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National Open University
School of Humanities

BEGS 183
WRITING AND STUDY SKILLS

BLOCK

1

IMPROVING THE BASICS

UNIT 1 Developing Critical, Analytical and Interpretive Thinking Skills	04
UNIT 2 Enhancing Vocabulary	15
UNIT 3 Improving Grammar and Punctuation Skills	30

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Introduction To The Course ‘Writing And Study Skills’ (BEGS 183)

Welcome to this course! This is probably going to be amongst the most important courses that you will ever do because it will skill you in many aspects that are important to you in your academic life and later in your life at the workplace. It lays the foundations for good writing skills and equips you with tools to constantly refine your own writing processes. It consists of 3 blocks and has 11 units. It is awarded 4 credits.

Before we begin writing, we need to critically reflect on our experiences, our belief structures, our understanding of various issues, and so on. The first unit ‘Developing critical, analytical, and interpretive thinking skills’ will enable you to look critically and closely at aspects of your thinking and writing and that of others. This will greatly enhance your writing ability. Units 2 and 3 will improve your vocabulary and revise aspects of grammar and punctuation which create problems for you when you write. In other words, the first Block helps you in ‘**Improving the Basics**’.

Block 2 ‘**Writing Effectively**’ helps you with the basic strategies that any writer needs when writing a satisfactory piece of writing. Unit 1 of this block, “The basics of writing” helps you to reflect on your purpose of writing, planning your work, researching appropriately and thinking about who your readers are likely to be. In other words, it takes you through the entire process of writing. Unit 2: “Developing different types of paragraphs”, concentrates on writing paragraphs and gives you practice in writing different types of paragraphs. Unit 3 helps you organise different genres of composition. The last unit, “Different types of writing” is a revision of all the writing activities that you normally perform as a student.

Block 3 ‘**Note Taking**’ is about study skills which are very important for you in your academic life. How to take and make notes, how to summarise class lectures as well as articles from journals and books and how to intelligently use this information to prepare for examinations – all these are emphasised in this cluster of four units. We assure you, if you read through this material thoroughly, you will be able to greatly improve your writing and study skills. The units are as follows:

Block 1: Improving the basics

Unit 1: Developing critical, analytical and interpretive thinking skills

Unit 2: Enhancing vocabulary

Unit 3: Improving grammar and punctuation skills

Block 2: Writing effectively

Unit 1: The basics of writing

Unit 2: Developing different types of paragraphs

Unit 3: Writing a composition

Unit 4: Different types of writing

Block 3: Note Taking

Unit 1: Learning study skills

Unit 2: Techniques of note taking: Main and subordinate points

Unit 3: Techniques of note taking: Use of tables and diagrams

Unit 4: Making effective summaries

BLOCK 1 IMPROVING THE BASICS

Introduction:

Block 1 **Improving the Basics** has three units. It is an important block as it sets the foundation for the rest of the course.

As you are aware, before we begin to write, we have to research our topic, gather our thoughts together, plan an outline, think of our audience and only then begin writing.

In order to carry out these activities, we need to critically reflect on what we have learnt and assimilated through our research as well as consider the social dimensions of the genre we are writing in. Further, we need to analyse and interpret complex arguments and synthesise a variety of sources and put them meaningfully together. Unit1 **Developing Critical, Analytical and Interpretive Writing Skills** helps you to process all these factors.

In Unit 2 **Enhancing Vocabulary** we give you insights and strategies to improve your vocabulary. Unit 3 **Improving Grammar and Punctuation Skills** revises some areas of grammar and punctuation which students find a bit problematic. These are tools to make you a good writer.

Please go through the units carefully and be sure to attempt all the activities. Good luck!

ACKNOWLEDGEMENT:

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UNIT 1: DEVELOPING CRITICAL, ANALYTICAL AND INTERPRETIVE THINKING SKILLS

Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Thinking Critically as a Writer, Reader and Troubleshooter
 - 1.2.1 Strategies for Reading Critically
 - 1.2.2 Thinking Critically as a Writer
- 1.3 Analysing as a Strategy
 - 1.3.1 Synthesizing as a Writer's Strategy
- 1.4 Interpretive Thinking Skills
- 1.5 Let Us Sum Up
- 1.6 Suggested Readings
- 1.7 Answers

1.0 OBJECTIVES

This Unit is about giving you some thinking tools which will make you a better writer, reader and thinker. All these tools will help you become a more reflective person who has the capacity to self-question and dispassionately analyse, synthesize and interpret different kinds of material that you come across and which you can use in your writing.

1.1 INTRODUCTION

Two of your friends are arguing about flattening the curve of the spread of Covid 19 in your region. Each friend has many suggestions to offer – each is presenting statistics, words of experts and hypothetical situations that may arise. The thoughts and interpretation on one side of the argument seem to directly contradict the figures and arguments of other experts.

So which side would you take? Why? What other points would you consider? How would you know which side offers more cogent arguments?

Every day we are faced with such situations and have to take considered decisions. We have to think intelligently about what we hear and read before we feel confident about any issue. We need to practise analysing our beliefs and those of others and evaluate them by looking at the reasons. So thinking critically does not mean that we have to contradict others always – all we need to do is to examine opinions closely and in-depth before we accept them.

So thinking critically means the ability to analyse, interpret and evaluate our own ideas and those of others. Since we are constantly bombarded with ideas, data and other bits of information we need to examine these carefully before we accept or reject them. In other word, we need to become reflective thinkers.

1.2 THINKING CRITICALLY AS A WRITER, READER AND TROUBLESHOOTER

When you begin to write, you need to think critically in two important ways:

- 1) You need to think critically about all the information that you have collated from different sources, i.e. books, journals, internet, etc.
- 2) You need to be a critical listener as you hear about other people's experiences, beliefs and ideas.

1.2.1 Strategies for Reading Critically

Before you write, you need to read and listen. So let us begin with strategies for reading critically. How do you become a thoughtful reader? Well, a thoughtful reader is one who must patiently **read** information concerned not only with simple comprehension of facts but also be mindful of inferring, interpreting, analysing and evaluating the ideas in a text. S/he must be aware that one must adopt different strategies for reading different types of texts. On the one hand, you are trying to understand a text on its own terms, and on the other hand, you are critically questioning the ideas and language in it.

We will discuss some of the critical reading strategies which will enrich your thinking as a reader and will also be helpful when you play the role of a critical writer. The ideas given below are an adaptation from Axelrod and Cooper (2012)

- **Annotating:** This entails recording your reactions to a text, your interpretation and questions as you read along. These are notes you write as you read along.
- **Taking inventory:** Listing and grouping your annotations so that you find meaningful patterns. This would require looking for repetitions such as recurring images, stylistic features such as repeated words or phrases, repeated examples or illustration. These patterns may reveal something about the reading text.
- **Outlining:** Listing the text's main ideas or the gist of the text as well as important supporting details.
- **Summarizing:** Distilling the main ideas or gist of a text.
- **Synthesizing:** Integrating your own ideas with the information learned from other sources.
- **Contextualizing:** Placing the reading text in its historical and cultural context and asking whether it would be useful for your context.
- **Explaining the significance of figurative language:** This is when you examine how metaphors, similes, personification and other such literary devices are used in a text to convey meaning and evoke feelings.
- **Reflecting on challenges to our beliefs and value:** This refers to texts which may contradict some of your core ideas and beliefs. Instead of dismissing these, it would be a good idea to think again about your ideas and belief system.
- **Evaluating the topic of an argument:** This entails understanding whether the arguments presented by the writer is well reasoned and adequately supported.
- **Recognizing emotional manipulation:** This is being aware whether the text is unfairly manipulating you, based on false or exaggerated claims.

- **Judging the writer’s credibility:** This means identifying whether the writer represents different points of view and has satisfactory information about what s/he is writing about.
(Adapted from Alexrod and Cooper,2012)

These strategies of critically reading texts, would aid you immensely in the writing process and make you a reflective writer with a vision and with considered and rational opinions. Similar strategies would be applicable when you are listening to a lecture.

Check your progress 1

What are the strategies that you use to be a critical reader?

1.2.2 Thinking Critically as a Writer

When you being drafting your essay or assignment or story, you must be a critical thinker in another way. You have to become your toughest reader-critic. You must develop the skill of objectively reviewing what you have written at every stage. The questions you could ask yourself are:

- 1) Do my ideas appear clear and logical not only to me but also to my readers?
- 2) Will my readers find my opinions well developed and well supported?
- 3) Does my writing reflect my core beliefs in a considered, well-thought of way?

In order to be a reflective person, one needs to be aware of the following issues:

- i) Learn to differentiate fact from opinion:** Remember a fact remains true, no matter who presents it. Some statements are considered facts because they have been verified by research and generally accepted by everyone. We accept as a fact that dogs are domestic animals and tigers are wild animals. We also know as factual information that Rajiv Gandhi was assassinated by Sri Lankan terrorists. However, John F Kennedy’s murder is speculative and a matter of opinion. Some people say Lee Harvey Oswald killed him, others say there were two shooters, and some even blame the CIA for this.
- ii) Support your opinions with evidence:** These could be examples and illustrations, statistics, opinions of experts or even experiences of family and friends. The more convincing the evidence, the more likely readers are able to accept your views as true.
- iii) Evaluate the strength of your evidence:** As you choose your evidence, you should ask yourself the question, “Are these points supporting my topic sentence?” If you

are using statistics or any other material, be sure it is from a reliable source. You must be certain that your experts are unbiased and their research is careful and professional. Always acknowledge your sources (It amounts to plagiarism if you do not do so). In other words, you must develop a critical eye for choosing the best evidence to support your topic.

As you go through your writing – even parts of it – look at it from the point of view of the reader. Readers need to see relevance and clarity as they read along. Keep asking yourself questions such as “Do I need more material here to buttress my arguments?” “Am I vague here?” “Am I being too general here?” “Can I improve my sentence structure here?” “Should I consult a thesaurus for more enriched vocabulary?” and so on.

