

Block

# 4

## **TEACHING-LEARNING WRITING AND GRAMMAR**

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November, 2019

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ISBN :

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Printed and published on behalf of the Indira Gandhi National Open University, New Delhi by Registrar, MPDD, IGNOU.

Laser Typeset by : Tessa Media & Computers, C-206, A.F.E.-II, Okhla, New Delhi

Printed at :

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## **BLOCK INTRODUCTION**

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In Course 3, we have made you aware of the current trends in teaching writing—trends which make the teaching/learning of writing a more meaningful activity.

As you are aware, writing is not merely a skill that students are somehow expected to acquire in the course of their school life, but a process which they have to learn. Therefore, what is the role of the teacher and what are the implications of this shift from the product to the process approach for classroom teaching? These are some of the issues which we shall discuss in the course of this Block. Each type of writing has certain specifications. We have therefore looked at the different types of writing.

In order to write accurately we need to know our grammar well. We have introduced a unit on teaching grammar but with a difference. Grammar as it is used in context and made more enjoyable by couching it in grammar games and activities.

The language teacher also has the task of teaching children how to study effectively. We have included a unit on Teaching Study Skills.

We have also shown you different ways of testing writing and grammar. The units in this block are:

Unit 1: The Writing Process

Unit 2: Different Types of Writing

Unit 3: Assessing Writing Ability

Unit 4: Teaching Study Skills

Unit 5: Teaching Grammar to Advanced Learners in Higher Classes



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# UNIT 1 THE WRITING PROCESS

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## Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 The Writing Process: Main Components
  - 1.2.1 Planning and Generating Ideas
  - 1.2.2 Organization of Ideas
  - 1.2.3 Articulating Ideas (Writing the First Draft)
  - 1.2.4 Body/Content (Subject Matter of the Topic in Question)
- 1.3 The Writing Process
- 1.4 Let Us Sum Up
- 1.5 Key Words
- 1.6 Suggested Readings
- 1.7 Answers

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## 1.0 OBJECTIVES

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In this unit we shall look at the ways of working at a range of more complex writing tasks and writing forms through process writing classes at the upper primary level. After you have completed this unit you should be able to:

- help children select topics which are suitable for their level.
- help children select appropriate forms of writing for the particular writing tasks they are taking up.
- provide suitable pre-writing support, to equip the children with the requirements of the particular writing tasks they are working on.
- help children to provide peer-group support and feedback whenever necessary.
- equip the children with suitable skills of reflection and self evaluation.
- help children develop the social skills required for effective peer conferencing and offering constructive feedback and suggestions to each other.
- help children become active participants in the writing process.
- accept the child's ideas and views, even though these may not be in agreement with your own.

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## 1.1 INTRODUCTION

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What does 'writing' or 'composing' actually mean? Within the classroom, it may appear to be a set of rules and models for the correct arrangement of pre-existing ideas or it may be regarded as "*productive generation of sentences*" (Raimes 1985), but the act of writing itself is a highly complex, cognitive skill in which a variety of mental procedures are used to process information, articulate ideas

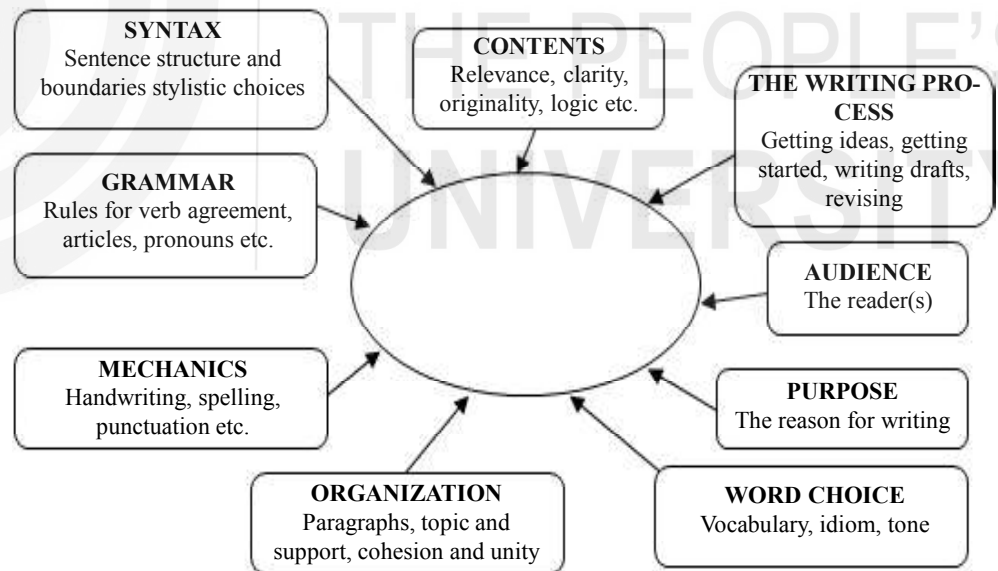
and intentions (Hayes 1980b). It is highly goal oriented with intellectual performance, involving both, thinking and strategic action.

Recent research on writing has provided us insights into the process of writing. Earlier the act of writing was considered linear involving series of stages (Rohman 1965), separated in time and characterized by the gradual development of the written product. But now it is considered **non-linear, exploratory and generative** through which writers **discover and reformulate their ideas as they attempt to approximate meanings** (Zamel 1983). Earlier, when the meaning of ‘writing’ would be discussed, it meant the written piece the student had produced (the product). The emphasis was always on the product, i.e. what the child had written. However, in recent years, research insights have helped the focus to shift from the product to the “process”, that is, how the child writes; the processes that are involved when the student uses a particular word or a particular grammatical construction to convey his/her thoughts. ‘Process’ means how the student undertakes a writing activity.

## 1.2 THE WRITING PROCESS: MAIN COMPONENTS

All writing aims at clear and efficient communication. But what goes into clear and efficient communication? If one considers writing as a process, then immediately the diagrammatic representation of producing a piece of writing of Ann Raimes (1983) comes to our mind.

### Producing a Piece of Writing



*Ann Raimes 1983*

The diagram above clearly illustrates the complex group of sub-skills that go to make a piece of writing coherent, effective and communicative. The importance of knowledge of mechanics like, handwriting, spelling, punctuation or, producing correct grammatical sentences cannot be undermined, but equally important is generation of ideas, their organization, articulation and having once articulated them, re-visioning of what has been written. Therefore, we can say that to undertake any writing activity, whether it is writing a message, a letter, an answer, a paragraph or an essay, each learner needs to undergo the processes of

- 1) planning and generating ideas,
- 2) organizing ideas,
- 3) articulating ideas and
- 4) revising the written text.

The above stages **seem to be linear** but **are not**. These do not follow one after the other. Each stage overlaps the other to such an extent that the process of writing becomes cyclical. Let me further clarify this.

Think for a moment that you are writing a letter to your friend describing an event you have organized in your school. You have planned and thought what you are going to write. While you are in the process of writing, another idea/point/thought comes to your mind, which you would also like to share with your friend. At this stage, you have three options: either you write the new idea in a separate paragraph, or you merge it with another idea that you have written or are going to write, or you could write it as a complement to another idea. **The very fact that you are planning while you are writing, or articulating, confirms the cyclical process of writing.** Any stage can overlap any other stage, at any point of time, which makes the writing process non-linear, generative, in which the main objective of the writer is meaning making. The writer encodes the abstract thoughts/ideas/points in language to communicate the intent / message / information to the readers.

Before one starts writing, it is important to ask oneself certain questions and answer them.

- 1) Why am I writing?
- 2) Whom am I writing for?

This means that we need to have a sense of the purpose of writing and of the audience who are going to read it. These two aspects are very important because together they form the **writing context**. If these aspects are not kept in mind then our writing remains an egocentric activity. It means that the piece of writing produced is not reader friendly, not directed towards the reader. As teachers, we need to make our students understand the importance of writing for an audience. We know that they are writing to secure marks and pass in the exam but if they are taken through the process of writing and are **taught how to write**, their writing would certainly become more effective.

**Check Your Progress 1**

- 1) What is the basic philosophy of the process based approach to teaching writing?

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- 2) Undertake the following writing activity.

Write a letter to your friend telling him/her about the study tour you took with your students. Note down your actual experiences while going through the process of writing. Write the sub-skills that you found easy and the ones you found difficult.

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- 3) Looking at the diagram given, according to you, in which areas do you think your learners would need your help the most?

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- 4) Can you list some techniques, which you can use in the classroom to develop the sub skills in the writing of your students?

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Let us now turn our attention and understand the actual writing process.

### 1.2.1 Planning and Generating Ideas

Before we begin writing, the first step is to generate ideas of what we want to write drawing on personal knowledge, experience and feelings. We can take the help of different techniques to generate ideas, for example: brainstorming, mind maps/brain patterns, pyramid patterns, listing, journal, loop writing, working outlines etc. A few techniques that can be undertaken in class are explained below.



**Brainstorming**

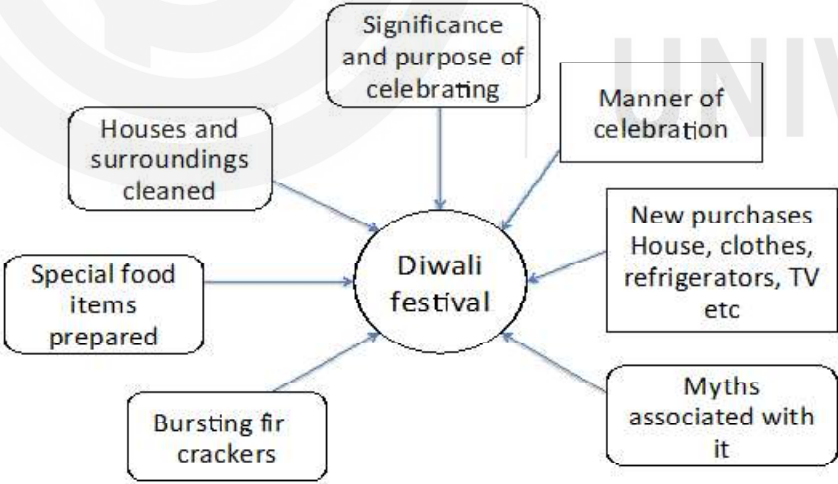
It is a spontaneous verbal activity excellent for generating content or for expanding ideas and perceptions about the topic. As a group activity, it is an ice breaker which helps students relax and also see that each of them has something to contribute to the topic. Because of its unstructured format, students can speak whatever the brainstorming activity triggers in their minds. For ESL students this technique helps learners to:

- gain insights into others points of view
- reinforces conversation and listening skills
- develops the practice of note taking
- relaxes and develops rapport within the classroom

We teachers should keep in mind that the topic for discussion should be established, discussion should be moderated and facilitated to be ‘on track’ and all learners should be encouraged to participate.

**Brain patterns / Mind maps**

It is a free association technique by which the writers, group or individuals, quickly record for 5 minutes whatever they know and feel about the topic in question using single words stemming from a central idea. It usually results in rough notes which require additional limiting and expansion. The advantage of this method is that writers quickly focus on main ideas and levels of importance; space permits easy addition of information and key propositions are easily linked. An example given below will enable you to understand it better.



*Diagram of a mind map*

**Listing**

Listing is a free association technique that can also be controlled. An individual or a group can use it and in this the ideas can be listed very quickly. It helps writers to discover what is in their minds and what they know about the subject.

**Loop Writing**

It is a more complex technique and involves that students write whatever comes to their mind. It is a semi-structured individual activity that requires writing for a certain period of time without stopping, changing or correcting. The writer then reads what he/she has written and draws the central idea from it, which becomes the starting point of the next loop. The advantages of this exercise are that writers learn by writing. It forces them to discover thesis statements (key sentence/s) as concepts begin to emerge from each loop. Probably this activity would be better for students at the plus two level because one, they are mature enough to understand what they wish to write on a given topic and two, they have developed a fairly good command of the language, here, English.

Teachers should remember that it is a fairly exhaustive exercise hence the time given to students to undertake this activity would depend upon the level and type of students in the classroom.

**Working Outlines**

Working outlines are pictures of writing or graphics, which help writers, to see the basic skeleton or form of what they plan to write. It is somewhat similar to the mind maps, which have been explained. With this form writers can tie up ideas, see whether main points need further explanation and/or supporting information is adequately presented. These outlines are structured yet flexible for they can easily be revised or reworked completely. These are advantageous for writers, groups as well individuals, in the early stages of the development of writing skills because they involve the conventional ways of organizing ideas, including development of thesis, beginning, middle and an end. The graphic or the picture form helps the students to visualize the parts of the writing more easily. A sample outline is given below:

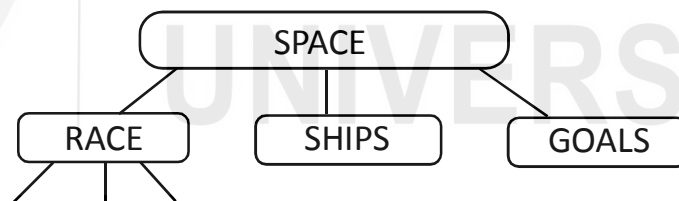


Diagram of Working Outline

**Check Your Progress 2**

Complete the following table

Diagram	Method	Used for	Characteristics
		Finding a subject and relating propositions	Unstructured, free form, quick, group and individual
	Listing	Finding and limiting a subject	
			Unstructured group
	Loop writing		Semi structured, individual, time consuming
	Working outlines	Finding focus, relating and ordering ideas	

## 1.2.2 Organization of Ideas

Once these ideas are generated, it is important to prioritize them, that is, which idea is to be developed and written first and which second. Prioritization generally depends upon every individual/learner because each learner has a different method of processing information. But at times there are certain topics in which certain ideas have to be written first. For example, if you are writing about the production of oil, then you have to write in the beginning how oil is brought to the surface of the earth. You cannot start writing directly how it is purified and distilled.

## 1.2.3 Articulating Ideas (Writing the First Draft)

Once you have generated and prioritized ideas, the next stage is to encode these ideas in language. Generally any piece of writing has three parts:

- 1) Introduction
- 2) Body or Content
- 3) Conclusion

### *Introduction*

The opening paragraph of any writing introduces us to the subject or the content. In an answer to a question it could be the first two lines/sentences, which sets the tone of what is to follow. The purpose of introduction is to attract the readers' attention and motivate them to read on. The introduction could begin with a definition, a question, a proverb, an anecdote, an example or a universal truth etc. Look at the following sample introductions:

#### 1) **Definition:**

Education is the process of receiving or giving systematic instruction, especially at a school or university." Another definition could be:

The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

#### 2) **Question:**

Why don't learners learn what teachers teach? This is a question that worries every committed teacher. Who is to be blamed? The teacher? The student? or both?

#### 3) **Proverb:**

A rolling stone gathers no moss. A man who has no fixed goal, keeps shifting from one thing to another, never achieving anything significant in life.

#### 4) **Anecdote:**

Last week I was coming out of a lift when a young man said to the lift operator, "Seventh floor". The lift operator said, "Sorry, this won't go". The young man was furious, "What do you mean?" he roared. The liftman calmly said, "You must say 'Please' if you want me to take you up."

## 1.2.4 Body/Content (Subject Matter of the Topic in Question)

Each idea generated and prioritized has to be developed and written in separate paragraphs. The separate paragraphs written form the body/content /subject matter

of the writing piece. This content is developed in various ways some of which are given below:

### ***Description***

In order to write a good description, you need to collect as many details as possible of the object/thing/idea you are going to describe. The more detailed your description, the better it would be. While describing, decide on the focus of your description and delete all the irrelevant details. An important rule for descriptions is “show your readers don’t just tell them”. This means that you need to inject life into the description so that it becomes interesting to the readers. An example of this could be the description of the Diwali festival using the details given above in the discussion of the mind map.

### ***Narration***

The technique of narration is used to develop the content when we need to talk about something that has happened within a definite time span. Narrative writing relates an event, usually in a simple chronological order. In other words, it tells a story. Hacker & Renshaw (1989:175) present the following rules for narrative writing:

- a) Puts readers on the scene immediately
- b) Selects details for a specific effect
- c) Keeps the story moving

Use of dialogues and avoiding irrelevant details adds to the tempo of the narrative.

In the classroom, different tasks could be devised to teach narrative writing to the students. For example:

- i) Narrating events in order: Jumbled up story could be presented and learners could be asked to put it in the right order.
- ii) Narrating story from different perspectives – as told by different characters.
- iii) Using flashback techniques.

### ***Reporting***

A report usually presents information in a logical, orderly and a precise manner. What characterizes a good report? The purpose of the report is to inform the reader about things that they do not know hence all details need to be included. But at the same time unnecessary details need to be avoided. This ensures **completeness** of the report.

The report should be **accurate**. Hence any false information should be avoided.

There should be **clarity** in the report. It should be clear enough for the reader to understand and take action if necessary. The language should be simple; jargon and technical language should be avoided.

### ***Arguing***

The most important thing in this type of writing is that you have to convince the reader of your point of view. An argumentative writing will be effective if the following guidelines are followed:

- i) Decide on the precise issue to be addressed
- ii) Select evidence to support your arguments

- iii) Anticipate the arguments of the other side
- iv) Avoid fallacies, sweeping statements, emotional language and beating about the bush

### Conclusion

Once you have developed the content of the topic, it is important to summarize what you have written. Like the introduction, conclusion could be of various types. It could be simple restating of the main points, or you could even write the limitations, constraints or even your own pint of view. A proverb, an anecdote or a rhetorical question could also be used.

### Revision

This is a post-writing stage though it occurs while the writer is writing, making it a non-linear in nature. It means to ‘re-vision’ or ‘relook’ of what has been written. After the first draft is written, the writer needs to read it, make necessary changes and rewrite the draft again. Look at the following diagram depicting the cyclical model of writing and the role ‘revision’ plays in it:

#### Cyclical Process of Writing



*Vanikar and Mujumdar, 1995*

Revision is a cyclical process and as teachers we need to undertake this activity in the classroom; we need to teach students the process of revising one’s own piece of writing. The writer needs to undertake critical reading of the written text and diagnose / find out the mistakes he/she has made. Then he/she needs to apply meaning making strategies (cognitive) and reader based strategies (affective) to the text. **Meaning making/Cognitive strategies** are those strategies when used, solves some intellectual task. The learner has to determine the problem and then reorder materials or combine it with ideas. The strategies vary from simple recall of material to highly original and creative ways of combining, synthesizing and segmenting. These are used to develop the content/body/subject matter of the piece of writing. Some of the strategies useful for students and which **should be taught** to the students are:

- Adding/Deleting/Combining/Segmenting sentences
- Restructuring/substituting sentences
- Expansion of clauses/phrases

- Use of similes and metaphors
- Order shift of sentences
- Addition of verbal visuals/pictures

**Reader oriented strategies (Affective Level Strategies)** are those strategies when used helps writers to reorient and recreate their text to suit reader needs. Applying these strategies helps the reader to understand the writer's point of view. Some of the strategies that students can use to revise their text are:

- Adding/deleting of paragraphs
- Order/shift of paragraphs
- Combining paragraphs
- Addition of a concluding paragraph / sentence
- Addition of question tags
- Use of proverbs / quotes
- Addition/deletion of examples
- Addition of personal experiences/facts/background knowledge
- Clarifying concepts

### **Editing and Proofreading**

When the learner is satisfied that the content is completely developed, that is he/she has written everything that he/she intended, then only the activity of **editing and proof reading** needs to be undertaken. This means that the time has come to relook at the draft for spelling errors and incorrect grammatical constructions. If editing is done immediately after writing of the first draft then the focus of the writer shifts from meaning making to language correction. This undue focus on language at an early stage of writing is likely to result in the written piece not being communicative. Once the content is fully developed, the focus can then shift to the grammatical aspect of the written piece of text.

Many students do not revise their written work because they assume that whatever they have written is clear to the reader as well. Some are lazy to revise their work, while **a majority** of them **do not revise** their written work because they **do not know how to do it**. The **duty of the teacher** therefore, is to **teach students how to revise their written work**. If this is undertaken as a classroom activity, it will help learners to write in a communicative manner, which at present is lacking in their writing.

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## **1.3 THE WRITING PROCESS**

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We shall take up an example of report-writing with class 9<sup>th</sup>/11<sup>th</sup> students. We shall go through the entire process within a classroom context.

Introduce report writing by drawing the children's attention to the difference between fact and opinion, which the children have already been exposed to. Tell the children that when they write a description or a story, they include their own ideas, feelings and experiences. However to write a report they should only write facts about the topic. They should not include their own ideas or experiences. The children would need to decide the purpose of the report, namely, who is it

for. This purpose will influence the choice of organisation and the choice of language.

Introduce the steps of report writing:

Step 1 Choose a topic

Step 2 Plan the report

Step 3 Write the report

Step 4 Revise the report

Step 5 Proof read

Step 6 Make a final copy to share

We shall now look at all the stages in detail.

### Step 1: Choose a Topic

Discuss what subjects make a good report. Tell the children there are many good topics for reports. The best topic however is the one that interests the child. If a child chooses a boring topic, then the report will probably be boring too. It's important to make the children realise that all topics are not suitable. Have the children suggest topics for reports, try and confine these to a general subject area. List each suggestion on the board. Stop when you have five or six suggestions. Now discuss the suitability of each. For example:

- 1) My red bicycle
- 2) Tandem bicycles
- 3) New kinds of bicycles
- 4) Making a toy bicycle
- 5) My favourite bicycle
- 6) Tricycles

Sample discussion:

**Topic 1** might be a better topic for a description than for a report. **Topic 2** is a good report topic, since it is unusual and therefore interesting. We could find interesting fact as well as pictures. **Topic 3** seems too broad. **Topic 4** would be giving us instructions and not facts. **Topic 5** would give us opinions and not facts. **Topic 6** is a good topic but it is about a common object. We are likely to find the most interesting information on **topic 2**. Therefore this would be considered the best choice.

