UNIT 4: Exercises in Written Communication**

- (i) Précis writing
- (ii) Note-taking skills
- (iii) Writing reports
- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

### **Reference Books:**

- *Ways of Reading: Advanced reading Skills for Students of English Literature.* Martin Montgomery et al. London: Routledge, 2007.
- *Applying Communication Theory for Professional Life: A Practical Introduction.* Dainton and Zellely,  
<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmJlYXRpb25fVGh1b3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>
- *Literature and the art of Communication,* Cambridge University Press.
- *Vistas and Visions.* Orient Black Swan (writing and grammar exercises at the end of lessons are recommended) From *Remapping An Anthology for Degree Classes,* ('Writing



Skills'), Orient Black Swan.

- *Indian English through Newspapers* (Chapter 4,5 and 6), Concept, New Delhi,2008.
- *Contemporary Communicative English*, S Chand
- *Technical Communication: A Reader Centred Approach*. P.V. Anderson. Wadsworth, Cengage.

## AECC-II Paper

### MIL (ALTERNATIVE ENGLISH)

#### Introduction:

The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner's competence in expressive and comprehension skills. The well researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

#### UNIT 1: Short Story

- (i) Jim Corbett-The Fight between Leopards
- (ii) Dash Benhur- The Bicycle
- (iii)Dinanath Pathy- George V High School
- (iv) Alexander Baron- The Man who knew too much
- (v) Will f Jenkins- Uneasy Homecoming

#### UNIT 2: Prose

- (i) Mahatma Gandhi- The way to Equal Distribution
- (ii) S Radhakrishnan- A Call to Youth
- (iii)C V Raman-Water- The Elixir of Life
- (iv)Harold Nicolson- An Educated Person
- (v) Claire Needell Hollander- No Learning without Feeling

#### UNIT 3:

- (i) Comprehension of a passage and answering the questions

#### UNIT 4:

- (i) Language exercises-test of vocabulary, usage and grammar

#### Text Books

All Stories and Prose pieces

#### Reference Books

- *The Widening Arc: A Selection of Prose and Stories*, Ed. A R Parhi, S Deepika, P Jani, Kitab Bhavan, Bhubaneswar.
- *A Communicative Grammar of English*, Geoffrey Leech.
- *A University Grammar of English*, Randolph Quirk and Sidney Greenbaum

- *Developing Reading Skills*. F. Grellet. Cambridge: Cambridge University Press, 1981.