- iv) **Avoid biases and strong emotions:** As you think critically about the evidence you are using, be sure to monitor any prejudices and strong emotional attitudes that may distort the information that you are presenting – especially in argumentative and persuasive essays. Please be sure that you are sensitive to gender, caste, racial or religious issues. At the same time, you need to be aware of stereotypes such as “All girls like pink colour.” “Or Japanese/German cars are best in the world.” (Some ideas adapted from Wyrick, 2005)

Critical thinking involves much more than the points mentioned here. To be a reflective person is a lifelong endeavour. To be a critical writer, you have to develop into a person of reflection and reason.

1.3 ANALYSING AS A STRATEGY

While writing we need to develop the skill of analysing as well as synthesizing. Analysing is more a reading strategy while synthesizing is a writing strategy. Both go hand-in-hand.

What is it that happens when we analyse something? Analysing involves pulling things apart. When we analyse an argument for instance, we need to read it closely and critically. Let us first look at the criteria for analysing arguments. According to Axelrod and Cooper (2012), analysing arguments involve two categories: **basic features and motivating factors**.

Let us now give you an example of analysing arguments. Before that let us discuss the criteria of analysing **arguments**. First, look at the **basic features**:

- **Issues:** What does the writer wish to address? – What problems or issues.
- How does the writer define or frame the issues?
- **Position:** What are the writer’s own views on the issue? This would normally be the ‘thesis statement’ of the essay.
- **Arguments:** What evidence does the writer provide to support his/her position? These could be facts, examples, expert opinions, statistics and so on.
- **Counterargument:** How does the writer refute the opposite point of view? Does s/he concede to some of the opposing arguments? How strong are the writer’s own views versus the opponent?

Then there are certain factors which could be explicitly stated or even implied in the writer's arguments. These are known as **motivating factors**.

- **Values:** These include moral, ethical or ideological considerations of the writer, which would inevitably creep into any piece of writing.
- **Needs and interests:** This would include the need of the writer to press for any burning issues in his/her life.
- **Priorities / Concerns:** What are the fears and concerns of the writer? These would inevitably become the writer's priority.
(Some of the ideas adapted from Alexrod and Cooper,2012)

Read these two paragraphs and answer some of the questions which will show you how arguments are built up.

Passage 1

This book, Animal Liberation, is about the tyranny of human over non-human animals. This tyranny has caused and today is still causing an amount of pain and suffering that can only be compared with that which resulted from the centuries of tyranny by white humans over black humans. The struggle against this tyranny is a struggle as important as any of the moral and social issues that have been fought over in recent years.

Passage2

This book is an attempt to think through, carefully and consistently, the question of how we ought to treat non-human animals. In the process it exposes the prejudices that lie behind our present attitudes and behaviour. In the chapters that describe what these attitudes mean in practical terms – how animals suffer from the tyranny of human beings – there are passages that will arouse some emotions. These will, I hope, be emotions of anger and outrage, coupled with a determination to do something about the practices described. Nowhere in this book, however, do I appeal to the reader's emotions where they cannot be supported by reason. When there are unpleasant things to be described it would be dishonest to try to describe them in some neutral way that hid their real unpleasantness. You cannot write objectively about the experiments of the Nazi concentration camp "doctors" on those they considered "subhuman" without stirring emotions; and the same is true of a description of some of the experiments performed today on non-humans in laboratories in America, Britain, and elsewhere. The ultimate justification for opposition to both these kinds of experiments, though, not emotional. It is an appeal to basic moral principles which we all accept, and the application of these principles to the victims of both kinds of experiment is demanded by reason, not emotion.

(Both passages from Singer, P. 2001 - Writings on an Ethical Life)

Check Your Progress 2

- 1 What is the main idea of the two passages?

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2 Does the author appeal to people’s emotions?

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These two paragraphs are excellent examples of how arguments are made. Let us look at both the **basic issues** and the **motivating factors** which the writer has marshalled to put across his point of view.

Issue: Rights of non-human species living on planet earth.

Position: Non-human animals have equal rights as humans.

Arguments: Gives examples of treatment of white humans on black humans (para 1)

- Nazi camp doctors’ experiments on Jews (para 2)
- This is as cruel as the laboratory experiments on innocent animals.

Counter arguments:

- Appeals to morality, ethics and speaking out against cruelty to animals.
- Powerful species cannot exploit the vulnerable and powerless.
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Motivating factors:

Values: Equality of all species.

Needs and Interests: An interest in leading an ethical life.

Priorities: Equality and the Rights of all life on this planet is the writer’s utmost priority.

1.3.1 Synthesizing as a Writing Strategy

Synthesizing involves presenting facts, ideas and information taken from various sources and suggesting ways in which these sources have a relationship. For example, facts taken from a particular article could be extended in another book; or you may find arguments in one research paper which are contradicted in another source. In fact, as Alexrod and Cooper (2012) very succinctly say “When you synthesize material from different sources, you construct a conversation among your sources, a conversation in which you also participate.”

So synthesizing is an important step in the process of writing on any topic, especially if you are using multiple resources. In order to create an effective synthesis, you must read the all material you have collected, albeit superficially; and then focus on the source you have chosen as most appropriate for your topic. If you are basing your assignment on multiple source synthesis, you need to pick up relevant arguments/facts from these different articles/books and perhaps a quotation or two as well to illustrate your points.

Check your progress 3

1. Select a passage which has an argumentative focus and follows the basic issues and motivating factors which are outlined.

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2. Write an essay on any topic of your choice which follows an argumentative framework.

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1.4 INTERPRETIVE THINKING SKILLS

Writers often tell you more than they say directly. They imply emotions and attitudes, and suggest points of view. They give you hints or clues that help you "read between the lines". When you infer, you go beyond the surface details to see other meanings that are not directly stated. For instance, an author may not state directly that a particular character is bad, but the words used to describe that person and the situation may convey the writer's attitude towards the character.

Read the following passage and jot down all the facts the author gives you about baths in the Roman society.

Passage

For the ancient Romans, taking a bath was a very special occasion. Because they considered bathing a social opportunity, they constructed huge public baths that put our modern-day indoor pools and spas to shame. Not only were the baths themselves lavishly decorated, they were also surrounded by shops, libraries, and lounges so that a person could shop, read or chat after bathing. The famed Baths of Caracalla, for example, offered Roman citizens massages and saunas in addition to a gymnasium and gardens for after-bath walks in lovely surroundings. Art lovers that they were, the Romans also frequently built art galleries into their bathing facilities. There were also kitchens, where food was prepared to serve hungry bathers.

Although initially men and women bathed separately, mixed baths became the fashion until 500 A.D., when the coming of Christianity brought the public baths to an end.

Now let us analyse the passage:

What does this passage tell you about baths in Roman society? The text tells you that taking a bath was a very special occasion, and was a social opportunity. What can we infer from the text? Which of these is true?

- i. The ancient Romans were the first to lead a life of pure luxury.
- ii. If the Romans had spent more time governing and less time bathing, the Roman Empire would still exist today.
- iii. The ancient Romans made luxury and socializing a part of bathing.

The answer is (iii). We can infer that the Roman bath was full of luxuries and was a place where people could socialize. There is nothing in the text that can suggest that the Romans spent a large part of their time in baths, nor that they were the first to lead a life of pure luxury. When we summarize from the above text, we need to state the inference in clear terms. In drawing such conclusions (making inferences), we are really getting at the main idea of the text – what the author actually wishes to convey through the details and facts. Merely getting the fact right is not enough – we must think about what these facts mean in the context of the passage.

Check your progress 4

Here are two passages. Note down the main facts and details that have been provided and state the inference you would make from these facts/details.

Passage 1

In one study, 93 percent of people who suffered from chronic muscle or bone pain - lacked vitamin D. Another study done by Harvard University showed that vitamin D, which we get mainly from sunlight, fatty fish, orange juice, and breakfast cereals prevents bone fractures better than calcium does. Vitamin D also reduces the risk of getting arthritis by one-third. Getting the proper amount of vitamin D lowers blood pressure and seems to slow the growth of cancer cells. Furthermore, adequate Vitamin D reduces the risk of getting multiple sclerosis by 50 percent and schizophrenia by 90 percent.

Passage 2

Not surprisingly, the crime victims are often called upon to identify the person who robbed or attacked them. For a jury, the victim's testimony is often proof positive that the accused is guilty. After all, who can better identify the wrongdoer than the person harmed? This is just common sense. Yet as is so often the case, that common sense can be misleading. As it turns out, crime victims don't necessarily make reliable witnesses. Overcome with fear, they close their eyes or focus fixedly on the weapon being used to threaten them. As a result, they don't get a good look at the thief or attacker. While it's not true that crime victim's testimony is not always inaccurate, it's also true that one can't assume a victim's identification is automatic proof of guilt.

1.5 LET US SUM UP

In this Unit we introduced you to some strategies which will help you become a more reflective reader and writer. Remember, the skills of reading and writing are inextricably interrelated. A thoughtful reader / writer is not only able to comprehend, but research

meaningfully by asking the right questions. S/he is also able to analyse skillfully and interpret the texts by reading ‘between the lines’, and to recognize ideas and information not directly stated. Writers have the creative license of not stating ‘directly’ but implying information. In this Unit, you looked at some of the topics which will enable you become a better reader and writer.

1.6 SUGGESTED READINGS

Axelrod, Rise B. and Cooper R. Charles, (2012) *Concise Guide to Writing*. New York, Bedford/St Martin’s.

Wyrick, Jean (2005) *Steps to Writing Well - with Additional Readings*. Boston: Thomson Wadsworth

1.7 ANSWERS

Check your progress 1

Write the answer in your own words.

Check Your Progress 2

1 The main ideas of the two passages:

- Cruelty to animals is as “wrong” as cruelty to humans.
- Experiments on humans are as cruel as experiments on another species.

2

- No, he appeals to peoples’ reason.
- He appeals to moral principles of ‘equality’ where all species on the planet are equal and deserve equal respect and kindness.
- The powerful species, ie. humans should not exploit others.

Check your progress 3

Write the answer in your own words.