After this discussion ask the children to suggest other suitable topics for a report. Let the class finally select a topic. If necessary this could be done through a vote.

### Step two: Plan the Report

Explain to the children that they usually begin writing their first drafts after they choose their topics, because the ideas for writing come from experiences and observations. A report, however, is different. For their reports they will be using facts; so before they begin writing, they must find the facts about their topics in books, encyclopaedias or on the Internet. They would need to make their notes and plan their outlines. The planning step is the most important step in writing a

report. Assure the children that if they do their research and note-taking carefully, they would have little difficulty in writing their reports.

It's a good idea to divide the class into small groups of three or four children. Let each group do their independent referencing, note-taking and preparing of outlines. Give the children a suggested list of reference material and where to find it. It would be useful for each group to share their outlines. Those children who have had problems will learn from the discussion of other children's outlines and the process they underwent. The children need to know that the most important part of planning a report is to decide on what facts to include. Point out that different people may have different ideas about what facts to include or what order makes the best sense. As they write their outlines they should think about the order of the details and arrange their subtopics logically. Depending upon the needs of the class you may need to do a quick review of how to take notes or how to prepare an outline. Some children would need help with their research and reference work. Teach the children to write the source of their information at the bottom of the page.

### **Step three: Write the Report**

Tell the children that writing the first draft of the report is not the same as writing other drafts. Point out that because they have their facts organised in their outlines, much of the work is already done. Ask the students to use their outlines to write the first drafts of their reports. They could work in small groups or in pairs. Explain to the children that in this step they should concentrate on getting their facts and ideas from their outlines into paragraphs. Remind students not to worry about errors in spelling, capital letters, punctuation and grammatical usage. There will be time to make these corrections later on. Right now they need to focus on getting the facts into a logical sequence in a clear way. It may be useful to put up some guidelines such as:

- 1) Write a topic sentence for each paragraph. Use the main topics from the outline.
- 2) Write the subtopics as complete sentences
- 3) Write only facts in your report.
- 4) Write the names of the books/encyclopaedias, Internet sources where you found your facts. Write them at the end of your report.

You may want to go through the first draft process as a whole class activity.

It is important to remember that at this stage we are introducing the format of a report in its simplest form. At a later stage the children would be writing one or two paragraphs on each sub-topic. This would be done in an older class. Children must keep the first drafts in their folders.

### **Step four: Revise the Report**

Tell the children that the purpose of reading a report is to present information about a particular subject in a clear and interesting way. Then others can enjoy reading the report and learn about the topic. Children will read out their reports to their peers in small groups. They will respond to each other's reports by asking questions such as:



- How did you decide on these facts?
- Could you add more detail? How did you choose the order of the subtopics?
- Could you give more information about....?
- They could also add some positive suggestions.

Tell the children not to look for errors in spelling, capital letters or punctuation at this stage.

It is useful to put up some sample questions that children need to look into as a guideline:

- 1) What is the topic sentence for each paragraph? Does it state the main idea? Could it be better?
- 2) Do the other sentences keep to the main idea? Does each sentence tell a fact?
- 3) Are the sentences interesting? Can details be added?

You may if you like take the whole class through a process of revising one piece of writing as a whole class activity. If the children are revising on their own in small groups, the teacher needs to go around and spend a little time with each group to see that they are on the right track. Tell the children not to get up and come to you, as this creates chaos, but instead to raise their hands whenever they have a problem. Remind children to speak clearly and listen attentively. Tell them that it is a good idea to say something nice about their partners' report before they politely ask questions or make useful suggestions. Encourage children to make notes during these discussions or conferences with their peers, so that they will remember their listeners' suggestions. Also encourage children to be open and receptive to these suggestions. It is however ultimately up to the writers to adopt or reject the suggestions, since they have the ownership of the piece of writing.

### **Step Five: Proofread**

Tell the students that they have worked very hard to make their reports interesting and informative, now it is time to proofread the reports and look for errors that would get in the readers' way. Explain to the children that when people read something that is written correctly, they enjoy it more. It's a good idea to display a piece of incorrect writing on the board. Let this not be any one child's work. Try and put in the common errors you noticed while you went around. Ask the children to look for errors in capitalisation, punctuation, spelling and some particular type of grammatical usage. Have volunteers come up to the board and mark corrections. You could teach children some simple signs and symbols which would help them mark errors while proofreading. It is a good idea to check the children's proofread drafts before they make their final copies.

### **Step six: Make a Final Copy**

Ask children to make neat copies of their reports so that others can read and enjoy them and learn something new! They could draw or paste pictures if they want to. Encourage them to be creative and original. They could if they like make posters, models or collages to go with their reports. The reports could then be shared with other children either through bulletin boards or at a sharing time.

### Check Your Progress 3

- 1) How does the writing process help the children to evaluate their writing?

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.....

Undertake the following activities and identify the technique used.

- 2) The following sentences are not linked with each other. How can you link them together to form a coherent whole?

It is an uphill task of finding the cause of circus becoming a dying form of entertainment. The film industry in our country is developed to a large extent. Every year a lot of films are released. So nowadays people prefer to go for other entertainment.

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

- 3) Too much of information is crammed in one sentence. Can you separate the information and write in different sentences?

Some enjoy with playing or reading, or watching TV or traveling or dancing or singing a song to see a movie, drama, circus etc.

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

- 4) Certain concepts present in the text can be elaborated. Can you identify and elaborate them?

Watching circus is a one type of entertainment. People go to see circus. It is a family enjoyment. In circus there are many people. Everyone is master of these arts, "Kalakar". There are some Jokers also.....There are skilled acrobats.....There is a big ring of fire....Some artists show their art on cycle or motor or horse. They make a big jump without afraid of any accident.

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

5) Addition of examples would make this text clearer. Can you develop the content by adding examples and making necessary changes?

You come home after school and attend tuitions, and feel tired; under such condition a song may probably entertain you and make you feel better. Music, games sports like football, cricket etc. form many forms of entertainment.

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6) The following is a paragraph on the impact of human activities on nature. But the concluding sentence is missing. Write one / two /three concluding sentence(s) so that the paragraph comes to a logical close.

Nature has been very kind to us. But we have given nothing at all. Instead of giving anything people had cut trees without thinking that the trees are also part of nature. They also help us in many ways. Without trees we will not get many things like rubber, gum etc. We will also not get oxygen. Many people will die without pure air.

(All tasks are developed from original writings of students)

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### 1.4 LET US SUM UP

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We have primarily touched upon the following aspects:

- While teaching writing, the process of writing should be emphasized rather than the product.
- The major components of the writing process are — idea generation, organization, articulating ideas and revision.
- The purpose of writing and audience should be borne in mind before writing.
- Various techniques can be used to generate ideas.
- Ideas should be prioritized before writing.
- Abstract ideas are encoded in language in the articulation stage.
- A piece of writing usually has introductory, supportive and concluding paragraphs.
- Tools like narration, description, reporting and arguing can be used to develop the content/subject matter of the piece of writing.
- While revising a written piece, meaning making strategies can be applied to develop content.
- Language can be corrected while editing and proof reading, which is the last stage.

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## 1.5 KEY WORDS

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- Product** : ‘What’ is the outcome of the writing activity.
- Process** : ‘How’ we write
- Planning** : The first stage of writing, when we collect our thoughts and think of an audience and purpose of writing
- Revising** : That stage of writing when we relook, revise, refine what is written
- Coherence** : The relationship which links the meanings of utterances in a discourse or sentences in a text
- Cohesion** : Grammatical and /or lexical relationships between the different elements of the text. This may be the relationship between different sentences or between different parts of a sentence.
- Organization** : To write one point after another in order of importance and logical reasoning
- Articulation** : The production of graphemes on paper to form words to encode the intent/thought/idea

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## 1.6 SUGGESTED READINGS

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## 1.7 ANSWERS

### Check Your Progress 1

This approach is based on the philosophy and assumption that if children are to learn to write they must be active participants in the writing process. They need to be conversing with each other, raising questions, making decisions and evaluating themselves. In classrooms in which a writing community develops everyone is a learner and a teacher. The class teacher needs to facilitate and support writing by knowing the children's language needs as well as the language demands of a particular form of writing. The teacher needs to equip the children with appropriate styles for different forms of writing. The teacher needs to plan out systematic ways of assessing the children's writings as well as evaluating the writing environment, to ensure that the children are moving from functional competency, to becoming good communicators and finally independent writers with their own distinct voices. The teacher however realises that the writing process is a never ending one.

2-4 Open ended.

### Check Your Progress 2

Diagram	Method	Used for	Characteristics
	Brain Pattern	Finding a subject and relating propositions	Unstructured, free form, quick, group and individual work
	Listing	Finding and limiting a subject	Semi structured, group and individual work
	Brain storming	Generating ideas, information, new perspectives	Unstructured group
	Loop writing	Finding focus for the subject	Semi structured, individual work, time consuming
	Working outlines	Finding focus, relating and ordering ideas	Structured, group and individual work

### Check Your Progress 3

- 1) One of the things the teacher does during the process writing classes is to have children help one another to revise or edit. We have all experienced the need for outside readers to respond to our writing and through their feedback, enhance our perspective on what we write or clarify some ideas that are not clear, or change the order in which we have presented the ideas. This is a useful natural process for the children to learn. The idea of the teacher as the sole audience is very limiting. When children find that their peers do not understand what they have said, they are more actively involved in finding out what is missing. However, as we have discussed earlier, children need to be taught how to respond to one another's work in a positive way.

2-6 Answers to these activities can be written in many ways; hence the teacher should monitor the answers.

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## UNIT 2 DIFFERENT TYPES OF WRITING

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### Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Different Types of Writing
  - 2.2.1 Filling of Forms
  - 2.2.2 Information Transfer
  - 2.2.3 Picture Composition
  - 2.2.4 Diaries
  - 2.2.5 Dialogues
  - 2.2.6 Letters
  - 2.2.7 Emails
  - 2.2.8 Paragraphs/Essays
  - 2.2.9 Reports
- 2.3 Forms of Writing
- 2.4 Let Us Sum Up
- 2.5 Suggested Reading
- 2.6 Answers

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### 2.0 OBJECTIVES

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This unit will:

- familiarize you with the different types of writing useful for learners at the secondary level
- help you to distinguish salient features of each type of writing
- help you to design tasks to teach different types of writing
- make you aware of different genres in writing

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### 2.1 INTRODUCTION

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In the previous unit we have looked at the process of writing in general, how the act of writing takes place in the writers'/learners' mind. In our daily life we write for different purposes and in different formats. We need teach this to our students. Each type of writing generally follows the same process that we have learnt earlier but they are different in structure, content and use of language. This means, letter writing is not the same as essay writing; writing a paragraph by looking at a visual is not the same as writing a paragraph by looking at a flow chart or a map. These types are distinct in their own ways. The old dictum "the more you write the better you will write" still holds good. But, we cannot merely give our students writing tasks and ask them to write. They require our support; we need to facilitate them so that they can write better. **It is important therefore, to teach students the differences in the various forms of writing.** Let us together in this unit look into the various forms of writing activity, which you can undertake in the classroom to develop the writing skills of your students. Please note when we speak of writing, we also mean typing on-line.

## 2.2 DIFFERENT TYPES OF WRITING

Let us undertake the study of some of the forms of writing like, filling up of forms, reading a map, understanding a visual, keeping diaries, writing conversations/dialogues, letters, paragraphs/essays, reports etc. Together, they constitute the **traditional and the non-traditional** forms of writing.

### 2.2.1 Filling of Forms

This is a common activity which each one of us has to do in our daily life, whether it is to seek admission in school, college, reserving/cancelling a berth on a train, or booking/cancelling a ticket on a flight, opening or closing a bank account, depositing / transferring money etc. For numerous purposes one has to fill forms. If the form is duly filled, it is likely to get accepted. Therefore filling in forms is a very important activity. Note that we mean both physical forms and forms filled on-line.

What are its salient features?

To fill a form one does not need to produce a long piece of text running into pages. You require **factual information**, which at the most are two - three words. Or, if it is an address then it may be about two phrases/clauses at the most. The important point to note is that the vocabulary used must be **accurate**. The most common example of this type of writing is the label that every book has, revealing the identity of the student or denoting the ownership of the book.

Name: Rucha D Ketkar  
 Class: X B  
 Name of the School: Tejas Vidyalaya  
 Subject: English text book

You can see from the example provided above, very accurate, but factual information is required. More detailed information is required when you wish to take membership of a swimming club. Look at another example:

Name: Rucha D Ketkar  
 Age: 15 years  
 Date of birth: 20.09.2004  
 Father's name: Dev G Ketkar  
 Father's occupation: Service  
 Address: A-25, Gajanan Society, Ellora Park  
 Vadodara  
 Name of the School: Tejas Vidyalaya  
 Sports: Badminton, Table Tennis  
 Hobbies: Reading books, listening to music

In the above example, you can see that a lot of personal factual information is written. No extra information is provided apart from what is asked.

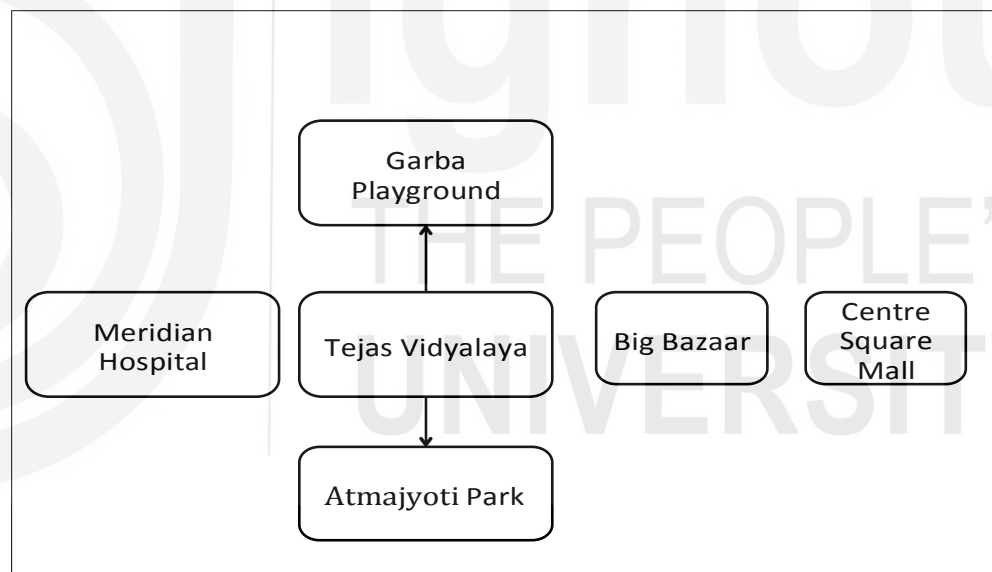
### 2.2.2 Information Transfer

This is another type of writing activity in which a learner is required to write a paragraph based on reading and interpreting a graph, a chart, table or giving directions based on a map. This transfer of non-verbal skills to verbal form (writing a paragraph or report) develops composing or writing skills. If the writing activity is the reverse of the activity mentioned earlier, the process also helps learners to develop comprehension skills. This is an important study skill, which helps learners develop analytical faculties and is useful to them in their study of subjects like Mathematics, Science, Commerce, etc. In fact form filling is also another type of information transfer.

Example: Read the following description of Rucha’s school and transfer the information into a graphic form.

I study in Tejas Vidyalaya. In front of my school there is a park named Atmajyoti Park and behind it is a huge playground where the Garba festival is held. To the left of my school there is a huge supermarket Big Bazaar, and next to it is the Centre Square mall. On the right of the school is a big building which houses the famous Meridian hospital.

The graphic prepared will look something like the picture drawn below.



Another example is given below:

You are visiting Baroda for the first time and have visited a number of tourist places. Write a letter to your friend describing the beauty of the places given in the following table.

Place of Interest	Description of those places
Laxmi Vilas Palace	Residence of the Maharaja Sayajirao Gaekwad
M.S.University	Educational Institution
Champaner	Heritage site
EME Temple	Made of metal used for making defense aircrafts
Aurobindo Ashram	Place of Shri Aurobindo’s residence



## Check Your Progress 1

- 1) Make a list of different forms, which children may have to fill up in the course of their school and college life.

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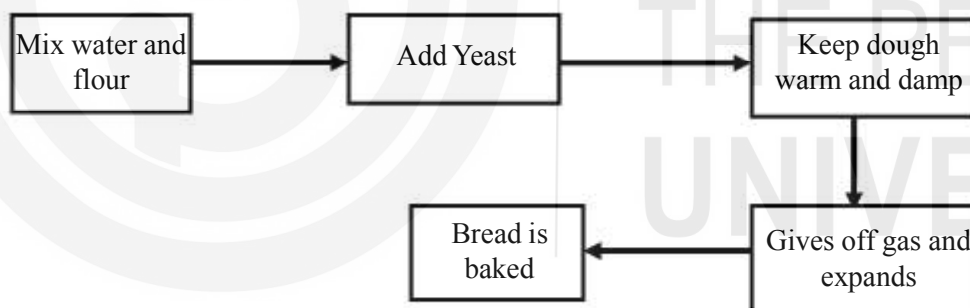
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- 2) Study the following table and write a paragraph on the stages in the growth of a lion.

	Stage	Growth
1)	At birth	Blind
2)	Six days	eyes open
3)	4-5 weeks	play like kittens
4)	Three months	learn to hunt
5)	Age of two	begin to breed
6)	5 years old	fully grown

- 3) The flow chart given below depicts the process of making bread. Write the process in about 100-150 words in the form of a paragraph.



### 2.2.3 Picture Composition

Pictures are a great resource to develop the writing skills of learners from the beginning to the advanced level. Andrew Wright lists a number of advantages of the use of pictures:

- motivates learners by making them a part of the narrative
- brings the real world into the classroom and provides a context for language learning
- helps in getting varied responses; can be interpreted or responded to in various ways according to the level of learners
- provides information which could lead to conversation, discussion, storytelling and various other skills.
- provides scope for meaningful and authentic use of language

Though pictures can be found everywhere, in newspapers, magazines, comic books, text books, story books etc., the most important point to note is that all pictures are not suitable to all levels of learners. The intellectual level of learners need to be kept in mind while selecting pictures and then tasks need to be prepared based on the selected picture. Let us look at a couple of tasks, based on pictures to help learners develop their writing skills.

**Task 1**

You can present a set of jumbled pictures to the students. Give a matching sentence to each of the picture. The learners have to match the pictures and sentences and rewrite the story in the correct order. This type of an activity can be used for learners at the lower level.

**Task 2**

To adapt this task to the secondary level students, you can jumble the pictures and ask them to reorder them and build a story around it. This could be an individual or a group activity, where learners/groups perception(s) would direct the trajectory the story would take.

**2.2.4 Diaries**

A diary is a personal record and hence diary entries are usually individualistic and personal. We do not need to write complete sentences. Some words/phrases in the form of notings are sufficient clues of what the writer wants to note. Thoughts and feelings are often expressed in a disconnected manner as they flash through the mind. More often than not, abbreviations are used and hence in a diary entry one does not find complete sentences. At times ambiguity or even disconnected thought process is observed. Let us set up a task and further clarify this form of writing activity.

**Task 1**

This is a page from Shiela’s diary. Rewrite this diary entry in the form of a continuous paragraph.

Woke up at 7 – mom not at home – granny says gone to the hospital – worried – dad comes home at 8 – leaves me at school – I want to go to hospital, dad says ‘no’ – evening dad picks me up from school – all smiles – we go straight to hospital – how nice to see mom – oh! baby brother, so soft, cuddly like a doll – I’ll call him JoJo – I am akka now – today happiest day of my life.

**Task 2**

The principal of your school maintains a diary of his school engagements every day. Can you complete his itinerary/ time-table on the Annual day celebrations of your school? Then write a paragraph on his engagements for the day.

**Annual Day Celebrations**

<b>Time</b>	<b>Activity undertaken</b>
10.a.m	Meeting with all teachers
11 a.m.	Inspecting all preparations undertaken
12.noon	Receiving the Chief Guest

1 p.m.	
2.p.m.- 4p.m.	
5 p.m.	

**Check Your Progress 2**

1) What are the advantages of using pictures in the English classroom?

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2) Choose any picture and think of different techniques to teach composition.

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3) Ask your students to keep a diary about the English classes. Collect them after a week. What do they tell you about you as a teacher?

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**2.2.5 Dialogues**

Dialogues fall under the category of spoken English. Nowadays writing dialogues also forms a testing item in the English question papers. Due to large classrooms, direct testing of spoken English is not practical, this language item therefore forms a part of the Composition classroom. This is a highly creative activity and if undertaken in the classroom from the primary level, can help create a sense of the spoken form of the language. What are the characteristics of a natural dialogue?

A natural dialogue/conversation

- need not be in full sentences always.
- involves use of simple vocabulary, words which are in everyday use.
- involves use of abbreviations and weak forms like *can't, don't, am, won't*, etc.
- involves use of colloquial expressions e.g. *oops, wow! dad, tummy*, etc.

The dialogues could be **formal** in nature, for example, a conversation between a student and a teacher or a boss and an employee or it could be **informal** for example, a casual conversation between a mother and a son, or between two friends or cousins etc. The formality or the informality of the dialogue depends upon the relationship between the speaker and the listener. A dialogue involves a minimum of two people, the speaker and the listener or it could involve three to four speakers as well. A conversation, which involves more than three people, tends to be more of a discussion than a mere casual conversation.

### Example 1

Look at the following conversation between a mother and son:

- Son** : Mom, our class is going on an excursion to Shimla.  
**Mother** : When?  
**Son** : In May, during the summer holidays.  
**Mother** : For how many days? Any teachers accompanying?  
**Son** : For ten days. Yes. Two teachers are coming with us.  
**Mother** : Charges?  
**Son** : Not much – only Rs 5000 per head. Mom, can I go?  
**Mother** : I think, you should. You'll learn to stay independently.  
**Son** : Thanks ma. You're so cool!