Check your progress 4

Passage 1

People who suffered from chronic muscle or bone pain - lacked vitamin D – study at Harvard University showed – vitamin D – from sunlight, fatty fish, orange juice, and breakfast cereals – prevents bone fractures – reduces risk of arthritis.

– proper amount of vitamin D lowers blood pressure – slows down growth of cancer cells – reduces risk of multiple sclerosis and schizophrenia.

Inference: Vitamin D is essential for the prevention of many serious diseases.

Passage 2

Crime

Victims called upon to identify the person who robbed or attacked them – for injury, victim's testimony – proof of the accused being guilty. However, crime victims are not necessarily reliable witnesses – overcome with fear, close their eyes or look only at the weapon – as a result, don't get a good look at the attacker – victim testimony is not always inaccurate – cannot be treated as automatic proof of guilt.

Inference: Victim's testimony is not reliable and should not be taken as the automatic proof of guilt.



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UNIT 2 ENHANCING VOCABULARY

Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Active and Passive Vocabulary
- 2.3 Content Words and Function Words
- 2.4 Some Difficulties in Learning English Vocabulary
- 2.5 Word Building: Affixation and Compounding
- 2.6 Using a Dictionary and a Thesaurus
- 2.7 Let Us Sum Up
- 2.8 References and Suggested Readings
- 2.9 Answers

2.0 OBJECTIVES

After you have gone through this unit, you should be able to:

- differentiate between active and passive vocabulary;
- distinguish content and function words;
- discuss with appropriate examples homonyms, homophones, homographs or idiomatic expressions;
- enumerate the use of suffixes and prefixes; and
- understand the necessity of using the dictionary and thesaurus to expand vocabulary.

2.1 INTRODUCTION

Like bricks when laid out properly, correctly and with some imagination can build up simple walls or complex designs for buildings and mansions, not to talk of other structures, similarly a language user uses different words to construct sentences – both single word sentences and longer ones. But just as bricks alone are not adequate, and they need to be strengthened by the use of mortar/concrete mixture, similarly words alone may not be adequate. The appropriacy of the word chosen, the word order in which it is placed, the nuance of the meaning – everything plays an important role. In this lesson, we will read how words – oral or written – are gradually learnt and how you as a learner can gradually increase your word base.

2.2 ACTIVE AND PASSIVE VOCABULARY

Just think for a moment. Can you use all the words the moment you have heard them or have read them once? Do you use all the unfamiliar words – the meanings of which you have guessed while reading or listening – in your speech or writing? Some words you may, some you might not. But you start understanding those words if you hear or read them again and again. Our listening and reading vocabulary is much more than our speaking or writing vocabulary.

The words that you can use appropriately when you say or write something form what is known as your **active** vocabulary and those that you have an idea of or can guess the meaning of, but cannot use confidently form a part of your **passive** vocabulary. Our *active* vocabulary is more limited (smaller) than our *passive* vocabulary. As students we try our best to increase the repertoire of both active and passive vocabulary and gradually try to convert our passive into our active vocabulary.

Check your progress 1

1 Given below are a few words. Under which category ‘**Active**’ or ‘**Passive**’ would you put them in?

antiseptic anomaly forte herbarium paroxysm

i Consult a dictionary to find out the meaning and pronunciation of the words (given above) if you do not know them.

ii Compare your list with someone in your family or one of your friends. Does the list differ?

2 Look at the following words:

Rapport

Abdicate

Recede

Maverick

Would memorizing the meaning and pronunciation of these words help you in using them immediately in your speech? Give at least one reason for your answer.

2.3 CONTENT WORDS AND FUNCTION WORDS

Read the following sentences:

1 I saw a beautiful bird sitting on a branch of a gulmohar tree.

2 Pari, my five-year-old granddaughter, wants to wear blue jeans all the time. She cries loudly whenever her parents ask her to put on a frock, however beautiful.

Look at the **underlined** words carefully, once again. Even as isolated discrete words they carry some meaning. These words, if you observe carefully, are nouns, adjectives, verbs and adverbs. These words are called **content** words. On the other hand, the words which are not underlined are **function** words. These words are more frequently used and carry some grammatical meaning. These words which are also

known as *structure* words, are modal and auxiliary verbs, determiners, prepositions and conjunctions.

New learners learn content words first. The list of such words is **open**, in the sense that new words are added to this list over the years, e.g. think of the word *helipad* or *smart phone*. Did these words exist a hundred years ago? Why were these words added to the list of words that are so commonly used today? Think and write your answer here.

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On the other hand, **function** words are a much smaller set, although more frequently used and the word list is a **closed** one, i.e. no *new* determiners or prepositions have been added to this list.

Check your progress 2

1 Which of the following words would you consider of recent origin?

phishing	hand blender	milk shake	
cute	clone	pod	
flash mob	blue tooth	smart card	smiley

2 Look for the meanings of the words given in question 1. Use a dictionary to decide the part of speech these words belong to.

3 Find out how long these words have been in circulation.

2.4 SOME DIFFICULTIES IN LEARNING ENGLISH VOCABULARY

As Second Language users we may find a few stumbling blocks in mastering this language. In this section we shall look at a few of these difficulties.

One Word Many Meanings (Homonyms)

Homonyms are words which have the same spelling and pronunciation but different meanings in different contexts. In the following sentences, the word **club** has different meanings.

As a child, you might have gone to a local **club** in your locality. You might have seen the picture of *Bhim* with a **club** in his hand in *Mahabharat* serial on television, and if you play cards, you have to deal with **clubs** in the pack. Your teacher might suggest to you to **club** two paragraphs together to make the writing more compact.

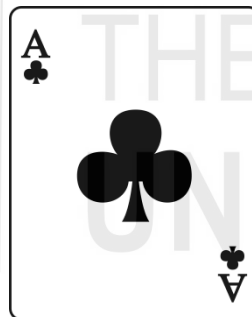
- A **club** is an association of people with common interest (first sentence).



- A **club** is a heavy stick with a thick end, used as a hand weapon (*Bhim* with a club in his hand).



- **Club** is one of the four suits in a conventional pack of playing cards.



- In the third sentence, **club** means **combine**.

Let us take another example.

- 1 She went to her room and lay down on the **bed**.
- 2 My husband is busy preparing a **bed** for the roses.
- 3 Heat the curry thoroughly and serve it on a **bed** of rice.

You will notice that the word *bed* has different meanings in the examples given above. You understand the meaning from the **context** in which the word has been used, e.g. the context of the first sentence is a piece of furniture, in the second sentence the context is the area in a garden so that plants can be grown in it, whereas “a bed of rice” in a recipe would mean a layer of rice.

These contexts give the clues about the meaning of the word *bed* or *club*. Read the examples given above again and look at the words that give you the clues about the situation.

In English, there are many such words where the spelling (written form) and pronunciation (sound) are the same but they have different meanings in different contexts.

Check your progress 3

- 1 There are many **fans** in the room.
Is this sentence ambiguous in meaning? Give a reason for your answer.

- 2 What are the different meanings of the word *light*? Use the word in sentences to bring out the different meanings. Compare your answers with any dictionary.

Same Sound, Different Form and Meanings (Homophones)

Look at the following set of words.

	A	B
1	great	grate
2	flour	flower
3	break	brake
4	there	their
5	stationary	stationery
6	bow	bough

What is common in the different set of words?

Yes. You have got it right. The pronunciation (sound) of both the words are exactly the same but the written form (spelling) are different. The meaning of the words is also different. Which spelling to use is decided by the context in which the word is used. Such pair of words – with identical sounds but different spelling and different meaning – are known as **homophones**.

homo = same
phone = sound

Check your progress 4

- 1 You must have noticed the warning on many cars / taxies in India - *Keep distance. Power Break*. What is wrong? Why?

- 2 Give examples of five sets of homophones.

Same Form Different Sound and Meaning (Homographs)

Now let us look at a different set of examples.

- 1a The Director’s Secretary took down the **minutes**.
- 1b Even **minute** details are taken care of by a diligent organizer.

- 2a Warriors, in earlier days, fought with **bows** and arrows.
- 2b We **bow** our head to the martyrs of our freedom movement.

What do you notice in the above examples? Write it in a sentence here.

Did you notice that the spelling in both the sets of sentences are the same? What about the sound (pronunciation) and meaning? Consult a dictionary if you are not sure. Such pair of words are termed homographs.

homo = same
graph = writing

In the above examples, did the context of the word help you in deciding the *meaning*? If yes, then write down the pronunciation and meanings of the words *minute* in sentences 1a and 1b and *bow* in sentences 2a and 2b.

Check your progress 5

- 1 ‘The words *lead* (v) and *lead* (n) are homographs as are the words *live* (v) and *live* (adj.). Explain with suitable example.

- 2 Give examples of another set of homographs (other than the ones mentioned here). Use them in your sentences to bring out the difference in meaning. Consult a dictionary to check the pronunciation.

Idiomatic Expressions

Does lend an ear to someone mean the same as to lend someone money? What does from hand to mouth mean? Who in your family is the apple of your eye? Or what is it to have a green thumb?

As an experienced user of the language, you know the meaning of such ‘idiomatic expressions’ and you are well aware that these *frozen* expressions mean something which is totally different from the sum total of the individual words. The meaning cannot be derived

from individual words and must be **learnt** as a complete unit of meaning. And this understanding is acquired slowly, gradually and with constant contact with the language.

Check your progress 6

1 Explain the meaning of the underlined idioms.

A I refuse to play second fiddle to my younger sister any more. I have had enough.

B I am sorry I cannot listen to you now. I am pressed for time.

C I'd better write the information in my notebook. I have a head like a sieve.

2 Substitute the underlined words with the appropriate idiom given in the box. You may have to change the form of the idiom if required.

a skeleton in the cupboard	make short work of
drop a line	get the message

A You needn't look at your watch again. I've understood what you want me to do and I'll go now.

B It is commonly said that every family has a secret or embarrassing fact which no one likes to discuss.

C Don't forget to write to us as soon as you arrive in Delhi.