### Example 2

Look at the following conversation between a teacher and the Principal:

- Teacher** : May I come in Sir? Good morning Sir.  
**Principal** : Yes, come in. Good Morning.  
**Teacher** : I've come to request you to grant me leave for a few days.  
**Principal** : For how many days? Where do you have to go?  
**Teacher** : For a week sir. I've to go to Delhi to attend a wedding in the family.  
**Principal** : What about your classes? Internal tests are in fifteen days, have you completed the course?  
**Teacher** : Yes sir, I have.  
**Principal** : Ok, then that's fine. Enjoy the wedding.  
**Teacher** : Thank you sir.

If you analyze both the conversations, you will see that the function of both the conversations was to seek permission, the son seeking permission to go on a study tour and the teacher seeking permission to go to Delhi. A tone of informality is seen in the first dialogue while it is formal in the second. The formality or the informality of the language used depends upon the relationship between the speaker and the listener. The differences between both conversations are tabulated below:

	Conversation 1	Conversation 2
Relationship between speaker and listener	Informal, cordial, intimate	Formal, hierarchical, distant
Words used	Coming, going (Words of everyday use) Mom, so cool	Sir, permission, grant, request (words denoting hierarchy, distance) May (Use of modals)
Sentence structure	Direct – Can I go? You should.	Indirect – grant me leave
	When? Charges? Thanks ma (Use of single words loaded with meaning understood by the listener)	Where do you have to go? For how many days? Thank you sir. (Use of full sentences)
Beginning of conversation	Direct beginning	Begins with seeking permission to come in. Offers greetings

Add any other differences you can observe in both conversations.

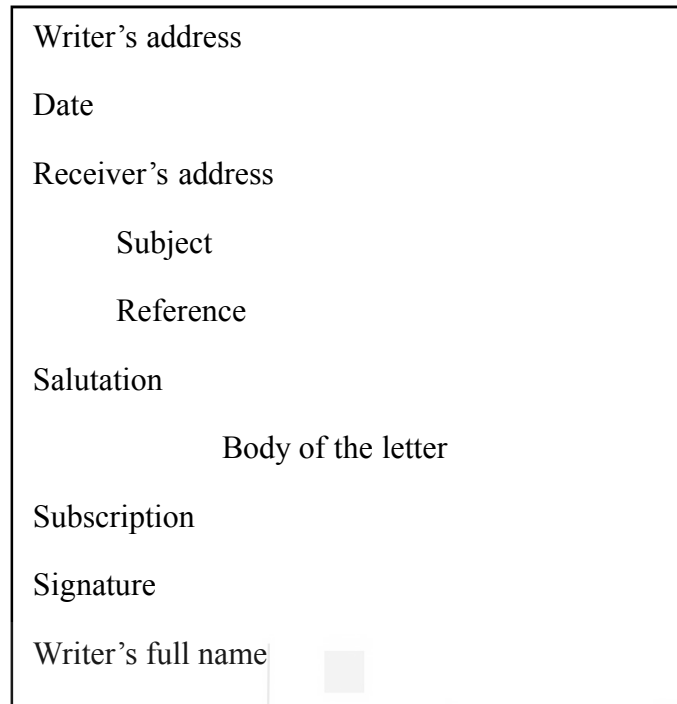
### 2.2.6 Letters

All of us write letters for various reasons. We may write letters/emails/messages to our friends, relatives or we may write them to people whom we do not know, yet with whom we want to communicate. Today, in the technological age, even sending emails is a type of letter writing. The purpose of a letter is to inform, invite, enquire, complain, congratulate, express sympathy, order goods, etc. Every letter has a writer, a reader and a situation. Depending upon the purpose, writing letters can be divided into two: formal and informal. **Formal letters** are written for business purposes, for example complaint letters, application for a job, ordering products, enquiring prices of products, interview call letters, appointment letters, seeking permission etc. These letters are usually written to people whom we do not know on a personal level or whom we haven't met at all or have met for business reasons or those people who hold a higher designation than us. For example, a teacher / student writing to a principal/teacher of a school would write a formal letter and not an informal one. **Informal letters** include all correspondence between friends, members of the family, relatives etc. Emails are considered both formal as well as informal mode of communication because they are written for business as well as personal purposes. This will be dealt separately in this unit.

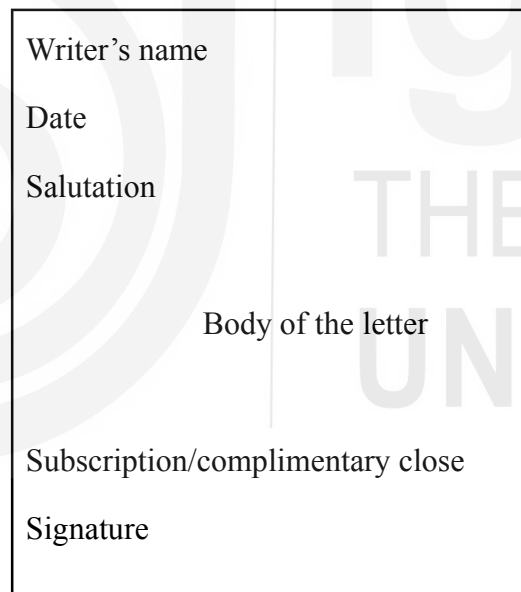
#### Structure of Letters

Whether you write formal or informal letters there are certain aspects which are common to both. The structure of formal and informal letters is given below: Tabulate the differences between the two of them:

### Structure of a Formal Letter



### Structure of an Informal Letter



Not only are formal and informal letters structurally different, the language of both types is also different. Consider the following examples and analyze the language used in both of them. You can take cues for analyzing the letters from the dialogue section of this unit.

#### Example 1

William O'Connor

7 November, 2xxx

Dear Rajesh,

Thanks for your letter and the wonderful photographs you sent with it. Looking at them I was constantly reminded of the wonderful time we spent together at

Panchmarhi. It was a trek that I'll never forget in my life. Remembering the thick vegetation, the dense forests, and the beautiful Silver streak from the high mountains makes me wonder at the beauty of nature. I also wish to see more of such India not tarnished by the mechanized world. Thanks immensely for taking me into your group and helping me to see such a beautiful place.

Next time you happen to arrange such a trip with friends, do count me in.

Yours affectionately,

William

### Example 2

Rakshak Electric  
45, M.G.Road  
Nagpur - 440 010

November 7, 2xxx

Diamond Cables  
25, Anne Besant Road  
Worli, Mumbai

Subject: Prices of Cable wires-Enquiry

Reference: .....

Dear Sir/Madam,

We have heard from reliable sources that the cables you manufacture are of a very high quality. Hardly any complaints have been recorded since its use in many buildings.

We have secured a contract for electrifying a commercial complex in the Surendranagar area of Nagpur. We wish to use the cables manufactured by you for our project for which we require 100,000ft of cable wires. We request you to quote your most competitive prices so that we could place an order with you. Do also let us know your terms, conditions and the discount you can offer on the product.

Hoping to hear from you soon.

Truly yours,

Rajesh Potdar  
Materials Procurement Manager  
Rakshak Electric

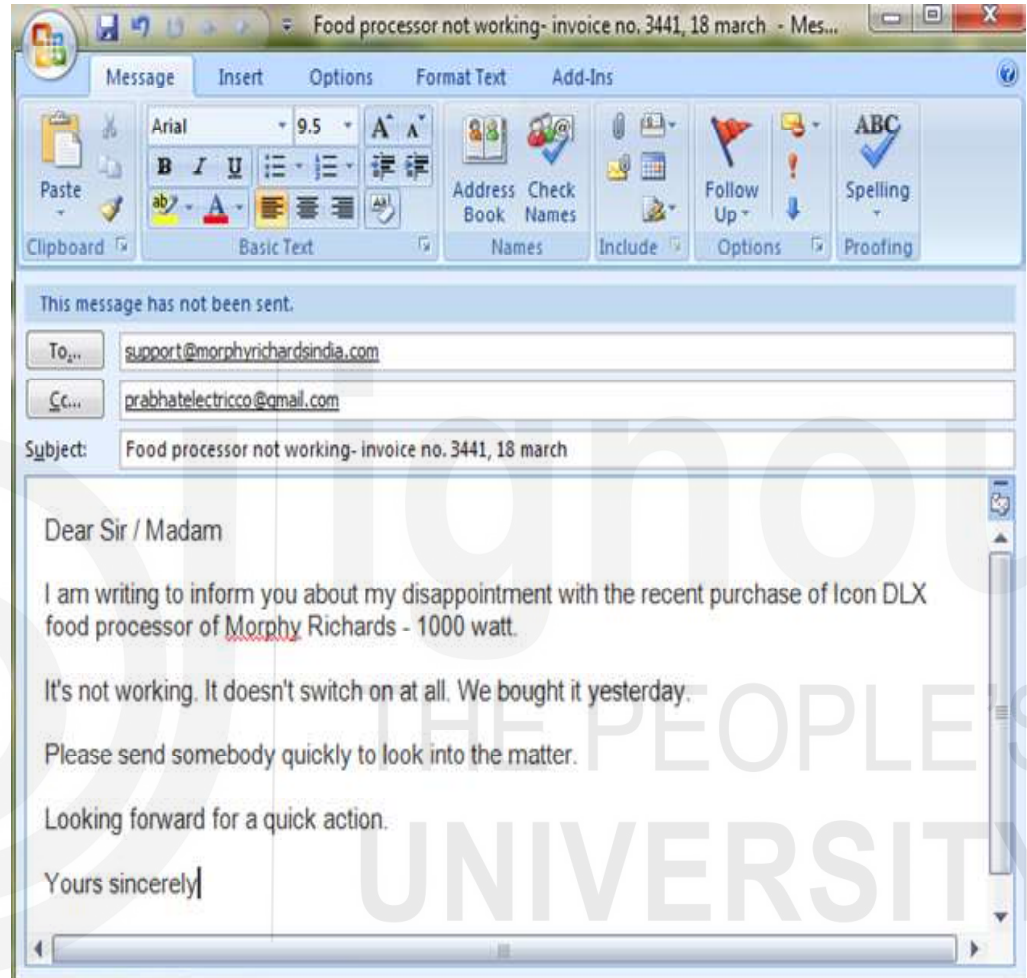
### 2.2.7 Emails

In this age of globalization, the fastest tool of written communication is email and fax. Electronic mail, often abbreviated as e-mail or email, is a method of exchanging digital messages. It has numerous advantages. It is fast, cheap, simple, efficient, and environment friendly because it saves tons of paper. It is also versatile because through email one can send pictures, power points or other files. Another advantage of an email is that it is easy to prioritize and filter. Unlike regular modes of written communication, one does not need to read, review

and scan all mails, and lastly, if the receiver's Email ID is correct, rarely does it go astray.

On the other hand, one of the biggest disadvantages of Email, like any written tool of communication is, it can become impersonal and can thus be misunderstood. Hence, it becomes necessary for the writer on Email to know its format, structure, etiquette and language.

### Structure of an Email



An email message consists of two components, the message *header*, and the message *body*, which means content. In the message header, along with the receiver's name there are names of people to whom copies of the message are sent. They are called carbon copy (cc:) and blind carbon copy (bcc:) fields. If there is an attachment to the mail, an icon representing the attachment can be seen. The addresses in the 'cc:' field are of those people who need to know about the subject but are not required to act on the contents. The 'bcc:' field is useful where carefulness is required. People in this field are hidden away from other recipients in the 'To', 'cc:' and 'bcc:' fields.

In emails, the **subject line** plays a vital role in prioritizing mails. Hence, one should take care in phrasing the subject line. The subject line should be brief and should aptly provide a clue to the contents of the message. For messages that are urgent, one can start the subject with the word 'Urgent' or if the Email is an invitation or a request or a reply, one can start with the words 'Inv', 'Req' or a 'Re' respectively.



The structure of an Email is also known as the body of the message. It may be very similar to that of an informal letter. The essential parts of a message body are:

- 1) Greetings-Many people do not use a greeting/salutation in an Email. In informal letters, it is advisable to use words like ‘Hi!’, ‘Hello’, ‘Dear’ followed by the receiver’s first name. ‘Dear’ can also be used in formal letters.
- 2) Body- This is the main body of the letter. It includes the message that the sender wants to tell the receiver. It is often developed into paragraphs or short points.
- 3) Closing -There are three sub-parts to the closing of an Email, namely, pre-closing, closing and identification. The pre-closing and the closing must correspond with the degree of intimacy with the receiver. Identification is necessary because at times, the sender’s Email ID doesn’t reveal his/her name and the receiver might mistake the mail for spam or junk mail. The following table shows how salutation should correspond with pre-closing and closing.

Salutation	Pre-closing	Closing	Identification
Hi Lekha	See you soon Hear from you soon Tons of love	Best wishes, All the best, Cheers,	Sender’s name
Hello Mukesh Dear Neelam	I look forward to Looking forward to hearing from you	Regards Kind regards	Sender’s name

- 4) Signature – Default signatures should be used only in official correspondence. They are not required in informal mails.

### Language Used in an Email

Language use in an email may greatly vary according to different contexts, the subject matter and even the senders. In formal contexts like job applications, language may be more formal and similar to that of formal letters. In informal contexts like chatting between friends, language use may tend to be less formal and more intimate.

- 1) **Sentence structure** – wide-ranging structures
- 2) **Formality and accuracy** – Though not necessary in informal code of written communication, formal grammar and spelling may be followed.
- 3) **Punctuation** – Punctuation is sometimes used in an individual and unconventional way in informal contexts.
- 4) **Style** – Shorthand, acronyms, abbreviations, colloquialisms, etc. are quite common.

The following letter is an example of an informal invitation through Email:

Hi Everyone,

My suggestion is, let's have a pot-luck dinner and bring snacks and soft drinks.....Please RSVP as soon as you can so that I can estimate how many people will be here and what everyone will bring.

Eagerly waiting for your response.....

Amish

**Etiquette in Email**

In any mode of communication, a certain code of conduct has to be maintained. Since Email has now emerged as a popular and powerful tool for communication, one must observe etiquette while using it. The following are some pointers for Informal Emails:

- 1) Summarize your message in the subject line.
- 2) Keep your message precise and focused.
- 3) Avoid using all capital letters (Upper cases)- Use of capital letters is an equivalent of shouting.
- 4) Do not write anything you would not like to say in public. These mails can be forwarded easily and hence may put you in an embarrassing situation.
- 5) Use a smiley or emoticons to make sure that your statement or comment is not misunderstood.
- 6) Do not send or even respond to chain letters.
- 7) Abbreviation usage is quite widespread with e-mail. To save keystrokes, users have traded clarity for confusion. Some of the more common abbreviations are listed in the table below.

Abbreviation	Means this
LOL	Laugh out loud
BTW	By the Way
FYI	For your information
TTYL	Talk to you later
TC	Take care
TYT	Take your time

- 8) Avoid 'flaming'. Flaming occurs when one sends messages with angry or aggressive content.

Formal emails more closely follow the style of formal letters.

You have read about handwritten letters, (formal/informal) and also about emails. Given below is a table. Fill the blanks by writing the differences between the two. Add more rows to complete the table.

**Difference between handwritten letters and emails**

1. They have a personal touch.	
	2. You cannot admire the sender's handwriting.
3. They take some time to reach.	
	4. They can be sent to many at a time.

### Check Your Progress 3

- 1) The following is a part of a telephone conversation between Ahmed and Sharif. Reconstruct the whole conversation.

Ahmed:

Sharif:

Ahmed: And you know the Maths teacher was also on leave today.

Sharif: So, you had two free periods? That means I didn't miss much after all.

Ahmed: Oh! we had a fabulous time! How I wish you had come to school today! You and your flu!

Sharif:

Ahmed:

Sharif:

Ahmed:

Sharif:

- 2) On your way to school, you meet a stranger who asks you the directions to the railway station. Write a dialogue between you and the stranger directing him/her to the railway station.

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- 3) Think of at least 5 contexts, which are common for communication in school, for example, a teacher discussing a child's progress.

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- 4) Identify at least five (5) occasions when a student has to write letters (formal and informal)

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5) Design one task each on:

- i) Teaching dialogue
- ii) Teaching letter writing

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6) Suresh wrote the following letter to his Principal. But his Principal was very angry when he read it. According to you why did the Principal become angry? Can you help Suresh correct it?

My dear principal,

Hope you are fine. I am not feeling very fine. Sorry, I can't come to school today. Please excuse me. Can I take leave for today.

Yours affectionately,  
Suresh

.....

.....

.....

.....

7) Choose the correct option:

- i) When writing an email message, paragraphs should:
  - a) be long
  - b) be indented
  - c) be short
  - d) be incomplete
- ii) When writing a Subject Line:
  - a) use something general, such as "Greetings" or "Hello."
  - b) say, "If you don't respond, I'll be annoyed."
  - c) use several sentences
  - d) be specific, but brief
- iii) The three sub-parts to the closing of an Email are:
  - a) Subject, Body, Greeting
  - b) Pre-closing, Closing, Identification
  - c) Structure, Punctuation, Body
  - d) Body, Complimentary close, Signature

iv) 'Flaming' is:

- a) sending sad messages
- b) sending messages to old friends
- c) sending angry messages
- d) receiving wrong messages

- 8) It was your birthday yesterday and you did not receive birthday wishes from your younger sister. Using the following format, draft an email to your elder sister with a carbon copy to your brother and a blind copy to your mother and father expressing your anger and unhappiness.

To:	
Cc:	
Bcc:	
Subject	
Body	

### 2.2.8 Paragraphs / Essays

Paragraphs form a part of any continuous piece of writing in essays, reports, letters etc. **It is necessary to teach our students how to write good paragraphs.**

What are the characteristics of a good paragraph?

A **paragraph** is a well-organized network of sentences having a definite plan. It has a topic sentence, which is supported by other sentences and examples. The most important characteristics of a paragraph are unity, coherence and emphasis.

#### *Unity*

A paragraph is usually built around a topic sentence – a sentence, which states the main theme of the paragraph. The topic sentence should be developed in an orderly manner and it usually occurs either at the beginning, middle or at the end of the paragraph. There are several ways in which the unity of the paragraph can be developed and maintained. Some of them which students can use to develop their writing are given below. There is no hard and fast rule of its use. The students can use it as it is or they are at liberty to combine any techniques as long as their purpose of conveying the intent is achieved.

#### *Coherence*

An effective paragraph requires more than a topic sentence and supporting details; it must also be coherent. In a coherent paragraph the writer takes the reader logically and smoothly from one idea to the next. In a paragraph every sentence should logically follow from the one preceding it. Every sentence should be linked to one another (with the one which goes before and the one which is to follow after) in such a way that readers can follow the flow of thought easily from sentence to sentence, paragraph to paragraph. **The linking of sentences is known as cohesion and linking of ideas is known as coherence.** This provides unity to the paragraph which can be achieved with the use of cohesive devices like, pronouns, repetition, synonyms, connectives, etc.

- 1) **Pronouns** – Use of pronoun serves as a reminder of the noun in the earlier sentence, thus maintaining continuity of thought.

- 2) **Repetition** - Repetition of key words and phrases in a paragraph serves as an emphasis on the writer's point of view. Too much of repetition can also be monotonous.
- 3) **Synonyms** – If use of the same word is causing monotony in the paragraph then using synonym (words with similar meaning) is a good variation.
- 4) **Connectives** – These are words or phrases which usually occur at the beginning of a sentence to show the relationship between the new sentence and the one preceding it. Some of the connectives commonly used are: **and, but, or, therefore, next, further, moreover, however, etc.**
- 5) **Antonyms** – Using the 'opposite' word, can also create sentence cohesion, since in language, antonyms actually share more elements of meaning.
- 6) **Parallelism** – It is the repetition of sentence structures, clauses or phrases. This technique is the oldest, most overlooked, but probably the most elegant method of creating cohesion.

### ***Emphasis***

Emphasis means prominence; it means making important points stand out in the paragraph. This is an important aspect of writing because when a person reads a paragraph, the reader should at once know what the writer is writing about. There are five devices, which help to give proper emphasis to significant ideas in a paragraph.

**Balance:** Balance means to make various parts of the sentence parallel to one another; that is equal importance to be given to two or more ideas in a statement. It could involve single words, phrases, clauses or even whole sentences.

**Emphatic position:** This device is used to give emphasis to the most important idea in the paragraph. It is usually the last sentence of the paragraph.

**Emphatic words:** The use of certain words can also emphasize the writer's point of view.

Apart from the above devices, **repetition, expansion of ideas and contrasting** are other tools, which can be used.

**Compositions/Essays** are written by writing two/three paragraphs on a given topic. These could be **guided**, that is, learners are given support to develop their content or they could be **free**, that is, no support is provided. Whatever they write, they have to write a connected piece of text separated in paragraphs which have to adhere to the basic requirements of unity, coherence and emphasis. The students should also keep in mind that all paragraphs need to be interconnected and they should be directed towards the topic on which they are writing. If any one of the paragraphs does not support the topic of the composition/essay, then it can't be a coherent whole. The reader will lose the thread of reasoning and logic and will automatically lose interest in that piece of writing. In order to bind the essay/composition into a coherent whole, it is important that an introduction and a conclusion should also be written. The techniques to write an introduction and a conclusion are discussed in detail in the previous unit under "The Writing Process". The points given to write on a topic should depend upon the class level. An example of a composition written with support is given below:

**Task 1**

Write a composition comparing and contrasting the town life with country life using the points given. (not more than 100-150 words)

**Town Life vs. Country Life**

Town life: Lack of green space that is, parks, gardens, concrete jungles on the rise – plenty of amenities for entertainment – good public transport – difficulty in making contacts – too crowded and claustrophobic and noisy environment – good shopping complexes – good educational facilities

Country life: Open spaces and greenery – few social facilities – travel necessary for entertainment – easy to establish social contacts – too quiet and isolated – calm and quiet atmosphere for those who want it – friendly people – small village market – children have to travel long distances to attend school

**Task 2**

Using the points given below, write a story in not more than 150 words.