3 Think of four idiomatic expressions in your **mother tongue** that uses different body parts e.g. *to have a finger in every pie*. Find out if there are English equivalent to those expressions in your mother tongue. Two examples in Hindi are given below:

Oongli pe nachaana

Sar aankon pe bithaana

Formal-Informal Expressions / Approved – Disapproved

Levels of formality and the connotations of some words also pose practical problems for students of a second language. In learning a new language there is a tendency to use the more formal language in normal conversational situations or vice versa i.e. use a slang or colloquial expression inappropriately. Similarly, the positive or negative connotations of some words

might create difficulty for you. We all know how we applaud the **firmness, determination** or **resoluteness** (words indicating approval) of people we like whereas we deplore the **stubbornness, obstinacy** and **pigheadedness** (terms indicating disapproval) of those whom we don't like in exactly the same situations. Similarly, the same person can be **fat** or **plump** to different persons. It takes a long time for most of us to catch such nuances of the language.

Check your progress 7

1 Write *formal (f)*, *informal (inf)*, *approved* or *disapproved* against the words given below. Consult a dictionary, if necessary.

Laudatory	.....	Smart Alec	.....
Sissy	.....	Felicitous	.....
Dirt cheap	.....	Dude	.....
Soporific	.....	Clobber	.....

Hyponyms (word categories)

Orange is a fruit and so is an apple, banana or a mango. The word *fruit* is a *superordinate* while the name of other fruits given above are the hyponyms. Similarly, learners are familiar with different items in the world around them. Given below are some examples of this category of sense relationship.

Superordinate	Hyponyms
Clothes	Shirt, trousers, frock, kurta...
Trees	Neem, banyan, gulmohar, acacia...
Different methods of cooking	Boil, simmer, bake, roast, deep fry, stir fry, sauté...
Colours	Blue, Red, White, Crimson, aquamarine, sea green, ochre...

Collocation (word partnerships)

Collocations are essentially word partnerships. A collocation is two or more words that often go together. Native speakers intuitively know which words frequently combine and are acceptable and which do not. Knowing the frequent collocations is essential for accurate natural English.

We can use the word colour in the following combination:

Adjective	Bright colour, favourite colour
Noun	Colour blind, eye/hair colour, Colour film/ photograph, Colour television
Preposition	In colour

(Source: Collins Co-build Advanced Illustrated Dictionary)

Some other collocations could be: ideal character, central figure, gained status, met her fate, make your bed, do your homework, and so on.

Check your progress 8

- 1 Read the words given below in the rectangle. Put them in proper categories. One is done for you as an example. In some you have to write the categories in the boxes.

Human dwellings 1 wigwam	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">Apartment</td> <td style="padding: 2px 10px;">Canada</td> <td style="padding: 2px 10px;">Mansion</td> </tr> <tr> <td style="padding: 2px 10px;">Iceland</td> <td style="padding: 2px 10px;">Mammoth</td> <td style="padding: 2px 10px;">Sofa</td> </tr> <tr> <td style="padding: 2px 10px;">Norway</td> <td style="padding: 2px 10px;">Villa</td> <td style="padding: 2px 10px;">Wigwam</td> </tr> <tr> <td style="padding: 2px 10px;">Dinosaurs</td> <td style="padding: 2px 10px;">Chaise</td> <td style="padding: 2px 10px;">Denmark</td> </tr> <tr> <td style="padding: 2px 10px;">Chair</td> <td style="padding: 2px 10px;">Duckbilled platypus</td> <td style="padding: 2px 10px;">Lounge</td> </tr> <tr> <td style="padding: 2px 10px;">Igloo</td> <td style="padding: 2px 10px;">Tent</td> <td style="padding: 2px 10px;">Bungalow</td> </tr> </table>	Apartment	Canada	Mansion	Iceland	Mammoth	Sofa	Norway	Villa	Wigwam	Dinosaurs	Chaise	Denmark	Chair	Duckbilled platypus	Lounge	Igloo	Tent	Bungalow	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>
Apartment	Canada	Mansion																		
Iceland	Mammoth	Sofa																		
Norway	Villa	Wigwam																		
Dinosaurs	Chaise	Denmark																		
Chair	Duckbilled platypus	Lounge																		
Igloo	Tent	Bungalow																		
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		<div style="border: 1px solid black; padding: 5px; text-align: center;"> Countries </div>																		

- 2 We often use certain words in combination with others. An example is given for you. Use a dictionary, if necessary.

Money	make,
Friend	close,
Hair (colour)	.....
Hair (style)	.....

Antonyms (Opposites)

The term *antonym* is used to refer to words which have an opposite meaning. But there are pairs of words which contrast in terms of a scale, e.g. hot/cold; tall/short; easy/difficult. These opposites are **gradable**. For example, if we put hot/cold (water) at two ends of a continuum, we get something like this.

Scalding hot → boiling hot → warm → lukewarm → tepid → quite cold → freezing cold

But think of opposites, male/female. Such meanings are **non-gradable** or **mutually exclusive**. A **boy** cannot be a girl or a dead person cannot be alive/living.

Synonyms (Similar Meaning)

Every language has groups of lexical items which are very similar in meaning (Synonym) but are never identical. For example: **angry, annoyed, upset** and **irritated** may be synonyms but each word differs slightly from the others. You have to pay attention to synonyms if you wish to choose appropriate words in different types of writing.

Check your progress 9

- 1 Make a word continuum for the pair big/small.

Huge → very big → → very small → tiny

.....
.....
2 Can words like **limp**, **hobble**, **stroll**, **saunter**, **march**, **stride**, **trudge** and **trek** be used as synonyms of walk? Consult a dictionary and give reasons for your answer.

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

3 How many synonyms are there for the word *glamour*? Write them here.

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

2.5 WORD BUILDING: AFFIXATION AND COMPOUNDING

Affixation

We can build new words in English by adding *prefixes* and *suffixes* to the base word. For example, to the word *mortal* we can use the prefix *im* to make a new word *immortal* and we can get the word *immortalise* by adding the suffix *-ise*. Similarly, the word *agree* can take the prefix *dis-* to make a new word *disagree* and another word *disagreement* with the suffix *-ment*.

Use of prefixes like *im-*, *dis-* or *multi-* when added to the root word gives it a different meaning. For example:

un	-	uncommon, unable
in	-	inconvenient, injustice
dis	-	disadvantage, disagree
il	-	illegal, illegible
ir	-	irregular, irrelevant
im	-	impossible, impatient
multi	-	multilingual, multifaceted
fore	-	forenoon, forewarn

Here are some suffixes:

-age	bag-baggage, post-postage
-dom	kind-kingdom, star-stardom
-hood	state-statehood, boy-boyhood
-ism	hero-heroism, Hindu-Hinduism

Compounding

Compounds are made up of two or more parts which can also occur independently as words. These separate words are combined to form other new words which are listed separately in the dictionary and have separate meanings.

Blackboard
Flowerpot
Armchair

Check your progress 10

1. Choose the correct prefix from the prefixes given in brackets to express the kind of meaning indicated for each of the words given below:

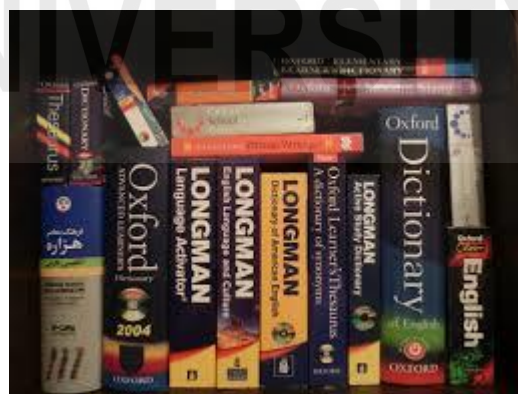
- i Contented (mal-, dis-, un-) negative
- ii Represent (non-, mal-, mis-) ‘wrongly’
- iii Inform (mal-, mis-, dis-) ‘incorrectly’
- iv Active (ultra-, in-, hyper-) ‘extremely’
- v Comfortable (un-, dis-, non-) negative

2. Match the words in Column A with those in Column B to form compounds.

A	B
brain	pour
down	felt
draw	case
heart	back
stair	storm
	pin

2.6 USING A DICTIONARY AND A THESAURUS

Dictionaries are of help in checking and learning of pronunciation with the correct stress pattern, meaning in contexts (with examples) or grammar of a word (e.g. the part of speech it belongs to; whether transitive or intransitive in case of a verb or whether countable or uncountable in case of a noun). Some dictionaries like the Oxford Advanced Learner’s Dictionary (2002 edition) (OALD) gives the origin of the word.



For example, **Gordian Knot** means a very difficult or impossible task or problem. Then the origin of the word it mentioned:

ORIGIN: From the legend in which King Gordius tied a very complicated knot and said that whoever untied it would become the ruler of Asia. Alexander the Great cut through the knot with his sword.

Moreover, dictionaries like the Cambridge International Dictionary of English (1995 edition), includes a picture dictionary (e.g. on kitchen, bicycles, etc.) as does Advanced Oxford or Collins Co build.

The last dictionary mentioned here also includes Word Webs or topic related vocabulary through encyclopedia – like readings combined with related art work, word partnerships (collocations) and word links (word origin) e.g. (geo=earth; geography; geology, geopolitical) or even usage like less and fewer. You also have used the dictionary to decide whether a particular word is formal, informal, and shows approval and disapproval to complete your task set in Check your progress 7. While the language of literary criticism of OALD is very informative, the Text Messaging and Emoticons included in Collins Cobuild is very handy in an age of e-mails and SMSs. In other words, a dictionary is not only a useful reference material but also a treasure house of information to build up the vocabulary of your learners.

In higher classes, you will find both the thesaurus and the dictionary extremely beneficial in reading and writing tasks.

Check your progress 11

1 Substitute the word **nice** in the following paragraph. Change sentence construction, if necessary.

It was a **nice** morning. We went out for a **nice** picnic to a **nice** park near our house. The food was **nice** and we played **nice** games. We enjoyed the **nice** outing.

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

2.7 LET US SUM UP

Isolated words are difficult to remember. When we learn words and phrases, our memory tries to group words that go together so that one word of phrase reminds us another. We have discussed some of these in different sections of this unit e.g.

- Related to the same topic (*Associated words e.g. the picture of a kitchen*)
- Examples of a more general word (*superordinate – Hyponyms, e.g. Furniture – table, chair etc.*)
- Similar in meaning (*synonyms e.g. lazy – indolent*)
- Opposite in meaning (*antonyms lazy – active*)
- Arranged along a scale, *word continuum e.g. letter – word – phrase – sentence – paragraph – page – chapter – book*
- Built from the same basic word (*Affixation, Compound words e.g. Type – retype (prefix) , child – children (suffix), type + write (compound words)*)

A word is rarely learnt at one go. Hence, the need to **review**, **revise** and **recycle** words at frequent intervals so that the learning is spiral and a new aspect is added gradually over the years.

Moreover, vocabulary learning **does not end** in school. It continues well into our adult life. It is a life-long process. Also, our **passive** vocabulary is much larger than our **active** vocabulary.

2.8 REFERENCES AND SUGGESTED READINGS

Redman, S. and Ellis, R. 1995. *A Way with Words*. Books 1 and 4. Cambridge: Cambridge University Press.

MC Carthy, M. and O’Deu, F. 1996. *English Vocabulary in Use*. Cambridge: Cambridge University Press.

Morgan, J. and Rinvoluceri, M. 1986. *Vocabulary*. Oxford: Oxford University Press.

UKOU. (1980). *Words and Their Meanings*. Milton Keynes: UKOU

2.9 ANSWERS

Check your progress 1

1. Open ended and therefore answers will vary.
2. We do not learn those words which we don’t use. Also, to use a word one must know the meaning, the pronunciation, the context in which the word can be used, the other words that need to be used with that particular word and also the grammar of the word.

Check your progress 2

1. Phishing, iPod, Blue tooth, Smart Card, Smiley
2. a) Phishing (noun) – The practice of trying to trick people into giving secret financial information. (computing)
b) Hand blender, Milkshake, Clone (n/v),
c) iPod, Flash mob, Bluetooth, smart card, smiley (noun)
d) cute (adjective)
3. Answer in your own words.

Check your progress 3

1. The context is not clear. Which fan are we talking about? – The ceiling, table or pedestal fans in a room **or** the ardent admirers (as in the fans of Aamir Khan)
2. There was no *light* in the room.
I prefer *light* colour paint on walls.
I am very *light* sleeper.
Let have some *light* refreshment.

Check your progress 4

- 1 The correct word should have been **brake**. The person who has got it written does not know the difference of meaning between *break* and *brake*.
- 2 blue – blew; see – sea; sale – sail; son – sun; piece – peace.

Check your progress 5

- 1 a) Good leaders **lead** (v) from the front.
Use a lead (n) pencil to draw and sketch.
- b) We **live** (v) in the capital city of India.
Be careful of **live** (adjective) wires. / A **live** (adjective) telecast of the final tennis match.
- 2 Write in your own words.

Check your progress 6

- 1 a) If you **play second fiddle** to someone, your position is less important although you work together; if you **have had enough**, you are unhappy with a situation and want it to stop.
- b) have no time.
- c) If you **have a head like a sieve** you do tend to forget important things.
- 2 a) got the message.
- b) a skeleton in the cupboard.
- c) drop a line.
- 3 Write in your own words.

Check your progress 7

- Laudatory – formal
Smart alec – informal, disapproval
Dirt cheap – informal
Dude - informal
Sissy - informal, disapproval
Felicitous- formal
Soporific- formal
Clobber- informal

Check your progress 8

1

	Super ordinate	Hyponyms
1	Dwellings (human)	Villa, wigwam, apartment, mansion, bungalow, igloo, tent
2	Countries	Canada, Iceland, Norway, Scotland, Denmark
3	Furniture	Sofa, coffee table, chaise longue, chair
4	Animals (Extinct)	Mammoth, dinosaurs, duckbilled platypus

- 2 Make: mess; comment; money; suggestion
Close: contest/election; contact; friend; family; connection; attention

Hair (colour): golden; red; black; white; grey; auburn; salt and pepper; blonde
Hair (style): long; short; frizzy; permed; straight; shoulder/waist/knee length; curly

Check your progress 9

- 1 Huge – very big – big – quite big – medium sized – quite small – small – tiny
- 2 Do it yourself.
- 3 Do it yourself.

Check your progress 10

- 1
 - i. Contented (mal-, dis-, un-) negative **discontented**
 - ii. Represent (non-, mal-, mis-) ‘wrongly’ **misrepresent**
 - iii. Inform (mal-, mis-, dis-) ‘incorrectly’ **misinform**
 - iv. Active (ultra-, in-, hyper-) ‘extremely’ **hyperactive**
 - v. Comfortable (un-, dis-, non-) negative **uncomfortable**

- 2 Brainstorm
Downpour
Drawback
Heartfelt
Staircase

Check your progress 11

Write the answer in your own words.

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THE PEOPLE'S
UNIVERSITY

UNIT 3 IMPROVING GRAMMAR AND PUNCTUATION SKILLS

Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Understanding Forms and Functions in English Language
- 3.3 The Use of Tenses in English
- 3.4 Probable Hard spots for ESL Learners
 - 3.4.1 The Conditionals
 - 3.4.2 Passive Constructions
- 3.5 Punctuation
- 3.6 Let Us Sum Up
- 3.7 Suggested Readings
- 3.8 Answers

3.0 OBJECTIVES

After studying this Unit and completing the activities you would be able to:

- Explain the significance of grammar in meaning-making when learning a language;
- Distinguish between forms and functions of similar or dissimilar sentences (with suitable examples) and establish the relationship (or the lack there of) between these two aspects;
- Revisit and review a few selected aspects of English grammar i.e. tenses, conditional clauses and passive constructions
- Understand some difficult aspects of punctuation

3.1 INTRODUCTION

“Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language.” (David Crystal, 2004, In Word and Deed, TES). As Julio Foppoli argues (www.esaudio.net/spanish/onlineclasses.html.) that as a train cannot move without railways, you won’t be able to convey your ideas to their full extension without a good command of underlying grammar patterns and structures of the language.

As students we are often faced with a very peculiar and contradictory situation. While we often perform very well in grammar tests, we are unable to use these items to speak fluently or write accurately. Why does that happen?

3.2 UNDERSTANDING FORMS AND FUNCTIONS IN ENGLISH LANGUAGE

In other units of the block, you must have come across two oft – repeated terms:

- Form of language

- Function of language

Before we proceed to discuss the relationship between form and function in the English language, let us quickly review the two concepts.

The forms of language include the types of sentences (structures/patterns) used i.e. declarative, interrogative, imperative and exclamatory. These structures that make up the grammar of the language include such things as the present simple. (e.g. *She reads*) or the past continuous (e.g. *He was driving*) or adjectives of comparison (*Pari is taller than Ruby*) or number of nouns (I found a *little child* crying on the road and a few *older children* talking to *her*).

On the other hand, language functions refer to its purposes; its use and what it does when we use language to communicate. These are:

Informative Language Function: Communicating information such as facts, comparison and contrast, cause and effect relationship, summarising, sequencing, questioning, answering techniques, etc.

Expressive Language Functions: Reporting feelings or attitudes or evoking these feelings in the reader or listener (e.g. persuasion, agreeing / disagreeing, apologizing, expressing enthusiasm/disappointment, dealing with anger, sadness, indifference, etc.)

Directive Language Functions: Using language to cause or prevent actions, such as commands or requests (e.g. inviting some of your friends to dinner, giving directions to reach the restaurant, how to make soft rotis,) etc.

We must comprehend and appreciate the fact that there is no one to one match between grammatical form and communicative functions. For example, *The room is quite warm* (declarative sentence in simple present tense) might be used in different contexts as informative (an observation); expressive (how one feels at the moment) or directive (to switch on the air-conditioner). Hence, you must *realize* that a context often determines the purpose of an utterance. Similarly, if we wish to invite someone we use the language of inviting. For example, we might say:

*Are you free this Saturday? Would you like to come to the picnic we are planning to have?
We will be very happy if you come to the picnic with us this Saturday.
How about coming to the picnic on Saturday?*

Hence for every function there is a number of different ways to express it.

Check your progress 1

Match each of the questions 1-6 from the list (A) with a function from the list (B).

A

Question:

- i. What is your plan for the evening?
- ii. Is that a suspension bridge or a cantilever bridge?
- iii. What sort of ring was Rini wearing?

- iv. Would you mind holding this packet for a minute?
- v. What do you think of the English teacher?
- vi. Why does she always ask such stupid questions?

B

Function:

- a. Asking someone to distinguish between alternatives.
- b. Asking for information.
- c. Asking for help.
- d. Asking for a description.
- e. Asking for opinion.
- f. Expressing surprise.
- g. Asking for details.
- h. Expressing irritation.

(The purpose of this item is to make you observe and understand that although each and every item in the first part has the same form, i.e. the interrogative; the questions posed have different functions.)

- 2 What is common in the following sentences – *form* or *function*?

Do that and you'll be in trouble.
 You'd better not do that.
 If you do that, you'll be in trouble.
 I wouldn't do that, if I were you.
 Mind you don't do that.

Besides the *informative*, *expressive* and *directive* language functions mentioned in this Section, we have the *ceremonial language use*, *performative utterances* and *phatic expressions*. Let us look at these functions.

Performative utterances: Language which performs the action it reports, e.g. "I do" in marriage ceremony, or words like promise, apologize or congratulate. The words denote an action which is performed.

Ceremonial (or ritual language use): e.g. Dearly beloved, we are gathered here together to unite the young couple into holy matrimony...(different from simply mixing expressive and directive language because performative aspects are also included).

Phatic language – Conversations accomplishing a social task or even a nod or a wave of hand to greet somebody.

3.3 THE USE OF TENSES IN ENGLISH

Now let us look at some aspects of Grammar which sometimes cause problems for us.

The concept of time, tense and aspect of a verb is an important area which demands our attention. But before we proceed further, comment on the following statements.