An old woman –eager to become young – goes to the forest – search of magic fountain – long time – doesn't return – husband worried – goes searching – cannot find her – reaches the fountain – finds a baby crying – clothes resemble his wife's – understands the problem – wife drank too much of water – fondly picks up the baby – goes home.

**2.2.9 Reports**

A report usually presents information in a logical, orderly and a precise manner. The purpose of the report is to inform the reader about things that they do not know hence all details need to be included. But at the same time unnecessary details need to be avoided. This ensures **completeness** of the report.

The report should be **accurate**. Hence any false information should be avoided.

There should be **clarity** in the report. It should be clear enough for the reader to understand and take action if necessary. The language should be simple; jargon and technical language should be avoided.

The salient features of a report can thus be summarized as under:

A report is:

- brief, accurate, complete and clear
- usually written in third person
- includes only relevant details – there are no digressions
- avoids emotional overtones
- ideas are logically arranged
- language is simple, jargon is avoided

**Check your Progress 4**

1) Undertake the following tasks:

A) Imagine that you are the editor of the school newsletter, "School Times". You have to report on the Independence Day celebrations. Use the following hints and write a report.

15 August 2011, 7.00a.m. - all students in white - assembled near flag post – Chief guest – Police Commissioner to hoist at 7.30 a.m. – flag hoisted on time – guard of honour presented by NCC cadets – address by chief guest – topic – Duties of Youngsters towards India – vote of thanks proposed by Principal – Tea for all students and chief guest – dispersed

B) Nitin telephones Suhani but she is not at home. Her sister, Rita picks up the phone and the following conversation takes place:

Rita: This is 8265279

Nitin: Hello Rita, this is Nitin. Could I speak to Suhani?

Rita: Sorry Nitin, she's gone out. Can I take a message for her?

Nitin: Yeah sure. You see.....we had planned to do a combined study at your place this evening. But my mother is down with fever and I have to take her to the doctor. Can you please tell Suhani that I can't come this evening?

Rita: Oh! I'm so sorry to hear about your mother. I shall definitely explain the situation to her.

Nitin: Thanks Rita. Bye

Rita: Bye Nitin. Hope your mother gets well soon

Nitin: Bye.

Now write a message for Suhani reporting the conversation between Rita and Nitin. Start the report as follows: "Your friend Nitin rang up to say .....

C) The student's union met to discuss the farewell party for seniors. The following items were discussed at the meeting

- date and venue
- budget
- items on the menu
- gift for seniors
- speeches
- entertainment

Using the above points write a report of the meeting to be presented to the Principal.

2) Read this letter from Asha to her mother. Asha is describing her life in the hostel. But the paragraphs are jumbled up. Put them in the right order so that it becomes a cohesive whole.

At night we have chapatis for dinner and glass of milk too. We study up to 10p.m. Then the lights have to be switched off. You know how difficult it is for me. I always used to watch late night movies at home, isn't it?

In the hostel four of us share a room. Each has a bed, a table, a desk and an almirah. My roommates are Sharmila from Kolkata, Sapna from Delhi and Nandita from Kerela. I'm learning some Bengali and Malyalam. We sit and chat for a long time in the nights. We always do most of the things together.



Dear Mom, hope things are fine with you. You had asked me about the hostel. I'm now going to bore you to death with my description.

Can you believe mom that your daughter now gets up at 5 in the morning? Yes, staying in a hostel has changed me a lot. No bed tea/coffee, only mad rush for the bathrooms. If we don't reach the dining hall by 8 a.m. no breakfast either! Don't think that your daughter is suffering. Mummy, I must tell you about my friends.

- 3) Collect at least 5 reports from newspapers, which you could use in your class. Think of three different ways in which you can use newspaper reports.

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## 2.3 FORMS OF WRITING

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The earlier section deals with different types of writing that we are required to undertake in our daily life. The selection would depend upon what he/she wants to convey. This purpose is clear if certain questions are answered like:

- Why is the writing task being undertaken?
- Is it for entertainment?
- Is it for informing readers?
- Is it for presenting one's point of view?
- Is it for persuading the readers to accept one's points of view?

Answers to the above questions influences the type of choices the writer makes of the form he/she wants to adopt. This is a crucial decision the writer needs to take depending upon how it is accepted by the readers. It means that the writer has *to choose the right manner* to express his/her intent. For example, the writer may have used the narrative form when expository perhaps would have been more effective on a given topic, or, the writer may have in a casual manner expressed his/her feelings when perhaps a lyrical or a poetic way would have given a lot of pleasure to the readers. Thus the writer has to choose the appropriate form of writing to write in different genres: drama, poetry, prose, fiction, short story etc, depending upon the intent and readers' needs and expectations.

Each form has a unique structure and it is important to know the distinctions between them. Let us look at some of them, which could be useful for our students.

### *Descriptive Writing*

Descriptive writing involves description of people, places, objects, or events using appropriate details. An effective description usually contains sufficient and varied elaboration of details which are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes. These paint a picture in the minds of the readers so that they become an integral part of the visual process. Word pictures created, makes writing more interesting, easier to understand and contributes and supports the topic the writer is describing. Use of these details also paint pictures of feelings and emotions.

How can students write an effective description? Some cues are given below which could be taught to them.

- Establish the intent, that is, how does one want the reader to feel?
- Choose 2/3 details to help create the atmosphere one wishes them to experience.

- Show! Don't Tell! this can be done by replacing linking verbs (is, are, were) with action verbs.
- Using figurative language such as analogies, similes, metaphors to make real, but powerful comparisons.
- Choosing precise language, noting sensory details.
- Using specific adjectives, nouns and strong action words to give life to the picture instead of general adjectives, nouns and passive verbs.
- Descriptive writing is well organized based on the foundation of chronology, (time), space (location) and prioritization.

### **Example of descriptive writing**

*In the following paragraph, observe how the writer moves clearly from a description of the head of the clown (in sentences two, three, and four), to the body (sentences five, six, seven, and eight), to the unicycle underneath (sentence nine). Notice also how the concluding sentence helps to tie the paragraph together by emphasizing the personal value of this gift.*

#### **A Friendly Clown**

On one corner of my dresser sits a smiling toy clown on a tiny unicycle—a gift I received last Christmas from a close friend. The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high. As a cherished gift from my good friend Tran, this colorful figure greets me with a smile every time I enter my room.

*Source: [grammar.about.com/od/developingparagraphs/a/samdescpors.htm](http://grammar.about.com/od/developingparagraphs/a/samdescpors.htm)*

### **Expository Writing**

Exposition refers to an act of explaining something or making clear. The aim of the writer in expository writing is not primarily to narrate or describe; it is mainly to explain – facts, ideas or beliefs. The writer has to assume that the reader has no prior knowledge of the topic being described. Hence, every little detail has to be written. This type of writing is distinct in terms of purpose, design and function of language.

Techniques which can be used in writing expository texts are:

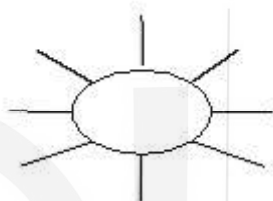
- explanation of a process
- use of examples
- reasons in support of a statement
- comparison and contrast
- classification

- restatement
- definition
- analogy
- cause and effect
- analysis

Expository writing involves different organizational patterns some of which are graphically presented below. Look at an example of the text followed by the graphic, which would help learners to retain the form of the different patterns.

**Description**

The Olympic symbol consists of five interlocking rings. The rings represent the five continents – Africa, Asia, Europe, North America and South America from where athletes compete in the various events. The rings are coloured, red, black, yellow, blue and green. At least one of these colours is found in the flag of the countries whose athletes come to participate in the games.



**Sequence**

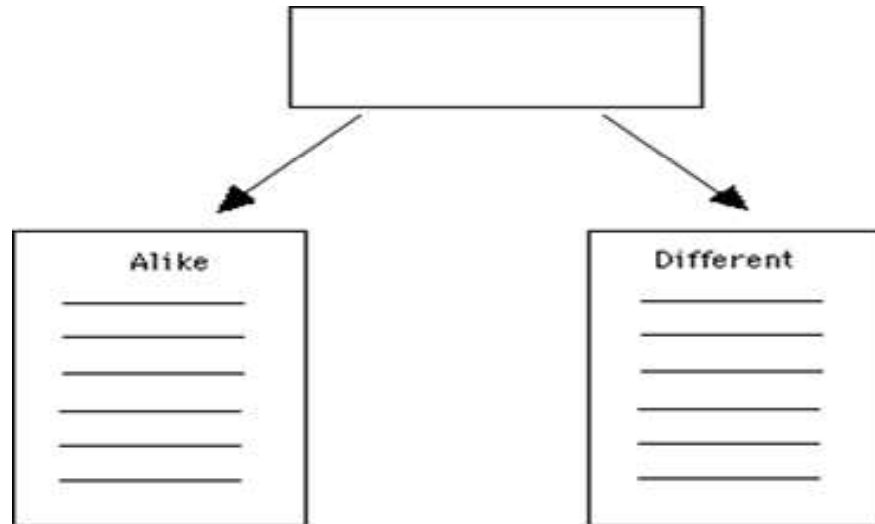
The Olympic games began as athletic festivals to honour the Greek Gods. The most important festival was held in the valley of Olympia, to honour Zeus, the king of Gods. It was this festival that became the Olympic games in 776 B.C. These games were ended in 394 A.D. by the Roman emperor who ruled Greece. After that no Olympic games were held for 1500 years. Then the modern Olympics began in 1896. Almost 300 athletes competed in the first modern Olympics. In 1900, female athletes were allowed to compete. The games have continued every four years since 1896, except during World War II; and they will most likely continue for many years to come.

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....

**Comparison**

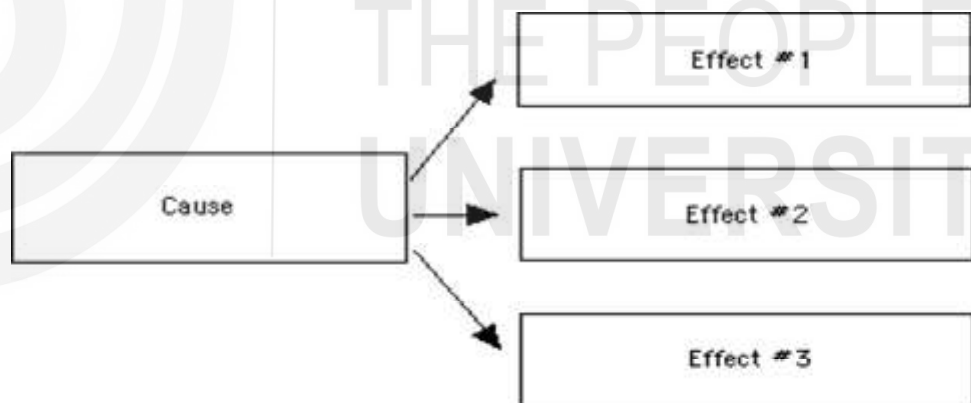
The modern Olympics is unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, there were chariot races. No female athletes competed in the games while all athletes were males. Of course, the ancient and the modern Olympics are also alike in many ways. Some events like the javelin and discus throw are the same. Today, people are of the opinion that cheating, professionalism and nationalism in modern games are a disgrace to the Olympic tradition. However, in the times of the

ancient Greeks cheating, professionalism and nationalism was also rampant. Human beings evidently haven't changed.



### Cause and Effect

There are several reasons why so many people attend the Olympic games. Or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason an athlete's or a team's hard earned victory becomes the nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.



### Problem and Solution

One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. Stadiums, pools and playing fields must be built for the athletic events; housing is needed for the athletes who come from all over the world. And all of these facilities are used for only 2 weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be the official sponsors of the games. Companies like McDonald's, paid a lot of money to be a part of the Olympics. Many buildings that were already built in the Los Angeles area were also used. The Coliseum, where the 1932 games were held was used again and many colleges and universities in the area became playing and living sites.



One can thus see that expository writing along with its different organizational patterns are being used in our daily life. Usually any article from a book, magazine or newspaper is of an expository nature where the objective of the author is to inform the reader of the topic being written. Even at schools, students have to submit assignments, which usually are of an expository nature. Therefore students need to be taught how to write this form of writing.

### ***Narrative writing***

Narrative writing is an account of a sequence of events, usually in a chronological order. It can take various forms including personal essay, biographical sketches and autobiographies in addition to short stories and plays. This type of writing could also be purely objective as in most scientific and technical writing. It can be used by highly imaginative scientists, scholars and historians. Many historians narrate historical events, bringing the past to the present for the benefit of the readers.

Narrative writing helps us to ‘loosen up’ and write naturally. ‘Telling’ or ‘listening’ to stories is so enjoyable that learning to write down adds comfort to the writer. But ‘telling’ a story is different from ‘writing’ a story. If the narrator forgets certain points, he/she can always add them later on, but in writing, the writer has to keep in mind the characters, theme, role played by each character, expressions, tone of voice etc. Most importantly, the flow of the story should be maintained while keeping the readers in mind. A completely developed narrative fiction has a central theme that is introduced at the beginning, followed by its development, an eventful middle and memorable end.

Adopting this form of writing, the author needs to bring to life his subject by

- using ‘Wh’ questions – *who, what, where, when, why*, how, which and *would* make the basic narrative structure realistic and exciting.
- using concrete vivid language to show readers what is happening.
- using visual elements to involve readers.

### ***Persuasive Writing***

This type of writing is all about trying to convince the reader to change their opinions and sway them with logic, moral appeals, and emotional language. The author places an argument and then tries to convince the readers of the writer’s point of view. It also involves convincing the readers to perform an action. Effective persuasion in the written form is accomplished through a combination of a clearly expressed position that is supported by various examples and evidence. The elements that can build an effective persuasive paragraph are the following:

- establishing facts – to support an argument
- clarifying relevant values for the readers
- sequencing the facts and values

- forming and stating conclusions
- persuading readers that conclusions are based upon facts and shared values
- having the confidence to persuade

Strategies to write persuasive writing are:

- 1) Using repetition
- 2) Using metaphors, analogies, similes to relate writing to something that the reader can relate to, so that acceptance is immediate
- 3) Using a story or anecdote to make readers understand your point of view
- 4) Addressing objections
- 5) Quoting famous people
- 6) Using rhetorical questions
- 7) Using predictions or questions in conclusions so that readers' thinking is activated

I would like to end this section by writing about *argumentative writing* as it bears similarity to persuasive writing. But there are distinct differences between the two, which are tabulated below:

	Persuasive	Argumentative
1	Objective – <ul style="list-style-type: none"> <li>• to ‘win’ the reader over to the author’s side</li> </ul>	Objective – <ul style="list-style-type: none"> <li>• present a valid argument and allow the reader to adopt a position either to agree or disagree with the writer’s position</li> <li>• accept it as another point of view which merits further thought and discussion</li> </ul>
2	Only one side of the issue is presented/debated	Both side of the issue is presented – one to substantiate one’s own position and the other to refute the opposing argument
3	In organization, basic essay format is followed	Statement is made, followed by claims and counter claims

Use of first person is not advisable, but use of statistics, expert quotations and other evidence can be used for supporting or for rebuttal.

The author thus has a repertoire of forms to choose from to express his/her intent. However, the point that definitely needs mentioning is that these forms are not ‘water tight compartments’ in which there is no space for other forms to mingle and integrate. Just as to teach language a teacher cannot afford to use only one approach/method, disregarding the others, similarly, boundaries of these forms are porous, and a writer can *use an eclectic approach* to convey thoughts and ideas. For example, a writer may choose to write a narrative in which description of certain aspects highlights the entire sequence of events. The narrative mode

thus forms an outline in which description becomes an integral component, each retaining its distinctiveness and identity.

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## 2.4 LET US SUM UP

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- Writing can and should be taught in the classroom.
- We should teach our pupils what is relevant to their life.
- We should teach traditional types and non-traditional types of writing.
- Form filling is a basic writing skill, which demands accuracy and develops confidence in children.
- The skill of information-transfer helps children to study subjects other than English.
- Pictures offer interesting stimulus to develop various types of writing skills.
- Writing diaries helps children to express their emotions freely without worrying too much about grammatical accuracy.
- Dialogues offer an indirect means of training in spoken language.
- Letters, (formal/informal) emails are useful for various purposes in life. Each has a specific format.
- Paragraphs and essays are examples of all good writing. A good paragraph should have unity, coherence, good organization and emphasis.
- Writing effective reports is also an important skill to be mastered by the students.
- Teaching students how to write in different genres would be helping them to undertake different kinds of writing in their future life.

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## 2.5 SUGGESTED READINGS

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Achar, D. et al. (2011) *English for Academic Purposes Book I*, Choice Based Credit System Undergraduate Program, Foundation Course in English: Semester 1. Ahmedabad: Gujarat Granth Nirman Board.

Freeman, S. (1977). *Written Communication in English*, Madras: Orient Longman.

Narayanswami, V.R., (1979) *Strengthen your Writing (3<sup>rd</sup> Ed. 2005)*. Hyderabad: Orient Longman Private Limited.

Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Internet resources:

- i) <http://office.microsoft.com/en-us/help/HA010429671033.aspx>
- ii) <http://www.101emailtippettips.com/>
- iii) <http://iwillfollow.com/email.htm>

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## 2.6 ANSWERS

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### Check Your Progress 1

- 1) exam form, bus pass, library membership, gym membership form, railway metro concession and reservation form etc.

2& 3 Teacher should monitor language and content.

### Check Your Progress 2

- 1) Motivation, catalysts for idea generation, objective/subjective responses

2&3. Answers are subjective. Teachers to monitor language and content.

### Check Your Progress 3

- 1) We have given you the earlier part of the conversation. Try this conversation activity in your classroom and notice the different types of responses. Encourage the student to write in informal language.

Ahmed: So are you feeling better?

Sharif: Much better but I still have a fever. I hear you had a fun time while I was away. I believe the Hindi teacher is on long leave.

- 3) teacher students planning an event – Science Fair/sports competition/annual day  
teacher seeking explanation for coming late/not coming for a couple of days  
student seeking permission to go home because of ill health
- 4) Requesting permission to attend a social function, letter apologizing for misconduct, letter inviting chief guest for an event, thank you letters, and permission letters to use the playground for a non-academic event.

5&6 Do yourself.

- 7) 1-c, 2-d, 3-b, 4-c.

### Check Your Progress 4

2) 1. Dear mom.....

2. Can you .....

3. In the hostel.....

4. At night.....



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## UNIT 3 ASSESSING WRITING ABILITY

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### Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Student Involvement in Assessment
- 3.3 Teacher correction of Written Work
  - 3.3.1 Meaningful Feedback
  - 3.3.2 Kind of Feedback
  - 3.3.3 Timing of the Feedback
- 3.4 Devising a Marking Code
- 3.5 Some Methods of Evaluating Writing
- 3.6 Let Us Sum Up
- 3.7 Suggested Readings
- 3.8 Answers

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### 3.0 OBJECTIVES

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The objective of the unit is to enable you to

- involve students in assessing their own written work
- provide effective feedback on student writing
- devise a marking code to help learners understand teacher feedback

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### 3.1 INTRODUCTION

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You have already read in the first unit how writing/composing is considered both as a product as well as a process. In the classroom, a teacher has to focus first on the process and then on the product. While focusing on the process, the teacher provides maximum support in terms of helping students generate and organize ideas, articulate them and once the ideas are encoded in language, rethink, redraft and rewrite those parts which do not communicate the intent of the learner/writer. This is followed by the support provided in editing and proof reading the product, that is, the written piece of text. Next, the focus of the teacher needs to shift on the product, which is of equal importance because students are marked or given grades on what they write. The teacher should provide effective and constructive feedback on student writing so that they learn to express their intent communicatively. The teacher also needs to devise a marking system, which the students can understand, so that the feedback given by the teacher is easily comprehended by the students.

The teacher needs to keep in mind certain aspects of student writing before providing student feedback.

- 1) Writing is not a simple transition from the spoken to the written language. Students have to learn to make the switch from the colloquial to the acceptable standard variety, from the spontaneous use of language to planned language use, and from a known audience to an unknown reader. In India,

the transition becomes more difficult because students tend to translate literally structures and vocabulary from their mother tongue to the Target Language. Their language also includes Indianisms and certain cultural expressions.

- 2) Students do not learn features of the written language all at once or even at a particular stage. Like all other skills, the ability to write well develops slowly and gradually. Therefore, writing tasks of various complexities should be given to students to undertake.

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### 3.2 STUDENT INVOLVEMENT IN ASSESSMENT

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Research studies reveal that when teachers involve students to diagnose problems in their own text and rectify them, they feel motivated to improve their own writing. Researchers like Brian Johnston (1987) recommends that, teachers should “encourage student involvement in arriving at assessments by teaching students self assessment, peer group assessment skills, to specify aspects of their work that they want responses to and teaching to negotiate assessments”. Tricia Hedge advocates students’ involvement in the designing of a grading scheme on the grounds that it raises students’ awareness of what makes a good piece of writing and “prevents misunderstanding about the role of grading in writing classrooms”. Let us look at some aspects of this:

- a) **Self Assessment** – When students develop a greater understanding of the writing process, it is a good strategy to give them time to read through their written work and diagnose the problems in what they have written. Constructive feedback should be given on what they have written and they should be asked to apply cognitive and affective strategies to develop the content and reader orientation of their writing. The ability to identify problems in their own text, will help them write effectively, with minimum errors.
- b) **Peer Comments**  
This is also another way of involving students in the assessment process. The writing could be commented upon by their peers, which could lead to further rewriting of the same task. Peer comments are usually suggestions not commands hence learners are at liberty to incorporate suggestions, which they feel are appropriate. This active interaction of learners with their peer texts will help them to expand their own ideas resulting in a greater vision of their own writing from different perspectives, which perhaps they may not have thought about. In addition, peer suggestions may also have underlying cultural connotations which may or may not appeal to the learners. This would also foster independent thinking because they would learn to choose and incorporate appropriate suggestions, which do not hurt the cultural sentiments of the readers. This is an extremely sensitive but an important issue because our classrooms are a microcosm of the larger pluri-cultural society, heterogeneous in character, having learners from various linguistic and cultural backgrounds.
- c) **Pair Work (Feedback) Editing** – Students can work in pairs, correcting and helping each other. They can write the first draft and exchange them with their partners for comments. In case of doubts or certain clarifications, they can seek the help of the teacher. However, teachers need to monitor

the feedback students give so that there is no negativity and leg pulling.