The verb form is the main marker of time in an English sentence.

Therefore, English has two tenses. Traditional grammarians call these tenses present and past. More modern names for these are Actual and Remote. However, there are five ways of expressing future time, for example:

- Taru will be admitted to the hospital tomorrow. (*will / shall*)
- She is going to have a baby. (*going to*)
- My daughter is coming next week to spend a day with us. (*Simple present continuous*)
- Ask her to call me when she leaves the house. (*Simple present*)
- I'm about to complain to the Resident Welfare Association President about our neighbour's noisy late-night parties. (*about to*)

We would like to draw your attention, very briefly, to the point that it is possible to use the same form (i.e. present or past tense) to talk of different points of time. In the words of David Crystal we can say that, '...there is no identity between tense and time. Present and past tenses can be used to refer to all parts of a time line,' i. e. past time, present time (includes now) and future time. This you can easily understand if you read the following sentences carefully. All these sentences express habitual or routine actions. What are the different ways in which the function is realized?

- Mr. Misra is a chain-smoker. (Verb in simple present tense)
- Pushpa is a very efficient assistant. (use of adjective and noun, verb in simple present tense.)
- Ashish used to drink. (*used to drink* in the past, has now discontinued the practice)
- Pratyush cannot sleep at night without reading a few pages from a novel. (Use of modal auxiliary verb *can* with the negative *not* and *simple present tense* to indicate habitual activity / inability to do without something.)
- Avantika is always spilling food on the floor. (Present continuous tense to show repeated action.)

As the *tense* of the verb form indicates the time (at which an action takes place), the aspect of the verb refers to how the time of action is regarded – i.e. whether it is complete, in progress or showing duration. You have already learnt in school that the present continuous (progressive) aspect is used to express *an event in progress* at a given time. The present continuous tense is formed by combining the verb 'be' (is, am, are) with the *-ing* ending to indicate an event in present time. The usual implication is that the activity is taking place over a limited period and the situation is temporary. For example:

- Shilpi is working from home today.
- Don't make noise. The baby is sleeping.
- The children are playing in the park.

On the other hand, if we want to talk of an action that started in the past and is seen in relation to a later event or time, we usually use the present perfect tense, e. g.

- He *has been* in prison for fifteen years. (He is probably still there.)
- I *have lived* in Delhi for five years. (I still do.)

The perfective aspect is formed by using the verb 'have'. For example:

- The train *has arrived*. It is on platform number four.
- Suhas and Aditi *have finished* washing the dishes.
- I *have worked* for three hours at a stretch.
- She *has been* ill for quite some time.

Students of English as a Second Language find it difficult to decide when to use the Present Perfect aspect and when to use the Past tense. Remember whenever you are reviewing the verb forms in the present and past tense, the Past tense means 'past-happening-related-to past time'; i. e. the happening is related to a definite time in the past, e.g.

- We went to Srinagar **in 2011**.
- My father was 86 when he passed away **last year**.

The definite time in the past is usually identified by a past time adverbial in the same sentence or the preceding language context.

In contrast, the perfect aspect is used for a past happening which is seen in relation to a later event or time. Thus, the present perfect means 'past- happening-related-to-present-time', e.g.

- We *have eaten* all the curd-rice for lunch. (There isn't any left.)
- *Have you completed* the project proposal? (You are expected to submit it now.)

Different kinds of adverbials are associated with the past tense and the present perfective, e.g.

- I *saw* Tara a week ago.
- I *have not seen* Shefali since December.

Using the wrong adverbial is a common error made by English learners.

Your teachers must have made you conscious of the fact that the verb is the central element of a sentence. We would like to remind you here that you have to learn all about tense and aspect of verbs because a good knowledge of verbs is important to infer and comprehend the signification of the relationship of the different sentences that are chosen for assessing your comprehension skills. You would also need verbs to express your ideas in any kind of writing tasks – be it descriptive, expository, discursive or narrative or even a simple task like letter

writing or answering questions based on reading texts. For transformation exercises which are set in your examination question papers you would need a thorough knowledge of the correct form of the verb.

The two other sub-topics that we have selected to discuss in this unit – conditional clauses and passive constructions—are also verb related. But we will discuss more of it later.

Check your progress 2

- 1 Consult any grammar book to list the different functions that a verb in the simple present tense performs. Now identify the functions of the verb forms in the sentences given below.
 - i. Water boils at 100 degree centigrade.
 - ii. She plays the piano really well.
 - iii. The easiest way to go to Delhi Haat is to take the Metro from Model Town.....
 - iv. Separate the egg whites and the yolks and keep them in two separate bowls. Beat the whites stiff till they stand in peaks.....
 - v. Anup wins the toss and decides to bat first.....
 - vi. Rani plans to join her new job in September. She wants to rest for two weeks before taking up the new assignment.....
- 2 The following sentences are in the present continuous tense. But how does the meaning differ in each sentence?
 - i. Air pollution is becoming worse day by day.
 - ii. The government is planning to allow even and odd number cars on alternate days on the road.
 - iii. I'm going to attend a mono-acting programme on Kabir by Shekhar Sen.
 - iv. It is snowing in Shimla.
 - v. I'm forever looking for my room keys.
- 3 What is the difference in the set of sentences given below?
 - i(a) The sun rises in the east.
(b) The sun is rising over the horizon. What a beautiful sight.
 - ii(a) In summer, it always rains in the evening in this place.
(b) It is not raining but is pouring now. How can you think of going out?
 - iii (a) Joy reads a lot of books.
(b) He is reading the *Glass Palace* by Amitav Ghosh now.
 - iv (a) There was an explosion at the crowded Sarojini Nagar Market before Diwali.

(b) There has been an explosion at Sarojini Nagar market. Many people have lost their lives.

v (a) The Mughal Gardens at Rashtrapati Bhavan have been opened for public. Have you ever been there?

(b) We went to the Mughal Gardens at Rashtrapati Bhavan last week. It is opened for public viewing only for a fortnight.

3.4 PROBABLE HARD SPOTS FOR ESL LEARNERS

Students of English, who are no longer beginners but are not yet fully proficient – face problems in different grammar areas. Contemporary grammarians and authors like Penny Ur and John Eastwood have identified a few topics viz. the conditional clauses, the use of passive constructions, phrasal verbs, the meaning of different verb forms, prepositions and so on as probable hard-spots for ESL learners.

In this section we would briefly touch upon (the major pitfalls in understanding and using) Conditional Clauses and Passive Constructions.

3.4.1 The Conditionals

“Conditional clauses (in complex sentences) are related to (adverbial) reason clauses; they discuss the consequence of something which may or may not be a real event.” Usually, the second language learners are taught three types of conditionals (although it is the third conditional that the students find difficult to grasp and use effectively.)

The first conditional is an open condition i.e. what is said in the condition is possible and refers to either present or future time. For example:

- If we hurry, we will get the tickets for the morning show.

Syntactical Structure

Conditional Clause;
If + present tense;

Main Clause
will + infinitive + consequence

- *If I hear any news, I'll ring you.*

- *If he does not come on time, we'll go without him.*

- *If my father gets to know about this, he will be very upset.*

- *If I save enough money, I'll go on a Mediterranean Cruise.*

The second conditional is an unreal or improbable situation also known as a hypothetical condition. The tense of the verb in the conditional clause is in the simple past tense and the verb in the main clause is *would* or *should*.

- If I had more time, I would visit my friends more often.

- If I walked for at least twenty minutes every day, my blood sugar would be more controlled.
- If Shalini didn't know what to do, she should have asked you.

Although the main clause often has *would*, we can also use *could* or *might*.

- If I had a camera, I could take a few photographs.
- If you had a calculator, we could finish the calculations faster.

In second conditional clauses, we sometimes use *were* instead of *was*, especially in the clause - if I were you. Examples:

- If I were you, I would ask a doctor for some advice.
- If I were you, I would settle the dispute as early as possible.

Please note: Although we are using the past tense, the time that we are talking about is the present = NOW; e.g. If I knew the name of the author, I would tell you.

Syntactical Structure

Conditional Clause
If + Past Tense

Main Clause
could/would + infinitive

- If I had money, I would buy a house in Kasauli.
- If you needed an invitation to the Opening Ceremony, I could get you one.

Third Conditional: In these types of sentences we are talking of hypothetical or unreal conditions, and imagining the result of the situation. (Unreal /hypothetical conditions are those where something had not happened in the past and therefore the result is being imagined.)

- If you had studied harder throughout the term, you would have done much better in the examinations. (*But you didn't work hard and therefore you didnot do well.*)
- If you had told me that you were interested in seeing the play *The War Horse*, I would have booked your ticket along with ours. (*But you didn't tell me earlier, and so I didn't buy a ticket for you.*)

Syntactical Structure

Conditional Clause
If + past perfect, ...

Main Clause
would/could/might + have + past participle

The Third Conditional Clause, talks about the past. It is used to describe a situation that did not happen in the past, and so the result of this situation is unreal (imaginary).

- If I hadn't eaten so much, I wouldn't have felt sick (but I did eat a lot, and so I did feel sick).

- If you had taken a taxi, you wouldn't have missed the train.
- Mummy wouldn't have been so tired, if she had gone to bed earlier.
- Ronnie would have been on time for the interview, if he had left the house at quarter past eight.

Remember –We DO NOT normally use *will* or *would* in the conditional clause, but only in the main clause. But there are exceptions. We can use *will* in the *if clause*, when we make a request.

- *If you'll just hold on for a minute, I'll ask* mother to take your call.

(If you want to learn more about tenses in conditional clauses you can refer to Collins Co build English Grammar or a Communicative Grammar of English by Leech and Svartvik.)

Check your progress 3

1 Complete the sentences given below.

- i If my daughter comes tomorrow,.....
- ii We will all be very happy if.....
- iii If I have enough money,
- iv I could take your photo if.....
- v, I would buy a house in Kodaikanal.
- vi If you had a dictionary,.....
- vii Sheila would build up a well-stocked children's library, if only the School Principal.....
- viii If I were you,
- ix I wouldn't have caught a cold, if
- x We wouldn't have missed the train if
- xi If we had taken the earlier train,.....
- xii If we had taken leave for a few more days, we.....