As pair work *editing* takes place immediately after writing, it makes it more useful and meaningful. Students learn to recognize errors in their written text and it also makes them think about clarity and acceptability of their writing.

- d) **Negotiating Assessment** - The teachers can prioritize the criteria for a feedback. They could also discuss it with the students so that assessment would be effective.

The following marking system has been adapted from Tricia Hedge’s “Resource Book for Teachers: Writing”. What do you think is most important in a composition? Can you place the various aspects in order of importance? (1-10)

Correct Grammar
Length
Originality of Ideas
Spelling & Neat Handwriting
Punctuation
Introduction
Good range of vocabulary
Well structured sentences
Good organisation
Body and conclusion suitable to the topic

*Tricia Hedge: Resource Book for Teachers: Writing 1988*

**Check Your Progress 1**

- Developing which aspect of writing would you give importance to
  - at the primary level
  - at the secondary/higher secondary level
- According to you, should writing tasks be given marks or should they be graded? State at least 2/3 reasons.

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- What problems do you foresee in your classroom in involving students in the assessment process? How would you solve them?

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- 4) Devise tasks for your students to involve them in assessing their own written work.

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### 3.3 TEACHER CORRECTION OF WRITTEN WORK

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An issue that continues to remain at the forefront of developing writing skills in learners is teachers’ response to student writing. Marking compositions is the most widely used method of evaluating student writing. Teachers and researchers alike acknowledge that pronouncing judgment on a piece of L2 writing is very important, yet very difficult. Difficult because there is little agreement among teachers or researchers about how teachers should respond to student writing. Griffin (1982) noted that “the major question confronting any theory of responding to student writing is where we should focus our attention.” Today also, much of the conflict over teacher response is whether teacher feedback should focus on ‘form’ (grammar, mechanics) or ‘content’ (organization, amount of detail, cohesion, coherence etc). L2 research studies on teacher responses on student composition have focused both on form and content. In studies focusing on ‘form’ it was observed that providing the correct form did not have any significant effect on writing proficiency, while studies of Robb, Ross and Shortreed (1986) found that showing location of errors improved accuracy. Students who received feedback did make more improvement on the writing task than those who did not receive feedback.

Zamel, (1985) examined the way the teachers provided feedback on ‘content’. She found that ESL teachers’ (Teachers teaching English as second language) comments on content were vague and contradictory. She observed that students responded to comments on form and ignored those on content because these lacked clarity. Therefore, it is very important for teachers to comment on the context by giving concrete ideas and suggestions; maybe by rewriting part of students’ writing.

Now let us turn our attention to the English teachers in India, and what they generally focus on while marking compositions. It is generally observed that teachers focus more on ‘form’ than on ‘content’. The general way of responding is by underlining spelling errors, wrong grammatical constructions and inappropriate use of lexis. Hardly any teacher, or very few teachers write comments in the margins for students to understand and incorporate. If teachers do not clearly and precisely write comments, then how are the learners going to interpret the red line? How would they know that the word is wrongly used, or whether it is a wrong grammatical construction or whether the question mark means that the meaning is unclear (Mujumdar, 2005). Therefore, it is very

important to devise a feedback system, which can be easily understood by the students. **But the primary question remains how should teachers respond to student writing?**

We have seen that writing is a cyclical process (Vanikar and Mujumdar 1995). Today, when communication of meaning is considered most important along with accuracy of form, it becomes extremely essential that teachers focus attention on both, the process as well as the product, that is, **form as well as content**.

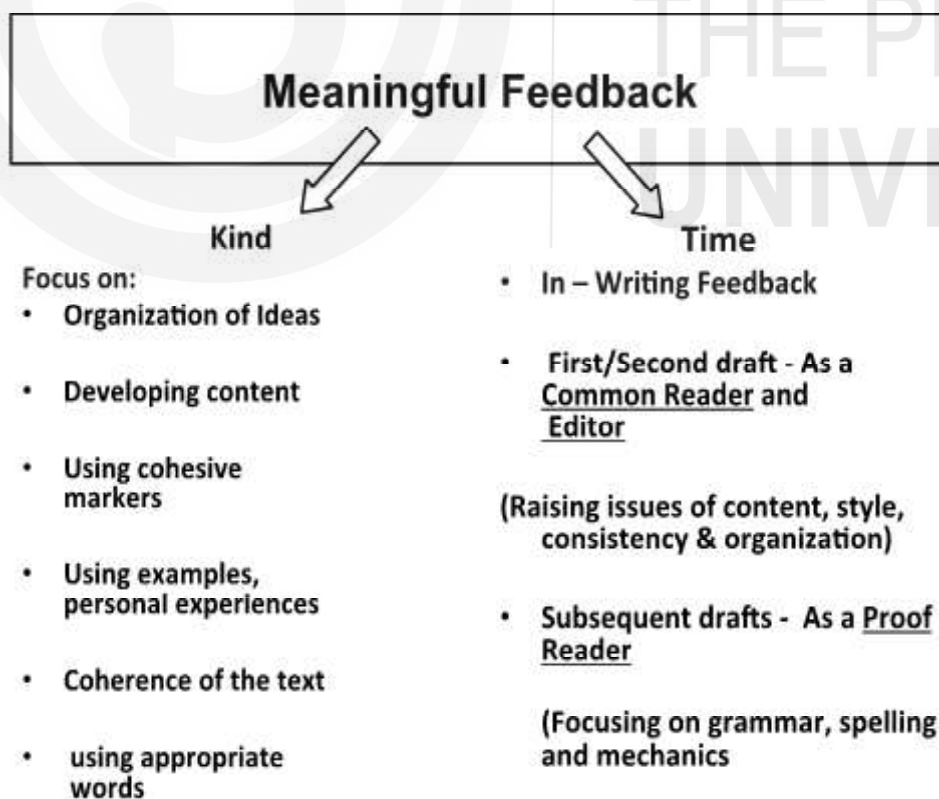
Researchers like Taylor (1981); Zamel (1987); Raimes (1985) have suggested that teachers should look at errors in the linguistic features **only after the ideas or the content of the task has been fully developed**. Keeping these trends in the frame of reference, it is important that teachers help learners, through their feedback, transform their “writer based structure” into a “reader based” one (Flower 1979). In order to make this transformation at first, it is important to undertake writing as a class room activity (in almost all schools and colleges it is given as home work) in which learners go through the process of multiple–drafting (Huff 1983), and then teachers should provide “meaningful feedback” on what the students have written.

### 3.3.1 Meaningful Feedback

What does ‘**meaningful feedback**’ mean? It means the

- kind/type of feedback provided on student writing, and
- time of feedback provided on student writing.

This is diagrammatically represented below:



Teachers, need to develop an appropriate and a timely response system depending upon the draft, which the child is writing. As Purves (1984) suggests, “the need is to train teachers to consciously adopt all kinds of roles, either in isolation or in combination, depending on the stage at which the writing is ready – one of the early drafts, a revision or the final product”. It means that the teacher should adopt the roles of a “common reader, proof-reader, editor, reviewer, gate keeper, critic, linguist /psychologist and diagnostic/ therapist” (ibid.’84: 261). **Teacher development lies in assuming and adopting each of these roles depending on the situation in which the writing is being produced.** Unconsciously, teachers tend to adopt the role of the proofreader or the editor at the beginning of the writing task, which may create a negative impact on many students and produce an apprehension about writing. It is important to adopt those roles, but preferably at the final stages of writing.

### 3.3.2 Kind/Type of Feedback



At the **first and second draft stage**, (Refer to the given diagram) teachers should adopt a role which is a **combination of a common reader and an editor. As a reader** issues of consistency, content, style and organization should be raised. At this stage, teachers should respond in terms of raising questions, seeking clarifications, reflecting on confusions in thought, noting places in the text where meaning is not clear, supporting the points with the help of examples. Comments made should point out to breaks in logic, disruptions in meaning, and missing information. The basic objective of commenting on these aspects in the early drafts is to engage students with issues, which they want to communicate and help them to clarify the purpose of their writing. Further, teachers need to prioritize their responses to the drafts and the subsequent rewrites. As **editors**, they can respond at locations where concern for audience is required because the role of an editor is to act as surrogates for common readers or reviewers. By responding in this manner they can develop a working relationship with the student. As editors, their judgments would usually be proximate, not final. Once this is achieved, in **later and in subsequent drafts**, the teacher should act as **proofreaders** and comment on language-based problems, which are also **equally important to communicate meaning effectively**. Participating in this meaning making activity would mean that teachers **no longer present themselves as authoritarians, judges or evaluators, but act as interested readers, guides, counselors, “consultants, assistants and facilitators”** (Zamel ’85:96). This collaborative relationship between the teacher and the student writing would go a long way in helping to negotiate “ways to bring actual effect (on the reader) as closely in line with the desired intention (of the writer) as possible” (Brannon and Knoblauch ’82: 162).

### 3.3.3 Timing of the Feedback

Equally important is the timing of the feedback. As mentioned earlier, it should not be offered to writers at the end of the writing activity; post correction feedback merely notes changes in the language items and at best helps learners to replace some words and phrases at discrete points in the text. **Feedback on student writing is best offered when learners are in the process of constructing and producing their text.** The input provided while the text is being written would allow writers to replace inadequate expressions with more appropriate ones, which would prove more effective in conveying their intended meaning. It would also engage students in producing language through rewrites as a consequence of self-evaluation and self-adjustment.

### 3.4 DEVISING A MARKING CODE

Students' confidence in exploration of ideas and the manner of presentation is best nurtured in a "helpful, non-threatening atmosphere, where experiments in language are not only acceptable but encouraged". Their writing work definitively needs to be marked but they should not get a copy marked with red ink with absolutely no inkling of what is amiss leaving no scope for self correction. It is important therefore to devise a marking system which students are aware of. Also detail commenting, though time consuming, at the end on their writing is especially beneficial to motivate students who like to monitor their own development. Both, commenting and devising a marking system is likely to have a lesser negative impact on their writing. The following is a marking system, which teachers can follow and also give it to the students for their reference:

agr	<i>agreement problem</i> : circle the word and state whether it is subject-verb, pronoun, antecedent etc.
art	<i>add an article</i> or change the article used
cap	<i>use capital letter</i>
no cap	<i>use small case</i>
?	<i>unclear</i> - either handwriting illegible or meaning unclear
^, del	something missing, add the omitted word/phrase, something more needs to be added
frag	<i>sentence fragment</i> . Add something to make the sentence complete
	<i>Indent</i> . Leave spaces at the beginning of the line
	<i>Join the sentence</i>
Neg	<i>negation</i> . Used incorrect form of negative. Change to correct form.
N.I.	<i>not idiomatic</i> . Use a more idiomatic word.
ns.	<i>Non standard usage</i> . Use a more formal expression.
#, n	<i>number problem</i> . Change to singular or plural as necessary
//	<i>begin a new paragraph</i>
no //	<i>no new paragraph</i> . Continue the sentence in the previous paragraph
prep	<i>Preposition</i> . Use a different preposition
pro	<i>Pronoun</i> . Use subjective or objective form as necessary
red	<i>redundant</i> . Repeated ideas / delete unnecessary sentences
p	<i>punctuation</i> – change/correct punctuation
RO	<i>Run – on – sentence</i> . Joined two clauses or sentences incorrectly. Separate them or add punctuation to join them.
sp	<i>spelling</i> . Check dictionary if necessary
t	<i>verb-tense</i> . Used wrong verb tense. Change to convey meaning
wc, wu	<i>word choice</i> . Incorrect word used. Change to convey meaning
wo	<i>word order</i> . Rearrange the words to be meaningful.

Source: *Teaching ESL Compositions Principles and Techniques*, Hughey, Wormouth et al, 1969.

This marking system is an example, which you can use. The teachers are at complete liberty to devise a new marking system, which your students can understand. Certain comments written in the margins could be something as given below:

- 1) Repetition
- 2) Show contrast
- 3) This would be better placed in the first paragraph
- 4) Use one paragraph to explain the definition/concept
- 5) You need a formal outline to organize your main points
- 6) Use a linker like *and, but therefore, though, etc.*
- 7) Extend paragraph 2
- 8) Add a concluding sentence
- 9) Rewrite the introductory paragraph keeping the topic in mind.
- 10) Correct the number problems
- 11) Improve organization of points.
- 12) Add specific details to support the point

Such comments can help learners rectify their own mistakes.

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### **3.5 SOME METHODS OF EVALUATING WRITING**

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Writing can be evaluated in a variety of ways. Among the techniques most widely used are the **holistic method**, the **analytic method**, and the **single focus method**. Each method has its own advantages.

**Holistic evaluation:** This method is based on the premise that writing is an integrated process; therefore its parts can be evaluated in relation to the whole. This method evaluates writing comprehensively by gauging the overall quality or general impression that a piece of writing makes on a reader. Many teachers find that the holistic method allows them to evaluate a piece of writing without getting lost in the particulars of spelling, usage and mechanics.

One of the benefits of the holistic technique is its efficiency. By allowing teachers to evaluate the thoughts expressed in a piece of writing without getting lost in particulars, this method saves time. Writing samples can be read quickly and ranked on a three point or five point scale. While this method does not evaluate individual language needs, it is a good method for assessing the overall language demands of the class as a whole.

A set of holistic scoring criteria arranged on a five point scale is given below. The writing descriptions are generic and therefore applicable to any kind of writing. Teachers can however modify it to suit a specific type of writing or adapt it to the needs of their students.



## A HOLISTIC EVALUATION GUIDE

### SCORE WRITING DESCRIPTION

- 4) Writing is consistent and coherent  
Includes a clear sense of order  
Elaborates on a main idea  
Uses original and specific details  
Provides a clear conclusion  
Uses vocabulary appropriately and effectively
- 3) Writing is consistent with stimulus  
Uses elaboration though some gaps appear  
Includes specific examples or details  
Uses varied vocabulary
- 2) Writes bare essentials with little or no details  
Writing rambles and goes off topic frequently  
Writing contains gaps that confuse the readers  
Incorrect vocabulary
- 1) Restates writing prompt  
Writing is confusing or lacks coherence  
Lists objects in picture  
Uses vocabulary poorly
- 0) Uses illegible handwriting  
Does not respond to required writing task  
Does not complete assignment

(Source: *World of language. Grade 4. TEST TEACHER MANUAL.* Silver Burdett and Ginn Inc. 1990)

On the basis of the above evaluation, the teacher could write a summary indicating the strengths of the writing, as well as, the areas requiring improvement.

**Analytic evaluation:** This method involves the isolation of specific traits or aspects of writing, such as, organisation, word choice, usage, and mechanics. The teacher then evaluates the writing sample several times – once for each trait on a scale ranging from low to high. The analytic method helps the teacher to pinpoint the strengths and weaknesses of individual students. However, since it is very time consuming, teachers would perhaps need to modify it to suit the requirements and constraints of a large class.

## AN ANALYTICAL EVALUATION GUIDE

Low    Average    Above Average    High

- Content
- Organisation
- Development
- Word choice
- Style
- Sentence structure usage
- Mechanics
- Spelling
- Legibility

(Source: *World of language. Grade 4.* TEACHER TEST MANUAL. Silver Burdett and Ginn Inc, 1990).

**Single focus evaluation:** This method involves the review of a piece of writing to determine the extent to which it exhibits a specific characteristic or trait. In general, this approach is most useful when students are asked to write for a specific purpose. Evaluation is then based on the extent to which the writing fulfils its purpose. This method may also be used to evaluate other aspects of writing such as spelling or sentence structure. This method uses the same numerical scale as the holistic method, with the criteria for each score related to a specific trait. It is useful for teachers to develop their own criteria depending on the specific focus.

### Check Your Progress 2

Make a criteria sheet on developing a main idea in a paragraph.

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### Conclusion

In conclusion, as teachers, we need to respond to their writing in such a way that the learners do not consider writing drafts a “laborious process”. Instead, they should view writing in terms of responding to the feedback and restructuring ideas. This is particularly important for ESL students because as English is a learnt language, it is possible that they may have limited vocabulary, incomplete mastery of grammatical structures or they may use incorrect mechanical devices. Teachers, while responding, should take into consideration the language resources of the learners. The cultural meanings that manifest in their writing should not be ignored. Teacher responses therefore, should help them to look beyond lexical level concerns towards global concerns so that they can make the transition from

the “writer based structure” (mental mode) to a “reader oriented one” (Flower 1979).

### Check Your Progress 3

The following is a report written by students on “The Children’s Day” celebrations in Chhatrasaal Stadium. Devise your own marking scheme based on the given report.

Delhi: 14 November. HT Corr: Yesterday, the day of childrens the 14<sup>th</sup> nov was celebrated with great pomp and show at Chhatrasaal Stadium at 4 p.m. The Chief guest was chief minister Arvind Kejariwal. The childrens looked like flowers in their dresses of different colours. The fancy dress competition was held. The prizes were distributed to the winners. A dance programme was organized by std. XI students. The small children of II class showed ribbon drill. After this, sweets were distributed among the children. At 6 p.m. the occasion ended. The children went to their homes with their parents. The school staff came to see off the chief guest.

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## 3.6 LET US SUM UP

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These are some of the points that were discussed in the unit:

- As teachers, we have to play several roles – guide, facilitator, counselor, editor, proofreader
- Students feel motivated and involved if they understand the basis on which marks are awarded.
- Students should be involved in the assessment procedure in informal/classroom situations.
- A marking pattern coupled with detailed comments motivate students to develop their writing.
- Holistic and analytical scheme of marking have their own advantages and disadvantages.
- In-writing feedback should be provided to students.
- Teachers should decide on the kind of feedback to be provided to students.
- Teachers should provide feedback while students are developing content of their writing.

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### 3.8 ANSWERS

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#### Check Your Progress – 1

- 1) Primary level- mechanics of writing needs to be developed: handwriting, punctuation, spelling, grammar  
Secondary Level – originality of ideas, cohesion, coherence, range of vocabulary, syntactic structures

- 2) Judicious use of marks and grades – low grades and low marks demotivate students. Grades may not be interpreted correctly by students, hence sometimes giving marks helps.
- 3) Interpersonal rivalry and group dynamics to be taken into account. Pairs need to be changed frequently - feedback should be constructive. Teachers should monitor feedback given by students
- 4) Tasks can be devised in the areas learners encounter difficulty. You can refer to the preparation of tasks in the Unit on The Writing Process and Different Types of Writing.

### Check Your Progress 2

A criteria sheet for assessing a paragraph with special focus on the main idea is given below:

#### SCORE CRITERIA

- |   |   |
|---|---|
| 4 | <ul style="list-style-type: none"> <li>• there is a clear topic sentence.</li> <li>• each of the other sentences expands on or clarifies the main idea.</li> <li>• uses specific and clear details relevant to the topic.</li> <li>• the student addresses the main idea with understanding by showing a logical progression and using suitable connectors.</li> <li>• there is a definite and logical conclusion which may include a summing up of the main points.</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>• there is a clear topic sentence</li> <li>• each of the other sentences expands on the main idea, however there are some irrelevant details.</li> <li>• uses details to expand on or support the main idea.</li> <li>• there is a logical progression, however there are some gaps.</li> <li>• there is a conclusion.</li> </ul>  |
| 2 | <ul style="list-style-type: none"> <li>• there is a topic sentence, but it does not clearly address the topic.</li> <li>• some sentences wander off into inappropriate subjects.</li> <li>• there is a minimal amount of description or detail.</li> <li>• there are a number of gaps, the transitions between actions or ideas are not clearly expressed, therefore the writing does not progress logically.</li> <li>• there is no conclusion.</li> </ul>                     |
| 1 | <ul style="list-style-type: none"> <li>• the student rephrases or directly repeats the verbal stimulus.</li> <li>• the sentences are confusing, they address the topic in a disorganised and disconnected way.</li> <li>• details are irrelevant</li> <li>• there is no logical progression.</li> <li>• there is no conclusion.</li> </ul>  |
| 0 | <ul style="list-style-type: none"> <li>• the student's handwriting is so poor that it is impossible to determine if the topic was addressed.</li> </ul>   |

- the writing is completely off the topic.
- the paper is blank or has some meaningless scribbles.

### Check Your Progress 3

Open ended answer.



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## UNIT 4 TEACHING STUDY SKILLS

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### Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 What are Study Skills?
  - 4.2.1 Gathering Skills
  - 4.2.2 Storage Skills
  - 4.2.3 Retrieval Skills
- 4.3 Why do Students Need Training in Study Skills?
- 4.4 How can Study Skills be Developed in Learners?
  - 4.4.1 Gathering Skills
  - 4.4.2 Storing Skills
  - 4.4.3 Retrieval Skills
- 4.5 Let Us Sum Up
- 4.6 Key Words
- 4.7 Answers

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### 4.0 OBJECTIVES

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This unit aims to introduce you to the concept of study skills in English language teaching. At the end of this unit, you will know: What study skills are; the various types of study skills; why it is necessary to develop study skills in learners; and how to design tasks to develop study skills.

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### 4.1 INTRODUCTION

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Today language is viewed as a ‘skill’ rather than as ‘knowledge’. What does this mean? If you want to acquire knowledge about any subject you read books, surf the internet or listen to lectures. For example, if you want to know about the Moghul rule in India, you read history books, or you listen to talks/lectures on this topic. Thus you acquire more knowledge. On the other hand, if you want to learn singing, you don’t read books on singing, you practise singing until you attain competence. The same is true of dancing, painting, cycling or swimming. These are known as ‘skills’. Skills are acquired through practice. Language is also regarded as a skill by experts. The more you speak, the more fluent you become. The more you read, the faster you can read. There are, as you know, four linguistic skills: listening, speaking, reading and writing. These four skills have to be mastered by any user of the language. If you want to study anything through a language, you have to master what are known as study skills. In the next section we shall make an attempt to define study skills and also look at the various types of study skills.

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### 4.2 WHAT ARE STUDY SKILLS?

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In very simple terms, ‘study skills’ may be defined as skills which help learners to study more efficiently. When we teach study skills to our learners, we achieve two purposes: (a) **Directly** – We help the student to increase his/her knowledge

of the subject matter. b) **Indirectly** –We improve his/her ability to learn other subjects independently and at will. In other words, we enable him/her to ‘**learn to learn**’.

We must be careful to distinguish linguistic skills from study skills. Linguistic skills help learners to ‘communicate’; study skills, on the other hand, enable the learners to ‘study’; and the process of study involves four operations: perception, comprehension, retention and retrieval. In other words the student should first perceive what is relevant to his/her needs, and select only those areas which are important. S/he cannot study everything available in every book s/he can lay hands on. Once s/he has decided on areas significant to him/her, s/he has to read and understand - or comprehend - the material that s/he has selected, for no learning can take place without comprehension. What is not understood is not learnt. Comprehension thus constitutes an important stage in the process of learning. However, mere comprehension does not guarantee mastery of the subject; for human memory is so transient, that, what is understood, may easily be forgotten, hence the learner has to make special efforts to retain what she has learnt. Different students adopt different means towards retention. Very weak students blindly memorize the whole lesson; brighter learners, however, try to remember the basic principles in the form of short notes, which could be paraphrased later. The last stage in the learning process involves the retrieval of what has been learnt. When required, for example, in the examination hall, the learner should be able to retrieve all that s/he has learnt throughout the year. We shall look at each of these sub-skills of study in greater detail.

In the literature on study skills, we refer to three major types of study skills corresponding to the four operations in the process of study. They are:

- a) Gathering skills (perception, comprehension)
- b) Storing skills (Retention)
- c) Retrieval skills (Retrieval)

#### **4.2.1 Gathering Skills**

These are also known as reference skills and enable a learner to gather information as quickly as possible. This requires two sub-skills: locating and comprehending information.

How do we go about locating the information we need? We should first of all, know the sources available, e.g. books, journals, websites, etc.; once s/he has identified the sources, the learner should make effective use of them.

A major source of information, which all educated people keep consulting often, is the dictionary. We mainly look for meanings of words in the dictionary. Most students don’t even know how to use a dictionary. Nor are they aware of the fund of information available in a dictionary, e.g. pronunciation, grammar, etymology, derivations, etc. In a later section of this unit we shall present several tasks which enable a learner to exploit the potential of the dictionary for language learning.

What are the other sources of information available to a student? Imagine that there is a student of Chemistry who has been asked to write an assignment on a specific topic.



His/her text book alone will not be sufficient nor can s/he afford to copy verbatim from the same. S/he has to go to the library, surf the internet. Here s/he should know how to make use of library catalogues. In the era of computerisation today, s/he should know how to get the information from the computer. Once s/he has located the relevant books from the library catalogue, s/he can start referring to them. As it is impossible to read every word of every book on the area, s/he needs to be selective. Here s/he could get some guidance from the contents page or the index at the back of the book. After locating the relevant pages, s/he should quickly skim through them and perhaps scan only those sections which are useful for his/her assignment. Most students today do not want to go through these laborious processes, with the result, the xeroxed materials pile up but nothing gets assimilated. The gathering skills may be summed up as follows:

- a) Locating information – through reference to dictionaries, library catalogues, Tables of Content, Index, Internet, etc.
- b) Comprehending information – through mastering the sub-skills of reading, like skimming, scanning, etc.

#### 4.2.2 Storage Skills

As the name suggests, storage skills involve the ability to store information for ready retrieval and use. You may ask: What is so difficult about ‘storing’ information? Once we have read and understood some information, is it not automatically stored in the memory? I would say, ‘partly yes’ and ‘partly no’. What does this mean? We do remember what we read/listen to; but not everything. So, most of us hasten to copy down important facts. If we are not properly trained, we would waste a lot of time in copying; further, just before the examination, when the students revise all the lessons, it would be just impossible for them to read through hundreds of pages. They should have the notes in a brief and precise form, ready for quick reference. In fact, each student adopts his/her own way of storing information. However, s/he will benefit greatly from a training in storing skills.

Storing skills are of two major categories:

- a) **Note-taking** which involves listening to lectures and taking down notes – i.e. the main and subordinate points. This is a skill every student needs to master. In fact, since we have not helped students to master this skill adequately, we teachers resort to dictating notes after we have finished lecturing on a topic.
- b) **Note-making** is very similar to note-taking, except for the fact that note-making involves reading books and making notes, whereas note-taking involves listening to a lecture and taking down notes. Note-making is a more leisurely activity.

Both the skills above may be divided into the following sub-skills.

- i) Comprehension of the text/lecture
- ii) Identification of the main points
- iii) Distinguishing main factors from subordinate ones
- iv) Deciding on the order of priority among the various points
- v) Identifying the organisation of points

- vi) Organising the points into a visual display.

Note-making and note-taking are meant only for the student’s private use, hence s/he is free to use any abbreviation, symbol, etc, although it would be a good idea to tell the students about certain reduction devices.

### 4.2.3 Retrieval Skills

While writing an examination, or participating in a conference or seminar, students need to **summarise** their ideas in a coherent form, so that their readers can understand them. Or sometimes they have to prepare a research abstract based on their reading.

The student will of course base their summary or abstract on the notes they had prepared earlier. The length of a summary may vary depending on the purpose for which it is intended. Generally the precis in the examination papers is required to be one-third of the original; but all summaries need not be so.

Summarising is not an exercise to be learnt for use in the class room alone; it has relevance for life. We can summarise articles, chapters and even books for future reference. If you are a secretary, your boss may ask you to present the gist of a document. A newspaper reporter’s job is to summarise speeches and reports. Scientists and researchers read abstracts of important books/papers to keep themselves up-to-date and save time as well. A good summary requires several skills on the part of the learner: reading, comprehension, analysis, judgement, clarity, brevity, etc.

#### Check Your Progress 1

- 1) What are ‘skills’? How do they differ from ‘knowledge’?

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- 2) What are the major study skills?

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- 3) Distinguish between note-making and note-taking.

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- 4) How does a summary benefit its reader?

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- 5) What skills do you need in order to write a good summary?

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### 4.3 WHY DO STUDENTS NEED TRAINING IN STUDY SKILLS?

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Students have two types of goals: the short-term goal is to pass the examination. The long-term goal, on the other hand, is to prepare for life; in other words, the second goal extends beyond examinations. In order to achieve both these goals they have to know how to study. Hence the importance of study skills.

It is a sad reflection on our education system that our learners do not know the study skills even in relation to their mother tongue. They do not know how to locate information or make notes even when they refer to books in the vernacular. Very often, the English teacher tells them what study skills are, as well as, how to develop them. By training them in study skills, the teacher indirectly helps them to study their other subjects also more efficiently.

Many teachers argue that there is no need to focus on study skills or give special training in this area. Conscious teaching of study skills is not necessary. They say: "Most of us learnt our study skills unconsciously. No one taught us how to make notes. We learnt it on our own; similarly our learners will also 'pick up' these skills. There is no need to 'waste' precious class time on such trivialities."

There are two basic flaws in this argument. Firstly, we know from experience that most students do not learn study skills on their own. Even when they join the undergraduate course, they do not know how to make notes or how to write

a summary. They lift words at random and string them together and call it a precis. The concept of note-making is totally strange to them.

Secondly, even learners who can learn these skills on their own, might take a long time doing so. In the absence of guidance, they have to adopt the ‘trial and error’ method to develop these skills. If, on the other hand, they are given some training, they will learn these quickly; this, in turn, will accelerate their pace of learning the other subjects as well. Instead of regarding the time spent on developing study skills as a waste of time, it is necessary to regard it as a wise investment.

Study skills are needed at all levels. Even children at the primary level need them. For example, identifying the moral of a story is a study skill. Locating answers to questions is another study skill. As students go to higher classes the nature of study skills becomes more complex.

**Why should study skills form a part of the English curriculum?**

Even those who strongly advocate the introduction of study skills as an integral part of school education, suggest that the teachers of various subjects should undertake the responsibility of developing study skills in their learners. Two major reasons are offered in support of this view:

- a) Study skills help learners to study their subjects better.
- b) The English teacher is not a master of all the subjects and hence may find it difficult to deal with subjects like Physics, Economics, etc.

While we admit the validity of both these reasons, we would still argue for the inclusion of study skills in the English curriculum for the following reasons. The attitude towards the nature of the English to be taught in schools and colleges has undergone a sea change in recent years. Teaching of English literature, though it has its value, is no more regarded as the primary aim of General English courses. English is now regarded as a **service language** or a tool, which enables learners to acquire mastery in other subjects. Hence there is an urgent need to relate the teaching of English to the teaching of other subjects.

Of course the English teacher cannot master all the subject; and she need not. It is enough if she is able to steer the middle course between literature and other subjects as far as the content goes. The English teacher is not expected to teach the subjects; but only the strategies to study them. This becomes feasible at the secondary school level, where some English teachers may also handle subjects like General Science, History, etc.

**Check Your Progress 2**

- 1) How would you convince the Secondary School Board of Studies to include study skills in the English curriculum?

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- 2) Select any six students two each from bright, average and weak categories, and conduct an experiment to identify their relative mastery over study skills in L1 and L2.

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- 3) Interview colleagues who teach subjects other than English and find out
- a) If they train their students in study skills
- b) and if so, how do they go about it?

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## 4.4 HOW CAN STUDY SKILLS BE DEVELOPED IN LEARNERS?

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In this section we propose to present simple tasks/experiences which may be used to develop the various study skills in our learners.

### 4.4.1 Gathering Skills

#### D) Using a Dictionary

##### Task-1

Arrange the words in each list below in the correct alphabetical order:

A	B	C
question	separate	prayer
person	sanction	primary
ancient	sublime	proficient
doubtful	stately	practice
handsome	space	prudent
troublesome	smooth	presentation

### Task-2

If you want to refer to the dictionary for the meaning of the following phrases, under which word will you look them up? (e.g.) to pull on Answer: pull

1. at the end of
2. out of place
3. break out
4. turndown
5. in spite of
6. on account of
7. to sail through
8. burn the midnight oil
9. look down upon
10. make both ends meet

### Task-3

Look up the following words in your dictionary and find the four different kinds of information about each word:

- (a) bear (b) bank (c) lead (d) fire

(Note: all these words have more than one meaning).

- i) Parts of speech (Noun, Verb, Adjective, etc.)
- ii) Inflected forms (tenses of verbs, plurals of nouns, degree of comparison, etc.)
- iii) Pronunciation
- iv) Meaning

e.g. book - Noun, Plural - books, Pronunciation - /buk/, /buks/

Many different types of exercises are possible on the use of the dictionary. You could design many more such tasks on your own, relating to what you are teaching your learners at the moment.

## (II) Using the Library

### Task-1

The following is a part of the Index taken from a book. What information do you get from the book?

1. Abbreviations - 76
  2. Colloquial expressions - 25-27, 48, 92
  3. Idiomatic usage - 43-46, 57, 85
  4. Pronunciation - 15-20, 37, 90
  5. Reported speech - 35-38, 52, 79
  6. Word order - 53-57, 68, 87, 98
- ii) Where would you find information related to the following? Stress; short forms; slang.
  - iii) You want to find out what is wrong with the following sentences. Where could you possibly find the information?

- 1) The Minister gave to each of his friends on his birthday an expensive gift.
- 2) He asked me where are you wrong.
- 3) I read in the newspapers that he has kicked the bucket.

#### 4.4.2 Storing Skills

##### (A) Note-Making

###### Task-1

Read the following passage and then fill in the notes below:

Up to the end of the eighteenth century, small-pox was a particularly dreaded disease, not only because it was often fatal but also because those who recovered were permanently disfigured. A very large proportion of the population bore the marks of small-pox on their faces.

In the seventeenth century, people in Turkey began to inject themselves deliberately with mild forms of small-pox with the hope of making themselves immune to severe attacks. Sometimes they developed a light infection as a reaction; sometimes they suffered the very disfigurement or death they had sought to avoid. It was a risky business, but people were willing to risk the horror in order to escape from it.

Certain country folk in England believed that a case of cow pox, a disease that attacked cows and sometimes people, would make a person immune to both cowpox and smallpox. An English doctor Edward Jenner decided that there might be some truth in this 'folk' superstition. Milkmaids, he noticed, were particularly prone not to be pockmarked by smallpox.

Very cautiously Dr. Jenner began to test this notion. In 1796, he decided to make the supreme test.

Now fill in the blanks in the notes below:

- 1) Small pox – a dreaded disease till the end of the 18th Century.  
Reasons:  
(a) .....  
(b) .....
- 2) Attempts to conquer smallpox - Turkey - 17th century - risky method - injecting mild forms of small pox.  
(a) .....  
(b) .....
- 3) (a) .....  
(b) .....

###### Task 2

Read the following passage on 'Insects', then fill in the notes in the outline given below.

Insects are small creatures having six legs, no backbone and a body divided into

three parts. They are the most plentiful of all living creatures. From human's point of view, insects can be divided into two main kinds: those insects which are useful to man and those which are merely interesting or beautiful.

Bees and silkworms are examples of useful insects. Bees collect honey and produce wax from flowers which we can use. Silkworms supply us with fine, strong silk. These insects provide human food and clothing.

Locusts and mosquitoes, on the other hand, are harmful to human. Locusts will eat all growing plants and every year trees and crops are destroyed by these hungry creatures. Mosquitoes pass the dangerous disease of malaria from person to person, and every year millions of people become ill and even die because of the activities of mosquitoes, which are a great danger to health.

There are some insects which are not directly useful or harmful to man, but are interesting and beautiful. Examples of such insects are colourful butterflies, pretty little lady-birds and fluttering moths.

**Notes:**

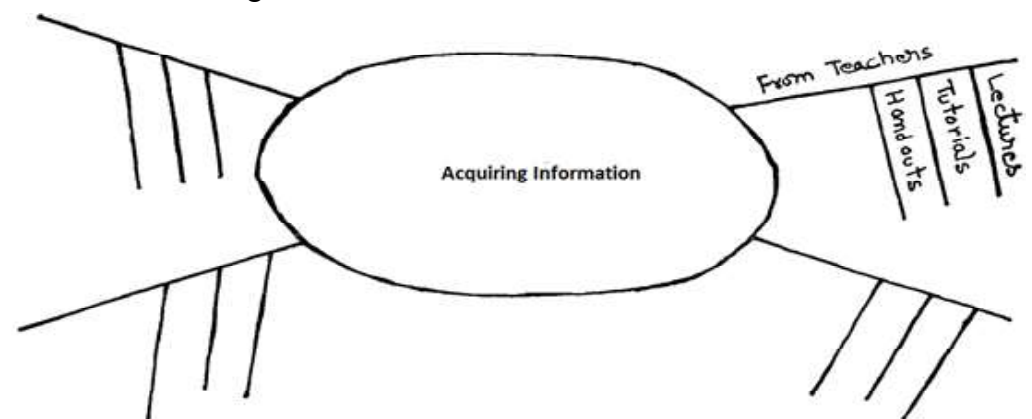
- 1) .....
- (a) 6 legs
- (b) .....
- (c) .....
- 2) .....
- a) useful - example - (i) bee (honey)
- b) ..... (i) .....
- (c) ..... (i) .....
- (ii) .....
- (iii) .....

**Task 3**

Notes may also be made diagrammatically. Read the passage below:

A student can acquire information in several ways. His teachers give lectures, conduct tutorials and issue handouts. He can read library books, listen to the radio or watch the TV and thus learn from other experts. He can get information from fellow students through seminars or informal conversation. He can also learn from himself by thinking about his subject when he is alone.

Now fill in the diagram below:





(Adapted from *Study Skills in English*. Michael J. Wallace, Cambridge University Press, 1980.)

## b) Diagramming/Information Transfer

The diagrammatic presentation of notes as seen in the task above is also known as diagramming. Diagrams are of various types: trees, pie charts, histograms, graphs, tables, etc. Such visual display can be grasped quickly and also facilitates retention. In most disciplines writers resort to such diagrammatic or visual presentation. e.g. labelling of the digestive system or genealogy of a king, etc.

‘Information Transfer’ means the restatement of verbal information in non-verbal form or vice-versa.

### Task-1

Read the following paragraph and complete the table given below:

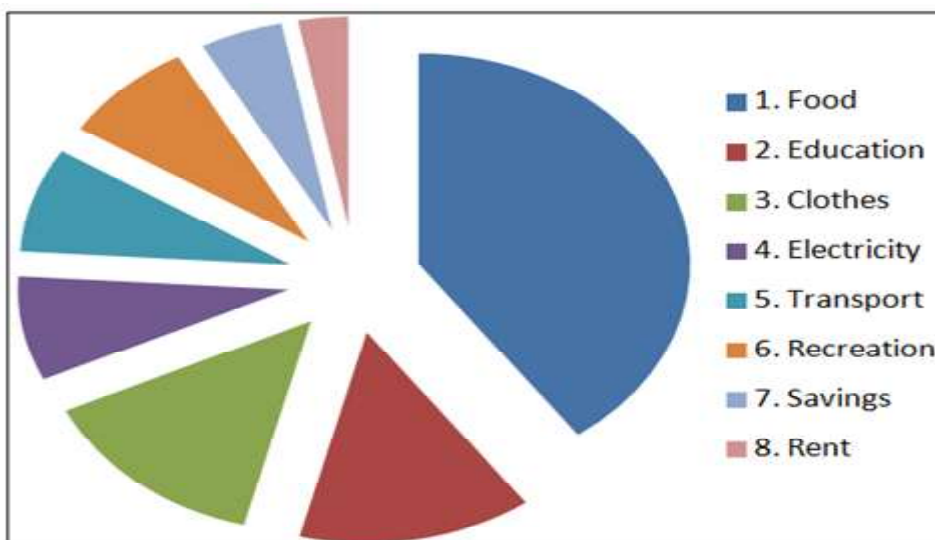
The Rajans and the Davids are very good friends. They have a monthly income of Rs. 70,000 and Rs. 50,000 respectively. The Rajans buy milk for Rs. 1,800/- whereas the Davids spend only Rs. 1,000 on milk. The Rajans, being vegetarians spend Rs. 2,000 more on vegetables than the Davids, who spend Rs.1,000 on vegetables and Rs. 2500 on meat. The provision bill for the Davids comes to Rs. 7000 per month whereas the Rajans spend Rs. 2000 more on the same. Since Mr. and Mrs. David are both working, they have little time to prepare snacks at home. Hence they buy bakery for Rs. 2000 every month. The Rajans spend only Rs. 1000 for the bakery. They both buy fruits for Rs. 2000 every month.

Items	The Rajans (Rs. 70,000)	The Davids (Rs. 50,000)
1. Milk	Rs. 1,800	Rs. 1,000
3.		
4.		
5.		
6.		

### Task-2

The following pie-chart represents the budget of the family of Mr. Iqbal. Study it carefully and rewrite it in the form of a paragraph.

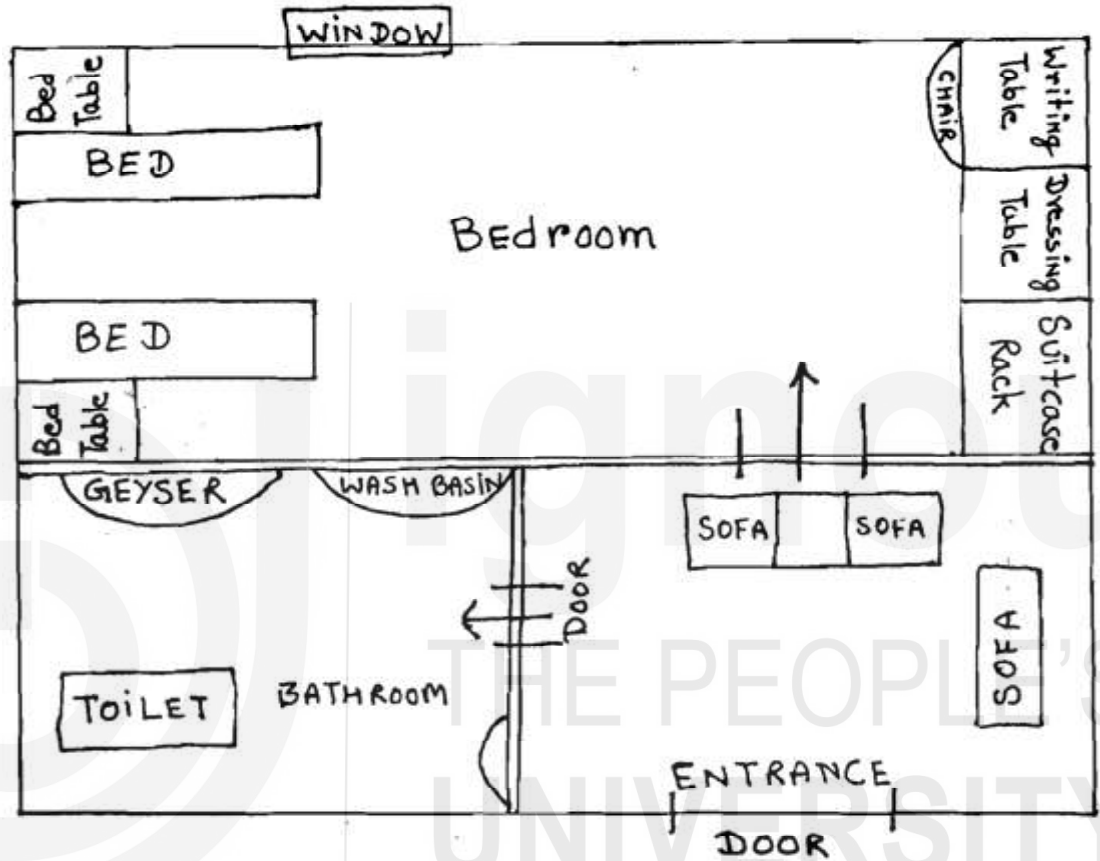
### Pie Chart



- |                |     |               |    |
|----------------|-----|---------------|----|
| 1. Food        | 40% | 5. Transport  | 8% |
| 2. Education   | 14% | 6. Recreation | 8% |
| 3. Clothes     | 14% | 7. Savings    | 5% |
| 4. Electricity | 8%  | 8. Rent       | 3% |

**Task-3**

Given below is the floor plan of a deluxe room in Hotel Bombay International. Write a paragraph describing the room.