2 What does the speaker mean?

- i Riya could have worn her new dress, if only the tailor had altered it on time.
.....
- ii If you had told me before, I wouldn't have shared our Sunday plans with Prateek.
.....
- iii Fever for over a week should not be neglected. If I were you, I would have gone to the doctor by now.

.....
iv If Tina had asked me, I would have suggested wearing something warmer.

.....
v If only Ramkumar was not so short-tempered, his colleagues would have liked him better.
.....

3.4.2 Passive Constructions

Understanding the meanings, uses and functions of the passive voice is another difficult area for ESL learners and this has been reported by many ESL/EFL teachers. As passive constructions are fairly frequent in academic and scientific writings, learners are often required to use passive forms in documenting experiments or reports of significant events of their institutions.

We often choose to use passive structures when we want to talk about an action, but are not interested in saying who or what does it. For example: English is spoken by everyone here.

Another point that you need to remember is: When the verb in a sentence is **intransitive (when the verb does not take an object)** it cannot be changed into passive voice.

For example:

Shoubik and Mandira have a nice house.
(and not) A nice house is had by Shoubik and Mandira.

Similarly,

- *My dresses don't fit me any more* (cannot be changed to ~~I'm not fitted by my dresses.~~)
- *My sister lacks tact* (and not ~~Tact is lacked by my sister.~~)
- *They walked into the room* (and not ~~The room was walked into.~~)

In this section we will briefly touch upon the situations in which passive constructions are more appropriate. But before we go into these details, let us revise how passives are formed – although we know that you are familiar with it.

Passive forms consist of an appropriate tense of the verb *be* followed by *a past participle of the verb*.

For example:

- His friend *was shot* in the chest and he died on the spot.

(In this sentence the subject is *–His friend* and the passive construction is formed by using *be (was) + shot (past participle)*. What according to you is the difference between the sentences:

- a) His friend was shot in the chest and he died on the spot. (passive)
- b) The robbers shot his friend in the chest and he died on the spot. (active)

In the second sentence, we obviously want to draw your attention to the robbers, “the doer/or the agent of the action instead of ‘his friend’—the person affected by the shooting. Thus, there is a shift of emphasis. This transformation from active sentence (b) to passive sentence (a) is possible because the verb *shot* is used as transitive verb and has a distinct object. However, there are a number of exceptions. Active verb forms cannot be passivised when

- a) The object is a reflexive, reciprocal or possessive pronoun. For example:
 - She hurt herself in the darkness. (Reflexive)
 - During the floods in Chennai, the neighbours helped each other. (Reciprocal)
- b) Verbs in the active sentence like *resemble* or *lack*. For example:
 - I *lack* patience.
 - My brother *resembles* my mother.

You already know that we prefer to choose a passive construction when it is preferable not to mention the performer or when we do not know who the performer is. For example:

- Our house was burgled when we had gone abroad for a holiday.

In situations of social and historical significance the passive form is used.

- The Agra Fort which was earlier a brick fort was held by the Chauhan Rajputs. Later it was rebuilt in red sandstone during the reign of Akbar. The Fatehpur Sikri was also constructed during this period in honour of the great Sufi Saint Salim Chishti.

Passives are used to: to describe a process:

- To make methi parathas, wheat flour is mixed with besan and sieved. Finely chopped methi leaves are mixed into the flour mixture and kneaded.

For classifying:

- Based on the components and size of the particples, soil is classified into different types, namely sandy, clay, silt, loamy, peat, and chalky soil.

For making proposals:

- The abacus project, which was proposed for children between the ages of four to fourteen, would be used not only to promote better numeracy skills but also to stimulate visual memory for faster mental operations.

For warning:

Driving should be avoided after too many (alcoholic) drinks at a party.

- For defining:

- A delta, or an area of low flat fertile land, *is shaped* like a triangle. Deltas *are formed* where the river splits into several branches before entering the sea. They *are formed* in the regions of low tides and coastal plains.

For offering suggestions:

- Don't you think that contractual staff who *have been* in this office for more than ten years *should be regularized*?

Check your progress 4

- 1 Explain the contexts of the following sentences (the first one is done for you.) Why is the agent not mentioned?
 - i The litmus paper is placed in the liquid.
Example: (Scientific experiment) *The Person is a scientist / teacher/ student / researcher. Therefore, the doer of the action is taken for granted.*
 - ii The chicken breasts are cleaned, washed and then cut into half inch broad strips.....
 - iii The order to Public Works Department (PWD) to carry out patchwork on Delhi roads was revoked.....
 - iv A cricketer, who was charged for match fixing, was banned for five years.
.....
 - v Common sleep disorders that rob many people from a good night's sleep can be classified in four categories.
- 2 Rewrite the following headlines using a passive construction. Provide an agent if you think it would add to the meaning.
 - i 1000 strong Police Personnel deployed amid security fears.
 - ii Despite outcry, Japan to resume whaling.
 - iii Teen abducted, hidden at school.
 - iv Projects planned to decongest city traffic points.
 - v New method for ice-free preservation of tissues discovered.
- 3 Use the information boxes to write a paragraph on how biscuits are made. Use the passive voice and appropriate sequencers. (*First, after that, finally, next, then*)

(mix eggs + sugar

(add) butter

(sift) flour

(make) Smooth paste into different shapes
--

(bake) 40 minute

.....

.....

.....
.....
All clues given. Write the procedure using the passive voice and linkers indicating sequence. (Open ended - but do not change order of the boxes given).

3.5 PUNCTUATION

While we have extensively discussed Grammar, we intend to be briefer where punctuation is concerned. Our emphasis will be on problem areas which you as students face in your writing. Have you ever asked yourself the question “Why do we need punctuation?”

Well, punctuation is required to clarify your written thoughts and ideas, so that your readers can understand you easily. Just as your pauses, tone of voice, rhythm help your listeners to comprehend your speech and attitude, punctuation does much the same for the written word.

Let us look at some sentences which may cause confusion because of punctuation.

Confusing: Has the tiger in the first cage been fed Mithu?

Clear: Has the tiger in the first cage been fed, Mithu?

Confusing: The teacher called the children names.

Clear: The teacher called the children’s names.

You all know when to use a **period** or **full stop**, so we will not go into details of this here. Let us turn to the **question mark** (?). You know that you use a question mark after every direct question. Example:

- May I borrow an umbrella?
- Are you going out in the rain?

But you do not use a question mark after an **indirect question**. Such as

- Pushpa asked me why I was late.
- Devender wondered why his students always forgot their note books at home.

The exclamation mark (!): The exclamation follows words, phrases or sentences which show strong emotions.

- Fire! Fire! Ring up the fire station.
- What a beautiful sight!

The Comma: This can be a tricky area, so we shall make you aware of certain rules you must follow:

Use a comma to separate two independent or main clauses joined by a coordinating conjunction such as “and”, “nor”, “but”, “yet”, “so”, etc. Example:

- He is rich, but he is dishonest.

- Hurry up, or you will miss the train.

Conjunctive adverbs, such as “however”, “moreover”, “this”, “consequently”, “therefore” are frequently followed by commas when they appear in the middle of a sentence. Example:

- Rani felt, consequently, that Ravi was not a responsible husband.

comma is used after an introductory phrase or clause. Example:

- After we had finished dinner, we discovered that we had forgotten to take out the special salad from the fridge.

We use a comma to separate a non-defining relative (adjective) clause from the main clause. In a non-defining relative or adjective clause, the information can be omitted without changing the meaning of the main clause.

- My husband, who is a surgeon, is going to USA for a specialized degree.

Use a comma to set off “yes”, “no”, “well”. Example:

- Yes, I am in the hotel industry.

The semicolon (;): Use a semicolon to link too closely related independent clauses. Example:

- Sanjeev Kapur has been cooking Multani style cuisine for several years without realizing it; all the spices he uses have a Multani flavour.

The Colon (:) You already know that a colon is used to introduce a long list.

- Oil is of three kinds: mineral, vegetable and animal.

A colon may be used to introduce a quotation or definition, example:

- This is one of the definitions of a bore: “A person who talks when you wish him to listen.”

Quotation Marks “.....” You already know when you use quotation marks. You use quotation marks to enclose someone’s spoken or written words. Example:

- He said, “What a pity you just missed the first position in the IAS exam.”

Notice you use the quotation marks to enclose the exact words of a speaker, or a writer.

Use a single quotation marks to enclose a quotation within a quotation. Example:

- Professor Vibha asked her class “Do you agree with Samuel Johnson who once said that a second marriage represents ‘the triumph of hope over experience’?”

(example from Wyrick)

The Apostrophe (’)

- 1 We use the apostrophe to indicate a contraction.

- It's too bad that you didn't pass the assessment.
- *It's* is a contraction for 'it is'.

2 We add an apostrophe to a noun to show possession. Example:

- Rajiv's book, the lions' share, women's group

3 Add only an apostrophe to a plural noun ending in 's' to show possession. Examples:

- The girls' hostel
- Students' common room

4 The apostrophe is also used to indicate omission of a letter in a word. Examples:

- I have – I've
- Must not – mustn't

The dash (–)

1 A dash can be used in place of a colon:

- The river is polluted – there is a chemical factory upstream.

2 A dash can also be used as an afterthought:

- He used to be very good at cricket – and football too, of course.

Hyphen (-) Hyphens can join two or more words together. Examples:

- Blue-eyed
- Broad-shoulder
- Out-of-date information.

2 When an **adjective** is made up of two or more words a hyphen is used. However, it is not used when the same combination of words is not an **adjective**. Examples:

- Rita is a two-year-old girl.
but
- Rita is two years old.

3 Sometimes you have a choice to use a hyphen or not. Example:

- Living-room or living room

Check your progress 5

Punctuate the following passage appropriately. You have to use capital letters in the correct manner.

not many animals hibernate the ground is so hard that they cannot make a deep hole to spend the winter in but animals in a large part of the northern hemisphere spend every winter fast asleep they go to sleep in all kinds of places red squirrels disappear inside trees bears use caves frogs go deep under the mud and very many other animals dig tunnels in the earth a good many animals sleep under the snow there is a lot of air in loose snow and this helps to keep the cold out some warm blooded animals like the cat the dog or the wolf do not need to hibernate they lead an active life which keeps up their usual body temperature even in very cold winter weather but for a cold blooded creature such as a frog or a snake it is a different matter when the air temperature is below freezing the creatures blood temperature drops too it cannot move about in the usual way and then it has no choice it must simply lie down and sleep to do that it must find a place where it can keep fairly warm and it must be a place where its enemies cannot find it hibernation is more than sleep it is a very deep sleep the animals temperature drops to just over 0°C and its heart beats very slowly people who find hibernating animals asleep often think that they are dead the body feels so cold and the creature may breathe only once every five minutes a hibernating animal cannot feel any pain you can touch it or even give a hard pull to its tail without causing it to move or wake up in its hibernating state it can even live in a poisonous atmosphere for a long time without any bad effects hibernating in that way the animal can sleep all through the winter

3.6 LET US SUM UP

We cannot ignore grammar in language as it directly influences the effectiveness and meaning of what we would like to convey. Language and grammar both go side by side, we cannot separate one from another.

Forms of languages tell us about different sentence patterns and the inflections of nouns (for indicating number/ gender), adjectives (for degrees of comparison), verbs (for time, tense and aspect), pronouns (person, number, gender) etc. All this contributes to the overall meaning of a sentence, paragraph, and discourse.

Language functions are more about communication and can be informative, expressive, directive, phatic, ceremonial or performative.

There is no one-to-one co-relation between grammatical form and communicative function. The same expression may convey different meanings in different contexts.

The time marker in most sentences is the verb phrase, which in most cases is corroborated by an adverb. There are two tenses in the English language – present and past tense – while future time is indicated in a variety of ways. The aspect of the verb tells us whether the action is in progress (continuous) or if an action is continuing up to the present (perfective).

We hope you found this unit useful.

3.7 SUGGESTED READINGS

Agnihotri, R. K. and A. L. Khanna. 1996. *English Grammar in Context*: Ratnasagar. Ltd. Delhi.

Carter, Ronald, Rebecca Hughes and Michael McCarthy. 2000 *Exploring Grammar in Context*. Cambridge University Press. Cambridge.

Collins Cobuild. *English Grammar*. 1990. Rupa and Co.

Crystal, David. *Rediscover Grammar*. Longman, U. K.

Eastwood, John. 1999. *Oxford Practice Grammar*. Oxford University Press. Oxford.

Leech, Geoffrey and Jan Svavik. 2000. *A Communicative Grammar of English*. Pearson Education Asia Pte. Ltd. NOIDA.

Ur, Penny. 1988. *Grammar Practice Activities*. Cambridge University Press. Cambridge.

Websites Consulted/Referred to:

- Error Correction in classrooms.
- First, Second and Third Conditionals.
- Grammar for Advanced Learners.

3.8 ANSWERS

Check your progress 1

- i. What is your plan for the evening? – Asking/confirming availability (before making a request)
 - ii. Is that a suspension bridge or a cantilever bridge? – Distinguishing between two alternatives.
 - iii. What sort of ring was Rini wearing? – Asking for description.
 - iv. Would you mind holding this packet for a minute? – Asking for assistance.
 - v. What do you think of the English teacher? – Asking for opinion
 - vi. Why does she always ask such stupid questions? – Expressing irritation
- 2 All the sentences are warning couched in different structures.

Check your progress 2

- 1 The functions of the verb forms in the sentences:
 - i. Water boils at 100 degree centigrade. Universal truth
 - ii. She plays the piano really well. Habit (repeated action)
 - iii. The easiest way to go to Delhi Haat is to take the Metro from Model Town. Giving suggestions/advice
 - iv. Separate the egg whites and the yolks and keep them in two separate bowls. Beat the whites stiff till they stand in peaks. Instructions
 - v. Anup wins the toss and decides to bat first. Present event (commentary)
 - vi. Rani plans to join her new job in September. She wants to rest for two weeks before taking up the new assignment. Plans (proposed) for a future time.

2

- i. Air pollution is becoming worse day by day. *Progressive change*
- ii. The government is planning to allow even and odd number cars on alternate days on the road. *Proposed plan for future time*
- iii. I'm going to attend a mono-acting programme on Kabir by Shekhar Sen. *(fixed) plan for future time*
- iv. It is snowing in Shimla. *Event happening at the time of talking*
- v. I'm forever looking for my room keys. *An action that takes place regularly*

3 Difference in the set of sentences is given below:

- i(a) The sun rises in the east. (Universal truth. True for all times)
- (b) The sun is rising over the horizon. What a beautiful sight! (Temporary event happening at the time of speaking)

- ii(a) In summer, it always rains in the evening in this place. (Frequent action)
- (b) It is not raining but is pouring now. How can you think of going out? (Temporary event happening at the time of speaking)

- iii (a) Joy reads a lot of books. (Regular action)
- (b) He is reading the Glass Palace by Amitav Ghosh now. (Event in progress but definitely for a limited period)

- iv (a) There was an explosion at the crowded Sarojini Nagar Market before Diwali. (Event happened in the past)
- (b) There has been an explosion at Sarojini Nagar market. Many people have lost their lives. (Past event but the effects (result) can be felt in the present time).

- v (a) The Mughal Gardens at Rashtrapati Bhavan have been opened for public. Have you ever been there? (Event in a period leading up to present time)
- (b) We went to the Mughal Gardens at Rashtrapati Bhavan last week. It is opened for public viewing only for a fortnight. (Event took place in past time)

Check your progress 3

1 Completed sentences:

- i If my daughter comes tomorrow, we will go to The Garden of Five Senses to see the exhibition.
- ii We will all be very happy if you spend the weekend with us.
- iii If I have enough money, I will buy a small house in Ooty.
- iv I could take your photo if I had a mobile with a good quality camera.
- v If my husband agrees, I would buy a house in Kodaikanal.
- vi If you had a dictionary, you could have checked the pronunciation or the meaning of the word in the given context.
- vii Sheila would build up a well-stocked children's library, if only the School Principal had agreed to her proposal.
- viii If I were you, I would never neglect such high fever for many days.
- ix I wouldn't have caught a cold, if I had taken my umbrella with me in the morning.
- x We wouldn't have missed the train if we had not been held up in the traffic jam.

- xi If we had taken the earlier train, we could have visited the Qutub Minar in the afternoon.
- xii If we had taken leave for a few more days, we could have stayed here for a few more days. This is such a quiet and peaceful place.

2 What the speaker means:

- i Riya could have worn her new dress, if only the tailor had altered it on time.
Riya could not wear her new dress because the tailor did not do the alterations on time.
- ii If you had told me before, I wouldn't have shared our Sunday plans with Prateek.
I shared our Sunday plans with Prateek because you never told me not to./ I did not know it was to be kept secret.
- iii Fever for over a week should not be neglected. If I were you, I would have gone to the doctor by now.
Go visit a doctor. The fever may be indicative of more serious illness than you think.
- iv If Tina had asked me, I would have suggested wearing something warmer.
Tina is wearing something very light which is not very warm. (She may feel cold later.)
- v If only Ramkumar was not so short-tempered, his colleagues would have liked him better.
Ramkumar becomes angry very quickly. His colleagues do not like him much.

Check your progress 4

- 1 The contexts of the following sentences:
 - ii The chicken breasts are cleaned, washed and then cut into half inch broad strips.
Recipe/ instructions for making a chicken dish.
How to cook is more important than who the author of the cook book is.
 - iii The order to Public Works Department (PWD) to carry out patchwork on Delhi roads was revoked.
News Paper Report. Obviously, the administrative authorities / government in power.
 - iv A cricketer, who was charged for match fixing, was banned for five years.
News report/Newspaper report. The cricket Regulatory body alone has such powers.
 - v Common sleep disorders that rob many people from a good night's sleep can be classified in four categories.
An article in a magazine or any text book chapter on sleep disorder. Impersonal style is more acceptable in scientific writings.
- 2 These are suggested answers. Your answers may be different.
 - i The State Government has been compelled to deploy Police force fearing arson and violence by the rioters.
 - ii Although the environmentalists are protesting vehemently, the Japanese government is known to have given permission to kill whales for sale in markets.

- iii Classmates have abducted one of their teen-aged friends and have hidden him in the empty school premises over the weekend.
- iv Detailed proposals would be submitted in the forthcoming council meetings suggesting alternative measures to avoid regular traffic jams.
- v New methods were discovered by medical researchers to preserve tissues without the use of ice.

3 Open ended.

Check your progress 5

Not many animals hibernate; the ground is so hard that they cannot make a deep hole to spend the winter in. But animals in a large part of the northern hemisphere spend every winter fast asleep.

They go to sleep in all kinds of places. Red squirrels disappear inside trees, bears use caves, frogs go deep under the mud, and very many other animals dig tunnels in the earth. A good many animals sleep under the snow; there is a lot of air in loose snow, and this helps to keep the cold out.

Some warm-blooded animals, like the cat, the dog or the wolf, do not need to hibernate; they lead an active life which keeps up their usual body temperature even in very cold winter weather. But for a cold-blooded creature such as a frog or a snake it is a different matter. When the air temperature is below freezing, the creature's blood temperature drops too; it cannot move about in the usual way. And then it has no choice: it must simply lie down and sleep. To do that, it must find a place where it can keep fairly warm; and it must be a place where its enemies cannot find it.

Hibernation is more than sleep. It is a very deep sleep. The animal's temperature drops to just over 0°C, and its heart beats very slowly. People who find hibernating animals asleep often think that they are dead: the body feels so cold, and the creature may breathe only once every five minutes. A hibernating animal cannot feel any pain; you can touch it or even give a hard pull to its tail without causing it to move or wake up. In its hibernating state it can even live in a poisonous atmosphere for a long time without any bad effects. Hibernating in that way, the animal can sleep all through the winter.