**4.4.3 Retrieval Skills**

Summarising is the major retrieval skill. Once a student has mastered the skill of note-making, summarizing becomes easy. In addition to identifying the main and subordinate points in a text, and their manner of organisation, summarising requires a learner to write a coherent, logical piece of discourse in the form of a continuous paragraph. The length of the summary may vary according to the purpose for which it is written. Generally a summary needs to be comprehensive but precise. It should include the major relevant points but should not add any extra points not included in the text.

**Task-1**

Refer to Task 1 on Note-making in 4.4.2. Based on the notes you have prepared, write a summary of the passage not exceeding 100 words.

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**Task-2**

Based on Task 3 on Note-making in 4.4.2, write a brief abstract in about 50 words to be included in the guidebook for students.

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**Task-3**

Read the Editorial of today’s newspaper and summarise it in about 100 words, to be put up on the School News Bulletin board today.

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**Check Your Progress 3**

- 1) Prepare a task on each of the study skills discussed in this section, viz. Reference skills, Note-making, Diagramming and Summarising. Try to relate each of them to a subject that your students study e.g. Science, History, etc.

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- 2) Look through the tasks in the above section again carefully. Could you identify some basic principles for designing tasks to develop study skills in your learners?

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**4.5 LET US SUM UP**

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These are some of the points that are covered in the unit:

- Language is skill, not knowledge.
- Skills are acquired through practice.
- Study skills are different from the four linguistic skills of Listening, Speaking, Reading and Writing. Study skills enable learners to study more efficiently.
- The process of study involves four operations: perception, comprehension, retention and retrieval.

- There are three study skills corresponding to the four operations, namely, Gathering skills, Storage skills and Retrieval skills.
- Gathering skills help learners to locate and comprehend sources of information, e.g. use of a dictionary, skimming, scanning, etc.
- Storage skills enable learners to store information for ready retrieval and use, e.g. Note-making, Note-taking, Diagramming.
- Retrieval skills help learners to retrieve information when they need it, e.g. summarising.
- Students need training in study skills.
- The English teacher is the best person to develop study skills in learners.
- Study skills may be developed through tasks which require a problem-solving approach.

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## 4.6 KEY WORDS

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Gathering skills	skills used for gathering information.
Information Transfer	transfer information from verbal to non- verbal medium or vice-versa.
Linguistic skills	the four skills of listening, speaking, reading and writing (LSRW)
Learner training	enabling learners to learn on their own.
Note-taking	listening to a lecture and taking down important points.
Note-making	referring to a written text and taking down important points.
Retrieval skills	skills used for retrieving the information that has been stored.
Study skills	skills which enable a learner to study more efficiently.
Storing skills	skills useful for storing the information.
Summarising	identifying the gist of a text.

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## 4.7 ANSWERS

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### Check Your Progress 1

- 1) ‘Skill’ is a special ability to do something, gained through practice. Knowledge refers to the information one has gained through learning.
- 2) The major study skills are of 3 categories: gathering skills, storing skills and retrieval skills.
- 3) Note-taking is related to oral communication and note-making to writing.
- 4) A summary saves times for the reader.
- 5) Skills required for writing *summary*:

Comprehension: ability to identify major and minor points; ability to recognize the hierarchy of ideas in a text; ability to write a coherent piece of discourse.

## Check Your Progress 2

- 1) I would convince the Board of Studies with the following arguments:
  - a) Learners need study skills to learn other subjects
  - b) They don't know study skills even in L1.
  - c) The English teacher is better equipped to teach study skills since the English syllabus includes all types of texts.

## Check Your Progress 3

- 1) Do it yourself.
- 2) Basic principles in designing tasks on study skills:
  - a) Provide a lot of support at the beginning; withdraw support gradually.
  - b) Make each task a challenging problem.
  - c) Relate the task to real life needs.
  - d) Relate the task to the other subjects' study.



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## UNIT 5 TEACHING GRAMMAR TO ADVANCED LEARNERS IN HIGHER CLASSES

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### Structure

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Understanding Forms and Functions in English Language
- 5.3 The Use of Tenses in English
- 5.4 Probable Hard spots for ESL Learners
- 5.5 Interlanguage – Causes and Effects
- 5.6 Error Corrections – Ways and Means
- 5.7 Conclusion
- 5.8 Let Us Sum Up
- 5.9 Key Words
- 5.10 References and Suggested Readings
- 5.11 Answers

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### 5.0 OBJECTIVES

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After studying this Unit and completing the exercises, 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 thereof) between these two aspects;
- revisit and review a few selected aspects of English grammar i.e. tenses, conditional clauses and passive constructions;
- explain inter-language and enumerate the factors that lead to this situation;
- discuss (with examples) the advantages and disadvantages of self-correction; peer correction and individual and whole group (error) correction by the teacher in a classroom.

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### 5.1 INTRODUCTION

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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](http://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 classroom teachers we are often faced with a very peculiar and contradictory

situation. While we have a set of students who do very well in discrete item grammar tests, they are incapable of speaking fluently or writing accurately for long. On the other hand, there are a few who have very little awareness of grammar jargon and terminology, although they make pretty good use of the language. As teachers, we want to prepare learners who actually engage in communicative situations using appropriate language and patterns. We are not interested in their explaining to us or making a list of all the grammar uses that a certain pattern has or reciting, parrot like (from memory), the rules or exceptions which are associated with different grammatical elements. Students in higher classes have several years of studying the language under their belts. This is a great resource for us as teachers, because we can help them with what they already know and expand upon it. We can help them with a “deeper understanding of the nuances of the language.” The time in class must be used for providing learners with as many communicative situations as possible, rather than making them focus on drills and patterns that they could easily practice on their own.

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## 5.2 UNDERSTANDING FORMS AND FUNCTIONS IN ENGLISH LANGUAGE

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

- Forms of language
- Functions of language

Before we proceed to discuss the relationship between forms and functions in 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 numbers 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 Functions*: 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 roti,) etc.

As teachers what we must make our learners in higher levels comprehend and appreciate is 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, your students 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 are a number of different ways to express it.

### Check Your Progress 1

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

List A - Questions:

- 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?

List B - Function:

- a Asking someone to distinguish between alternatives.
- b Asking for information.
- c Asking for assistance
- 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*?
- i Do that and you'll be in trouble.
  - ii You'd better not do that.
  - iii If you do that, you'll be in trouble.
  - iv I wouldn't do that, if I were you.
  - v Mind you don't do that.



- 3) Besides the *informative*, *expressive* and *directive* language functions mentioned in this Section, we have the *ceremonial language use*, *performative utterances* and *phatic expressions*. Browse the web to find the different functions that such language performs and give examples of the same.

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### 5.3 THE USE OF TENSES IN ENGLISH

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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.

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- Present tense is always used to express present time in English.

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- There is no future tense in English.

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Now read on and compare what we think about these statements.

- 1) The verb phrase is usually the **time** marker in most cases but is reinforced in the form of a *time adverbial*. The term tense is traditionally used to refer to the way the verb changes its endings to express this meaning. For example

My husband **loves** gardening. Come winter and he **is** busy with his petunias, lobelias, dahlias, chrysanthemums and what not. He **is now watering** the plants.

Indian Super League defending champions Atletico de Kolkata **is all set** to train *for a month* in Spain.

I **had** viral fever *last week*. I **still feel** very weak.

- 2) Usually the present tense indicates present time e.g. **I'm** awfully busy right now. **Don't disturb** me.

I **have** a severe headache.

But the simple present tense can also indicate future time e.g.

I **fly** to Trivandrum next week. (fixed plan)

- Pari, my granddaughter, **wants** to be a Tennis Champion. It **is** her dream to play in the courts of Wimbledon. Pronoy, my grandson, on the other hand, **dreams** of being an airplane pilot. Childhood ambitions!!(indefinite future plans)

- 3) There is no separate tense marker in English to indicate future tense. (e.g. – *s* at the end of verb with the third person singular subject indicating simple tense, for example,

- Mummy **gets** up early in the morning to pack our lunch boxes.

Or the inflection *-ed* with regular verbs to indicate the past tense or a change in spelling in irregular verbs – *slept /ran*.

- I **walked** the whole distance as there **was** an auto-strike.

Therefore, English has **two** tenses. Traditional grammarians call these tenses **present** and **past**. More modern names for these are **Actual** and **Remote**. (*Side by side, Book Four*). However, there are **five** ways of expressing future time, for example:

- Tara **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 neighbors' 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?

- i) Mr. Mishra is a chain-smoker. (Verb in simple present tense)
- ii) Pushpa is a very efficient assistant (use of adjective and noun, verb in simple present tense.)
- iii) Ashish used to drink. (*used to drink* in the past, has now discontinued the practice)
- iv) Pratyush cannot sleep at night without reading a few pages from a story book. (Use of modal auxiliary verb – *can* with the negative *not* – and *simple present tense* – *sleep* to indicate habitual activity — inability to do without something.)
- v) 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 the earlier classes 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:

- Shelly *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.
- Subhas 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 these points to recapitulate 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 1986.

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 aren'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 ESL learners, (students studying English as a second language).

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 relationship between the different sentences in a given text. You would also need verbs to express your ideas in any kind of advanced level 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 degrees 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) Saurav Ganguly 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 Delhi 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 Amitava 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.
- 4 (a) Underline all the verbs in the simple present and put a circle round all the verbs in the present continuous. Comment on the utility of this kind of an exercise in higher classes.

The day is mild. A filmy diffusion pales the blue of the sky and gives a soft extra light. A gentle breeze touches the moving sea. Here and there the surface breaks in a pattern of light, struck by a shower of needles. Schools of sauries, each holding a million fish, break and boil to the top. Their sides are gleaming iridescent silver; their backs are metallic blue green. The Little Calf and his mother, along with seven other females, the harem bull, and a young male, are lazily following the fish, feasting as they go... Even the Little Calf, though nursing, is swallowing the fat, tasty, ten-inch fish.

*(Adapted from Collins Cobuild English Grammar Exercises)*

We will end this section with a few observations from a study conducted by R. K. Agnihotri, A. L. Khanna and Aditi Mukherjee on Undergraduate Students of

Delhi University. (Implicational Order of Difficulty in the Use of Tenses in English – by R. K. Agnihotri, A. L. Khanna and Aditi Mukherjee). They suggest that “the teaching of tenses should be incorporated in the teaching curriculum in three distinct stages. The verbal forms which the majority of our population finds difficult to handle and which are acquired later...should be introduced only in the last stage of teaching of tenses. It may not be particularly damaging to introduce these forms early at the receptive levels but to insist on their productive control in the early stages may result in disturbing the natural stages involved in learning. In natural language acquisition a silent period generally intervenes between reception and production...” Their findings underscore the need for contrasting the present indefinite (simple present) and the present continuous as also the simple past with present perfect. They have also highlighted the necessity to introduce the simple present for general truths and for habitual actions at the early stage. They also proposed the use of the simple present for future references in the Second Stage and the present continuous for future action as one of the ways to indicate future time. The authors also feel that the more difficult areas in tenses, i.e. the past perfect and the perfect continuous tenses should be taken up in the later stages. In brief, “the formal devices evolved to express different aspects of time and activity constitute one of the most critical aspects of any language and an adequate control over the verbal forms and the associated adverbials is necessary to use language meaningfully.”

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## 5.4 PROBABLE HARDSPOTS FOR ESL LEARNERS

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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.

### 5.4.1 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;*                      *main clause*

If + present tense;                      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

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.

Main Clause

could/would + infinitive

#### Third Conditional

In these types of sentences we are talking of hypothetical or unreal conditions, and imagining the result of the situation. (Unreal or 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 did not 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 Cobuild 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 Gopal was not so short-tempered, his colleagues would have liked him better.

3) Which of these utterances might apply to (a) a good student (b) a lazy student and (c) an ex-student?

i If he worked hard, he would pass.

ii If he had worked, he would have passed.

iii He'll pass if he works hard.

(From: Discover English... Rod Bolitho and Brian Tomlinson)

4) Match the clauses given in Columns I and II to make meaningful sentences.

Column I	Column II
i If you have lost money	a you'll stay slim.
ii If I went to Germany	b you must take the call.
iii If you don't eat too much	c the holiday would have been miserable.
iv If she liked spaghetti,	d contact the police.
v If David phones,	e I would buy a bigger car.
vi If the weather had not changed,	f she must have been Italian.
vii If I were as tired as you,	g I would visit Berlin.
viii If I had enough money,	h I should take a holiday.
ix If you can't sleep	i I would visit London first.
x If I went to England,	j take some sleeping tablets.

(From: Exploring Grammar in Context – Robert Carter, Rebecca Hughes & Michael McCarthy)

5) Construct as many sentences as you can from the substitution table given below.

If	Jack	had	studied	he	would	have	passed
	Jill		worked				failed
	Bob	hadn't	driven slowly	she	wouldn't		had an accident.
	Maria		taken a taxi		been late.		

(From: Teach Grammar ... Scott Thornbury)

In their study of Delhi University Undergraduate students, R. K. Agnihotri, A. L. Khanna and A. Mukherjee noticed that 'the control over the use of different tenses in the conditional clauses is generally poor.... The use of the conditional clauses involves an understanding of whether the *if clause* assumes something

to be a fact or whether it imagines a non-fact to be an actual fact (Close 1962)”. Because the concept of hypothetical past tense (unreal condition) is fairly difficult to understand and the sentence structure is fairly complex, the students find it very difficult to internalize conditional clauses, especially the third conditionals. In fact, the researchers in their study recommended that conditional clauses ‘... should be taught only at advanced stages.’ Thus it may be assumed that the advanced learners would find the *review*, *reinforcement* and *recapitulation* of conditional clauses in the higher classes quite useful.

### 5.4.2 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, advanced learners are often required to use passive forms in documenting experiments or reports of significant events of their institutions.

As beginners and at intermediate levels, learners are usually required to identify the tense and voice of the verb at the sentence level or in very short passages for transformation exercises. However, many students often fail to differentiate between transitive and intransitive verbs. Hence they fail to grasp that intransitive verbs which are not normally followed by direct objects - cannot be used in passive constructions, For example:

*Shoubhik and Mandira have a nice house. (and not)*

~~A nice house is had by Shoubhik 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.).*

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: *Honey is squeezed from the comb or is sold in the comb cut from the hive.*

In this section we will briefly touch upon the situations in which passive constructions are more appropriate and upon pseudo-passives. But before we go into those details, let us quickly 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 or thing 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 passivized 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 particles, soil *is classified* into different types, namely sandy, clay, silt, loamy, peat, and chalky soil.
- or making proposals:  
The abacus project 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 with 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 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.

.....

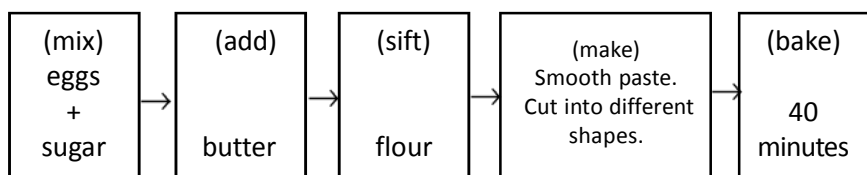
.....

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.....

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*)



.....

.....

.....

- 4) As a Newspaper Correspondent, write a brief report of the programme that you covered. Remember to add relevant details to the main programme.
- 5) Identify the voice used in the following sentences from a newspaper item.

India Art and Culture Forum  
Invites you to an evening of  
DEVOTIONAL SONGS  
by  
Smt. Suman Bhattacharya  
Kolkata  
Sunday, 6th December 2015  
at 6:30 pm  
Main Auditorium, India International Centre  
Lodhi Road  
Entry on first come first served basis

### A New Material to Make Roads Ice Proof

London: Driving in winters would soon become easier and safer, thanks to a new material invented by scientists, that could 'de-ice' snow covered, slippery roads potentially for years.

The new material delays the formation of ice compared to conventional materials, researchers said. Every winter, when weather forecasters predict snow or icy conditions, local governments deploy trucks that dust roads with salt, sand or other chemical mixtures to help prevent ice build-up.

### 5.4.3 Pseudo – passives

Read the following sentences.

I **got** kicked in the football match.

She **had** the plaster cast removed yesterday.

Expressions, such as 'I had my hair cut' or 'I got my leg stuck' are called **pseudo-passives**. They are not formed in the same way as passives, (i.e. a form of the auxiliary verb *be* + followed by the *-ed participle*) but they are passive actions in that subjects have things done to them or for them. Unlike standard passives, both **get** and **have** passives involve a subject.

- My friend **got** robbed.
- My uncle **had** his house flooded.

However, the subjects are not involved in the action described. Rather there is a strong sense of helplessness on the part of the subject, particularly in the case of **get** passives. For example:

**got killed; got charged; got criticized for no fault of his; got beaten; got intimidated.**

**Get** – passives are avoided in formal style, and even in informal style are much less frequent than *be* passives. *Get passives* are a little more informal than **have** passives and are more often used in speech (spoken form) rather than in written form. They are normally used without an agent. For example:

Our house **got broken** into last night.

I **had** my hair *cut* but it was too expensive.

### Check Your Progress 5

- 1) What is the difference in meaning in the two sentences of the same set?
  - i) a He just had his car repaired.  
b He's just repaired his car.
  - ii) a He's just had three teeth out.  
b Three of his teeth have just been taken out.
  - iii) a Do you clean your car yourself?  
b Do you have your car cleaned?
- 2) Complete the sentences with appropriate *get/have passives*.
  - i) Do you stitch your own dresses or.....?
  - ii) Do you plant the seedlings yourself or.....?
- 3) Number the sentences in the paragraph. Identify the passive constructions in the paragraph. Are agents mentioned in all the sentences? Why? Why not?
  - i) The 459 passengers and 14 crew on board Flight AF463 were evacuated using the emergency slides after the plane landed at 2136 GMT. The device was retrieved from the aircraft by explosives experts from the navy and DCI (Directorate of Criminal Investigations) a police officer tweeted.
  - ii) Nepal's second largest city and its leading tourist hub Pokhara is built on massive debris deposits which are associated with strong medieval earthquakes, a new study has found. Three quakes in 1100, 1255 and 1344, triggered large scale collapses, mass wasting and initiated the redistribution of material by catastrophic debris flows on the mountain range.

'The passive is infrequent in speech. In writing, it is more common in informative than in imaginative prose, especially in contexts which demand an objective, impersonal style, such as scientific publications and news reporting. ...Today, there is a strong Plain English movement in both Britain and the United States campaigning for the use of simpler, clearer and more direct English in official forms and publications of all kinds... (The supporters of Plain English) are opposed to the over-use of the passive. But passives cannot be dispensed with entirely' as is evident from scientific writings and write-ups of scientific experiments. (*Rediscover Grammar with David Crystal.*)

## 5.5 INTERLANGUAGE – CAUSES AND EFFECTS

“The process of learning a second language (L2) is characteristically non-linear and fragmentary, marked by a mixed landscape of rapid progression in certain areas but slow in others. Such a process results in a linguistic system known as **inter-language** which to varying degrees approximates that of the target language. In the earliest conception, interlanguage is metaphorically a half-way-house between the first language (L1) and the target language (L2), hence the term interlanguage. The L1 is purportedly the source language that provides the initial building materials to be gradually blended with materials from the target language resulting in new forms that are neither in the L1, nor in the L2. As David Crystal defines in *A Dictionary of Linguistics and Phonetics* (1997) ... ‘Interlanguage reflects the learner’s evolving system of rules, and results from a variety of processes, including the influence of the first language, contrastive interference from the target language and the over generalization of newly encountered rules’. Interlanguage can be applied to language learner’s *phonology* (sound system or the way a learner pronounces, uses the stress patterns etc. while speaking), *morphology* and *syntax* (which make the learner’s system of grammar reflected in the learner’s knowledge of word formation, word order, syntactical structures, etc.) and *lexicon* (words that are commonly used by a person or a group).

Before we proceed further, let us quickly look back to our own days of learning English (which is L2 for most of us) and recollect instances of *over generalization of rules learned and mother tongue interference*. Most common, as you might have noticed, pertain to making plurals for example, adding the extra *-s* to the plural form of the word child which is *children echildrens, sheeps, furnitures*; using the definite article *the* with names, for example: (in line with—The Roys have gone to Ranikhet for a holiday – referring to the family as a whole); use of *-ed* to indicate past tense e.g. *buyed* (x), *sinked* (x), etc.

Interference of the mother tongue are most noticeable in pronunciation and stress patterns; use of wrong word order which is typically modelled on the mother tongues of the learners; absence of inversion in interrogative sentences or the indiscriminate use of *isn't it* (?) in question tags; deviation from grammatically correct subject–verb agreement rules – to name only a few areas where Indian ESL learners frequently go wrong. You can keep your ears and eyes open and compile a list of errors your learners make.

### Check Your Progress 6

- 1) Given below is an answer written by a class X student. Rewrite the answer after making necessary corrections.

“The hundry victims could not eat anything. It is right to say. The atom bomb on Hiroshima badly effected it. It erase 1,35,000 people from the city and destroyed eight percent building of the city. But the aftermaths of the atom bomb were equally serious. Pregnent women aborded and never conceive again. Men and women lose the capability of producing babies. The wounds close and for no reason opened. The hair started break. There was started a teeth deaseas. The blood started coming from the gums. Atom bomb effected the whole people of Hiroshima and Nagasaki badly. The aftermaths were very serious and people are not well till now. They are badly effected and till now they cannot recover themselves from these bad

aftermaths of the atom bomb certainly. This was the worst unfortunate in the world history.

- 2) Read the answer written by the student once again. For the time being, let us ignore the words that have been spelt wrongly. Now write the sentences under two broad categories – over-generalization and mother tongue interference.

.....

.....

.....

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However, we are not trying to tell you or convince you that L1 interference/ transfer and overgeneralization on the basis of incomplete rule learning (i.e. not knowing the exceptions of a particular rule) are the only two reasons why the target language is not adequately mastered by a learner. There are factors – both internal and external— like age, diminishing motivation, waning interest, lack of self-confidence, anxiety, insufficient learning opportunities, dearth of proficient language teachers – all of which contribute to create a situation in which “incorrect linguistic features become a permanent part of the way a person speaks or writes a language. Thus, if we think of interlanguage as a continuum of gradually approaching the target language, it can stop developing in any stage and the learner is unable to acquire absolute proficiency.

For the advanced learners, teachers should encourage students to use new and advanced expressions while simultaneously acquainting them with the culture and society of the target language. Only in this way can students be encouraged to approximate L1 proficiency and elevate their own communicative competence. The significant role of the teacher in learning has always been recognized and the model that a teacher provides affects the learner in a big way.

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## **5.6 ERROR CORRECTIONS – WAYS AND MEANS**

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Is there any difference in meaning between the two words – *errors* and *mistakes*? What do you think? As a teacher what should you be more worried about – *errors* or *mistakes*? Are you becoming puzzled? Confused? Irritated? Please, don't be.

Let us look at the dictionary definitions of these two oft-repeated words.

An **error** is something you have done which is considered to be incorrect or wrong, or something that should not have been done or which have been done wrong. However, if you make a **mistake**, you do something which you did not intend to do, which produces a result that you did not want. Think of the expressions – *silly mistakes*, *careless mistakes* and compare them with expressions



like *common error* or *fatal error* or *errors of judgment*. Although all of us have suffered at different points of time – more in the form of less marks than anything else – mistakes are inevitable. “When a learner makes a mistake, s/he breaks the rules of the language as a result of non-linguistic factors. Thus a pupil might normally use a particular item correctly in discrete item grammar tests but when writing a composition, s/he might use it wrongly because s/he is careless, tired, sick, bored, writing very quickly or thinking ahead. “Mistakes thus should not worry the teacher as they can usually be corrected by the learner himself/herself,” according to Ellis and Tomlinson. On the other hand, when a language learner unconsciously breaks the unwritten rules of the target language as a result of faulty learning, s/he makes an error. In a second language learning situation the learner’s errors are often habitual and recur despite repeated corrections. The errors are frequently reinforced by similar errors made by peers and the mass media. Thus students often have faulty language habits which they are unaware of. Such errors are indicative of learning problems and make the teachers aware of the areas to concentrate on when they decide to re-teach or revise to help their students. As Julian Edge remarks in his book – ‘Mistakes and Correction’ – “.... Correction doesn’t mean making everything absolutely correct; correction means helping people learn to express themselves better.” The same author remarks elsewhere, “It is very depressing for a student to get back any piece of written work with lots of teacher correction on it. We know that students often just look at the mark they have been given, put the paper away and forget about it.” Have we all not done the same in our own school days? So what should we, now that we have become teachers, do when our students make mistake and errors? One answer is to ignore mistakes and treat them as positive evidence of learning steps (in their attempts to make meaning) and encourage them in such risk taking to put into use whatever language they have learnt. Another way is involving learners in judgments about correctness which help them become more accurate in their own use of the language.

A large number of studies and research developed the notion that second language learners could be viewed as actively constructing rules from the data they encounter and by adapting rules in the direction of the target language. (Refer to the section on Interlanguage – Causes and Effects). We have already referred to the evolution from the first attempts to the near perfect use of language as a continuum and presumably every stage of the development is marked by influence from the source language. The process of second language learning “represents an accretion (the process of growth/accumulation) of elements from the target language.” So as teachers we must allow the students to edit and (self) correct their own writing. A teacher can choose a particular grammar area e.g. the present perfect tense or the use of reflexive pronouns (depending on the writing task) and ask his/her students to spot and rectify as many mistakes as they can. (We do exactly this when we revise the answers before submitting the answer-script in an exam but here the teacher restricts the focus purposely so that students get an opportunity for self-correction.) Or a teacher can point out the mistakes (without correcting them) and then give the students time to correct them as much as possible, on their own. Self-correction attempts raise the awareness level of the students and make them capable of editing their own work.

Peer correction is another way of error correction where students work together on correcting each other’s work. The obvious advantage is that students can discuss with/consult each other if in doubt. Also in case one fails to see his/her

own mistakes, the other person can always help with it. However, the spirit of co-operation has to pervade pair work.

(Also both self-correction and peer correction find support in the constructivist theory of teaching grammar. We have touched upon this in an earlier Unit on different methodologies of teaching grammar.)

If we think that a mistake needs to be corrected, the student who made the mistake or another student can correct it. In this case teacher intervention is not required. But if the particular student or any other classmate is unable to come up with the correct answer, then obviously the teacher needs to intervene to stop wasting available class time.

Error correction by teachers for the whole class can be either **hot** (the teacher makes the correction the moment the learner uses a wrong form/pronounces a word wrongly— then and there) or **cold** (delayed response/correction at a later point of time).

What do you think would be the advantages or disadvantages of both these forms of correction?

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Too many interruptions to correct mistakes make the students hesitant and inhibited. Students would never use new expressions / words / syntactical patterns and fall back on safe, simple, repetitive expressions which they know are correct (albeit overused and / or boring). Hence, language experts who look upon mistakes as evidence of learning or learning steps, suggest that teachers should not correct mistakes unless there is a breakdown in communication. In a delayed correction scenario, a teacher can quietly collect samples or instances of wrong usage, grammatical errors while going through students’ written work and choose one or two items for re-teaching. Even if the teacher thinks that he or she has taught a particular item but the students are still incapable of self-correction or no one in a class can correct a particular mistake, then obviously it needs to be taught again in a different way.

**Check Your Progress 7**

- 1) Given below are a few incorrect expressions used by learners in their English examination answer scripts. Write the correct version in the space provided. Identify the grammar elements which the learners are confused with.

Expressions used by learners	Correct version	Attention needed in teaching grammar area
Taked a lot of photograph		
Spended lot of money		
Was cramp in the Economy class of the plane		
Joint family more better than nuclear family.		
We take rest and freshed up ourselves		

- 2) Given below is a small text on Prof. Subhash Mukhopadhyay whose path-breaking work in the field of In Vitro Fertilization (IVF) is acknowledged now. However, in his own lifetime, his work was never recognized. His ideas were much ahead of the times that he lived in.

Read through the passage carefully more than once. Identify and correct as many errors you can spot. Make a list of the grammar areas that need re-teaching.

In 2003 the Indian Council for Medical Research, along with two other organizations, felicitate two people to mark the twenty fifth anniversary of In Vitro Fertilization (IVF) in India; Prof. Sumit Mukherjee and Kanupriya Aggarwal. Dr. Mukherjee is a part of the IVF team to produce India's first and the world's second test tube baby. Kanupriya was the test tube baby. The one person missing in the celebration was Dr. Subhash Mukhopadhyay, the scientist who make the miracle happens in 1978.

Dr. Mukhopadhyay mocked by his peers and his findings dismissed by the state government review committee as 'bogus'. He was prevent from working with hormones, a key and unique feature of the procedure, he had developing for fertilization. He ban from participating in international conferences. Neglected and ostracized, Dr. Mukhopadhyay put an end to his own life in 1981. It was Dr. T. C. Anand Kumar, India's second scientist to produce a test tube baby. Dr. Anand Kumar worked hard to establish the credit due to Dr. Mukhopadhyay. Following the publication of Dr. Kumar's investigation in 1997, Dr. Mukhopadhyay recognize in scientific circles for his path- breaking work.

It has been estimated that almost five million babies has been born world wide since 1978 with the help of IVF and other improved methods. Dr. Mukhopadhyay's methods are still followed and many childless couples are benefitting from such treatment. Had Prof. Mukhopadhyay been allowed to continue his work, India will take giant strides in this field much before other countries of the world.

(Original text adapted from "Beyond Imagination – A Notebook" Published by Ratna Sagar)

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## 5.8 CONCLUSION

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Learning a language is a complex process. Hence, nothing is learnt at one go. Our understanding of the meaning-making role of grammar also grows gradually over a period of time. Reviewing, re-using what we have learnt earlier and reinforcing what we know or have learnt help gradually.

All languages are rule governed. But as we have said earlier, only knowing or learning the rules do not suffice. Learners need to use the language learnt fluently, accurately and appropriately. While we have referred to these concepts in an earlier lesson, we would like to remind you of these three important strands in language use once again. In this Unit we have tried to focus on form vs. functions to make you aware of the fact that grammatically similar sentences may be used for quite different purposes while sentences conveying the same meaning may be grammatically quite dissimilar. In other words, the uses to which a sentence

might be put cannot be ascertained from an analysis of its consistent parts, and a learner who knows what all the words and structures in the language signify, does not necessarily know how to use language correctly and appropriately.

Like a first rate driver goes through the physical operations of driving a car automatically and yet follows all traffic rules, keeps an eye on other car drivers on the road, driving at same time that he is, is mentally alert to his surroundings and yet carries on a conversation or a discussion or an argument with his co-passengers – all at the same time. Similarly, a proficient language user gains automatic control over complex mental routines and sub-routines. This comparison may be a little cliché and overused, yet we think it is the most apt.

Learning of a language does not occur in a linear sequence. It is an organic process characterized by back sliding, leaps in competency, interaction between grammatical elements, etc.

“Researches have demonstrated the complexity of the processes involved in learning a second language. We now have data which show that it takes much longer than we once thought to move from one developmental stage to another...” There seems to be little support for an approach in which all explicit grammatical instruction is avoided. However, the questions of when, how and how much focus to place on grammar has not been settled.

In this Unit we have tried to explain that “structures are not learned in isolation, but they interact with each other.” Eisenstein et al (1982) investigated the development of progressive and simple forms and came to the conclusion that the problem of learning closely related verb structures is that while each has its own job to perform, it is also interconnected with other structures. This makes it difficult for the learner to determine where the boundaries are and therefore, to know when it is appropriate to use one structure rather than another. Eisenstein et al. point out that ultimately the challenge of learning closely related verb structures is probably that they have to be integrated into the semantic and grammatical system in such a way that each marks off its own meaning domain, i.e. in the case of verbs, its own portion of time. (Language Teaching Methodology, David Nunan 1998)

Apart from internalizing complex grammar rules and using them automatically and appropriately, another important focal point of this Unit is the concept of interlanguage and the resultant errors that show up in the productive skills of speaking and writing. Most of us, as teachers are unwilling to accept errors as inevitable in second language learning and give sufficient time to outgrow them at a later stage of learning. We think we can fully agree with R. K. Agnihotri and A. L. Khanna when they suggest, “Nothing causes more anxiety to teachers, parents, examiners and society in general, than the errors that a learner makes while learning a language. In fact, we often treat errors as if they were diseases which need immediate treatment. The truth is that making errors is a necessary part of a learning process.” They have also pointed out that the rules of grammar are “created by those who use it. And we all know languages keep changing all the time... It is possible that today’s errors may become tomorrow’s rule.” Isn’t the comment thought provoking and deserve some consideration? Think and ponder.

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## 5.8 LET US SUM UP

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- 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 and we should teach grammar combining it with language in a communicative way.
- Although students can successfully complete form-focused grammar exercises, they cannot always transfer this knowledge of rules to sustained writing tasks.
- 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 contribute to the overall meaning of a sentence, paragraph and discourse. Students gradually learn the significance of all these components in adding to the shades of meaning and nuances of language.
- 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 supported by an adverb. There are two tenses in English language – present tense 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).
- While it is desirable to visit different areas of grammar in different classes – it has been noticed by researchers that the proper uses of tenses, the conditional clauses and passive constructions are some of the areas of grammar where students make a lot of errors.
- Language learners, especially second language learners, go through different phases of transition. L1 interference and overgeneralization often result in what is known as interlanguage. A learner's interlanguage changes frequently as he or she becomes more proficient in the target language. The term interlanguage draws attention to the fact that the learner's language system is neither that of his mother tongue nor that of the second language.
- While learning a language, learners are bound to make mistakes. Those mistakes which learners are able to correct themselves (on their own or when pointed out) are indicative of their attempts to take the desired learning steps.
- However, despite repeated corrections or providing ample support, students continue making errors. These may be caused by several different processes:
  - Borrowing patterns from mother tongue;
  - Extending patterns from the target language; and

- Expressing meanings using the limited number of words and grammar rules which are known to them.
- There are two kinds of error correction techniques
  - o Hot (correction – as soon as we notice a student making an error);
  - o Cold (not to interrupt the activity in progress but take up the mistakes made afterwards.).
- We should encourage peer correction first and then follow-up with self-correction. Teachers can concentrate on re-teaching certain areas where most learners make errors.

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## 5.9 KEY WORDS

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**Structures:** Sentences are identical in structure and display the same pattern because they all contain examples of the same grammatical categories which are arranged in a certain order according to a set of grammatical rules e.g.

I'd like to go to Paris/Swaziland

Or

I'd like to go home/read a book etc.

**Forms** (of sentences) include different types of sentences like declarative, negative, exclamatory sentences/or the different forms of verb – present/ past, whether a noun is singular or plural, countable or unaccountable.

**Function** (of sentences) – The purpose of an utterance/sentence; whether it is an order, a request or a prayer.

**Verb:** The central element in a sentence indicating what is happening or the state of things.

**Tense** – refers to the time of action: present or past.

**Aspect** – Tells us whether the action denoted by the verb is complete or incomplete e.g. She *is cooking* (action in progress at the time of speaking); She has finished cooking. (action complete).

**Conditional clause:** expresses a condition usually starting with *if* or *unless* e.g. If you do not have your meals regularly, you will fall sick.

**Passive Sentences:** refers to the verb phrase in a sentence in which the person or thing does not perform the action expressed by the verb but is affected by it, e.g. The thief was caught.

**Pseudo Passives** – (often with *have* or *get*) are common in informal English. They have subjects which have things done for them, to them or which happen to them e.g. I *had* my car *washed*.

**Interlanguage:** is the type of language produced by second and foreign language learners who are in the process of learning a language. In language learning, learner errors are caused by several different processes, i.e. borrowing patterns

from mother tongue, extending patterns from target language, expressing meanings using the words and grammar which are already known. Interlanguage is an intermediate stage between native and target language.

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## 5.11 ANSWERS

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### 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 a 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.
- 3) 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 by using the version the first person.

Ceremonial (or ritual language use) e.g. Dearly beloved, we are gathered here together to witness the holy matrimony of etc., etc., (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.

### Check Your Progress 2

- 1)
  - i) Water boils at 100 degrees 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) Saurav Ganguly 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 Delhi government is planning to allow even and odd number cars on alternate days on the road. **Proposed plans 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. **Habitual action that takes place regularly.**
- 3) Difference in the set of sentences 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 Amitava 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**)
- 4) Verbs in the simple present have been underlined and all the verbs in the present continuous have been made bold:

The day is mild. A filmy diffusion pales the blue of the sky and gives a soft extra light. A gentle breeze touches the moving sea. Here and there the surface breaks in a pattern of light, struck by a shower of needles. Schools of sauries, each holding a million fish, break and boil to the top. Their sides **are gleaming** iridescent silver; their backs are metallic blue green. The Little Calf and his mother, along with seven other females, the harem bull, and a young male, **are** lazily **following** the fish, feasting as they go... Even the Little Calf, though nursing, **is swallowing** the fat, tasty, ten-inch fish.

This kind of grammatical consciousness raising exercise pays much greater attention to form-function relationships. It also attempts to situate the grammatical structures and elements in question within a broad context. It also explicitly rejects the traditional belief that language is constructed out of discrete entities. Such an 'organic' view of language draws our attention to interrelationship between rules. The text is authentic and not designed for pedagogical purposes.

### Check Your Progress 3

- 1) (These are suggested examples. Your own answers can be very different.)  
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 camera/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 Titanic House 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 does the speaker mean?
- 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 Gopal was not so short-tempered, his colleagues would have liked him better.  
**Gopal becomes angry very quickly. His colleagues do not like him much.**
- 3) i If he worked hard, he would pass. **(b) a lazy student**  
ii If he had worked, he would have passed. **(c) an ex-student.**  
iii He'll pass if he works hard. **(a) a good student**

4) Match the clauses:

i	If you have lost money, <i>contact the police.</i>
ii	If I went to Germany, <i>I would visit Berlin.</i>
iii	If you don't eat too much, <i>you'll stay slim.</i>
iv	If she liked spaghetti, <i>she must have been Italian.</i>
v	If David phones, <i>you must take the call.</i>
vi	If the weather had not changed, <i>the holiday would have been miserable.</i>
vii	If I were as tired as you, <i>I should take a holiday.</i>
viii	If I had enough money, <i>I would buy a bigger car.</i>
ix	If you can't sleep <i>take some sleeping tablets.</i>
x	If I went to England, <i>I would visit London first.</i>

5) A few examples are given here. You can try and make more.

- i) If Jack had studied, he would have passed.
- ii) If Jill had driven slowly, she wouldn't have had an accident.
- iii) If Maria had taken a taxi, she wouldn't have been late.
- iv) If Bob had worked he wouldn't have failed.

(You could construct more meaningful sentences.)

#### Check Your Progress 4

- i) The litmus paper is placed in the liquid. *The person is either 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.  
*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 by the administrative authorities / government in power.*
- iv) A cricketer, who was charged with match fixing, was banned for five years.  
*News report/Newspaper report. Only the Cricket Regulatory Body 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 disorders. 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 had abducted one of their teen-aged friends and had 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) 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.)
- 4) Open ended.
- 5) Although a newspaper item, simple present, simple past, past tense of modals will (would), can (could) have been used. Thus the *active voice* has been used in this news item because the focus is as much on the 'Doer' of the action.

#### Check Your Progress 5

- 1) i a) The car was repaired by someone else (e.g. a mechanic in a garage.)  
b) He himself repaired the car.
- ii a) The teeth came out on their own (may be because of age/accident)  
ii b) The dentist extracted three of his teeth.
- iii a) A direct question to the owner of the car.  
b) Does somebody else (other than the owner) clean the car?
- 2) i) get them stitched?  
ii) have them planted for you?
- 3) i a) were evacuated (agent not mentioned, understood – the cabin crew)  
b) was retrieved (agent mentioned – (by) explosive experts from the navy and DCI. Specialized trained agents because not everybody can deactivate explosives.
- ii a) is built (b) are associated (agent – strong earthquakes)

#### Check Your Progress 6

- a) The hungry victims  
b) It is right to say. What? - sentence incomplete.  
or  
The incomplete sentence can be combined with the next sentence.
- c) All the “effected” (used three times) should be written as **affected**.

The word *effect* which means ‘result’ is usually used with words like *have an effect*, **produce** an effect or **take effect**. The word **affect** is used if a person or thing is influenced or changed in some way (because of something).

d) Some others are spelling mistakes:

pregnent -should be *pregnant*

aborded - should be *aborted*

*deaseas* - should be *disease*

e) It erase - it erased/killed

aftermaths - is wrong because the word *aftermath* (result) is used as a singular noun

never conceive again - should be corrected as never conceived again **or** *could* never conceive again.

lose the capability - should be – lost the ability to have babies.

The wounds close - can be written as - wounds closed and opened for no reason.

The hair started break - The hair started to break or hair started breaking.

There was started a teeth deaseas. - use of passive voice is inappropriate. *A gum disease spread.*

the whole people - should be corrected to *the people of*

they cannot recover themselves - should be rewritten as *till now they have not recovered* from the aftermath of the atom bomb (certainly to be deleted).

This was the worst unfortunate - should be rewritten as *This is the most unfortunate event in world history.*

(Spelling, grammar, word order, difference between two closely similar words, not known to the student. The student’s language use is poor and needs remedial teaching in many areas.)

2

Overgeneralization	Mother tongue interference
Effected	Lose the capability of producing babies
Aftermaths (like <i>results</i> )	The hair started break
They cannot recover themselves (like <i>you cover yourself with a blanket</i> ) (you recover from illness, loss, etc.	The blood started coming from the gums
	The whole people of Hiroshima
	The worst unfortunate in world history

What according to you are the advantages of knowing the L1 of your students? Make a few intelligent guesses.

**Check Your Progress 7**

1)	Expression used by learner	Correct version	Grammar for re-teaching
	Taked	Took	Past tense of irregular verbs
	Spended	Spent	Past tense of irregular verbs
	Crampt	Cramped	Past tense of irregular verbs and spelling
	More better	Better	Degrees of adjectives
	Freshed up	Freshened up	Phrasal verb

- 2) felicitated; made the miracle happen in 1978; was mocked; findings were dismissed; was prevented; had been developing; was banned

Dr. Mukhopadhyay was recognized; worldwide; India would have taken giant strides in this field;

- Re-teaching required is *Passive constructions* for all tenses and aspects of verbs.
- Worldwide is usually written without space or hyphen.

